

Denton Independent School District
Denton High School
2020-2021 Campus Improvement Plan

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Denton High School continues to focus on improving the academic success of its At-Risk populations in English, Science, and Alg. I. We also work closely with our feeder schools to communicate strategies to help our students who are subject to mobility issues. DHS needs procedures to address increased recent enrollment of Central American students (translation, assessing lack of educational/immunization records, social worker interventions, etc.). Mobility rate (especially of incoming 9th graders) and drop-out rate continues to increase. Monitoring of at-Risk students needs to continue with targeted effort in completion of Alg. I and Eng. I. (TAPR 2019)

Demographics Strengths

Graduation rate - 94.6%

CTE Coherent sequence graduates = 62%

Attendance rate continues to improve (up to 95.3% from 94.55)

Number of lowSES students dropped slightly (from 49.1% to 47.3%)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increase in dropout rate from 2018 to 2019 **Root Cause:** Increase in mobility rate combined with an unclear process of withdrawal of dropouts in Registrar's office (addressed in 2019-2020 school year). Also, Denton County facilities, the State School, and Cumberland Children's home are all in the DHS attendance zone.

Student Learning

Student Learning Summary

Denton High School will work to intervene earlier in a student's career to maximize their academic success and will encourage that they pursue advanced academics where applicable. IB and AP exam passing rates (and % tested) need to increase as well as the number of students completing Dual Credit courses. At-Risk student completion of English I and Algebra I (both course and EOC) needs to be addressed.

Student Learning Strengths

- IB Diploma Programme Scores
- IB Diploma Programme Retention Rates
- IB Diploma Programme College Acceptance Rate (100%)
- TEA Distinction for Social Studies (4 years)
- TEA Distinction for ELA (3 years)
- 34 AP scholars
- 7 Nation Merit Commended Scholars
- Increase in Dual Credit completion

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Parents and other stakeholders report virtual learning can be confusing/tedious with multiple log-ins and/or system requirements. **Root Cause:** Multiple platforms (Canvas, Google classrooms, Blackboard, Khan, etc.) utilized by faculty

School Processes & Programs

School Processes & Programs Summary

Staffing changes in both Admin and Counseling have provided opportunities for growth in leadership at DHS. The DHS Exec Committee (comprised of Admin and Counseling reps) will play a crucial role in developing and coordinating responsibilities.

School Processes & Programs Strengths

Master Schedule development is coordinated between the Associate Principal and the Lead Counselor.

- New Lead Counselor, academic counselor, and Vocational/CTE Counselor.
- New Assistant Principal with background in CTE/CCMR.
- Development of DHS Exec Committee.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase in dropout rate from 2018 to 2019 **Root Cause:** Lack of clear withdrawal process for Registrar's office (addressed in 2019-2020 school year). County facilities, the State School, and Cumberland Children's home are all in the DHS attendance zone.

Problem Statement 2 (Prioritized): Decrease in IB full diploma graduation rate **Root Cause:** Ending of IB/Dell Equity grant (provided funding for recruitment and admin./counseling training)

Problem Statement 3: Decrease in IB full diploma graduation rate **Root Cause:** Turnover in the MYP Coordinator position (3 in 5 years . . . recruiting is a major function)

Problem Statement 4: Decrease in IB full diploma graduation rate **Root Cause:** Decline in the number of IB transfers

Problem Statement 5: Decrease in IB full diploma graduation rate **Root Cause:** Growth in the IB "course-only" enrollment (students taking IB courses but not intending to pursue full IB)

Priority Problem Statements

Problem Statement 1: Increase in dropout rate from 2018 to 2019

Root Cause 1: Increase in mobility rate combined with an unclear process of withdrawal of dropouts in Registrar's office (addressed in 2019-2020 school year). Also, Denton County facilities, the State School, and Cumberland Children's home are all in the DHS attendance zone.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Decrease in IB full diploma graduation rate

Root Cause 2: Ending of IB/Dell Equity grant (provided funding for recruitment and admin./counseling training)

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
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Race and ethnicity 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

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Increase 9th grade ELA passing rate for courses AND STAAR tests by 10 %

Evaluation Data Sources: Surveys





Common Assessments

Quarter and Semester Grades

ELA STAAR performance

(Kim Thaggard - Assistant Principal, Carl Herrmann - ELAR department chair, Ben Hokamp - Instructional Technology Specialist)

Summative Evaluation: None

<p>Strategy 1: ELAR Content and Workshop Hybrid Pilot</p> <p>This course is true RTI for students who have passed both 7th and 8th grade English courses, but who have failed to pass their ELAR STAAR. DHS will offer a double-blocked course wherein students receive instruction on the state-mandated standards and skills in the first block of the course and then use the other block for a true workshop experience. The second block includes extended time for reading and writing, student-teacher writing conferences, re-teaching, and lab opportunities to explore multiple modalities for individual expression.</p> <p>Strategy's Expected Result/Impact: Increase in 9th grade STAAR ELA test scores Increase in 9th grade ELA passing rates</p> <p>Staff Responsible for Monitoring: (Kim Thaggard - Assistant Principal, Carl Herrmann - ELAR department chair, Ben Hokamp - Instructional Technology Specialist)</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
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- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: Increase staff understanding and effectiveness of digital instruction (evidenced by a 20% increase in Canvas Use categories as defined in Canvas Tier trainings).

Evaluation Data Sources: Surveys (Technology and Canvas)
 Communication from the committee staff and the general faculty
 Student performance through grades (quarterly and semester).
 Technology Assistance requests

Summative Evaluation: None

<p>Strategy 1: Our goal is to increase staff understanding and effectiveness of digital teaching through the use of more thorough communication and training. We will form a multidisciplinary committee of stakeholders (faculty, admin., ITS, and Tech.) that will analyze best practices for online teaching, evaluate current methods of delivery and assessment in digital platforms, and form a common communication tool for all teachers to have quick access to information.</p> <p>Strategy's Expected Result/Impact: Increase staff understanding and effectiveness of digital teaching. Evidence of more effective use of Canvas, Teams, and other platforms to benefit student learning.</p> <p>Staff Responsible for Monitoring: Matt Smith (Assistant Principal) Ben Hokamp (Instructional Technology Specialist)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: Increase the number of IB Freshman and sophomore ambassadors by 25 %

Evaluation Data Sources: ambassador database
attendance at ambassador events
DP enrollment

Summative Evaluation: None

<p>Strategy 1: Increase coordinated marketing efforts for the DHS IB program to both honors students and parents. An effort to increase the number of IB Freshman and sophomore ambassadors by 25 % will bolster our DHS Diploma Programme for the 2021-2022.</p> <p>Strategy's Expected Result/Impact: Increase DP enrollment and DP diploma rates for the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Kim Thaggard (Assistant Principal) Beth Hughes (IB DP Coordinator) Crystal Sullivan (IB MYP Coordinator)</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Identify and offer MYP and DP Professional Development opportunities for faculty in the Spring 2021/Summer 2021 timeframe</p> <p>Strategy's Expected Result/Impact: Improved vertical and horizontal collaboration. Improved faculty retention. Increased number of DP students and DP diploma rates.</p> <p>Staff Responsible for Monitoring: Kim Thaggard (Assistant Principal) Beth Hughes (IB DP Coordinator) Crystal Sullivan (IB MYP Coordinator)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Initiate an IB MYP Steering Committee for DHS Strategy's Expected Result/Impact: Identified department members will be used as pedagogical leaders/connections between their discipline and the MYP. Local training provided by Crystal Sullivan so that committee members become facilitators for the MYP project and "marketers" for DP. Staff Responsible for Monitoring: Beth Hughes Crystal Sullivan TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Growth & Management

In pursuit of excellence, we will:

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

Performance Objective 1: Increase DHS faculty retention rate by 15%.

Evaluation Data Sources: staffing projections
human resources records

Summative Evaluation: None

<p>Strategy 1: Increase/continue to provide technology (specifically Canvas) related professional development opportunities for faculty (see Goal 1 - Performance Objective 2)</p> <p>Strategy's Expected Result/Impact: Increase of faculty confidence in usage of digital platforms. Increase in favorable parent interactions with Canvas.</p> <p>Staff Responsible for Monitoring: Matt Smith - Assistant Principal Ben Hokamp -Instructional Technology Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Identify and offer IB MYP and DP professional development opportunities that will be available for faculty in the Spring of 2020 (and effective given current travel restrictions). (See Goal 2 - Performance Objective 1 - Strategy 2)</p> <p>Strategy's Expected Result/Impact: Increase faculty appreciation of the MYP concept and its role in the overall IB programme. Increase DP faculty knowledge of changes/updates in IB curriculum and assessment.</p> <p>Staff Responsible for Monitoring: Joel Hays - Principal Beth Hughes - IB DP Coordinator Crystal Sullivan - IB MYP Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: Opportunities for Students

In pursuit of excellence, we will:


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


Performance Objective 1: Increase the overall Algebra I course passing rate by 15% (including an increase of At-Risk populations identified for targeted support)


Evaluation Data Sources: TEA TAPR
DHS quarter and semester reports


Summative Evaluation: None

<p>Strategy 1: Provide a Algebra I double-blocked "trailer" course for identified students that need support.</p> <p>Strategy's Expected Result/Impact: Increase Algebra I course passing rate. Decrease in the number of students that re-take Algebra I</p> <p>Staff Responsible for Monitoring: Scott Nedrow - Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Salary for Math Teacher - State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Personnel for Denton High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Atravia Thomas	Math Teacher/Intervention	Math	1.0

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Salary for Math Teacher		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **DENTON H S**

Campus Number: **061901003**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Social Studies

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

		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	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	70%	58%	44%	49%	74%	45%	75%	*	-	14%	43%	58%	57%	47%	41%
	2018	65%	70%	62%	46%	52%	77%	38%	100%	*	-	18%	61%	64%	58%	51%	43%
At Meets Grade Level or Above	2019	50%	56%	42%	27%	31%	60%	45%	67%	*	-	9%	30%	42%	42%	30%	22%
	2018	44%	50%	42%	18%	34%	58%	13%	76%	*	-	7%	28%	43%	41%	30%	21%
At Masters Grade Level	2019	11%	15%	10%	3%	5%	19%	9%	42%	*	-	0%	3%	11%	8%	4%	1%
	2018	7%	9%	8%	2%	4%	13%	0%	24%	*	-	1%	6%	8%	7%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	69%	62%	43%	54%	76%	40%	95%	*	-	20%	44%	63%	59%	52%	36%
	2018	67%	70%	61%	45%	54%	74%	60%	100%	*	-	12%	30%	62%	57%	49%	42%
At Meets Grade Level or Above	2019	49%	51%	44%	23%	33%	61%	20%	74%	*	-	10%	20%	46%	37%	30%	18%
	2018	48%	53%	44%	23%	36%	60%	40%	87%	*	-	4%	20%	45%	40%	29%	17%
At Masters Grade Level	2019	8%	9%	7%	4%	4%	12%	0%	16%	*	-	5%	0%	8%	5%	3%	0%
	2018	8%	7%	8%	3%	5%	11%	20%	40%	*	-	1%	5%	8%	5%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	86%	76%	63%	76%	81%	78%	*	-	-	41%	78%	77%	73%	73%	78%
	2018	83%	85%	74%	60%	72%	82%	33%	100%	*	-	29%	73%	78%	64%	65%	71%
At Meets Grade Level or Above	2019	61%	64%	46%	33%	46%	53%	33%	*	-	-	12%	57%	49%	39%	40%	43%
	2018	55%	59%	44%	26%	41%	52%	33%	80%	*	-	10%	27%	47%	35%	35%	37%
At Masters Grade Level	2019	37%	42%	26%	13%	24%	33%	33%	*	-	-	5%	22%	29%	16%	21%	17%
	2018	32%	35%	24%	13%	22%	28%	0%	50%	*	-	7%	18%	26%	18%	17%	17%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	81%	76%	73%	90%	75%	100%	*	-	41%	95%	81%	83%	75%	69%
	2018	87%	87%	81%	78%	73%	88%	75%	100%	*	-	42%	87%	84%	72%	74%	66%
At Meets Grade Level or Above	2019	62%	64%	55%	42%	42%	68%	50%	100%	*	-	10%	57%	57%	47%	43%	33%
	2018	59%	61%	52%	31%	39%	68%	38%	100%	*	-	13%	40%	55%	45%	39%	26%
At Masters Grade Level	2019	25%	26%	23%	10%	13%	34%	0%	82%	*	-	1%	14%	25%	16%	10%	6%
	2018	24%	25%	21%	8%	12%	32%	0%	65%	*	-	10%	20%	23%	17%	10%	4%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	90%	81%	91%	94%	60%	100%	*	-	52%	85%	92%	84%	87%	88%
	2018	92%	93%	89%	81%	85%	93%	100%	100%	*	-	51%	90%	89%	88%	83%	74%
At Meets Grade Level or Above	2019	73%	75%	71%	52%	61%	89%	40%	88%	*	-	23%	62%	75%	59%	60%	49%
	2018	70%	72%	71%	53%	56%	85%	86%	100%	*	-	18%	70%	72%	69%	59%	38%
At Masters Grade Level	2019	45%	45%	45%	29%	35%	61%	40%	81%	*	-	9%	31%	48%	38%	32%	18%
	2018	40%	43%	46%	22%	31%	59%	71%	94%	*	-	2%	40%	46%	45%	32%	10%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	72%	59%	66%	82%	58%	93%	71%	-	30%	65%	73%	70%	64%	58%
	2018	77%	81%	72%	59%	65%	82%	59%	100%	67%	-	28%	64%	74%	66%	63%	56%
At Meets Grade Level or Above	2019	50%	54%	50%	34%	41%	65%	37%	82%	57%	-	11%	42%	52%	44%	39%	31%
	2018	48%	53%	49%	28%	40%	64%	41%	89%	40%	-	10%	34%	51%	44%	37%	26%
At Masters Grade Level	2019	24%	26%	20%	10%	14%	29%	14%	51%	0%	-	3%	12%	22%	15%	12%	7%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 2,005
Grade Span: 09 - 12
School Type: High School

District Name: DENTON ISD
Campus Name: DENTON H S
Campus Number: 061901003

		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	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	24%	19%	8%	13%	27%	16%	55%	20%	-	4%	15%	21%	16%	12%	6%
At Approaches Grade Level or Above	2019	75%	78%	60%	44%	51%	75%	43%	87%	60%	-	17%	44%	61%	58%	49%	39%
	2018	74%	79%	62%	45%	53%	76%	46%	100%	43%	-	16%	45%	63%	58%	50%	42%
At Meets Grade Level or Above	2019	48%	52%	43%	25%	32%	60%	33%	71%	60%	-	9%	25%	44%	39%	30%	20%
	2018	46%	52%	43%	20%	35%	59%	23%	81%	29%	-	6%	24%	44%	40%	30%	20%
At Masters Grade Level	2019	21%	24%	9%	3%	5%	15%	5%	26%	0%	-	2%	2%	10%	7%	3%	0%
	2018	19%	22%	8%	2%	4%	12%	8%	31%	0%	-	1%	5%	8%	6%	3%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	76%	63%	76%	81%	78%	*	-	-	41%	78%	77%	73%	73%	78%
	2018	81%	84%	74%	60%	72%	82%	33%	100%	*	-	29%	73%	78%	64%	65%	71%
At Meets Grade Level or Above	2019	52%	55%	46%	33%	46%	53%	33%	*	-	-	12%	57%	49%	39%	40%	43%
	2018	50%	53%	44%	26%	41%	52%	33%	80%	*	-	10%	27%	47%	35%	35%	37%
At Masters Grade Level	2019	26%	29%	26%	13%	24%	33%	33%	*	-	-	5%	22%	29%	16%	21%	17%
	2018	24%	25%	24%	13%	22%	28%	0%	50%	*	-	7%	18%	26%	18%	17%	17%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	81%	76%	73%	90%	75%	100%	*	-	41%	95%	81%	83%	75%	69%
	2018	80%	83%	81%	78%	73%	88%	75%	100%	*	-	42%	87%	84%	72%	74%	66%
At Meets Grade Level or Above	2019	54%	58%	55%	42%	42%	68%	50%	100%	*	-	10%	57%	57%	47%	43%	33%
	2018	51%	55%	52%	31%	39%	68%	38%	100%	*	-	13%	40%	55%	45%	39%	26%
At Masters Grade Level	2019	25%	27%	23%	10%	13%	34%	0%	82%	*	-	1%	14%	25%	16%	10%	6%
	2018	23%	26%	21%	8%	12%	32%	0%	65%	*	-	10%	20%	23%	17%	10%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	90%	81%	91%	94%	60%	100%	*	-	52%	85%	92%	84%	87%	88%
	2018	78%	81%	89%	81%	85%	93%	100%	100%	*	-	51%	90%	89%	88%	83%	74%
At Meets Grade Level or Above	2019	55%	56%	71%	52%	61%	89%	40%	88%	*	-	23%	62%	75%	59%	60%	49%
	2018	53%	56%	71%	53%	56%	85%	86%	100%	*	-	18%	70%	72%	69%	59%	38%
At Masters Grade Level	2019	33%	34%	45%	29%	35%	61%	40%	81%	*	-	9%	31%	48%	38%	32%	18%
	2018	31%	33%	46%	22%	31%	59%	71%	94%	*	-	2%	40%	46%	45%	32%	10%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Progress

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	66	62	64	57	65	33	74	*	-	51	50	62	62	58	55
	2018	67	64	65	61	63	68	*	83	*	-	41	46	66	62	61	53
End of Course Algebra I	2019	75	77	69	62	67	73	70	*	-	-	31	70	70	65	65	64
	2018	72	73	65	50	64	70	25	81	*	-	25	83	66	57	58	61
All Grades Both Subjects	2019	69	70	65	63	61	69	50	78	*	-	43	62	65	63	61	59
	2018	69	70	65	56	63	69	44	83	*	-	31	58	66	60	60	58
All Grades ELA/Reading	2019	68	69	62	64	57	65	33	74	*	-	51	50	62	62	58	55
	2018	69	70	65	61	63	68	*	83	*	-	41	46	66	62	61	53
All Grades Mathematics	2019	70	72	69	62	67	73	70	*	-	-	31	70	70	65	65	64
	2018	70	70	65	50	64	70	25	81	*	-	25	83	66	57	58	61

District Name: DENTON ISD
Campus Name: DENTON H S
Campus Number: 061901003

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 2,005
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 2,005
 Grade Span: 09 - 12
 (Current EL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	72%	-	-	-	-	47%	80%	46%	0%	47%	47%
	2018	77%	81%	72%	-	-	-	-	41%	-	41%	*	41%	42%
At Meets Grade Level or Above	2019	50%	54%	50%	-	-	-	-	18%	47%	17%	0%	18%	18%
	2018	48%	53%	49%	-	-	-	-	10%	-	10%	*	10%	10%
At Masters Grade Level	2019	24%	26%	20%	-	-	-	-	3%	13%	3%	0%	3%	3%
	2018	22%	24%	19%	-	-	-	-	2%	-	2%	*	2%	2%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	78%	60%	-	-	-	-	25%	71%	24%	*	25%	25%
	2018	74%	79%	62%	-	-	-	-	26%	-	26%	*	26%	26%
At Meets Grade Level or Above	2019	48%	52%	43%	-	-	-	-	9%	29%	9%	*	9%	9%
	2018	46%	52%	43%	-	-	-	-	3%	-	3%	*	3%	3%
At Masters Grade Level	2019	21%	24%	9%	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	19%	22%	8%	-	-	-	-	0%	-	0%	*	0%	0%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	85%	76%	-	-	-	-	73%	*	73%	*	73%	71%
	2018	81%	84%	74%	-	-	-	-	54%	-	54%	-	54%	54%
At Meets Grade Level or Above	2019	52%	55%	46%	-	-	-	-	30%	*	30%	*	30%	30%
	2018	50%	53%	44%	-	-	-	-	16%	-	16%	-	16%	16%
At Masters Grade Level	2019	26%	29%	26%	-	-	-	-	10%	*	9%	*	10%	10%
	2018	24%	25%	24%	-	-	-	-	4%	-	4%	-	4%	4%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	81%	-	-	-	-	61%	100%	59%	*	61%	60%
	2018	80%	83%	81%	-	-	-	-	50%	-	50%	-	50%	50%
At Meets Grade Level or Above	2019	54%	58%	55%	-	-	-	-	20%	80%	17%	*	20%	20%
	2018	51%	55%	52%	-	-	-	-	9%	-	9%	-	9%	9%
At Masters Grade Level	2019	25%	27%	23%	-	-	-	-	3%	20%	2%	*	3%	3%
	2018	23%	26%	21%	-	-	-	-	1%	-	1%	-	1%	1%
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	82%	90%	-	-	-	-	81%	-	81%	-	81%	81%
	2018	78%	81%	89%	-	-	-	-	76%	-	76%	*	76%	76%
At Meets Grade Level or Above	2019	55%	56%	71%	-	-	-	-	37%	-	37%	-	37%	37%
	2018	53%	56%	71%	-	-	-	-	32%	-	32%	*	32%	33%
At Masters Grade Level	2019	33%	34%	45%	-	-	-	-	8%	-	8%	-	8%	8%
	2018	31%	33%	46%	-	-	-	-	10%	-	10%	*	10%	10%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	70%	65%	-	-	-	-	51%	*	51%	*	51%	50%
	2018	69%	70%	65%	-	-	-	-	45%	-	45%	*	45%	45%
All Grades ELA/Reading	2019	68%	69%	62%	-	-	-	-	47%	-	47%	-	47%	47%
	2018	69%	70%	65%	-	-	-	-	47%	-	47%	*	47%	49%
All Grades Mathematics	2019	70%	72%	69%	-	-	-	-	54%	*	55%	*	54%	52%
	2018	70%	70%	65%	-	-	-	-	42%	-	42%	-	42%	42%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	98%	100%	99%	100%	100%	100%	60%	99%	99%	100%
Included in Accountability	94%	95%	93%	92%	91%	96%	98%	94%	100%	0%	97%	91%	84%
Not Included in Accountability													
Mobile	4%	4%	5%	6%	6%	3%	2%	3%	0%	60%	2%	7%	9%
Other Exclusions	1%	1%	1%	1%	3%	0%	0%	3%	0%	0%	0%	2%	8%
Not Tested	1%	0%	1%	2%	0%	1%	0%	0%	0%	40%	1%	1%	0%
Absent	1%	0%	1%	2%	0%	1%	0%	0%	0%	40%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	99%	99%	99%	100%	100%	100%	100%	96%	99%	99%
Included in Accountability	94%	94%	91%	86%	90%	95%	90%	80%	100%	0%	88%	89%	79%
Not Included in Accountability													
Mobile	4%	5%	6%	13%	5%	3%	10%	8%	0%	100%	8%	8%	6%
Other Exclusions	1%	1%	2%	0%	4%	0%	0%	12%	0%	0%	1%	3%	14%
Not Tested	1%	0%	1%	1%	1%	1%	0%	0%	0%	0%	4%	1%	1%
Absent	1%	0%	1%	1%	1%	1%	0%	0%	0%	0%	4%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.0%	94.5%	94.3%	94.1%	94.7%	94.5%	97.9%	*	93.0%	92.6%	93.8%	94.4%
2016-17	95.7%	96.1%	94.5%	94.3%	94.0%	94.8%	96.4%	97.8%	*	89.8%	93.4%	93.7%	93.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.3%	0.5%	1.0%	0.4%	0.5%	0.0%	0.0%	0.0%	0.0%	1.2%	0.9%	0.0%
2016-17	1.9%	0.5%	0.8%	1.5%	0.7%	0.8%	0.0%	0.0%	0.0%	0.0%	1.8%	1.6%	0.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.1%	92.8%	83.1%	94.1%	94.3%	-	100.0%	-	100.0%	85.7%	90.0%	89.5%
Received TxCHSE	0.4%	0.4%	0.2%	0.0%	0.0%	0.5%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	2.0%	3.8%	11.3%	3.5%	1.9%	-	0.0%	-	0.0%	2.4%	3.8%	7.0%
Dropped Out	5.7%	1.5%	3.2%	5.6%	2.4%	3.3%	-	0.0%	-	0.0%	11.9%	6.2%	3.5%
Graduates and TxCHSE	90.4%	96.5%	93.0%	83.1%	94.1%	94.8%	-	100.0%	-	100.0%	85.7%	90.0%	89.5%
Graduates, TxCHSE, and Continuers	94.3%	98.5%	96.8%	94.4%	97.6%	96.7%	-	100.0%	-	100.0%	88.1%	93.8%	96.5%
Class of 2017													
Graduated	89.7%	94.7%	95.2%	94.1%	95.0%	95.3%	*	100.0%	*	100.0%	85.7%	90.8%	95.3%
Received TxCHSE	0.4%	0.4%	0.2%	0.0%	0.6%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.0%	2.4%	2.0%	2.9%	1.9%	2.0%	*	0.0%	*	0.0%	7.1%	3.6%	2.3%
Dropped Out	5.9%	2.5%	2.6%	2.9%	2.5%	2.8%	*	0.0%	*	0.0%	7.1%	5.6%	2.3%
Graduates and TxCHSE	90.1%	95.1%	95.4%	94.1%	95.7%	95.3%	*	100.0%	*	100.0%	85.7%	90.8%	95.3%
Graduates, TxCHSE, and Continuers	94.1%	97.5%	97.4%	97.1%	97.5%	97.2%	*	100.0%	*	100.0%	92.9%	94.4%	97.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.6%	97.0%	97.0%	96.9%	96.8%	*	100.0%	*	100.0%	92.7%	94.3%	97.6%
Received TxCHSE	0.6%	0.6%	0.6%	1.0%	0.6%	0.4%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.1%	0.1%	0.2%	0.0%	0.0%	0.4%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.6%	2.2%	2.0%	2.5%	2.4%	*	0.0%	*	0.0%	7.3%	5.2%	2.4%
Graduates and TxCHSE	92.6%	97.2%	97.6%	98.0%	97.5%	97.2%	*	100.0%	*	100.0%	92.7%	94.8%	97.6%
Graduates, TxCHSE, and Continuers	93.7%	97.4%	97.8%	98.0%	97.5%	97.6%	*	100.0%	*	100.0%	92.7%	94.8%	97.6%
Class of 2016													
Graduated	91.6%	97.3%	96.2%	95.9%	94.8%	97.2%	100.0%	100.0%	*	100.0%	91.4%	93.1%	100.0%
Received TxCHSE	0.7%	0.4%	0.4%	0.0%	0.6%	0.0%	0.0%	0.0%	*	0.0%	0.0%	1.3%	0.0%
Continued HS	1.2%	0.3%	0.4%	0.0%	0.0%	0.9%	0.0%	0.0%	*	0.0%	5.7%	1.3%	0.0%
Dropped Out	6.6%	2.0%	2.9%	4.1%	4.5%	1.9%	0.0%	0.0%	*	0.0%	2.9%	4.4%	0.0%
Graduates and TxCHSE	92.2%	97.7%	96.7%	95.9%	95.5%	97.2%	100.0%	100.0%	*	100.0%	91.4%	94.4%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	98.0%	97.1%	95.9%	95.5%	98.1%	100.0%	100.0%	*	100.0%	97.1%	95.6%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	97.5%	96.4%	95.9%	94.2%	98.1%	100.0%	100.0%	*	100.0%	97.0%	94.3%	97.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.6%	0.0%	0.6%	0.5%	0.0%	0.0%	*	0.0%	0.0%	1.3%	0.0%
Continued HS	0.5%	0.1%	0.2%	0.0%	0.6%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	2.6%
Dropped Out	6.6%	2.0%	2.7%	4.1%	4.5%	1.4%	0.0%	0.0%	*	0.0%	3.0%	4.4%	0.0%
Graduates and TxCHSE	92.9%	97.9%	97.1%	95.9%	94.9%	98.6%	100.0%	100.0%	*	100.0%	97.0%	95.6%	97.4%
Graduates, TxCHSE, and Continuers	93.4%	98.0%	97.3%	95.9%	95.5%	98.6%	100.0%	100.0%	*	100.0%	97.0%	95.6%	100.0%
Class of 2015													
Graduated	91.8%	97.2%	96.7%	94.7%	95.3%	98.2%	*	100.0%	-	100.0%	95.8%	95.9%	94.1%
Received TxCHSE	1.0%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.7%	2.3%	3.3%	5.3%	4.7%	1.8%	*	0.0%	-	0.0%	4.2%	4.1%	5.9%
Graduates and TxCHSE	92.8%	97.5%	96.7%	94.7%	95.3%	98.2%	*	100.0%	-	100.0%	95.8%	95.9%	94.1%
Graduates, TxCHSE, and Continuers	93.3%	97.7%	96.7%	94.7%	95.3%	98.2%	*	100.0%	-	100.0%	95.8%	95.9%	94.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	95.1%	92.0%	82.2%	93.6%	93.9%	-	92.3%	-	100.0%	80.4%	89.2%	87.9%
Class of 2017	89.7%	94.1%	94.9%	93.2%	94.4%	95.3%	*	100.0%	*	100.0%	85.7%	90.4%	93.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	76.9%	42.9%	*	*	*	-	-	-	-	*	*	*
Class of 2017	88.5%	90.5%	82.5%	67.7%	84.2%	87.1%	*	90.0%	*	81.8%	30.6%	69.5%	77.5%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.6%	0.9%	0.0%	1.9%	0.5%	-	0.0%	-	0.0%	3.0%	2.2%	2.1%
Class of 2017	6.0%	0.0%	*	-	*	*	-	-	-	-	-	*	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.5%	83.7%	67.3%	82.6%	87.7%	-	100.0%	-	100.0%	36.4%	76.5%	72.9%
Class of 2017	60.8%	0.0%	*	-	*	*	-	-	-	-	-	*	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.9%	84.0%	64.4%	84.6%	87.8%	-	100.0%	-	100.0%	38.2%	78.3%	73.5%
Class of 2017	85.9%	89.2%	82.2%	67.7%	83.7%	86.7%	*	90.0%	*	81.8%	30.6%	69.1%	75.6%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	*	-	*	*	-	-	-	-	-	*	-
2016-17	87.2%	89.4%	80.8%	64.1%	82.8%	86.2%	*	90.0%	*	81.8%	29.5%	68.6%	73.8%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.7%	1.2%	0.0%	1.9%	1.0%	*	0.0%	*	0.0%	2.9%	2.8%	2.1%
2016-17	7.2%	0.0%	0.0%	*	*	*	-	-	-	-	*	*	*
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	89.3%	83.8%	66.7%	82.6%	87.6%	*	100.0%	*	100.0%	34.3%	74.9%	74.5%
2016-17	56.5%	0.0%	0.0%	*	*	*	-	-	-	-	*	*	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.7%	84.6%	66.7%	84.0%	88.1%	*	100.0%	*	100.0%	37.1%	76.8%	76.6%
2016-17	84.0%	87.6%	79.6%	62.3%	82.2%	84.9%	*	90.0%	*	81.8%	28.9%	68.2%	70.5%

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	437	100.0%	1,835	347,893
By Ethnicity:				
African American	52	11.9%	267	43,502
Hispanic	166	38.0%	569	173,272
White	197	45.1%	904	107,052
American Indian	1	0.2%	12	1,226
Asian	12	2.7%	53	15,589
Pacific Islander	1	0.2%	1	528
Two or More Races	8	1.8%	29	6,724
By Graduation Type:				
Minimum H.S. Program	2	0.5%	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	3	3,538
Foundation H.S. Program (No Endorsement)	72	16.5%	193	49,432
Foundation H.S. Program (Endorsement)	5	1.1%	12	16,542
Foundation H.S. Program (DLA)	358	81.9%	1,622	272,526
Special Education Graduates	38	8.7%	131	25,962
Economically Disadvantaged Graduates	186	42.6%	605	166,956
LEP Graduates	49	11.2%	145	21,359
At-Risk Graduates	124	28.4%	421	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,005

Grade Span: 09 - 12

School Type: High School

District Name: DENTON ISD
Campus Name: DENTON H S
Campus Number: 061901003

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.7%	64.0%	48.1%	61.1%	68.8%	*	79.2%	*	75.0%	86.8%	55.6%	52.0%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	46.9%	46.0%	25.0%	37.3%	55.3%	*	75.0%	*	75.0%	2.6%	30.1%	26.5%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	60.2%	46.2%	49.4%	69.5%	*	83.3%	*	100.0%	2.6%	45.7%	18.4%
Mathematics													
2017-18	46.0%	44.8%	42.8%	25.0%	30.7%	53.3%	*	91.7%	*	62.5%	2.6%	25.3%	12.2%
Both Subjects													
2017-18	42.1%	43.2%	41.4%	23.1%	30.1%	52.3%	*	75.0%	*	62.5%	2.6%	23.1%	8.2%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	6.3%	2.5%	1.9%	1.8%	3.6%	*	0.0%	*	0.0%	0.0%	1.6%	0.0%
2016-17	19.9%	5.9%	4.9%	4.7%	2.6%	6.3%	*	0.0%	*	0.0%	0.0%	1.7%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.6%	31.6%	15.4%	23.5%	39.1%	*	75.0%	*	50.0%	2.6%	18.8%	22.4%
2016-17	20.1%	21.4%	24.1%	14.2%	23.0%	28.2%	*	40.0%	*	27.3%	0.0%	13.9%	6.8%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	30.2%	26.2%	29.8%	30.4%	23.4%	*	8.3%	*	12.5%	86.8%	32.8%	30.6%
2016-17	13.2%	15.0%	11.8%	10.8%	11.5%	12.5%	*	15.0%	*	9.1%	13.0%	10.4%	12.5%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	3.9%	0.0%	8.4%	1.5%	*	0.0%	*	0.0%	0.0%	5.9%	4.1%
2016-17	2.7%	3.0%	2.8%	2.8%	3.3%	2.8%	*	0.0%	*	0.0%	2.2%	2.9%	4.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.6%	7.6%	15.4%	9.0%	5.1%	*	0.0%	*	0.0%	84.2%	12.4%	12.2%
2016-17	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	30.2%	25.0%	30.7%	33.0%	*	16.7%	*	0.0%	28.9%	31.2%	30.6%
2016-17	17.3%	22.8%	17.2%	15.1%	18.4%	16.7%	*	30.0%	*	18.2%	19.6%	15.6%	20.5%

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.3%	3.4%	3.8%	4.2%	2.5%	*	0.0%	*	12.5%	5.3%	4.3%	4.1%
2016-17	2.2%	2.2%	2.1%	1.9%	1.3%	2.8%	*	0.0%	*	0.0%	2.2%	1.2%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.8%	3.0%	5.8%	3.6%	2.0%	*	0.0%	*	0.0%	34.2%	3.2%	2.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.7%	19.2%	17.3%	21.7%	18.3%	*	0.0%	*	25.0%	0.0%	22.6%	10.2%
2016-17	23.4%	15.5%	13.2%	13.2%	12.5%	13.1%	*	10.0%	*	18.2%	8.7%	12.1%	4.5%
Mathematics													
2017-18	23.7%	17.7%	14.6%	7.7%	16.3%	15.2%	*	8.3%	*	12.5%	0.0%	10.8%	6.1%
2016-17	19.8%	12.9%	13.1%	10.4%	17.1%	12.3%	*	10.0%	*	0.0%	4.3%	12.7%	6.8%
Both Subjects													
2017-18	18.1%	12.2%	8.7%	1.9%	9.6%	9.6%	*	0.0%	*	12.5%	0.0%	8.1%	4.1%
2016-17	12.9%	7.7%	6.7%	3.8%	7.2%	7.9%	*	10.0%	*	0.0%	2.2%	6.4%	4.5%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.6%	44.6%	46.2%	44.0%	47.2%	*	25.0%	*	12.5%	47.4%	46.2%	46.9%
2016-17	50.5%	51.4%	47.8%	44.3%	52.6%	45.6%	*	50.0%	*	54.5%	52.2%	51.4%	63.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.9%	33.1%	14.1%	24.6%	41.4%	*	74.2%	*	28.6%	n/a	20.0%	n/a
2017	26.2%	26.5%	33.5%	22.0%	26.0%	41.3%	*	60.0%	*	30.0%	n/a	22.4%	n/a
English Language Arts													
2018	15.3%	12.4%	16.8%	6.3%	11.2%	21.2%	*	48.4%	*	28.6%	n/a	8.0%	n/a
2017	15.9%	13.9%	17.4%	17.0%	12.7%	20.4%	*	24.0%	*	15.0%	n/a	11.0%	n/a
Mathematics													
2018	7.3%	6.8%	10.9%	3.9%	5.9%	14.2%	*	48.4%	*	0.0%	n/a	4.9%	n/a
2017	7.2%	6.0%	10.0%	5.7%	8.2%	12.4%	*	20.0%	*	10.0%	n/a	6.4%	n/a
Science													
2018	10.8%	9.1%	15.8%	5.5%	11.2%	20.2%	*	41.9%	*	28.6%	n/a	7.8%	n/a
2017	10.9%	10.5%	18.4%	9.4%	13.3%	23.4%	*	40.0%	*	25.0%	n/a	11.7%	n/a
Social Studies													
2018	14.5%	15.9%	21.0%	9.4%	12.8%	27.9%	*	45.2%	*	28.6%	n/a	11.8%	n/a
2017	15.0%	17.1%	20.9%	13.8%	18.1%	25.1%	*	28.0%	*	15.0%	n/a	14.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	62.4%	66.2%	66.7%	70.9%	63.2%	*	78.3%	-	*	n/a	64.4%	n/a
2017	49.1%	57.6%	55.0%	42.9%	57.0%	54.6%	*	66.7%	-	83.3%	n/a	47.7%	n/a
English Language Arts													
2018	42.5%	58.3%	69.6%	87.5%	52.8%	72.7%	*	80.0%	-	*	n/a	58.3%	n/a
2017	41.3%	62.0%	68.4%	44.4%	64.3%	75.3%	*	83.3%	-	*	n/a	51.2%	n/a
Mathematics													
2018	52.8%	54.5%	49.5%	40.0%	36.8%	47.0%	-	80.0%	-	-	n/a	40.9%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	54.1%	43.1%	44.4%	22.2%	49.2%	-	60.0%	-	*	n/a	12.0%	n/a
2018 Science	38.0%	38.3%	25.0%	28.6%	11.1%	27.7%	-	38.5%	-	*	n/a	11.4%	n/a
2017 Social Studies	38.3%	36.4%	25.1%	6.7%	20.5%	27.0%	*	60.0%	-	20.0%	n/a	28.3%	n/a
2018 Social Studies	44.6%	48.6%	52.7%	66.7%	39.0%	53.1%	*	78.6%	-	*	n/a	45.3%	n/a
2017 Social Studies	41.4%	37.7%	35.4%	22.7%	26.7%	42.0%	*	57.1%	-	*	n/a	19.3%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	63.5%	67.7%	71.2%	52.4%	76.6%	*	100.0%	*	75.0%	n/a	55.4%	n/a
2016-17	73.5%	63.9%	62.3%	55.7%	55.9%	67.5%	100.0%	90.0%	50.0%	63.6%	n/a	51.4%	n/a
At/Above Criterion													
2017-18	37.9%	53.6%	50.3%	29.7%	32.2%	62.9%	*	78.6%	-	50.0%	n/a	28.7%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1104	1088	1029	1014	1132	*	1222	-	*	n/a	1008	n/a
English Language Arts and Writing													
2017-18	521	559	556	525	514	582	*	598	-	*	n/a	511	n/a
Mathematics													
2017-18	515	545	533	505	499	551	*	624	-	*	n/a	497	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.5	21.8	18.3	20.0	23.3	-	23.7	-	*	n/a	18.9	n/a
English Language Arts													
2017-18	20.3	22.8	22.0	18.2	20.1	23.8	-	22.9	-	*	n/a	18.7	n/a
Mathematics													
2017-18	20.6	21.7	20.9	17.6	19.0	22.1	-	24.9	-	*	n/a	18.6	n/a
Science													
2017-18	20.9	22.6	21.8	19.2	20.2	23.1	-	24.3	-	*	n/a	19.5	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 2,005
Grade Span: 09 - 12
School Type: High School

District Name: DENTON ISD
Campus Name: DENTON H S
Campus Number: 061901003

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.9%	44.2%	31.8%	34.8%	53.2%	22.2%	79.1%	*	43.8%	12.7%	30.7%	23.0%
2016-17	37.1%	37.1%	45.2%	30.6%	34.1%	56.2%	60.0%	79.7%	60.0%	35.7%	10.9%	29.0%	19.6%
English Language Arts													
2017-18	17.3%	12.3%	14.9%	8.4%	9.8%	19.3%	6.3%	37.3%	*	18.8%	1.5%	7.5%	2.6%
2016-17	16.8%	12.2%	15.0%	12.3%	10.1%	19.2%	10.0%	20.3%	0.0%	19.2%	0.5%	7.1%	1.0%
Mathematics													
2017-18	20.7%	15.8%	16.9%	11.6%	12.6%	20.4%	0.0%	43.8%	*	7.1%	0.5%	10.1%	8.0%
2016-17	19.5%	15.7%	18.6%	15.0%	12.8%	23.1%	20.0%	33.3%	20.0%	16.0%	4.2%	10.4%	5.9%
Science													
2017-18	21.2%	21.5%	22.0%	15.9%	16.8%	26.8%	12.5%	39.7%	*	25.0%	7.5%	14.9%	9.1%
2016-17	5.7%	7.0%	5.8%	5.0%	4.5%	7.2%	0.0%	4.9%	*	8.0%	0.0%	2.9%	1.7%
Social Studies													
2017-18	22.8%	28.0%	33.1%	22.5%	22.2%	41.7%	25.0%	73.1%	*	33.3%	2.0%	18.9%	7.4%
2016-17	21.8%	28.2%	36.6%	23.3%	26.0%	46.9%	40.0%	68.8%	*	29.6%	3.2%	20.7%	5.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	50.8%	47.9%	45.3%	49.3%	46.8%	*	60.0%	*	54.5%	26.1%	44.1%	22.7%
2015-16	54.7%	55.6%	54.0%	47.2%	49.7%	57.9%	40.0%	91.7%	*	41.7%	21.2%	47.1%	38.9%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.2%	58.2%	30.4%	52.1%	73.7%	*	83.3%	*	33.3%	8.3%	53.8%	20.0%
2015-16	55.7%	56.0%	57.7%	34.4%	54.2%	65.8%	*	72.7%	*	40.0%	0.0%	48.6%	23.1%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 2,005
Grade Span: 09 - 12
School Type: High School

District Name: DENTON ISD
Campus Name: DENTON H S
Campus Number: 061901003

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,005	100.0%	29,952	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	3.4%	4.4%
Kindergarten	0	0.0%	6.9%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.6%	7.6%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	0	0.0%	7.8%	7.7%
Grade 7	0	0.0%	7.8%	7.5%
Grade 8	0	0.0%	7.7%	7.5%
Grade 9	481	24.0%	7.9%	8.1%
Grade 10	560	27.9%	7.7%	7.4%
Grade 11	476	23.7%	7.3%	6.9%
Grade 12	488	24.3%	6.6%	6.5%
Ethnic Distribution:				
African American	265	13.2%	16.5%	12.6%
Hispanic	711	35.5%	31.1%	52.6%
White	920	45.9%	46.7%	27.4%
American Indian	21	1.0%	0.6%	0.4%
Asian	66	3.3%	3.4%	4.5%
Pacific Islander	6	0.3%	0.2%	0.2%
Two or More Races	16	0.8%	1.4%	2.4%
Economically Disadvantaged	1,003	50.0%	45.5%	60.6%
Non-Educationally Disadvantaged	1,002	50.0%	54.5%	39.4%
Section 504 Students	259	12.9%	11.3%	6.5%
English Learners (EL)	210	10.5%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	52	2.4%	1.1%	1.4%
Students w/ Dyslexia	26	1.3%	2.6%	3.6%
At-Risk	716	35.7%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	217			
By Type of Primary Disability				
Students with Intellectual Disabilities	104	47.9%	34.3%	42.4%
Students with Physical Disabilities	15	6.9%	25.2%	21.9%
Students with Autism	37	17.1%	10.7%	13.7%
Students with Behavioral Disabilities	61	28.1%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	319	14.5%	15.1%	15.4%

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	79	3.6%		
Hispanic	116	5.3%		
White	107	4.9%		
American Indian	5	0.2%		
Asian	7	0.3%		
Pacific Islander	2	0.1%		
Two or More Races	3	0.1%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	8.4%	6.2%
Grade 1	-	0.8%	3.1%	-	3.8%	5.5%
Grade 2	-	0.4%	1.8%	-	1.1%	2.3%
Grade 3	-	0.2%	1.1%	-	0.4%	0.9%
Grade 4	-	0.3%	0.5%	-	1.1%	0.5%
Grade 5	-	0.2%	0.5%	-	1.2%	0.6%
Grade 6	-	0.1%	0.4%	-	0.0%	0.5%
Grade 7	-	0.1%	0.6%	-	0.0%	0.6%
Grade 8	-	0.2%	0.4%	-	0.4%	0.7%
Grade 9	1.0%	3.4%	7.2%	1.4%	1.2%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.9	18.9
Grade 1	-	17.3	18.8
Grade 2	-	17.4	18.7
Grade 3	-	18.5	18.9
Grade 4	-	18.8	19.2
Grade 5	-	19.5	21.2
Grade 6	-	20.8	20.4
Secondary:			
English/Language Arts	20.6	19.5	16.6
Foreign Languages	18.2	18.3	18.9
Mathematics	21.9	19.4	17.8
Science	20.6	20.2	18.9
Social Studies	23.7	21.8	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: DENTON ISD
 Campus Name: DENTON H S
 Campus Number: 061901003

Total Students: 2,005
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	197.6	100.0%	100.0%	100.0%
Professional Staff:	172.6	87.4%	74.8%	64.1%
Teachers	147.8	74.8%	57.9%	49.8%
Professional Support	19.6	9.9%	13.4%	10.1%
Campus Administration (School Leadership)	5.1	2.6%	2.8%	3.0%
Educational Aides:	25.0	12.6%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	6.0	572.0
Counselors				
Full-time	7.0	n/a	80.0	12,433.0
Part-time	0.0	n/a	6.0	1,097.0
Total Minority Staff:	53.2	26.9%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	14.5	9.8%	8.1%	10.6%
Hispanic	16.5	11.2%	14.0%	27.7%
White	110.4	74.7%	74.8%	58.4%
American Indian	1.0	0.7%	0.4%	0.3%
Asian	2.3	1.5%	0.9%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	3.2	2.1%	1.9%	1.1%
Males	73.5	49.7%	24.5%	23.8%
Females	74.3	50.3%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	19.3	13.1%	7.6%	1.4%
Bachelors	81.9	55.4%	64.4%	73.6%
Masters	43.6	29.5%	27.3%	24.3%
Doctorate	3.0	2.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.1	5.5%	4.3%	7.0%
1-5 Years Experience	41.0	27.7%	26.8%	28.9%
6-10 Years Experience	32.1	21.7%	21.7%	19.0%
11-20 Years Experience	37.1	25.1%	33.2%	29.3%
Over 20 Years Experience	29.5	20.0%	14.0%	15.7%
Number of Students per Teacher	13.6	n/a	13.4	15.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 2,005
Grade Span: 09 - 12
School Type: High School

District Name: DENTON ISD
Campus Name: DENTON H S
Campus Number: 061901003

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.1	6.3
Average Years Experience of Principals with District	2.0	6.1	5.4
Average Years Experience of Assistant Principals	6.4	5.7	5.3
Average Years Experience of Assistant Principals with District	6.0	5.1	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.3	11.1	11.1
Average Years Experience of Teachers with District:	7.5	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,113	\$49,389	\$47,218
1-5 Years Experience	\$54,375	\$54,043	\$50,408
6-10 Years Experience	\$56,834	\$55,902	\$52,786
11-20 Years Experience	\$59,929	\$58,273	\$56,041
Over 20 Years Experience	\$63,564	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$58,066	\$57,037	\$54,122
Professional Support	\$66,875	\$61,015	\$64,069
Campus Administration (School Leadership)	\$87,386	\$81,909	\$78,947
Instructional Staff Percent:	n/a	74.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	207	10.3%	14.7%	19.7%
Career & Technical Education	1,586	79.1%	30.4%	26.3%
Gifted & Talented Education	283	14.1%	10.9%	8.1%
Special Education	217	10.8%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	1.6%	2.1%	6.4%
Career & Technical Education	19.8	13.4%	4.8%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	1.4%	2.0%
Regular Education	86.0	58.2%	79.5%	71.4%
Special Education	12.5	8.5%	7.1%	9.1%
Other	27.1	18.3%	4.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- '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 2017-18 Financial Actual Report](#)

Denton Independent School District
Alexander Elementary
2020-2021 Campus Improvement Plan

Mission Statement

Alexander Mission Statement: We will foster a safe and caring learning environment that inspires students to achieve their full potential.

Vision

Alexander Vision: We believe in order to accomplish our mission we will continuously reflect on our practice, commit to ongoing professional learning, invest in nurturing the whole child, celebrate diversity, and inspire excellence.

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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Goals	17
Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	17
Goal 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	22
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Comprehensive Needs Assessment

Revised/Approved: May 19, 2020

Demographics

Demographics Summary

Area of Needs:

- Increase the number of students measured as "Approaches" to "Meets" in STAAR 2020 and district assessments K-Grade 5
- Extend learning for students by using pre-Assessments to accurate design Tier 1 instruction
- STAAR Reading Meets and Masters “White” category target is 60% and currently campus is 47% as measured by STAAR 2019
- STAAR Math Meets and Masters “White” category target is 59% and currently campus is 55% as measured by STAAR 2019
- STAAR Reading Meets and Masters “All Students” category target is 44% and currently campus is 37% as measured by STAAR 2019
- STAAR Student Success (Student Achievement Domain Score) for “White” category increased from 47 to 55, and target is 58 as measured by STAAR 2019
- STAAR Reading Meets and Masters “Hispanic” category target is 37% and currently campus is 32% as measured by STAAR 2019
- Practical ways to implement the character quality and relationships within the Houses System
- Continue to design team building experiences to foster trust and positive relationships across grade levels and students
- Capture feedback through staff surveys throughout the year to shape the administration's approach to supporting campus work

Alexander ES has academically grown as measured by STAAR Performance Domain 82 score as measured in 2019. There are specific sub populations that measured greater growth or less growth based on STAAR results. As a result, the campus is “Targeted Support and Improvement” as indicated by TEA. The campus will evaluate intervention groups and include academic opportunities extending learning with students in small group settings. Each grade level will write SMART goals measuring Meets percentages rather than Approaches and regularly breakdown categories when analyzing data in Professional Learning Communities. Student monitoring will inform instructional practice. Title I funds will be used to provide teachers with opportunities to extend their pedagogy and instructional practice by attending TEKS-based professional development. Two interventionists are funded with Title I funds and provide Tier 3 instruction in the areas of math and reading.

Demographics Strengths

- Reading Academic Growth for “White” category increased from 61 to 72 as measured by STAAR 2019
- Math Academic Growth for “Hispanic” category increased from 80 to 85 as measured by STAAR 2019

- Math Academic Growth for “ELL” category increased from 47 to 55 as measured by STAAR 2019
- Student Success (Student Achievement Domain Score) for “White” category increased from 47 to 55 as measured by STAAR 2019
- Fifth grade increase in Math by 10%, Reading by 10%, and Science STAAR Masters by 15% as measured by STAAR 2019
- Writing and Science increased in most categories as measured by STAAR 2019
- Teachers and staff are passionate and determined to support student growth and achievement, especially meeting the needs of Economically Disadvantaged students and English Language Learners.
- The majority of classroom teachers were retained for the 2020-2021 school year
- Several classroom teachers serve as Curriculum Writers and Translator for Curriculum & Instruction in Denton ISD
- Staff is eager to serve on campus committees and vertical committees
- School culture has positive, uplifting leadership
- Staff voice and collaboration with campus-wide decision making was implemented

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): STAAR Reading and STAAR Math "Meets" and "Masters" categories are less than category targets as measured in 2019. **Root Cause:** Intervention is targeting below "Approaches" students and students need Tier 2 interventions and enrichment once "Approaches" has been met.

Student Learning

Student Learning Summary

Areas of Need:

- Bilingual interventionist staff member
- Bilingual Special Education staff member
- Focus on campus intervention for grades Pre-K through 2nd grade
- Growth in Writing instruction and vertical alignment K-5th grade
- Analyze ELI/SELI to monitor student growth and design instruction
- Conduct “Parent University” nights to share with parents ways to support academic habits at home
- Adjust Tier 1 instruction to extend learning and increase “Approaches” to “Meets” and “Masters.”
- Target student engagement through staff development, classroom walks, and PLC conversations. Consider as a learning community how to build authentic learning experiences that effectively engage students in the learning process through Assessment for Learning strategies.
- During collaborative instructional planning, focus on enrichment learning experiences that extend students learning for "on level" learners.
- Effectively identifying pre-requisite skills that need to be targeted in Tier 2 and 3 instruction to ensure mastery of essential learning standards due to COVID-19. Ensure an universal "Tier Time" in the campus Master Schedule to differentiate instruction based on formative assessment student data. PLCs will need to analyze prior grade level’s TEKS and create pre-assessments, to prioritize curriculum through vertical grade level collaboration.

Alexander Elementary has increased overall “Approaches” scores tremendously over the last few years and now our focus as a learning community needs to focus on increasing the number of students measured as “Meets” and “Masters” through various formative and summative assessments. Collaborative planning, instructional coaching, and data analysis will be continuous systems to respond to student academic needs. The campus will create opportunities to communicate with families academic habits to support student learning at home. Ensuring equitable learning for students learning at home through the Connected Learning remote learning program, will be an area of focus and need as a campus. Effectively monitoring and communicating student progress for Face-to-Face learners as well as Connected Learning, will be critical in 2020-2021.

Student Learning Strengths

- African American scores increase across grade levels and subject areas as measured by STAAR 2019.
- Student overall achievement was above the 60% state average. Alexander ES was 79% as measured by STAAR 2019.
- Science STAAR scores have increased over the last 2 years.
- Campus excels in identifying which students need Tier 3 intervention and providing daily Tier 3 intervention to "at risk" students.

- Every grade level meets routinely to analyze student data from formative and summative assessments. Data tracking systems are utilized to effectively monitoring student academic growth.
- Staff engages in job-embedded professional learning targeting research-based instructional practices to improve student learning. Examples include: Teacher's College Calendar Days K-Grade 5, Mega Labs targeting AFL strategies, Math instruction, and Reading/Writing conferring.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are not experiencing "one year's or more" of academic growth as measured by STAAR, Istation, Imagine Math, reading inventories, Primary Numeracy Assessments, and campus-based common assessments. **Root Cause:** In previous years, Tier 3 intervention pull-out was indicated in the campus master schedule for Third, Fourth, and Fifth grade only.

School Processes & Programs

School Processes & Programs Summary

Areas of Need:

- Consistency in writing instruction K-5th grade and vertical planning targeting development of writing
- Instructional focus on extending learning for students scoring “Approaches.” Increasing “Meets” and “Masters” ranges in all subject areas
- Purchase Spanish reading books for independent reading
- Mega Labs 3-5 and job-embedded learning to target designing and implementing rigorous learning experiences for all students PK-Grade 5.
- Align data analysis practices in all grade levels to monitor campus and grade level team goals
- Continue differentiated intervention in K-Grade 2 and utilize PLC meetings to brainstorm research-based interventions for Math and Language Arts skills.
- Purchase writing materials, i.e. dated stamps, paper, colored pens, markers
- Monitor student participation in virtual learning during 2020-2021 school year to ensure equitable authentic learning and mastery of TEKS
- Continue to provide team building experiences to foster trust and positive relationships across grade levels and students
- Capture and use feedback from staff surveys throughout the year to shape the administration's approach to supporting campus work
- Implement a “Your kid is my kid” program(CHAMPS) Consistency among grade levels to better discipline in common areas
- Additional network bandwidth to support technology instruction
- Purchase and utilize more user-friendly technology applications
- 1:1 ratio student to technology devices for instructional use as a whole class.
- Headphones for every child that are durable

Parent and staff feedback targeting school safety, including emergency drills, arrival and dismissal procedures, and COVID-19 protocols:

- Provide clear communication related to school safety and drills/procedures (Possible staff meeting to talk about drills/questions). Opportunity to create a “Parent University” to communicate school information
- Review dismissal procedures to ensure safety and efficiency
- Ensure consistency in school procedures across grade levels (Review CHAMPS, hallway movement, common area expectations)

- Clear communication of school expectations and procedures (Review CHAMPS, hallway movement, common area expectations)

School Processes & Programs Strengths

- Overall School Accountability Rating-
 - 2018: C
 - 2019: B
- Teachers utilize the UBD lesson planning approach PK-5th grade to design student learning
- Design small group Tier 3 instruction based on formative common assessments measure TEKS mastery
- Implement Lucy Calkins Units of Study curriculum in K-5th grade the past three years
- Instructional coaches guide collaborative planning and student monitoring campus-wide
- Math and Reading Interventionists provide Tier 3 instruction Grade 3-5
- Teachers engage in professional learning Mega Labs K-Grade 2 to enhance conferring skills during Language Arts and Math instruction
- Teachers and staff are passionate and determined to support student growth and achievement, especially meeting the needs of Economically Disadvantaged students and English Language Learners.
- The majority of classroom teachers return for the 2020-2021 school year
- Several classroom teachers serve as Curriculum Writers and Translator for Curriculum and Instruction in Denton ISD
- Staff is eager to serve on campus committees and vertical committees
- School culture has positive, uplifting leadership
- Staff voice and collaboration is utilized during campus-wide decisions, including academic and operational areas
- Students are happy and enjoy coming to school everyday
- Diversity is present in students and staff within the campus
- House System promotes unity, camaraderie, positive behavior, and good character among students and staff- Reference data from 18-19 and compare to 19-20 office referral count)
- Collaborative leadership ensures staff, students, and parents have a voice with campus-wide decisions (CLT meeting including parents, staff, and community members, and Student Leadership Team)

- Mentor Program has grown and is executed efficiently
- Parent Communication is consistent and provided through email, autocall, Remind, and social media platforms- Facebook, Twitter, and Instagram
- 100% of classrooms have Chromebook devices for student learning
- Technology is integrated within curriculum and classroom instruction
- Technology increases student engagement, and adds relevancy to learning for students
- Applications and programs are diverse, offering supports for students served through Bilingual and Dyslexia programming
- Assistive technology provides access to students as an accommodation
- Pre-K classrooms have ClearTouch screens and students utilize this technology daily to practice/reinforce newly acquired skills
- Technology support is effective and quick to respond
- Students have improved in their ability to maneuver technology programs and create products as part of their learning. (Class quick cards helped tremendously in lower grades)
- Digital Natives
- Technology programs provide instantaneous data which teachers and staff analyze and use to instructionally respond.
- Go Guardian is an effective program to monitor students' use of technology and words they type they may require intervention.
- Chromebook Distribution (Hotspots and Chromebooks given to families for summer school and 2020-2021 school year virtual learning)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Classroom teachers are faced with providing effective instruction to students "face-to-face" and virtually in Connected Learning program.

Root Cause: COVID-19 global pandemic closed schools March 2020-May 2020 and as a response Denton ISD offered parents the option for students to learn virtually.

Perceptions

Perceptions Summary

Area of Needs:

- Train parents on different technological platforms and provide technology devices for families in need
- Create strong community presence virtually (career day, readers, etc...)
- Create a school environment where parents and community members feel welcomed and appreciated
- Long term need: establish a parent liaison and parent center at Alexander
- Campus events to celebrate parents and appreciate community partnerships
- Parent education on Restorative Practices and Social/Emotional Learning
- Staff voice and collaboration with campus-wide decision-making
- Feedback captured through staff surveys throughout the year to shape the administration's approach to supporting campus work
- Student of the month (one boy one girl)
- Teacher of the Month

Perceptions Strengths

- Parents are eager to be involved in volunteerism and the learning experience of their child
- Parent involvement is prevalent in extracurricular club, Ballet Folklorico, and PTA
- Foster grandparents volunteers
- Stronger and more active PTA and full PTA Board
- School partnership promote PTA consistently
- Partnerships with community organizations and businesses to support campus with resources, including time as volunteers and materials
- Teachers and staff are passionate and determined to support student growth and achievement, especially meeting the needs of Economically Disadvantaged students and English Language Learners.
- 89% of classroom teachers were retained for the 2019-2020 school year

- Several classroom teachers serve as Curriculum Writers and Translators for Curriculum & Instruction in Denton ISD
- Staff is eager to serve on campus committees and vertical committees.
- Shout outs to staff on the weekly newsletters.
- Student/staff house system is a way that we promote good citizenship and camaraderie across the campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to emphasis Social and Emotional Learning/interventions in the school setting to support the stress students, families and staff are experiencing due to COVID-19 pandemic. **Root Cause:** The COVID-19 global pandemic realities may create chronic stress for students, families, and school staff.

Priority Problem Statements

Problem Statement 1: STAAR Reading and STAAR Math "Meets" and "Masters" categories are less than category targets as measured in 2019.

Root Cause 1: Intervention is targeting below "Approaches" students and students need Tier 2 interventions and enrichment once "Approaches" has been met.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students are not experiencing "one year's or more" of academic growth as measured by STAAR, Istation, Imagine Math, reading inventories, Primary Numeracy Assessments, and campus-based common assessments.

Root Cause 2: In previous years, Tier 3 intervention pull-out was indicated in the campus master schedule for Third, Fourth, and Fifth grade only.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Classroom teachers are faced with providing effective instruction to students "face-to-face" and virtually in Connected Learning program.

Root Cause 3: COVID-19 global pandemic closed schools March 2020-May 2020 and as a response Denton ISD offered parents the option for students to learn virtually.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to emphasis Social and Emotional Learning/interventions in the school setting to support the stress students, families and staff are experiencing due to COVID-19 pandemic.

Root Cause 4: The COVID-19 global pandemic realities may create chronic stress for students, families, and school staff.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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

Parent/Community Data

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

Goals

Revised/Approved: May 26, 2020

Goal 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: Student achievement will increase by 10% from Spring 2019 in the Meets and Masters Categories by the end of Spring 2021 in all subject areas as measured by STAAR assessments, common assessments, and reading inventories (DRA/ELI/SELI).

Evaluation Data Sources: STAAR Assessments, Common Assessments, Reading Inventories (DRA/SELI)





Summative Evaluation: None

<p>Strategy 1: Title I Instructional Coaches hired, developed, and retained to promote campus-wide vertical alignment to district curriculum and state standards.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase as a result of teacher development growth.</p> <p>Staff Responsible for Monitoring: -Administrators -Instructional Coaches</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Title I Instructional Coach - Title I, Part A - \$44,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase as a result of strong mental health in students and staff members.</p> <p>Staff Responsible for Monitoring: -Administrators -Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Student Assistance Counselor - Title I, Part A - \$80,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Professional Learning Communities meet weekly to examine student performance from formative common assessments to design to monitor student mastery of essential standards by designing and implementing Tier 2 (reteaching current Tier 1 instruction), Tier 3 intervention of prerequisite skills and extension.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p>Staff Responsible for Monitoring: -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Job-embedded professional learning will continue to be implemented with vertical teams through Mega Labs targeting the implementation of the Units of Study and Math Workshop.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p>Staff Responsible for Monitoring: -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Substitutes to provide instruction while classroom teachers participate in Professional Learning - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 5: Celebrate school, grade level, teacher, and student goals and monitor progress in Professional Learning Communities, and shared with the entire staff through: Staff Meetings, Staff Newsletters, Social Media, and parent involvement meetings</p> <p>Strategy's Expected Result/Impact: Positive and supportive learning environment will promote student and school staff growth.</p> <p>Staff Responsible for Monitoring: Administrators All school staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Weekly collaborative instructional planning facilitated by instructional coaches and teacher leaders.</p> <p>Strategy's Expected Result/Impact: Effective teachers designing learning aligned to TEKS and prioritizing curriculum based on student academic needs.</p> <p>Staff Responsible for Monitoring: -Administrators -Instructional Coaches -Pre-K - Grade 5 Teachers</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Administration provides classroom teachers with reflective feedback during classroom visits to support implementation of Units of Study, Assessment for Learning strategies, Workshop models, and other research-based best instructional practices.</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 8: Continued implementation of Assessment for Learning work, to include:</p> <ul style="list-style-type: none"> -Knowledge of learning targets -SMART goal setting -Feedback -Self-assessment -Strong & weak examples -Co-creating criteria <p>Strategy's Expected Result/Impact: Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p>Staff Responsible for Monitoring: -Administrators -Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: On-going staff development implemented based on results from staff feedback survey collected at beginning of the school year and will target specific staff professional learning needs.</p> <p>Strategy's Expected Result/Impact: Increasing rigorous learning for all students and increasing staff engagement</p> <p>Staff Responsible for Monitoring: -Administration -Coaches -Curriculum & Instruction staff</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Professional Development costs, Substitutes - Title I, Part A - \$4,500</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 10: Weekly Intervention pull-out Tier 3 instruction provided by Reading and Math Interventionists to student groups based on Formative Common Assessment results targeting prerequisite skills to close academic gaps.</p> <p>Strategy's Expected Result/Impact: Reduced number of students measured as below "Approaches" and "Meets" as measured by STAAR Assessments and common assessments developed by campus.</p> <p>Staff Responsible for Monitoring: -Math Interventionist -Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 11: Bilingual/ESL Specialist collaboratively plan with teachers to support the instruction provided to and for LEP students campus-wide. Specialist will co-teach, observe, and offer feedback to teachers with Bilingual and ELL students.</p> <p>Strategy's Expected Result/Impact: Reduced number of LEP students measured as below "Approaches" and "Meets" as measured by STAAR Assessments and common assessments developed by campus.</p> <p>Staff Responsible for Monitoring: -Administrators -Bilingual/ESL Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 12: Teachers will integrate technology within learning to enhance instruction, increase student engagement and provide learning to student enrolled in virtual learning program "Connected Learning."</p> <p>Strategy's Expected Result/Impact: Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories, regardless of students enrolled in "face-to-face" or "Connected Learning" programs.</p> <p>Staff Responsible for Monitoring: -Administrators -Instructional Technology Facilitators -Instructional Coaches -Pre-K - Grade 5 Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Technology devices (Chromebooks), technology equipment - Title I, Part A - \$4,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 13: Schedule substitutes to provide teacher development through job-embedded learning experiences, gather student data from BOY, MOY, EOY testing, and collaborative instructional planning.</p> <p>Strategy's Expected Result/Impact: Classroom teachers will be equipped with effective instructional approaches to meet the current academic needs of students and will result in an increase in student achievement in the "Meets" and "Masters" categories.</p> <p>Staff Responsible for Monitoring: -Administrators -Instructional Coaches -Pre-K - Grade 5 Classroom Teachers</p> <p>Title I Schoolwide Elements: 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Funding Sources: Substitutes to provide instruction - Title I, Part A - \$8,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: STAAR Reading and STAAR Math "Meets" and "Masters" categories are less than category targets as measured in 2019. **Root Cause:** Intervention is targeting below "Approaches" students and students need Tier 2 interventions and enrichment once "Approaches" has been met.

Student Learning

Problem Statement 1: Students are not experiencing "one year's or more" of academic growth as measured by STAAR, Istation, Imagine Math, reading inventories, Primary Numeracy Assessments, and campus-based common assessments. **Root Cause:** In previous years, Tier 3 intervention pull-out was indicated in the campus master schedule for Third, Fourth, and Fifth grade only.

School Processes & Programs

Problem Statement 1: Classroom teachers are faced with providing effective instruction to students "face-to-face" and virtually in Connected Learning program. **Root Cause:** COVID-19 global pandemic closed schools March 2020-May 2020 and as a response Denton ISD offered parents the option for students to learn virtually.

Perceptions

Problem Statement 1: There is a need to emphasize Social and Emotional Learning/interventions in the school setting to support the stress students, families and staff are experiencing due to COVID-19 pandemic. **Root Cause:** The COVID-19 global pandemic realities may create chronic stress for students, families, and school staff.

Goal 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: Alexander Elementary school climate and culture will increase as evidenced through percentage of "highly engaged" measuring 75% or above on 2020-2021 staff engagement district survey.

Evaluation Data Sources: Staff Engagement Survey

Summative Evaluation: None

<p>Strategy 1: Implementation of House System school-wide to promote positive behavior reinforcement initiatives, character-building, camaraderie, and school spirit.</p> <p>Strategy's Expected Result/Impact: Increase in Social and Emotional well-being of students and staff.</p> <p>Staff Responsible for Monitoring: -House Committee -Administrators</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Monthly Staff Meetings will include Ed Camp-styled experiences led by teacher leaders to provide differentiated staff development opportunities, meeting specific staff members' professional learning goals.</p> <p>Strategy's Expected Result/Impact: Increased staff engagement and professional growth related to TTESS goals.</p> <p>Staff Responsible for Monitoring: All Professional Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Actively seeks feedback from faculty, students, parents, and community members through campus surveys and individual "check-in" meetings with each staff member to ensure school-wide focus on campus goals.</p> <p>Strategy's Expected Result/Impact: Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Campus will implement Year 2 Pilot of Restorative Practices to ensure we are meeting the Social and Emotional needs of all students and staff through:</p> <ul style="list-style-type: none"> -Staff Mood Meter -Treatment Plan -Circle Meetings -Sparks -2-minute Connections <p>Strategy's Expected Result/Impact: Decrease in discipline referrals, decrease in number of suspensions, and increase in Social and Emotional well-being of students and staff.</p> <p>Staff Responsible for Monitoring: Social & Emotional Learning Committee SEL Staff Ambassador Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: School-wide vertical teams/committees that meet monthly to collaborate, design, and monitor specific campus commitments. These teacher-led groups include: BERT/COVID Safety Team, Virtual Learning Committee, Bilingual Committee, House System/Learning Environment Committee, Campus Events/Sunshine Committee, SEL/Restorative Practices Committee, Literacy Vertical Team, and Math Vertical Team.</p> <p>Strategy's Expected Result/Impact: Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders.</p> <p>Staff Responsible for Monitoring: All Professional Staff Administration Committee/Vertical Team Staff Ambassadors Instructional Coaches Bilingual/ESL Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 6: Effectively communicate achievements and recognition to the Denton ISD community through our use of internal and external communication, including Twitter, Instagram, Facebook, and Staff Newsletter, which is shared weekly by "flipping" staff meetings into a digital format. Weekly celebration of Alexander staff and students with "Panthers of the Week" which is nominated by school community.</p> <p>Strategy's Expected Result/Impact: Positive school environment to foster taking risks and celebration of others.</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Students and families will participate in GOAL program.</p> <p>Strategy's Expected Result/Impact: LEP and At-risk students increase academic achievement in Writing, as well as participate in community service.</p> <p>Staff Responsible for Monitoring: GOAL Club Sponsors Alexander Students</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1</p> <p>Funding Sources: Parent involvement supplies - Title I, Part A - \$1,600</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Team building experiences led by staff members throughout the year to promote community and positive relationships.</p> <p>Strategy's Expected Result/Impact: Positive school environment to foster taking risks and development of powerful/effective teams.</p> <p>Staff Responsible for Monitoring: Administration All professional staff</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: STAAR Reading and STAAR Math "Meets" and "Masters" categories are less than category targets as measured in 2019. Root Cause: Intervention is targeting below "Approaches" students and students need Tier 2 interventions and enrichment once "Approaches" has been met.
Student Learning
Problem Statement 1: Students are not experiencing "one year's or more" of academic growth as measured by STAAR, Istation, Imagine Math, reading inventories, Primary

Numeracy Assessments, and campus-based common assessments. **Root Cause:** In previous years, Tier 3 intervention pull-out was indicated in the campus master schedule for Third, Fourth, and Fifth grade only.

School Processes & Programs

Problem Statement 1: Classroom teachers are faced with providing effective instruction to students "face-to-face" and virtually in Connected Learning program. **Root Cause:** COVID-19 global pandemic closed schools March 2020-May 2020 and as a response Denton ISD offered parents the option for students to learn virtually.

Perceptions

Problem Statement 1: There is a need to emphasis Social and Emotional Learning/interventions in the school setting to support the stress students, families and staff are experiencing due to COVID-19 pandemic. **Root Cause:** The COVID-19 global pandemic realities may create chronic stress for students, families, and school staff.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Title I Instructional Coaches hired, developed, and retained to promote campus-wide vertical alignment to district curriculum and state standards.
1	1	2	At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.
1	1	3	Professional Learning Communities meet weekly to examine student performance from formative common assessments to design to monitor student mastery of essential standards by designing and implementing Tier 2 (reteaching current Tier 1 instruction), Tier 3 intervention of prerequisite skills and extension.
1	1	4	Job-embedded professional learning will continue to be implemented with vertical teams through Mega Labs targeting the implementation of the Units of Study and Math Workshop.
1	1	5	Celebrate school, grade level, teacher, and student goals and monitor progress in Professional Learning Communities, and shared with the entire staff through: Staff Meetings, Staff Newsletters, Social Media, and parent involvement meetings
1	1	6	Weekly collaborative instructional planning facilitated by instructional coaches and teacher leaders.
1	1	7	Administration provides classroom teachers with reflective feedback during classroom visits to support implementation of Units of Study, Assessment for Learning strategies, Workshop models, and other research-based best instructional practices.
1	1	8	Continued implementation of Assessment for Learning work, to include: -Knowledge of learning targets -SMART goal setting -Feedback -Self-assessment -Strong & week examples -Co-creating criteria
1	1	9	On-going staff development implemented based on results from staff feedback survey collected at beginning of the school year and will target specific staff professional learning needs.
1	1	10	Weekly Intervention pull-out Tier 3 instruction provided by Reading and Math Interventionists to student groups based on Formative Common Assessment results targeting prerequisite skills to close academic gaps.
1	1	11	Bilingual/ESL Specialist collaboratively plan with teachers to support the instruction provided to and for LEP students campus-wide. Specialist will co-teach, observe, and offer feedback to teachers with Bilingual and ELL students.
1	1	12	Teachers will integrate technology within learning to enhance instruction, increase student engagement and provide learning to student enrolled in virtual learning program "Connected Learning."
1	1	13	Schedule substitutes to provide teacher development through job-embedded learning experiences, gather student data from BOY, MOY, EOY testing, and collaborative instructional planning.
2	1	2	Monthly Staff Meetings will include Ed Camp-styled experiences led by teacher leaders to provide differentiated staff development opportunities, meeting specific staff members' professional learning goals.
2	1	3	Actively seeks feedback from faculty, students, parents, and community members through campus surveys and individual "check-in" meetings with each staff member to ensure school-wide focus on campus goals.
2	1	4	Campus will implement Year 2 Pilot of Restorative Practices to ensure we are meeting the Social and Emotional needs of all students and staff through: -Staff Mood Meter -Treatment Plan -Circle Meetings -Sparks -2-minute Connections

Goal	Objective	Strategy	Description
2	1	5	School-wide vertical teams/committees that meet monthly to collaborate, design, and monitor specific campus commitments. These teacher-led groups include: BERT/COVID Safety Team, Virtual Learning Committee, Bilingual Committee, House System/Learning Environment Committee, Campus Events/Sunshine Committee, SEL/Restorative Practices Committee, Literacy Vertical Team, and Math Vertical Team.
2	1	6	Effectively communicate achievements and recognition to the Denton ISD community through our use of internal and external communication, including Twitter, Instagram, Facebook, and Staff Newsletter, which is shared weekly by "flipping" staff meetings into a digital format. Weekly celebration of Alexander staff and students with "Panthers of the Week" which is nominated by school community.
2	1	7	Students and families will participate in GOAL program.
2	1	8	Team building experiences led by staff members throughout the year to promote community and positive relationships.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Implementation of House System school-wide to promote positive behavior reinforcement initiatives, character-building, camaraderie, and school spirit.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Katy Watkins	Instructional Coach	Curriculum & Instruction	50%
Melissa Chavez	Communities In Schools Site Coordinator	Communities In Schools	100%
Tina Taylor	Student Assistance Counselor	Counseling	100%

Campus Leadership Team

Committee Role	Name	Position
Administrator	Tiffany Gonzalez	Assistant Principal
Classroom Teacher	Leticia Rivas	Pre-K
Classroom Teacher	Mayra Rodriguez	Kindergarten
Classroom Teacher	Grania Sanger	1st Grade
Classroom Teacher	Sarah Betty	2nd Grade
Classroom Teacher	Kayla Cook	3rd Grade
Classroom Teacher	Raquel Torres	4th Grade
Classroom Teacher	Norma Rosales	5th Grade
Classroom Teacher	Lisa Carter	Special Education
Non-classroom Professional	Fallon Jones	Instructional Support Specialist
Classroom Teacher	Angela Steward	Special Areas
Non-classroom Professional	Emily Pearson	Administrative Intern
District-level Professional	Ross Garison	Director of Digital Learning
Parent	Michelle Hurt	Parent
Paraprofessional	Ashlei Randolph	Campus Secretary
Parent	Martha Macias	Parent
Community Representative	Doug Giles	Community Representative
Community Representative	Alicia McElroy	Community Representative
Business Representative	Jeff Bowerman	Business Representative

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I Instructional Coach		\$44,000.00
1	1	2	Student Assistance Counselor		\$80,000.00
1	1	4	Substitutes to provide instruction while classroom teachers participate in Professional Learning		\$2,000.00
1	1	9	Professional Development costs, Substitutes		\$4,500.00
1	1	12	Technology devices (Chromebooks), technology equipment		\$4,000.00
1	1	13	Substitutes to provide instruction		\$8,000.00
2	1	7	Parent involvement supplies		\$1,600.00
Sub-Total					\$144,100.00
Grand Total					\$144,100.00

Addendums

Denton Independent School District
Borman Elementary
2020-2021 Campus 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.

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

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 Pioneer.

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. In 2019-2020, 78% of our students qualified to receive meal assistance through the school, and 58% 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 2019-2020 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

Due to the nature of the COVID crisis, End of Year data was challenging to retrieve. Therefore, we have done our best to compare 2019 Middle of the Year assessment data with our 2020-2021 Beginning of the Year data.

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

Overall and unsurprisingly, the interruption in typical schooling has had an impact on our students' growth. In order to overcome these challenges, we need to be sure to focus only on the true ESSENTIALS. WE need to measure growth in reading incrementally and respond with agility in a timely fashion.

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

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
- Addition of Administrative Intern through TEA grant

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!

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL 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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- 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
- 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
- Highly qualified 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
- TTESS data
- T-P ESS data
- PDAS and/or T-T ESS

Parent/Community Data

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

Goals

Goal 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.

Evaluation Data Sources: ELI/SELI

ISIP

Imagine Learning Assessments

Units of Study Reading Assessments

Running Records

DRA Assessments

Locally developed Common Assessments





Reading Level progressions

STAAR data

Summative Evaluation: None

<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? 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. 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 Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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<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. 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 Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy Funding Sources: Salary for Early Grades Instructional Coach - Title I, Part A - \$60,000</p>	Reviews			
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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 virtual teaching, effective assessment for learning, high impact strategies. The method of PD will include job imbedded opportunities such as Mega Lab 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 Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - 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 - \$10,000</p>	Reviews			
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<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 Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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<p>Strategy 5: Investment in High Quality Curriculum and Assessment Resources: Classroom libraries will be expanded; Number Corner Kits (resource that connects problem solving with oral literacy development); DRA kits; 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 Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$10,000</p>	Reviews			
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<p>Strategy 6: Intervention and Enrichment: WIN 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.</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 Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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Goal 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



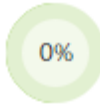




Performance Objective 1: Borman Elementary students and staff will increase knowledge and skill in the use of Social Emotional Learning strategies. Evidence of progress will be measured by monitoring student reports on Rhithm app; number of classrooms using daily SEL curriculum pieces; monitoring attendance and discipline records; monitoring feedback from students, parents, and teachers as to effectiveness of SEL program.

Evaluation Data Sources: Rhithm app; Panorama survey data; discipline and attendance records; feedback from students, teachers, and families.

Summative Evaluation: None

<p>Strategy 1: SEL Counselor: 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 Counselor 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: Students and staff will increase knowledge of strategies to positively impact social and emotional health and well-being. Students and staff will be able to implement strategies for emotional regulation, healthy responses to stress, conflict, and trauma. Students and staff will experience healthier, more positive and productive days, both at school and in the community.</p> <p>Staff Responsible for Monitoring: SEL Counselor; Administrators</p> <p>Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$60,000</p>	Reviews			
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<p>Strategy 2: Rhithm App: Daily use of app in classrooms to determine student affect at points during the day. This feedback can be used immediately by the teacher in order to monitor needs, and it can be used as longitudinal data to identify and address trends.</p> <p>Strategy's Expected Result/Impact: Information immediate to teachers and students regarding affect, engagement, learning readiness.</p> <p>Staff Responsible for Monitoring: Teachers; Counselor; CIS Coordinator; SEL Counselor; Administrators</p> <p>Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 3: SEL Curriculum: 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, 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 Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: SEL Response Team: Each grade level will be assigned an SEL Response Team member and back up staff member to respond when a need arises within the classroom. PreK/K and 1st Grade: SEL Counselor; 2nd & 4th Grade: Counselor; 3rd & 5th Grade CIS Coordinator. 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, resulting in a calmer, safer, more productive school environment.</p> <p>Staff Responsible for Monitoring: SEL Counselor; Counselor; CIS Coordinator; Administrators; Teachers</p> <p>Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Strategy 5: GOAL Soccer and Leadership Team: Students in 4th & 5th Grades will have the opportunity to participate in GOAL leadership and team work development group. Strategy's Expected Result/Impact: Student agency, leadership skill, and cooperative practices will be fostered through participation, both on and off the soccer field. Staff Responsible for Monitoring: CIS Coordinators; Teacher Volunteers; Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Reviews			
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Comprehensive Support Strategies

Goal	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 key concepts. These focus areas include the teaching of reading, overall literacy development, high quality virtual teaching, effective assessment for learning, high impact strategies. The method of PD will include job imbedded opportunities such as Mega Lab 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	Investment in High Quality Curriculum and Assessment Resources: Classroom libraries will be expanded; Number Corner Kits (resource that connects problem solving with oral literacy development); DRA kits; needed classroom resources for teaching and learning.
1	1	6	Intervention and Enrichment: WIN 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.
2	1	1	SEL Counselor: 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 Counselor will work with staff and with students to equip us with knowledge and strategies promoting social and emotional health.
2	1	2	Rhithm App: Daily use of app in classrooms to determine student affect at points during the day. This feedback can be used immediately by the teacher in order to monitor needs, and it can be used as longitudinal data to identify and address trends.
2	1	3	SEL Curriculum: 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, activities, and specific questions for circle discussion will be provided to every classroom teacher.
2	1	4	SEL Response Team: Each grade level will be assigned an SEL Response Team member and back up staff member to respond when a need arises within the classroom. PreK/K and 1st Grade: SEL Counselor; 2nd & 4th Grade: Counselor; 3rd & 5th Grade CIS Coordinator. 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.

Targeted Support Strategies

Goal	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 key concepts. These focus areas include the teaching of reading, overall literacy development, high quality virtual teaching, effective assessment for learning, high impact strategies. The method of PD will include job imbedded opportunities such as Mega Lab 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	Investment in High Quality Curriculum and Assessment Resources: Classroom libraries will be expanded; Number Corner Kits (resource that connects problem solving with oral literacy development); DRA kits; needed classroom resources for teaching and learning.
1	1	6	Intervention and Enrichment: WIN 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.
2	1	1	SEL Counselor: 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 Counselor will work with staff and with students to equip us with knowledge and strategies promoting social and emotional health.
2	1	2	Rhithm App: Daily use of app in classrooms to determine student affect at points during the day. This feedback can be used immediately by the teacher in order to monitor needs, and it can be used as longitudinal data to identify and address trends.
2	1	3	SEL Curriculum: 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, activities, and specific questions for circle discussion will be provided to every classroom teacher.
2	1	4	SEL Response Team: Each grade level will be assigned an SEL Response Team member and back up staff member to respond when a need arises within the classroom. PreK/K and 1st Grade: SEL Counselor; 2nd & 4th Grade: Counselor; 3rd & 5th Grade CIS Coordinator. 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	5	GOAL Soccer and Leadership Team: Students in 4th & 5th Grades will have the opportunity to participate in GOAL leadership and team work development group.

Additional Targeted Support Strategies

Goal	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 key concepts. These focus areas include the teaching of reading, overall literacy development, high quality virtual teaching, effective assessment for learning, high impact strategies. The method of PD will include job imbedded opportunities such as Mega Lab 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	Investment in High Quality Curriculum and Assessment Resources: Classroom libraries will be expanded; Number Corner Kits (resource that connects problem solving with oral literacy development); DRA kits; needed classroom resources for teaching and learning.
1	1	6	Intervention and Enrichment: WIN 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.
2	1	1	SEL Counselor: 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 Counselor will work with staff and with students to equip us with knowledge and strategies promoting social and emotional health.
2	1	2	Rhithm App: Daily use of app in classrooms to determine student affect at points during the day. This feedback can be used immediately by the teacher in order to monitor needs, and it can be used as longitudinal data to identify and address trends.
2	1	3	SEL Curriculum: 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, activities, and specific questions for circle discussion will be provided to every classroom teacher.
2	1	4	SEL Response Team: Each grade level will be assigned an SEL Response Team member and back up staff member to respond when a need arises within the classroom. PreK/K and 1st Grade: SEL Counselor; 2nd & 4th Grade: Counselor; 3rd & 5th Grade CIS Coordinator. 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	5	GOAL Soccer and Leadership Team: Students in 4th & 5th Grades will have the opportunity to participate in GOAL leadership and team work development group.

State Compensatory

Personnel for Borman Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carmen Colon	DLL Teacher	DLL	1.0
Kristin Cullen	Math Intervention Specialist	Math Intervention	1.0
Sarah Renteria	Reading Intervention Specialist	Reading Intervention	1.0
Sue Axtell	Reading Recovery Teacher	Reading Recovery	1.0

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

Title I, Part A					
Goal	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		\$10,000.00
1	1	5			\$10,000.00
2	1	1			\$60,000.00
2	1	3			\$5,000.00
Sub-Total					\$145,000.00
Grand Total					\$145,000.00

Addendums

Denton Independent School District
Calhoun Middle School
2020-2021 Campus Improvement Plan



Mission Statement

The faculty and staff of Calhoun Middle School successfully teach all children to become responsible citizens who demonstrate an intercultural awareness and respect for themselves and others. Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to:

- * Discover individual interests and the ability to communicate those interests meaningfully
- * Cultivate a life-long love of learning through a holistic educational approach
- * Develop skills to cope with, as well as productively contribute to, our complex, dynamic, and multicultural society

Vision

Our work is done in order to prepare our students for the future they envision. We will set the path for them to become college, workforce, or military ready.

We will not allow outside factors to be the determining factor of their success.

Core Beliefs

We believe that as the Calhoun family it is our responsibility to

- * Build relationships with all our students
- * Provide opportunities to learn for every student
- * Be an active member of the faculty and fulfil all obligation as agreed upon
 - * Put students first

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Goal 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	14
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Comprehensive Needs Assessment

Demographics

Demographics Summary

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Campus		District	State
	Count	Percent		
Total Students	736	100.0%	29,952	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	3.4%	4.4%
Kindergarten	0	0.0%	6.9%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.6%	7.6%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	243	33.0%	7.8%	7.7%
Grade 7	250	34.0%	7.8%	7.5%
Grade 8	243	33.0%	7.7%	7.5%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	87	11.8%	16.5%	12.6%
Hispanic	355	48.2%	31.1%	52.6%
White	243	33.0%	46.7%	27.4%
American Indian	7	1.0%	0.6%	0.4%
Asian	18	2.4%	3.4%	4.5%
Pacific Islander	0	0.0%	0.2%	0.2%
Two or More Races	26	3.5%	1.4%	2.4%
Economically Disadvantaged				
Economically Disadvantaged	482	65.5%	45.5%	60.6%
Non-Educationally Disadvantaged	254	34.5%	54.5%	39.4%
Section 504 Students	87	11.8%	11.3%	6.5%
English Learners (EL)	185	25.1%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	29	3.6%	1.1%	1.4%
Students w/ Dyslexia	23	3.1%	2.6%	3.6%
At-Risk	364	49.5%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	119			
By Type of Primary Disability				
Students with Intellectual Disabilities	65	54.6%	34.3%	42.4%
Students with Physical Disabilities	8	6.7%	25.2%	21.9%
Students with Autism	12	10.1%	10.7%	13.7%
Students with Behavioral Disabilities	34	28.6%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Campus		District	State
	Count	Percent		
By Ethnicity:				
African American	24	3.0%		
Hispanic	62	7.6%		
White	44	5.4%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	2	0.2%		
Two or More Races	7	0.9%		

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	8.4%	6.2%
Grade 1	-	0.8%	3.1%	-	3.8%	5.5%
Grade 2	-	0.4%	1.8%	-	1.1%	2.3%
Grade 3	-	0.2%	1.1%	-	0.4%	0.9%
Grade 4	-	0.3%	0.5%	-	1.1%	0.5%
Grade 5	-	0.2%	0.5%	-	1.2%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.1%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 9	-	3.4%	7.2%	-	1.2%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.9	18.9
Grade 1	-	17.3	18.8
Grade 2	-	17.4	18.7
Grade 3	-	18.5	18.9
Grade 4	-	18.8	19.2
Grade 5	-	19.5	21.2
Grade 6	18.1	20.8	20.4
Secondary:			
English/Language Arts	19.4	19.5	16.6
Foreign Languages	12.8	18.3	18.9
Mathematics	15.3	19.4	17.8
Science	20.2	20.2	18.9
Social Studies	20.3	21.8	19.3

Demographics Strengths

Identifying at risk students and providing supports to help them overcome deficits.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We must engage all learners in their growth **Root Cause:** Students come with multiple deficits and we need to serve the whole child.

Student Learning

Student Learning Summary

We have shown great gains in Math and Science over the past years. We continue to have slow growth in Reading and Writing. We are fully invested in the workshop model and our students are spending more time reading for pleasure. We must find ways to transfer that interest in reading to cover more academic information.

Attached in the addendums is a copy of the most recent TAPR report.

Student Learning Strengths

Math has shown steady growth and we are pleased with the student outcomes. Science continues to be strong and students have done well over the past few years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading results in 6th grade continue to struggle. **Root Cause:** Students are coming into 6th grade reading below grade level.

School Processes & Programs

School Processes & Programs Summary

We continue to hire quality staff for our campus. They blend well and contribute immediately when working in department or grade level PLC's. We need to find more ways to show support for our teachers and staff so they can provide the best experience for our students.

School Processes & Programs Strengths

We recruit and retain quality staff. We work to create an environment where support for one another is a given.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need to feel supported by administration, **Root Cause:** Administration's communication needs to be more streamlined to get information out in a timely manner.

Perceptions

Perceptions Summary

We put students first. We make decisions that have the best interest of the student in mind. Our teachers care about each individual student and their personal growth.

Perceptions Strengths

We plan for all of our learners. We strive to have supports in place to allow a student to fail, learn from it, and try again.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We must reach our most at risk learners. **Root Cause:** We enroll students from many different places that have an impact on the students socio emotional well being. These include but are not limited to Cumberland Children's home, Friends of the Family and Wheeler House.

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
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 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: Students will increase Meets percentages in Reading by 5% as measured by STAAR.

Evaluation Data Sources: MAP, STAAR, District Common Assessments

Summative Evaluation: None

Strategy 1: Have high quality, quarterly vertical alignment and data days Strategy's Expected Result/Impact: Teachers will discuss and plan for supporting future learning. They will develop plans to assure alignment within the content area through the grade levels. Data from district common assessments, MAP, and Mack STAAR tests. Staff Responsible for Monitoring: None Funding Sources: Substitutes - At-Risk (SCE) - \$15,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: ELAR teachers will utilize Lucy Calkins Workshop model Strategy's Expected Result/Impact: Strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students. Staff Responsible for Monitoring: Admin, Teachers, TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Provide targeted intervention for the students below grade level in reading Strategy's Expected Result/Impact: Increase in student achievement for targeted students Staff Responsible for Monitoring: teachers, admin TEA Priorities: Build a foundation of reading and math	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 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: Students will increase Meets percentages in Math by 5% as measured by STAAR.

Evaluation Data Sources: MAP, STAAR, District Common Assessments

Summative Evaluation: None

<p>Strategy 1: Have high quality, quarterly vertical alignment and data days</p> <p>Strategy's Expected Result/Impact: Teachers will discuss and plan for supporting future learning. They will develop plans to assure alignment within the content area through the grade levels. Data from district common assessments, MAP, and Mack STAAR tests.</p> <p>Staff Responsible for Monitoring: None</p> <p>Funding Sources: Substitutes - At-Risk (SCE) - \$15,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Implementation of the IXL online math program in 6th, 7th, and 8th grade to support students identified as exhibiting learning gaps in grade-level math.</p> <p>Strategy's Expected Result/Impact: Increase in math scores</p> <p>Staff Responsible for Monitoring: Teachers, Digital Learning Specialist, admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Provide targeted intervention for the students below grade level in math</p> <p>Strategy's Expected Result/Impact: Increase in student achievement for targeted students</p> <p>Staff Responsible for Monitoring: teachers, admin</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 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 they feel safe.

Evaluation Data Sources: Campus Climate and Culture Survey

Summative Evaluation: None

<p>Strategy 1: Communities in Schools will case manage up to 100 at-risk students and provide on-going services in 6 components</p> <p>Strategy's Expected Result/Impact: Student's needs are being meet academically, emotionally, and physically.</p> <p>Staff Responsible for Monitoring: CIS on campus coordinator</p> <p>Funding Sources: - At-Risk (SCE) - \$12,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: ACE program will support our students after school</p> <p>Strategy's Expected Result/Impact: Fewer failures from those participating in ACE program</p> <p>Staff Responsible for Monitoring: ACE Coordinator</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Open and maintain on campus food pantry</p> <p>Strategy's Expected Result/Impact: Reduce the amount of food insecurity on our campus.</p> <p>Staff Responsible for Monitoring: CIS Coordinator, Campus Counselors</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Calhoun Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joan Phillips	Class room teacher	Readin Intervention	1
Kristen Haverland	Paraprofessional	Reading Intervention	

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$15,000.00
1	2	1	Substitutes		\$15,000.00
2	1	1			\$12,000.00
Sub-Total					\$42,000.00
Grand Total					\$42,000.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **DENTON ISD**

Campus Name: **CALHOUN MIDDLE**

Campus Number: **061901045**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

	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	EL (Current & Monitored)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 6 Reading

At Approaches Grade Level or Above	2019	68%	74%	58%	65%	50%	67%	*	*	-	*	10%	78%	59%	57%	51%	49%
	2018	69%	76%	60%	48%	50%	75%	*	*	-	79%	22%	60%	62%	56%	49%	49%
At Meets Grade Level or Above	2019	37%	43%	28%	13%	23%	39%	*	*	-	*	5%	44%	29%	24%	17%	18%
	2018	39%	45%	30%	17%	19%	44%	*	*	-	57%	17%	20%	33%	23%	19%	19%
At Masters Grade Level	2019	18%	20%	15%	0%	10%	26%	*	*	-	*	5%	33%	15%	13%	7%	5%
	2018	19%	21%	15%	3%	4%	25%	*	*	-	43%	8%	20%	16%	11%	5%	5%

Grade 6 Mathematics

At Approaches Grade Level or Above	2019	81%	83%	78%	74%	78%	75%	*	*	-	*	40%	89%	79%	72%	76%	83%
	2018	77%	80%	68%	59%	58%	80%	*	*	-	86%	42%	40%	69%	64%	56%	60%
At Meets Grade Level or Above	2019	47%	46%	42%	17%	41%	48%	*	*	-	*	10%	56%	45%	30%	33%	44%
	2018	44%	45%	30%	10%	21%	45%	*	*	-	43%	13%	0%	31%	27%	19%	23%
At Masters Grade Level	2019	21%	19%	13%	0%	10%	18%	*	*	-	*	3%	22%	14%	9%	8%	9%
	2018	18%	17%	9%	0%	4%	13%	*	*	-	14%	8%	0%	9%	7%	6%	5%

Grade 7 Reading

At Approaches Grade Level or Above	2019	76%	81%	76%	72%	68%	86%	*	*	-	80%	41%	75%	75%	78%	67%	58%
	2018	74%	82%	69%	68%	60%	79%	*	100%	-	*	23%	70%	68%	70%	61%	58%
At Meets Grade Level or Above	2019	49%	56%	54%	40%	42%	72%	*	*	-	70%	19%	42%	55%	53%	39%	39%
	2018	48%	56%	43%	39%	30%	61%	*	90%	-	*	15%	40%	42%	49%	33%	31%
At Masters Grade Level	2019	29%	34%	34%	24%	19%	52%	*	*	-	50%	3%	33%	33%	36%	20%	17%
	2018	29%	35%	29%	18%	17%	48%	*	60%	-	*	0%	20%	29%	26%	20%	18%

Grade 7 Mathematics

At Approaches Grade Level or Above	2019	75%	80%	73%	63%	65%	86%	*	*	-	80%	38%	58%	74%	71%	65%	61%
	2018	72%	79%	65%	63%	56%	80%	*	100%	-	*	18%	63%	65%	67%	59%	56%
At Meets Grade Level or Above	2019	43%	48%	41%	13%	31%	59%	*	*	-	70%	22%	17%	42%	38%	31%	27%
	2018	40%	49%	36%	20%	25%	58%	*	100%	-	*	14%	25%	37%	33%	29%	29%
At Masters Grade Level	2019	17%	19%	17%	4%	12%	25%	*	*	-	20%	9%	0%	17%	16%	11%	8%
	2018	18%	23%	17%	13%	11%	25%	*	67%	-	*	7%	0%	18%	15%	12%	17%

Grade 7 Writing

At Approaches Grade Level or Above	2019	70%	76%	67%	52%	59%	82%	*	*	-	70%	25%	55%	67%	67%	57%	53%
	2018	69%	75%	61%	48%	52%	76%	*	100%	-	*	19%	60%	61%	64%	54%	48%
At Meets Grade Level or Above	2019	42%	49%	42%	20%	28%	65%	*	*	-	60%	19%	18%	43%	41%	28%	25%
	2018	43%	51%	38%	24%	25%	57%	*	90%	-	*	7%	40%	38%	36%	28%	30%
At Masters Grade Level	2019	18%	21%	18%	12%	8%	30%	*	*	-	30%	13%	9%	18%	19%	9%	7%
	2018	15%	16%	13%	7%	4%	26%	*	40%	-	*	4%	10%	14%	11%	5%	4%

Grade 8 Reading^

At Approaches Grade Level or Above	2019	86%	90%	86%	83%	81%	94%	*	100%	-	80%	52%	100%	87%	83%	82%	76%
	2018	86%	91%	82%	75%	78%	88%	*	*	-	*	27%	100%	82%	82%	78%	73%
At Meets Grade Level or Above	2019	55%	60%	52%	33%	34%	81%	*	100%	-	40%	14%	40%	52%	52%	41%	26%
	2018	49%	59%	41%	15%	33%	56%	*	*	-	*	8%	29%	41%	40%	30%	25%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

		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	EL (Current & Monitored)	
At Masters Grade Level	2019	28%	33%	31%	17%	17%	56%	*	60%	-	0%	0%	20%	31%	31%	18%	12%	
	2018	27%	34%	21%	10%	14%	30%	*	*	-	*	0%	0%	20%	22%	12%	3%	
Grade 8 Mathematics ^A																		
At Approaches Grade Level or Above	2019	88%	89%	84%	73%	82%	91%	*	100%	-	60%	46%	78%	85%	80%	82%	76%	
	2018	86%	90%	78%	70%	74%	85%	*	*	-	*	24%	100%	82%	63%	76%	76%	
At Meets Grade Level or Above	2019	57%	56%	49%	27%	38%	74%	*	100%	-	60%	14%	44%	51%	41%	42%	35%	
	2018	51%	54%	34%	10%	27%	55%	*	*	-	*	8%	57%	35%	29%	28%	26%	
At Masters Grade Level	2019	17%	16%	13%	4%	6%	24%	*	60%	-	20%	4%	22%	15%	5%	8%	3%	
	2018	15%	17%	4%	0%	3%	7%	*	*	-	*	4%	0%	3%	5%	2%	2%	
Grade 8 Science																		
At Approaches Grade Level or Above	2019	81%	84%	82%	76%	75%	94%	*	100%	-	60%	38%	80%	82%	83%	75%	69%	
	2018	76%	80%	73%	62%	65%	86%	*	*	-	*	20%	71%	75%	68%	68%	63%	
At Meets Grade Level or Above	2019	51%	56%	53%	45%	36%	76%	*	100%	-	40%	14%	50%	53%	51%	41%	28%	
	2018	52%	59%	50%	24%	42%	68%	*	*	-	*	8%	43%	52%	45%	41%	38%	
At Masters Grade Level	2019	25%	29%	32%	31%	13%	54%	*	80%	-	20%	10%	40%	32%	30%	21%	16%	
	2018	28%	35%	32%	5%	26%	47%	*	*	-	*	4%	29%	31%	36%	24%	18%	
Grade 8 Social Studies																		
At Approaches Grade Level or Above	2019	69%	71%	67%	68%	53%	84%	*	100%	-	40%	28%	80%	65%	74%	60%	38%	
	2018	65%	70%	60%	48%	53%	74%	*	*	-	*	15%	57%	59%	64%	53%	46%	
At Meets Grade Level or Above	2019	37%	38%	34%	21%	23%	49%	*	100%	-	0%	7%	40%	33%	36%	28%	19%	
	2018	36%	40%	24%	19%	15%	41%	*	*	-	*	4%	0%	22%	32%	14%	6%	
At Masters Grade Level	2019	21%	23%	21%	14%	10%	33%	*	80%	-	0%	3%	20%	22%	19%	14%	10%	
	2018	21%	23%	11%	10%	5%	21%	*	*	-	*	0%	0%	9%	15%	4%	0%	
End of Course Algebra I																		
At Approaches Grade Level or Above	2019	85%	86%	100%	100%	*	100%	-	100%	-	-	*	*	100%	100%	100%	100%	
	2018	83%	85%	100%	*	100%	100%	-	*	-	-	-	*	100%	100%	100%	*	
At Meets Grade Level or Above	2019	61%	64%	96%	100%	*	92%	-	100%	-	-	*	*	95%	100%	100%	100%	
	2018	55%	59%	97%	*	100%	95%	-	*	-	-	-	*	100%	91%	100%	*	
At Masters Grade Level	2019	37%	42%	93%	80%	*	92%	-	100%	-	-	*	*	95%	86%	92%	100%	
	2018	32%	35%	71%	*	57%	74%	-	*	-	-	-	*	75%	64%	80%	*	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	81%	75%	71%	68%	84%	63%	100%	-	72%	35%	76%	75%	74%	68%	63%	
	2018	77%	81%	69%	60%	61%	81%	76%	100%	-	76%	24%	71%	69%	67%	61%	58%	
At Meets Grade Level or Above	2019	50%	54%	45%	28%	33%	62%	25%	93%	-	55%	14%	38%	45%	42%	34%	30%	
	2018	48%	53%	37%	21%	27%	54%	29%	94%	-	42%	11%	32%	37%	36%	27%	26%	
At Masters Grade Level	2019	24%	26%	22%	14%	12%	36%	13%	70%	-	22%	6%	22%	23%	21%	14%	11%	
	2018	22%	24%	17%	8%	10%	28%	12%	63%	-	24%	4%	12%	17%	17%	10%	9%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	78%	73%	74%	66%	82%	33%	100%	-	79%	32%	84%	73%	73%	66%	61%	
	2018	74%	79%	70%	62%	62%	80%	80%	100%	-	74%	24%	77%	70%	68%	62%	59%	
At Meets Grade Level or Above	2019	48%	52%	45%	29%	33%	63%	17%	88%	-	58%	12%	42%	45%	44%	32%	28%	
	2018	46%	52%	38%	25%	27%	53%	40%	94%	-	53%	14%	32%	38%	36%	27%	25%	
At Masters Grade Level	2019	21%	24%	26%	14%	15%	44%	17%	59%	-	26%	3%	29%	26%	28%	15%	11%	
	2018	19%	22%	21%	10%	12%	34%	20%	71%	-	37%	3%	14%	22%	19%	13%	9%	

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

		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	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	79%	72%	75%	84%	83%	100%	-	79%	42%	74%	80%	75%	75%	74%
	2018	81%	84%	71%	64%	63%	83%	100%	100%	-	79%	30%	73%	72%	68%	63%	63%
At Meets Grade Level or Above	2019	52%	55%	46%	24%	37%	61%	33%	88%	-	68%	16%	35%	48%	40%	37%	37%
	2018	50%	53%	36%	15%	26%	55%	20%	100%	-	37%	12%	36%	37%	34%	26%	27%
At Masters Grade Level	2019	26%	29%	17%	8%	10%	25%	0%	76%	-	21%	6%	13%	18%	14%	11%	9%
	2018	24%	25%	13%	6%	7%	20%	0%	71%	-	11%	7%	9%	13%	13%	8%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	74%	67%	52%	59%	82%	*	*	-	70%	25%	55%	67%	67%	57%	53%
	2018	66%	72%	61%	48%	52%	76%	*	100%	-	*	19%	60%	61%	64%	54%	48%
At Meets Grade Level or Above	2019	38%	44%	42%	20%	28%	65%	*	*	-	60%	19%	18%	43%	41%	28%	25%
	2018	41%	48%	38%	24%	25%	57%	*	90%	-	*	7%	40%	38%	36%	28%	30%
At Masters Grade Level	2019	14%	17%	18%	12%	8%	30%	*	*	-	30%	13%	9%	18%	19%	9%	7%
	2018	13%	14%	13%	7%	4%	26%	*	40%	-	*	4%	10%	14%	11%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	82%	76%	75%	94%	*	100%	-	60%	38%	80%	82%	83%	75%	69%
	2018	80%	83%	73%	62%	65%	86%	*	*	-	*	20%	71%	75%	68%	68%	63%
At Meets Grade Level or Above	2019	54%	58%	53%	45%	36%	76%	*	100%	-	40%	14%	50%	53%	51%	41%	28%
	2018	51%	55%	50%	24%	42%	68%	*	*	-	*	8%	43%	52%	45%	41%	38%
At Masters Grade Level	2019	25%	27%	32%	31%	13%	54%	*	80%	-	20%	10%	40%	32%	30%	21%	16%
	2018	23%	26%	32%	5%	26%	47%	*	*	-	*	4%	29%	31%	36%	24%	18%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	67%	68%	53%	84%	*	100%	-	40%	28%	80%	65%	74%	60%	38%
	2018	78%	81%	60%	48%	53%	74%	*	*	-	*	15%	57%	59%	64%	53%	46%
At Meets Grade Level or Above	2019	55%	56%	34%	21%	23%	49%	*	100%	-	0%	7%	40%	33%	36%	28%	19%
	2018	53%	56%	24%	19%	15%	41%	*	*	-	*	4%	0%	22%	32%	14%	6%
At Masters Grade Level	2019	33%	34%	21%	14%	10%	33%	*	80%	-	0%	3%	20%	22%	19%	14%	10%
	2018	31%	33%	11%	10%	5%	21%	*	*	-	*	0%	0%	9%	15%	4%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	45	33	17	29	42	*	*	-	*	13	56	33	33	27	25
	2018	47	50	37	27	32	41	-	*	-	64	28	*	38	33	31	31
Grade 6 Mathematics	2019	54	47	41	24	41	45	*	*	-	*	23	44	39	48	34	38
	2018	56	48	34	39	21	44	*	*	-	39	41	*	33	36	29	21
Grade 7 ELA/Reading	2019	77	79	80	80	78	84	*	*	-	65	56	92	79	83	77	74
	2018	76	79	83	78	83	83	*	95	-	*	79	65	84	76	83	85
Grade 7 Mathematics	2019	62	66	66	56	63	72	*	*	-	80	41	54	65	67	62	57
	2018	67	70	68	72	63	75	*	83	-	*	45	63	71	60	63	66
Grade 8 ELA/Reading	2019	77	76	79	69	77	88	*	70	-	80	60	80	82	67	77	82
	2018	79	80	79	85	76	81	*	*	-	*	86	93	79	81	79	72
Grade 8 Mathematics	2019	82	82	81	74	81	85	*	*	-	80	61	81	81	79	81	83
	2018	81	81	67	70	68	63	*	*	-	*	63	79	68	61	66	72
End of Course Algebra I	2019	75	77	96	100	*	91	-	100	-	-	*	*	95	100	100	100
	2018	72	73	85	*	79	87	-	*	-	-	-	*	90	77	90	*
All Grades Both Subjects	2019	69	70	63	56	61	67	30	76	-	72	40	67	63	64	59	60
	2018	69	70	61	60	57	64	100	93	-	53	55	69	61	57	58	58
All Grades ELA/Reading	2019	68	69	64	57	62	69	40	71	-	63	41	77	65	62	60	61
	2018	69	70	65	61	64	66	*	97	-	68	62	76	66	62	64	64
All Grades Mathematics	2019	70	72	62	55	61	65	20	81	-	82	40	57	62	65	58	59
	2018	70	70	56	60	50	61	100	88	-	37	48	62	57	53	52	52

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	45%	42%	42%	41%	43%	*	-	-	57%	18%	39%	33%
	2018	38%	45%	35%	43%	31%	38%	*	-	-	*	16%	33%	30%
Mathematics	2019	45%	50%	43%	42%	45%	40%	-	-	-	33%	22%	44%	42%
	2018	47%	53%	34%	41%	30%	42%	-	-	-	*	15%	31%	25%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	83%	76%	69%	66%	91%	*	100%	-	60%	29%	68%	52%
Students Requiring Accelerated Instruction														
	2019	22%	17%	24%	31%	34%	9%	0%	0%	-	40%	71%	32%	48%
STAAR Cumulative Met Standard														
	2019	85%	89%	86%	83%	79%	94%	*	100%	-	80%	50%	80%	67%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	80%	64%	77%	91%	*	100%	-	60%	37%	77%	65%
Students Requiring Accelerated Instruction														
	2019	18%	16%	20%	36%	23%	9%	0%	0%	-	40%	63%	23%	35%
STAAR Cumulative Met Standard														
	2019	88%	89%	84%	72%	83%	91%	*	100%	-	60%	44%	82%	74%

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 736
 Grade Span: 06 - 08
 (Current EL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	75%	-	-	-	-	53%	49%	54%	*	53%	54%
	2018	77%	81%	69%	-	-	-	-	39%	38%	39%	43%	39%	39%
At Meets Grade Level or Above	2019	50%	54%	45%	-	-	-	-	18%	13%	18%	*	18%	18%
	2018	48%	53%	37%	-	-	-	-	8%	14%	6%	29%	8%	8%
At Masters Grade Level	2019	24%	26%	22%	-	-	-	-	4%	9%	4%	*	4%	4%
	2018	22%	24%	17%	-	-	-	-	2%	5%	1%	14%	2%	2%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	78%	73%	-	-	-	-	50%	46%	50%	*	50%	50%
	2018	74%	79%	70%	-	-	-	-	40%	46%	39%	*	40%	40%
At Meets Grade Level or Above	2019	48%	52%	45%	-	-	-	-	14%	8%	14%	*	14%	14%
	2018	46%	52%	38%	-	-	-	-	7%	14%	5%	*	7%	7%
At Masters Grade Level	2019	21%	24%	26%	-	-	-	-	4%	8%	4%	*	4%	4%
	2018	19%	22%	21%	-	-	-	-	1%	4%	1%	*	1%	1%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	85%	79%	-	-	-	-	68%	69%	68%	*	68%	68%
	2018	81%	84%	71%	-	-	-	-	45%	47%	44%	*	45%	46%
At Meets Grade Level or Above	2019	52%	55%	46%	-	-	-	-	28%	23%	29%	*	28%	28%
	2018	50%	53%	36%	-	-	-	-	9%	17%	7%	*	9%	10%
At Masters Grade Level	2019	26%	29%	17%	-	-	-	-	4%	15%	3%	*	4%	4%
	2018	24%	25%	13%	-	-	-	-	1%	7%	0%	*	1%	2%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	74%	67%	-	-	-	-	31%	*	31%	-	31%	31%
	2018	66%	72%	61%	-	-	-	-	21%	11%	23%	*	21%	21%
At Meets Grade Level or Above	2019	38%	44%	42%	-	-	-	-	10%	*	10%	-	10%	10%
	2018	41%	48%	38%	-	-	-	-	4%	11%	2%	*	4%	4%
At Masters Grade Level	2019	14%	17%	18%	-	-	-	-	0%	*	0%	-	0%	0%
	2018	13%	14%	13%	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	82%	-	-	-	-	63%	50%	66%	-	63%	63%
	2018	80%	83%	73%	-	-	-	-	45%	41%	50%	*	45%	44%
At Meets Grade Level or Above	2019	54%	58%	53%	-	-	-	-	13%	13%	14%	-	13%	13%
	2018	51%	55%	50%	-	-	-	-	19%	23%	15%	*	19%	19%
At Masters Grade Level	2019	25%	27%	32%	-	-	-	-	8%	13%	7%	-	8%	8%
	2018	23%	26%	32%	-	-	-	-	10%	9%	10%	*	10%	9%
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	82%	67%	-	-	-	-	29%	25%	30%	-	29%	29%
	2018	78%	81%	60%	-	-	-	-	29%	23%	35%	*	29%	28%
At Meets Grade Level or Above	2019	55%	56%	34%	-	-	-	-	8%	13%	7%	-	8%	8%
	2018	53%	56%	24%	-	-	-	-	0%	0%	0%	*	0%	0%
At Masters Grade Level	2019	33%	34%	21%	-	-	-	-	4%	0%	5%	-	4%	4%
	2018	31%	33%	11%	-	-	-	-	0%	0%	0%	*	0%	0%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	70%	63%	-	-	-	-	56%	59%	55%	*	56%	56%
	2018	69%	70%	61%	-	-	-	-	56%	76%	51%	*	56%	56%
All Grades ELA/Reading	2019	68%	69%	64%	-	-	-	-	57%	45%	57%	*	57%	57%
	2018	69%	70%	65%	-	-	-	-	65%	71%	64%	*	65%	64%
All Grades Mathematics	2019	70%	72%	62%	-	-	-	-	55%	71%	54%	*	55%	55%
	2018	70%	70%	56%	-	-	-	-	48%	80%	40%	*	48%	49%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	45%	42%	-	-	-	-	33%	22%	34%	-	33%	33%

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 736
 Grade Span: 06 - 08
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	45%	35%	-	-	-	-	-	30%	30%	30%	*	30%	30%
	2019	45%	50%	43%	-	-	-	-	-	42%	50%	41%	-	42%	42%
	2018	47%	53%	34%	-	-	-	-	-	24%	*	24%	*	24%	25%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	94%	88%	94%	97%	100%	95%	-	100%	94%	92%	93%
Not Included in Accountability													
Mobile	4%	4%	5%	12%	5%	3%	0%	0%	-	0%	6%	7%	4%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	5%	-	0%	0%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	99%	100%	100%	-	100%	99%	100%	99%
Included in Accountability	94%	94%	93%	89%	94%	92%	100%	95%	-	94%	91%	91%	94%
Not Included in Accountability													
Mobile	4%	5%	6%	11%	5%	6%	0%	0%	-	6%	8%	8%	4%
Other Exclusions	1%	1%	1%	0%	0%	1%	0%	5%	-	0%	0%	1%	2%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	1%	0%	1%
Absent	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	96.0%	95.5%	95.6%	95.5%	95.2%	96.8%	98.2%	*	96.1%	93.5%	95.3%	96.4%
2016-17	95.7%	96.1%	95.9%	96.2%	96.1%	95.4%	95.3%	99.0%	*	93.5%	94.5%	95.9%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.4%	1.5%	0.0%	0.6%	0.0%	0.0%	*	0.0%	1.3%	0.5%	0.0%
2016-17	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	97.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	76.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	90.5%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	89.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	37.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	89.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	89.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	87.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	1,835	347,893
By Ethnicity:				
African American	-	-	267	43,502
Hispanic	-	-	569	173,272
White	-	-	904	107,052
American Indian	-	-	12	1,226
Asian	-	-	53	15,589
Pacific Islander	-	-	1	528
Two or More Races	-	-	29	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	5	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	3	3,538
Foundation H.S. Program (No Endorsement)	-	-	193	49,432
Foundation H.S. Program (Endorsement)	-	-	12	16,542
Foundation H.S. Program (DLA)	-	-	1,622	272,526
Special Education Graduates	-	-	131	25,962
Economically Disadvantaged Graduates	-	-	605	166,956
LEP Graduates	-	-	145	21,359
At-Risk Graduates	-	-	421	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 736

Grade Span: 06 - 08

School Type: Middle

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	65.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	46.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	44.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	43.2%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	6.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	5.9%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	30.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	15.0%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	22.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	15.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	17.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	12.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	12.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	7.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	54.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	51.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	26.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	12.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	13.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	6.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	6.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	9.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	10.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	15.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	17.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	62.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	57.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	58.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	62.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	54.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	54.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	63.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	63.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	53.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1104	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	559	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	545	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	22.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	22.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	21.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	22.6	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	40.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	37.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	12.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	15.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	15.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	21.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	28.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	28.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	50.8%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	55.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	60.2%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	56.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	736	100.0%	29,952	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	3.4%	4.4%
Kindergarten	0	0.0%	6.9%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	7.1%	7.3%
Grade 4	0	0.0%	7.6%	7.6%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	243	33.0%	7.8%	7.7%
Grade 7	250	34.0%	7.8%	7.5%
Grade 8	243	33.0%	7.7%	7.5%
Grade 9	0	0.0%	7.9%	8.1%
Grade 10	0	0.0%	7.7%	7.4%
Grade 11	0	0.0%	7.3%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	87	11.8%	16.5%	12.6%
Hispanic	355	48.2%	31.1%	52.6%
White	243	33.0%	46.7%	27.4%
American Indian	7	1.0%	0.6%	0.4%
Asian	18	2.4%	3.4%	4.5%
Pacific Islander	0	0.0%	0.2%	0.2%
Two or More Races	26	3.5%	1.4%	2.4%
Economically Disadvantaged	482	65.5%	45.5%	60.6%
Non-Educationally Disadvantaged	254	34.5%	54.5%	39.4%
Section 504 Students	87	11.8%	11.3%	6.5%
English Learners (EL)	185	25.1%	14.8%	19.5%
Students w/ Disciplinary Placements (2017-18)	29	3.6%	1.1%	1.4%
Students w/ Dyslexia	23	3.1%	2.6%	3.6%
At-Risk	364	49.5%	35.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	119			
By Type of Primary Disability				
Students with Intellectual Disabilities	65	54.6%	34.3%	42.4%
Students with Physical Disabilities	8	6.7%	25.2%	21.9%
Students with Autism	12	10.1%	10.7%	13.7%
Students with Behavioral Disabilities	34	28.6%	29.1%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.7%	1.4%
Mobility (2017-18):				
Total Mobile Students	140	17.3%	15.1%	15.4%

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	24	3.0%		
Hispanic	62	7.6%		
White	44	5.4%		
American Indian	1	0.1%		
Asian	0	0.0%		
Pacific Islander	2	0.2%		
Two or More Races	7	0.9%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	8.4%	6.2%
Grade 1	-	0.8%	3.1%	-	3.8%	5.5%
Grade 2	-	0.4%	1.8%	-	1.1%	2.3%
Grade 3	-	0.2%	1.1%	-	0.4%	0.9%
Grade 4	-	0.3%	0.5%	-	1.1%	0.5%
Grade 5	-	0.2%	0.5%	-	1.2%	0.6%
Grade 6	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.1%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.2%	0.4%	0.0%	0.4%	0.7%
Grade 9	-	3.4%	7.2%	-	1.2%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	16.9	18.9
Grade 1	-	17.3	18.8
Grade 2	-	17.4	18.7
Grade 3	-	18.5	18.9
Grade 4	-	18.8	19.2
Grade 5	-	19.5	21.2
Grade 6	18.1	20.8	20.4
Secondary:			
English/Language Arts	19.4	19.5	16.6
Foreign Languages	12.8	18.3	18.9
Mathematics	15.3	19.4	17.8
Science	20.2	20.2	18.9
Social Studies	20.3	21.8	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	80.4	100.0%	100.0%	100.0%
Professional Staff:	73.5	91.4%	74.8%	64.1%
Teachers	60.0	74.6%	57.9%	49.8%
Professional Support	10.1	12.6%	13.4%	10.1%
Campus Administration (School Leadership)	3.4	4.2%	2.8%	3.0%
Educational Aides:	6.9	8.6%	10.0%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	31.0	4,414.0
Part-time	0.0	n/a	6.0	572.0
Counselors				
Full-time	3.0	n/a	80.0	12,433.0
Part-time	0.0	n/a	6.0	1,097.0
Total Minority Staff:	26.5	32.9%	28.9%	50.4%
Teachers by Ethnicity and Sex:				
African American	10.4	17.4%	8.1%	10.6%
Hispanic	9.2	15.3%	14.0%	27.7%
White	38.4	64.0%	74.8%	58.4%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	0.0	0.0%	0.9%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	2.0	3.3%	1.9%	1.1%
Males	21.3	35.4%	24.5%	23.8%
Females	38.7	64.6%	75.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.9	4.8%	7.6%	1.4%
Bachelors	34.8	58.0%	64.4%	73.6%
Masters	22.3	37.2%	27.3%	24.3%
Doctorate	0.0	0.0%	0.8%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.5	2.4%	4.3%	7.0%
1-5 Years Experience	16.4	27.4%	26.8%	28.9%
6-10 Years Experience	10.9	18.2%	21.7%	19.0%
11-20 Years Experience	22.0	36.7%	33.2%	29.3%
Over 20 Years Experience	9.2	15.3%	14.0%	15.7%
Number of Students per Teacher	12.3	n/a	13.4	15.1

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
 Campus Number: 061901045

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 736
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.1	6.3
Average Years Experience of Principals with District	5.0	6.1	5.4
Average Years Experience of Assistant Principals	10.0	5.7	5.3
Average Years Experience of Assistant Principals with District	10.0	5.1	4.7
Average Years Experience of Teachers:	12.1	11.1	11.1
Average Years Experience of Teachers with District:	8.4	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,002	\$49,389	\$47,218
1-5 Years Experience	\$53,781	\$54,043	\$50,408
6-10 Years Experience	\$56,295	\$55,902	\$52,786
11-20 Years Experience	\$57,959	\$58,273	\$56,041
Over 20 Years Experience	\$64,556	\$63,916	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,397	\$57,037	\$54,122
Professional Support	\$57,791	\$61,015	\$64,069
Campus Administration (School Leadership)	\$81,455	\$81,909	\$78,947
Instructional Staff Percent:	n/a	74.5%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 736
Grade Span: 06 - 08
School Type: Middle

District Name: DENTON ISD
Campus Name: CALHOUN MIDDLE
Campus Number: 061901045

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	184	25.0%	14.7%	19.7%
Career & Technical Education	102	13.9%	30.4%	26.3%
Gifted & Talented Education	113	15.4%	10.9%	8.1%
Special Education	119	16.2%	11.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	4.9%	2.1%	6.4%
Career & Technical Education	2.8	4.7%	4.8%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	2.0	3.3%	1.4%	2.0%
Regular Education	44.3	74.0%	79.5%	71.4%
Special Education	7.8	13.0%	7.1%	9.1%
Other	0.0	0.0%	4.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- '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 2017-18 Financial Actual Report](#)

Denton Independent School District
Evers Park Elementary
2020-2021 Campus Improvement Plan



Mission Statement

Evers Park Elementary is empowering a community of engaged and inspired learners.

Vision

We will unite with a common purpose based on clear goals and work collaboratively to ensure maximum student 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.

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Goal 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	14
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Comprehensive Needs Assessment

Revised/Approved: May 21, 2020

Demographics

Demographics Summary

There is a big discrepancy between the number of students in K-2 and those in 3-5 who are identified as ELL and also receive Sped services. K (33%), 1st (40%), 2nd (57%), while there is a significant drop in 3rd (27%), 4th (19%), and 5th (18%). There may be a need to evaluate the support we provide our ELL students in the primary grades, especially those who receive Sped services as well as Sped and LEP accommodations.

Demographics Strengths

Steady enrollment

Diverse (33%white, 41%Hispanic, 20% African American, .04% Other

Demographics within Sped subpopulation is representative of our overall student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our lower grades (K-2nd grade) have a high number of students who are Sped and also LEP.

Problem Statement 2: Our identified Sped students make up 13% of our student enrollment.

Student Learning

Student Learning Summary

Evers is doing an excellent job of providing interventions to students. 3rd-5th grade are able to support about 50 students each during their intervention times. However, in trying to see if interventions were effective, it was very difficult to pull or find this data without having to go student by student. This made me realize that we don't really know if our interventions are effective.

Student Learning Strengths

Every grade level is intervening.

Every grade level is inputting interventions in Estar.

Our school is tracking which kids are in intervention.

Our school is tracking data of students who are at-risk or who are in intervention.

3rd-5th are serving 50 kids in intervention.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 22% of students are reported as Tier 2; research says that a school should have 10-15%

Problem Statement 2: No easy way to track or see that interventions are effective without having to go student by student.

Problem Statement 3: Target Tier 2 intervention to essentials and track student progress.

School Processes & Programs

School Processes & Programs Summary

The use of PLCs have strengthened the bond within teams and given the new teachers a welcoming feeling.

New teachers would like to have "specific mentors". New teachers need clarification on school-wide discipline procedures and need support for major disruptions.

Collaborative couples mentor program needs to be re-examined and tweaked as far as the choosing of couples. Most felt like they were not paired up with someone who they could most benefit from.

School Processes & Programs Strengths

PLC collaboration

Established teams: support and welcoming of team members towards new members

check in of teammates, coaches, admin

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: One specific mentor who is assigned and knows its there job (new teachers feel like they are bothering team members with so many questions, or don't know who to ask)

Problem Statement 2: New teachers need more support with major behavior problems

Problem Statement 3: Lucy training and planning of units.

Problem Statement 4: Collaborative Couples: better matching of partner, someone who has similar teaching jobs and know what a certain job is supposed to look like
Collaborative couples mentor program: only 65% said it "somewhat" impacted their teaching, 16% greatly impacted, 20% not at all

Perceptions

Perceptions Summary

There is a discrepancy between staff morale and engagement. Staff morale needs to increase to match our strengths.

Even though there is a high percentage of students that have a sense of belonging. There is still a need os student respect between each other.

Perceptions Strengths

Sense of Belonging - 69% of students resoponded favorably

How much do you feel that you belong at Evers? - 75% (students)

How much support from adults at school? - 82% (students)

Sense of Belonging - somewhat evenly distributed by race (83% Asian, 68% Black, 71% Hispanic, 67% White)

86% of staff members are engaged at their workplace

74% of staff members work in an atmosphere where there is mutual respect among staff

88% of staff members have someone who cares about them at work

61% of staff members feel appreciated at work

Problem Statements Identifying Perceptions Needs

Problem Statement 1: How much respect do students show you? - 57% (students); 51% Black, 55% White, 62% Hispanic, and 70% Asian responded favorably

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Race and ethnicity 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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 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: WIG 1: Evers Park Elementary will improve our instructional practices through the use of targeted grade level essential standards to determine content specific scaffolds for all students.





- 80-90% or more of our students will fall in Tier 1 category
- 5-15 % of our students will require additional support to master essential grade-level standards (Tier 2)
- 1-5% of our students will require intensive remediation in universal skills (Tier 3)
- 100% (all students) will participate in enrichment and extensions if they have mastered grade level essentials

Evaluation Data Sources: data spreadsheets, MTSS notes, e-Star reports, master schedule, lesson plans, IEP goals, PLC agendas/notes

Summative Evaluation: None

<p>Strategy 1: Develop and maintain a culture where learning for all remains our first priority.</p> <p>Teachers will develop short term smart goals Solution Tree - Minding the Gaps Growth Mindset - Jo Boaler K-5 Grade Mega Labs Math Labs (Jennifer Hood and Courtney Lopez) AFL Work Reinforcement - Feedback cards for teachers, Learning Walks</p> <p>Strategy's Expected Result/Impact: Allows us to align our practices while focusing on campus goals. Student mastery of essential standards, development of instructional scaffolding practices for teachers. Alignment of content across grade levels. Instructional Practices Students Outcomes</p> <p>Staff Responsible for Monitoring: Linda Tucker, Erin Staniszewski</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 2: Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work.</p> <p>Planning meetings Working with students Modeling lessons PLC Work (student work analysis, scaffolding/intervention, formative assessment development) Campus Committee Meetings Teacher training (Mind the Gap, Growth Mindset) MTSS Strategies for struggling students Coaching (Megalabs) Planning/Interventions</p> <p>Strategy's Expected Result/Impact: Instructional Practices Student Outcomes Student work analysis, scaffolding/intervention, formative assessment Application of brain science to establish beliefs and skills for a growth mind set</p> <p>Staff Responsible for Monitoring: Courtney Lopez, Janie Phillips, Becky Voight, Diana Boor, Growth Mindset Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 5: Utilize PLDS within the Writing process for our ELL students to ensure language development.</p> <p>Strategy's Expected Result/Impact: Teachers will understand how to use the PLDs Students language proficiency will increase</p> <p>Staff Responsible for Monitoring: Debbie Jimenez, Joy Faulks</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Results Driven Accountability</p>	Reviews			
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<p>Strategy 6: Texas Lesson Study Research Committee - this group will research outcomes of Texas Lesson Studies as well as their best practices and share out results with potential TLS participants</p> <p>Strategy's Expected Result/Impact: Staff have TLS research to incorporate instructional best practices Teachers will have resources necessary to become TLS participants in Spring or 21-22.</p> <p>Staff Responsible for Monitoring: Courtney Lopez, TLS Research Committee</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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Goal 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



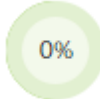


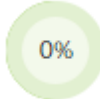


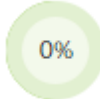
Performance Objective 1: WIG 2: Evers Park Elementary will foster the social/emotional well-being of all students and staff through the use of high-quality, research-based engagement and growth mindset practices.

- 80-90% or more of our students will fall in Tier 1 category for behavior
- 5-15 % of our students will require additional support (Tier 2)
- 1-5% of our students will require intensive remediation in universal skills (Tier 3)
- 80-90% of students will participate in enrichment and/or will be involved in an extra-curricular activity
- maintain overall engagement of staff from 19-20 survey (89%)

Evaluation Data Sources: SEL data, Panorama data, Restorative Practices implementation, enrichment participation, extra curricular data

Summative Evaluation: None

<p>Strategy 1: Face to face meetings with all staff two times per year to focus on engagement.</p> <p>Strategy's Expected Result/Impact: Staff engagement. Overall sense of well-being. Needs of our Staff: Leadership is aware of staff needs and goals.</p> <p>Staff Responsible for Monitoring: Linda Tucker Erin Staniszewski</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Reviews			
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	Dec	Mar	May	May

<p>Strategy 2: Effectively communicate achievements and recognitions to the Denton ISD community through our use of internal and external communication.</p> <p>Twitter Feed Each grade level/team will have a Twitter account using the following twitter handles: @everskinder, @evers1st, @evers2nd, @evers3rd, @evers4th, @evers5th, @eversSped, @eversSpecialists, @eversSpecialAreas Leadership will each post weekly to celebrate the work happening on our campus. Teams will be tagged using the Twitter handles above. Each tweet with include the following hashtags and handles: @eversparkelem @Tuckerlct @e_staniszewski #TogetherWeGrow</p> <p>Face Book Page and Principal Corner Smore Newsletter used to highlight celebrations as well as a communication tool.</p> <p>Strategy's Expected Result/Impact: External community will know about the great things happening at Evers. Staff will feel recognized and valued for their work. Staff will know great things happening in other grade levels/team.</p> <p>Staff Responsible for Monitoring: Linda Tucker Erin Staniszewski</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 3: Foster a positive, welcoming environment encouraging parent and community partnerships through parent outreach advocacy.</p> <p>School-wide events (as allowed or virtually) - Meet the Teacher, Community Night Positively engaging parents and being proactive. Responsibility of every staff member to greet any adult who is not a staff member in a positive way and see if they need help. Student clubs that focus on academics and leadership (GOAL (if permitted in Spring), Student Council, K-Kids (if permitted in Spring), ACE, Virtual Chess, Safety Patrol) Family Engagement Plan</p> <p>Strategy's Expected Result/Impact: Parents and students have a sense of belonging. Students have access to extra-curricular to promote engagement. Parents feel connected to their student's school environment.</p> <p>Staff Responsible for Monitoring: All staff Club Sponsors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Cultivate a community of engaged and inspired learners.</p> <p>CONNECTED LEARNING STUDENT ENGAGEMENT PLAN RESTORATIVE PLAN</p> <p>Complete Classroom Treatment Agreements Select TA Ambassador Treatment Plan revisits and weekly goal setting First contact engage piece (greeting students at the door) 90 second sparks 2 minute connections Step in activities 2 green circles per nine weeks 1 yellow circle per nine weeks Learn about red circles Grades 3-5 will participate in the panorama SEL Universal screener BOY/MOY CHAMPS SOAR (focus on Growth Mindset) STUDENT STRENGTH FINDER 4th-5th grade Gallup survey MAKE SURE EACH STUDENT IS KNOWN Identify students who need a Sense of Belonging 12 Week Challenge with students identified as needing Sense of Belonging</p>	Reviews				
	Formative			Summative	
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<p>Strategy 5: Support the social and emotional well-being of students and staff through our Growth Mindset book study.</p> <p>PLC Book Study - Growth Mindset (Limitless Mind - Jo Boaler) Morning Announcements focus on growth mindset for students and parents. Growth Mindset Bulletin Board Student Incentive focused on Growth Mindset</p> <p>Strategy's Expected Result/Impact: Application of Growth Mindset Learning Parents will have growth mindset strategies to use with students. Parents have told for the growth mindset development and understanding. Visual reminders and tips on having a growth mindset Students have and can demonstrate/apply growth mindset practices</p> <p>Staff Responsible for Monitoring: All staff</p>	Reviews				
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No Progress		Accomplished		Continue/Modify	Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop and maintain a culture where learning for all remains our first priority. Teachers will develop short term smart goals Solution Tree - Minding the Gaps Growth Mindset - Jo Boaler K-5 Grade Mega Labs Math Labs (Jennifer Hood and Courtney Lopez) AFL Work Reinforcement - Feedback cards for teachers, Learning Walks

RDA Strategies

Goal	Objective	Strategy	Description
1	1	5	Utilize PLDS within the Writing process for our ELL students to ensure language development.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop and maintain a culture where learning for all remains our first priority. Teachers will develop short term smart goals Solution Tree - Minding the Gaps Growth Mindset - Jo Boaler K-5 Grade Mega Labs Math Labs (Jennifer Hood and Courtney Lopez) AFL Work Reinforcement - Feedback cards for teachers, Learning Walks
1	1	2	Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work. Planning meetings Working with students Modeling lessons PLC Work (student work analysis, scaffolding/intervention, formative assessment development) Campus Committee Meetings Teacher training (Mind the Gap, Growth Mindset) MTSS Strategies for struggling students Coaching (Megalabs) Planning/Interventions
1	1	3	Refine the DMTSS Process: Utilize the DMTSS district documents and protocols Progress monitor students who have been brought to DMTSS meetings (includes 504 and Sped) Maintain intervention data trackers to include students who are Tier 2 and 3 Run eStar DMTSS reports each 9-weeks (responsibility of administrators) INTERVENTION BLOCKS built into master schedule (Kinder-5th) Intervention Groups (focused on essentials, and enrichment) Streamline interventions through the use of content specific essential standards Progress monitor students who are in following subgroups: white, special education (Targeted) Resources: Mind the Gaps - Solution Tree
1	1	4	Refine Readers and Writers Workshop Model: Implementation of Lucy Calkins Reading and Writing Units of Study Reading and Writing K-5, K-2 Phonics UoS Collaboration Days/1/2 Day Planning (focus on building conferring toolkits and using learning progressions to provide feedback and monitor student growth) Resources: Lucy Collaboration Days (District), 1/2 Day Planning
1	1	5	Utilize PLDS within the Writing process for our ELL students to ensure language development.
1	1	6	Texas Lesson Study Research Committee - this group will research outcomes of Texas Lesson Studies as well as their best practices and share out results with potential TLS participants

State Compensatory

Personnel for Evers Park Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Becky Voight	Reading Recovery	Instruction	50%
Courtney Lopez	Math Specialist	Instruction	50%
Janie Phillips (Emma)	Reading Specialist	Instruction	100%
Lisa Jones	Reading Interventionist	Instruction	50%

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cara Goodman	Student Assistance Counselor	Counseling	100%
Courtney Lopez	Math Specialist	Instruction	50%
Diana Boor	District Instructional Coach	Instruction	50%
Lisa Jones	Reading Interventionist	Instruction	50%

Addendums

Denton Independent School District
Popo & Lupe Gonzalez School for Young Children
2020-2021 Campus Improvement Plan

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.

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Goal 1: . 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	13
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Comprehensive Needs Assessment

Revised/Approved: May 13, 2020

Demographics

Demographics Summary

Gonzalez SYC is an early childhood campus serving about 320 at-risk students. Our campus consists of 7 monolingual Pre-K classes, 4 bilingual Pre-K classes, 2 blended Pre-K classes, and 5 Special Education self-contained classrooms. 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 must complete an evaluation process and work with the Special Education evaluation team to determine if specialized instruction is needed. We also partner with the Fred Moore Day Nursery School to provide wrap-around care for our students before and after normal school hours.

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.

Demographics Strengths

We had an overall attendance increase from the previous year. Our procedures for following up with parents was more consistent, which played a big part in this increase.

Each classroom is filled with highly qualified teachers and teacher assistants.

Student enrollment stayed steady from previous years.

Fred Moore was able to provide wrap around care for our 3 year old students, who attended classes for half of the day. This allowed us to serve more students in a half day program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus could benefit from having a parent questionnaire that provides information about the student's previous educational experiences, personal life, behavior, etc. in an effort to ensure a diverse distribution of students in each classroom. **Root Cause:** Behavioral issues were more evident this year than before. Because most of the students are new to our campus, several of these students were placed in the same classrooms, without prior knowledge of concerns or background information.

Problem Statement 2: Have more face to face or personal conversations with parents regarding Loss of Instructional Time, especially at the beginning and end of the day, in an effort to work together to problem solve strategies for dropping off or picking up their children on time. **Root Cause:** We had students with repeated LOSITs or tardies at the beginning and ending of each day. Parents indicated that they were having trouble getting students to and multiple schools.

Student Learning

Student Learning Summary

Students were assessed on the Pre-K guidelines using the CLI Engage. One of our WIGs for the 2019-2020 was " 80-85% of Pre-k students will improve at least one level in specific reading and writing areas as assessed by the CLI Engage." Using a variety of data sources, our PLC groups modified and created their instructional practices and interventions to target these measured areas. Our CIP leads helped to focus our attention on providing additional activities to support this goal. This goal aligned with the zone and district goal of having all students to read on level by the 3rd grade.

Individual strategies and interventions were used to address student needs and gaps. A variety of assessment strategies are built into our lesson planning, so ongoing observation, anecdotal records, and timely data is able to be obtained and used for instructional decisions.

Student Learning Strengths

As a campus, we have an abundance of resources available to our teachers to guide creation of lesson planning (district scope and sequence, curricular items available, etc.).

We were able to share and implement Cadre strategies campus wide (such as morning message, read alouds, etc.)

Use of SeeSaw and Zoom to provide virtual learning opportunities for students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We need more guidance in MTSS, looking at it from the standpoint of the teacher and assistant being the only instructional personnel to work with children. **Root Cause:** Many of the district recommended interventions include the use of campus coaches or interventionist. At our campus, we do not have these individuals, so the teachers and assistants provide the instruction, the intervention, and remediation themselves.

Problem Statement 2: Inventory all instructional materials and replace or repair items to ensure equitable resources for all students. **Root Cause:** We added several new classes this year, due to moving to full day Pre-K. Several of the classrooms did not have all materials that were originally assigned to those areas. These rooms had been vacant, so the materials most likely had been dispersed as we opened up rooms throughout the building over time, therefore, requiring us to have a need to replace materials for those rooms.

Problem Statement 3: We need a consistent additional source for measuring and reporting student growth and improvement. **Root Cause:** The CLI Engage does not consistently demonstrate growth in academic areas. This instrument uses the students ages to determine the standard scores for each child in the measured areas. As the child ages, the criteria increases, so the level of growth has to nearly double to show progress on the CLI Engage.

School Processes & Programs

School Processes & Programs Summary

All of our staff meets the highly qualified standards. 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.

Our students are provided with a full day of instruction, with the exception of our three year old students, who attend half the day. The daily schedule 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: IPADs, Interactive TV, lap top and desk top computers, and overhead projectors.

School Processes & Programs Strengths

We provide full day instruction to all 4 year old students in the district. Our three year old students are provided with half day instruction.

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 teacher assistant.

Variety of technological resources are available to students and staff.

Schoolwide use of SeeSaw.

All staff trained in Cadre and AFL strategies (such as morning messages, learning targets, and shared reading and writing.)

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

Bilingual teachers have all Estrellita materials available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School daily schedules were not conducive to collaborative planning opportunities. **Root Cause:** Four weeks into the school year, we were asked to change our conference period schedules. At that point, teams did not have the same conference period, therefore, all meetings and PD opportunities had to take place off contract times.

Problem Statement 2: We need to create a campuswide program to address social and emotional development and behavior for our students. **Root Cause:** Several of the programs recommended by the district, and provided to staff in the past, are not available for training purposes or to purchase materials for implementation (such as Dan St. Romain and PBIS). We have not had a specific social and emotional program that we use, or specific areas to address in the past. These were addressed as issues arose.

Problem Statement 3: An inventory of technology items and training needs should be obtained to ensure equity amongst classrooms and teachers. **Root Cause:** Several of our technological devices are out of date or do not work, while others are newer in the classrooms. We need to ensure that students have access to updated technology in each classroom.

Problem Statement 4: More professional development should be available for our Teacher Assistants, using a variety of delivery methods. **Root Cause:** Teachers are given a variety of opportunities to address their own professional growth and goals, through TTESS and informal instructional conversations. Our teacher assistants do not currently have to focus on a goal or professional growth, unless they choose to. The availability for resources and training are more available to teachers than teacher assistants.

Problem Statement 5: Teachers will be assigned to different locations in the building to accommodate half day and full day schedules. **Root Cause:** Currently, our 3 year old classes are integrated with our four year old classes. Because of the different schedules, this has caused a problem during afternoon meal times, nap times, and school wide event scheduling.

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.

Perceptions Strengths

Campus wide implementation and use of SeeSaw.

According to the Engagement Survey, staff feels as though they have a good relationship with others on the campus.

Facebook has been used consistently to help with communication.

Majority of parents use SeeSaw and communicate regularly with staff using this mode of communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need more opportunities for parents and teachers to have face to face interactions. **Root Cause:** Our parents do not come into the building to drop off their students, so we do not see them on a consistent basis, except outside at drop off and pick up.

Problem Statement 2: More frequent parent activities (such as lunch visitors or Family Fridays). **Root Cause:** Most of our activities are monthly, and don't take place on a weekly basis.

Problem Statement 3: Provide more opportunities for parent training, using a variety of modalities. **Root Cause:** A majority of our parent training has been provided in person, with minimal attendance.

Problem Statement 4: As a staff, we need more opportunities for interactions and activities (such as collaborative meeting times, seasonal activities, etc.) **Root Cause:** Schedules for staff did not promote time for collaboration, activities, or celebrations on a consistent basis, as has been the case in the past.

Problem Statement 5: Add additional social media venues, in an effort to connect to families and the community. **Root Cause:** We currently only have a FB account and our

school webpage to share information publically.

Problem Statement 6: Use of a variety of venues to provide recognitions and share words of affirmation with staff and community. **Root Cause:** We currently use email, campus TVs, and verbal means to provide reinforcement for staff. We would like to include a way for families to be able to provide words of encourage to the staff on an ongoing basis.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: . 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: Gonzalez SYC staff will work together to strengthen our family communication and involvement, in person and virtually. Mastery level will be when 30% of families attend face to face events and 20% of families participate in virtual campus programs or events.

Targeted or ESF High Priority

Evaluation Data Sources: Sign in sheets at family events.
Number of views or participants on multiple virtual platforms.

Summative Evaluation: None

Strategy 1: Use of weekly emails and monthly newsletters to share information about school events, activities and highlights. Strategy's Expected Result/Impact: Provide ongoing communication in an effort to keep parents regularly informed. Staff Responsible for Monitoring: Administration staff, school secretary ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Provide on campus family activities at least monthly (beginning in Spring of 2021). Strategy's Expected Result/Impact: Provide opportunity for face to face contact and assist in building relationships. Staff Responsible for Monitoring: Gonzalez Administration, office staff, teachers, and teacher assistants. ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 3: Staff will support and promote PTA meetings, activities, and events (at least 1 teacher per pod will attend each event). Strategy's Expected Result/Impact: Present a better faculty presence at PTA sponsored events. Staff Responsible for Monitoring: Administrative staff, teachers, and teacher assistants. ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 4: Establish a monthly service project, or support a community project, to encourage family participation. Strategy's Expected Result/Impact: Create a sense of team work and collaboration among families, students, and staff. Staff Responsible for Monitoring: Administration, teachers, and teacher assistants ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Use of multiple platforms to share information and provide virtual events and training. Strategy's Expected Result/Impact: Create a strong virtual or online presence with families. Staff Responsible for Monitoring: Administration, teachers, itinerant staff ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: Provide monthly virtual check-ins/meetings with families to share information or allow for two way discussions. Strategy's Expected Result/Impact: Help to create positive relationships and provide support to families. Staff Responsible for Monitoring: Administrative staff, teachers, counselor, itinerant staff ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Provide an informative video to families and students at least two times per month, beginning in Nov. 2020. Strategy's Expected Result/Impact: Help create relationships and build familiarity with parents and families that are not able to be present on campus. Staff Responsible for Monitoring: Campus Administration, librarian, counselor, Kim Phelps (campus technology representative) ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: . 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: Gonzalez SYC will implement specific teaching strategies and provide instructional resources to staff to teach, reinforce, and support social and emotional learning for students. Improvement on the CLI Engage will be used to measure progress and mastery. Mastery will be achieved when 80% of students have increased by one level from (from their baseline assessment) in the social and emotional domain of the CLI Engage.

Targeted or ESF High Priority

Evaluation Data Sources: CLI Engage data sources

Summative Evaluation: None

<p>Strategy 1: Use of Counselor Bitmoji classroom to provide support and resources for SEL. Strategy's Expected Result/Impact: Resource to teach SEL strategies with students. Staff Responsible for Monitoring: Counselor, teachers, teacher assistants ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Social and Emotional learning will be implemented into classroom instruction at least 4 times per week. Strategy's Expected Result/Impact: Improvement of SEL strategies and regulation skills for all students. Staff Responsible for Monitoring: Counselor, teachers, teacher assistants, administration ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Use of Zones of Regulation display to help children communicate their emotions. Strategy's Expected Result/Impact: Help children communicate how they feel through the use of zone colors, in an effort to provide appropriate strategies for SEL improvement. Staff Responsible for Monitoring: Counselor, teacher, teacher assistants, administration ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Staff self care will be a priority and addressed on an ongoing basis. Strategy's Expected Result/Impact: Address staff self care needs so that they can address students SEL and self care. Staff Responsible for Monitoring: Administration, counselor, teachers/staff ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 5: Provide incentives or recognitions for staff and students to encourage kindness and demonstrate appreciation/support. (Such ideas may include bucket filler recognitions, staff, shout outs, incentives for staff, etc.).</p> <p>Strategy's Expected Result/Impact: Recognize staff and student efforts and need for support.</p> <p>Staff Responsible for Monitoring: Administration, teachers, counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Addendums

Denton Independent School District
Houston Elementary
2020-2021 Campus Improvement Plan

Mission Statement

At Sam Houston we will inspire all students to become confident life-long learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.

Vision

Sam Houston commits to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.

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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Goal 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	9
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment by Race/Ethnicity

- African American 14.6%
- Hispanic 16.5%
- White 58.3%
- Asian 8.2%
- Pacific Islander 0.2%
- Two or More Races 2.3%

Enrollment by Student Group

- Economically Disadvantaged 37.0%
- English Learners 7.8%
- Special Education 13.2%
- Mobility Rate (2017-18) 12.8%

We have a strong and valuable PTA that supports student learning.

Demographics Strengths

- Counselor and Nurse identifying needs for food and other necessities for families.
- We have a book fairy at the end of each school year that gives our at-risk and low SES students books they can have so they have books to read over the summer. The students shop for books they are interested in.
- Our Low SES percentage allows us to have a full time math interventionist that works with both students and teachers.

Student Learning

Student Learning Summary

With the 2020 pandemic it has been much more difficult to have end of the year data. Our Middle of the year data showed on an attachment.

2019 STAAR data for Approaches scores:

- All Subjects 2019 84%
- ELA/Reading 2019 83%
- Mathematics 2019 91%
- Writing 2019 71%
- Science 2019 79%

Student Learning Strengths

We received a distinction in math and comparative academic growth.

School Processes & Programs

School Processes & Programs Summary

- Full time math interventionist to provide student interventions and supports staff
- Continued use of the Units of Study and workshop
- Recently installed Promethean boards and training to support the use
- Vertical and T-TESS Collaboration groups for teacher support and professional learning
- Weekly PLC meetings

School Processes & Programs Strengths

- Full time math interventionist to provide student interventions and supports staff
- Continued use of the Units of Study and workshop
- Recently installed Promethean boards and training to support the use
- Vertical and T-TESS Collaboration groups for teacher support and professional learning
- Weekly PLC meetings

Perceptions

Perceptions Summary

- Parent/teacher interaction and support
- Highly involved and valued PTA
- Variety of student clubs to choose from
- Social Emotional learning

Perceptions Strengths

- Parent/teacher interaction and support
- Highly involved and valued PTA
- Variety of student clubs to choose from
- Social Emotional learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:



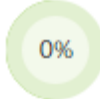


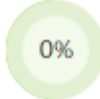
- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing 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: Have all students in grades K - 5 make one year's growth in reading from the Beginning of the Year Assessments to the End of the Year Assessments.



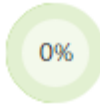


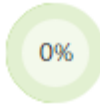


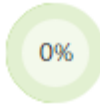











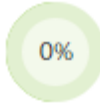


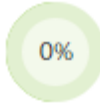


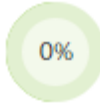


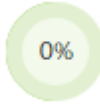


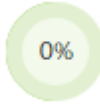


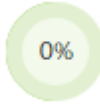









HB3 Goal














































Evaluation Data Sources: ELI data
Istation














Summative Evaluation: None

<p>Strategy 1: The Reading interventionist will work with 3rd- 5th grade students in small groups and push-in to classrooms to support their academic learning needs.</p> <p>Strategy's Expected Result/Impact: Students will show growth on their specific reading learning needs.</p> <p>Staff Responsible for Monitoring: Reading Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - At-Risk (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: I-Station will be used to provide all students with direct and remedial instruction to support their learning. Students will also be provided with home logins for I-Station so they can use the programs at home.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their reading skills and in their confidence.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: K - 2 Teachers will use Heggarty and/or Unit of Study Phonemic Awareness to plan for instruction.</p> <p>Strategy's Expected Result/Impact: Assessments will show growth in reading levels.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 4: Ready Rosie will be available for all K and 1 parents to help enhance student learning.</p> <p>Strategy's Expected Result/Impact: Students will show growth academically and in their confidence.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: District Curriculum Coach, Brenda Hill, will collaborate with teachers to help implement Lucy Calkins and other District programs to enhance instruction and learning. She will also work with campus administration to plan Professional Learning for staff members to strengthen instruction.</p> <p>Strategy's Expected Result/Impact: Students will show growth academically and in their confidence.</p> <p>Staff Responsible for Monitoring: Administrators and Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: Kindergarten, 1st and 2nd grade teachers will use Units of Study Phonics Program to teach phonics.</p> <p>Strategy's Expected Result/Impact: Assessments will show growth in ELI phonemic awareness areas.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: Teachers will use running records and IRI's to progress monitor and provide students with specific feedback.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
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<p>Strategy 8: All students will have purposeful and differentiated activities during Success Time to support specific learning needs. Grade level teachers will share students so specific needs of students can be met.</p> <p>Strategy's Expected Result/Impact: Students identified as needing intervention will show a growth in reading.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 9: K - 5 teachers will use a variety of book genres for mini-lessons, read alouds and shared reading.</p> <p>Strategy's Expected Result/Impact: Students will be stronger readers of a range of genres.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 10: Kindergarten - 5th grade teachers will use Chromebook to enhance learning in all subjects.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading levels and in their confidence.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 11: The PTA will continue to raise money from different fundraising avenues to buy leveled books for our Literacy Library so students can use them as they learn to read and progress in their reading.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading levels and in their confidence.</p> <p>Staff Responsible for Monitoring: PTA</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 12: Books will be purchased to give to students who are economically disadvantaged so they have books to read over the summer and increase Parent Engagement.</p> <p>Strategy's Expected Result/Impact: Students will return from summer stronger as readers from having reading materials over the summer.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 13: Information will be given to students and parents about how to access the resources available on our Library Webpage from home.</p> <p>Strategy's Expected Result/Impact: Students accessing resources and using them to improve their love of reading</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Library Media Specialist and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 14: The Reading Recovery Teacher will work with K-2 students to raise their reading levels.</p> <p>Strategy's Expected Result/Impact: At-risk students show growth in their reading levels.</p> <p>Staff Responsible for Monitoring: Reading Recovery Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A - \$37,057, - At-Risk (SCE) - \$60,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 15: The K-2 Reading Interventionist will work with K-2 teachers during planning and co-teaching to enhance instruction and learning. She will also work with campus administration to help plan campus professional learning.</p> <p>Strategy's Expected Result/Impact: K - 2 students show growth in their reading levels.</p> <p>Staff Responsible for Monitoring: Reading Recovery Teacher</p> <p>Funding Sources: - At-Risk (SCE) - \$60,000, - Title I, Part A - \$37,057</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 16: Teachers will meet in Reading Vertical Teams each month to collaborate and strengthen teaching in K - 5.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 17: Kindergarten - 5th grade teachers will use the Units of Study Mini-Lessons videos for Reading, Writing and Phonics.</p> <p>Strategy's Expected Result/Impact: Student growth in Phonics, Reading and Writing.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 18: Lucy Calkins Reading Units of Study will be used for planning lessons in K-5th grade classes.</p> <p>Strategy's Expected Result/Impact: All students will show growth on their specific reading learning needs.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
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	Dec	Mar	May	May
				
<p>Strategy 19: Teachers and Students will use the Units of Study Learning Progressions to help students set goals in reading that will help them move up reading levels.</p> <p>Strategy's Expected Result/Impact: All students will show growth in reading.</p> <p>Staff Responsible for Monitoring: Classroom Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 20: Teacher/parent communication about upcoming curricular expectations. Communication will be shared via emails, paper communication, and/or Webpages.</p> <p>Strategy's Expected Result/Impact: Students will benefit from parent involvement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
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	Dec	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 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: Have all students in grades K - 5 make one year's growth in math from the Beginning of the Year Assessments to the End of the Year Assessment.

HB3 Goal


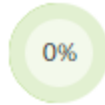
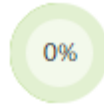

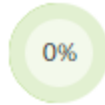
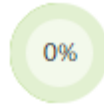

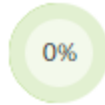
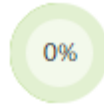

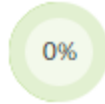
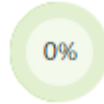

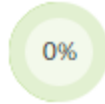
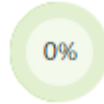

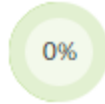
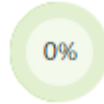









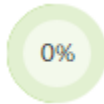
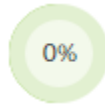
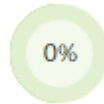
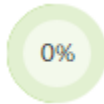
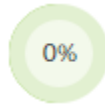
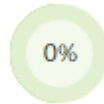
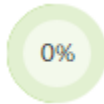
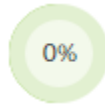
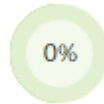

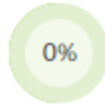
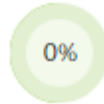

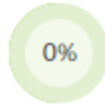
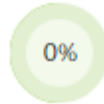

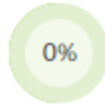
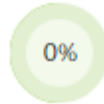
Evaluation Data Sources: Primary Numeracy Assessments (PNA)














Imagine Math

I-Station

Summative Evaluation: None

<p>Strategy 1: The Math interventionist will work with K- 5th grade students in small groups to support their academic learning needs.</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: Build a foundation of reading and math</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$60,000, - Title I, Part A - \$37,057</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<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: - Title I, Part A - \$37,057, - State Compensatory Education (SCE) - \$60,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Imagine Math will be used to provide all students with direct and remedial instruction to support their learning. Students will also be provided with home logins for Imagine Math so they can use the programs at home.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their math skills, reading skills and in their confidence.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: District Curriculum Coach, Brenda Hill, will collaborate with teachers to help implement District programs to enhance instruction and learning. She will also work with campus administration to plan Professional Learning for staff members to strengthen instruction.</p> <p>Strategy's Expected Result/Impact: Students will show growth academically and in their confidence.</p> <p>Staff Responsible for Monitoring: Administrators Classroom teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: All students will have purposeful activities during Success Time to support specific learning needs.</p> <p>Strategy's Expected Result/Impact: Students identified as needing intervention will show growth in their specific learning need areas including math, reading, science and/or writing skills</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Information will be given to students and parents about how to access the resources available on our District Portal from home.</p> <p>Strategy's Expected Result/Impact: Students will be able to access resources and use them to improve their math skills</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: The Math Facts Program will be used with 1st - 5th grade students to increase their math fact fluency which will in turn help their problem solving. The Imagine Math K- 2nd math program will be used to help strengthen K-2 students' math understanding.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their math facts and in their confidence.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 8: K - 5th grade teachers will incorporate Chromebooks to enhance learning in all subjects.</p> <p>Strategy's Expected Result/Impact: Students will show growth in reading, math, writing and/or science.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 9: Continued implementation of 3 Act Tasks in Math.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their ability to problem solve and determining reasonableness.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
<p>Strategy 10: Teacher/parent communication about upcoming curricular expectations. Communication will be shared via emails, paper communication, and/or Webpages.</p> <p>Strategy's Expected Result/Impact: Students will benefit from parent knowledge and involvement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for Houston Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist		
Susan Patrick	Math Interventionist		1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist		1
Susan Patrick	Math Interventionist		1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Teresa Andress	Principal
Administrator	Gennifer Smith	Assistant Principal
Classroom Teacher	Gina Martin	Teacher
Classroom Teacher	Stacy Hamilton	Teacher
Classroom Teacher	Becky Ellison	Teacher
Classroom Teacher	Carrie Layton	Teacher
Classroom Teacher	Amy Wiltgen	Teacher
Classroom Teacher	Jennifer Nicholson	Teacher
Non-classroom Professional	Michelle McClanahan	Librarian
Non-classroom Professional	Lacy Fraser	Counselor
Classroom Teacher	Sabrina Hall	Teacher
Paraprofessional	Tiffany Cobb	Paraprofessional
Parent	Taylor Mariam	Parent
Parent	Rachel Withers	Parent
District-level Professional	Judy Bush	DISD Project Coordinator

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$30,000.00
1	1	14			\$60,000.00
1	1	15			\$60,000.00
Sub-Total					\$150,000.00
State Compensatory Education (SCE)					
Goal	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					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	14			\$37,057.00
1	1	15			\$37,057.00
1	2	1			\$37,057.00
1	2	2			\$37,057.00
Sub-Total					\$148,228.00
Grand Total					\$418,228.00

Addendums

Denton Independent School District
McMath Middle School
2020-2021 Campus 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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Goal 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	22
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Comprehensive Needs Assessment

Revised/Approved: October 23, 2020

Needs Assessment Overview

Summary of Priority Needs

Demographics ~

- The McMath faculty is more balanced than most in gender, our teacher population is not as diverse as our students. [District FTEs]
- The LEP 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 ESL teacher. [Campus / SCE funds]

Student Achievement ~

- Concentrate efforts in the areas of 6th grade reading and 7th grade writing and SPED and LEP students. [Campus / SCE funds]
- Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / SCE funds]
- Continue focusing on closing the gap in SpEd and LP accountability groups. [Campus / SCE funds]

School Culture and Climate ~

- Appreciation of staff ~ 5% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]
- Recognizing staff ~ 8% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]
- Fostering an environment where staff know they can have an influence on decisions ~ 9% of staff either disagreed or strongly disagreed last year [Campus / SCE funds]

Staff Quality, Recruitment and Retention ~

- Increased ESL support in all core classes to match increased ESL student population [Campus / SCE funds]
- Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]
- Provide more time for teachers to plan amid the increased demand for planning to efficiently use Canvas
- Provide more substitutes to allow for teachers to take time off when needed
- There is high staff stress and burnout this year to the increase demands due to the Covid pandemic

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]

- 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]
- Establish strong PLC practices that allow for open discussion and professional learning in all content areas [Campus / SCE funds]
- Implement next steps of Assessment for Learning strategies (co-creating success criteria, Self-Assess and Goal Setting 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 ESL population is a strong need for McMath. [Campus / SCE funds]
- Ensuring that ESL 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]
- Many parents are also unaware of HAC. [Campus / SCE funds]
- Need to add additional SpEd and ESL staff members [Campus / SCE funds]
- Need to add additional elective staff members [Campus / SCE funds]

Technology ~

- At McMath Middle School, there is an overwhelming request for more Chromebooks and a move toward becoming a 1:1 campus (using campus, district and Title I funds) to achieve an increased level of student engagement. [Campus / SCE funds]
- An improved or alternative replacement program is needed to address the difficulty currently faced with replacing damaged 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 2012.

The overall campus demographics are:

Group	Count	Percent
All	821	100%
6 th	292	35.57%
7 th	260	31.67%
8 th	269	32.76%
African American	117	14.25%
Hispanic	319	38.86%
White	334	40.68%
Other (Asian, American Indian, 2+ Races)	24	6.22%
504	100	12.18%

Group	Count	Percent
Special Education	105	12.79%
LEP	175	21.32%
Gifted/Talented	124	15.10%
Econ. Status	439	53.47%

The staff demographics are:

Group	Size
African American	6.45%
Hispanic	12.63%
White	76.84%
Other (Asian, American Indian, 2+ Races)	4.21%

Our students' attendance rate was 97.5% for the 2019-2020 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

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.

Historically we have focused on our student growing one year in their learning. During COVID shut down in the spring our students connected but were not always engaged in the activities presented to help them maintain their academic skills. As we have returned to campus, we will be using common assessments, IPRs, and Report card grades to address our students learning gaps from previous years.

See below for Specifics to the 18-19 STAAR results that we are using to address strengths, challenges, and gaps.

Student Learning Strengths

Student Achievement ~ Based on result from the 2018-2019 School year

- McMath received a B rating in the TEA A-F System
- Distinctions earned in FOUR areas:(up from 2 last year) ELAR, Social Studies, Post-Secondary Readiness, Closing the Gap

- McMath has positive culture of readers
- Increase in TELPAS scores
- Increase in LEP students meeting exit criteria
- Many areas where the number of 'meets' and 'master' rose
- More writing opportunities for students
- Correlation between MAP and STAAR was pretty accurate
- Many students met their goals and were dismissed from SPED
- Spanish National Exam will happen because of the success of McMath
- All Algebra students passed Algebra EOC ? 86% Mastered
- 11% increase in the 'approaches' area on STAAR for Econ Dis in 6th grade reading
- 12% increase in the 'approaches' area on STAAR for Hispanics in 6th grade reading
- 13% increase in the 'approaches' area on STAAR for LEP Students in 6th grade reading
- 19% increase in the 'meets' area and 16% in the 'masters' area on STAAR for whites in 7th grade reading
- 21% increase in the 'approaches' area on STAAR for LEP in 7th grade reading
- 12% increase in the 'approaches' area and a 10% increase in the 'meets' area on STAAR for Econ Dis Students in 8th grade reading
- 12% increase in the 'approaches' area and a 17% increase in the 'meets' area on STAAR for AA in 8th grade reading
- 15% increase in the 'approaches' area on STAAR for Hispanics in 8th grade reading
- 27% increase in the 'approaches' area on STAAR for LEP Students in 8th grade reading
- 21% increase on STAAR for LEP students in 7th grade reading
- 12% increase in the 'approaches' area and a 10% increase in the 'meets' area on STAAR for SPED in 8th grade reading

- 10% increase in the 'masters' area on STAAR for Hispanics in 6th grade math
- 10% increase in the 'masters' area on STAAR for LEP Students in 6th grade math
- 19% increase in the 'approaches' area on STAAR for LEP students in 7th grade math
- 11% increase in the 'approaches' area on STAAR for SPED students in 7th grade math
- 14% increase in the 'meets' area on STAAR for all students in 8th grade math
- 10% increase in the 'meets' area on STAAR for Econ Dis students in 8th grade math
- 24% increase in the 'meets' area on STAAR for AA students in 8th grade math
- 16% increase in the 'meets' area on STAAR for Hispanic students in 8th grade math
- 17% increase in the 'approaches' area and a 17% increase in the 'meets' area on STAAR for all SPED students in 8th grade math
- 10% increase in the 'meets' area and a 19% increase in the 'masters' area on STAAR for white students in 7th grade reading
- 14% increase in the 'approaches' area and an 11% increase in the 'meets' area on STAAR for all LEP students in 7th grade writing
- 12% increase in the 'approaches' area on STAAR for all AA students in 8th grade science
- 11% increase in the 'approaches' area on STAAR for all LEP students in 8th grade science
- 16% increase in the 'approaches' area on STAAR for all SPED students in 8th grade science
- 80-85% of our 8th grade math accel students passed the math STAAR

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.

We are in the process of creating:

- a Technology Committee to address the newly implemented Canvas platform to increase the ease and effectiveness of Canvas for teachers, students, parents, and admin
- a Parent survival guide to accessing grades and Canvas

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 ~

- Creation of a Master Schedule that 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 departments
- 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, and Feedback)

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 (IXL, 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
- Core content classes will each have 2:1 access to Chromebooks after next year's rollout to math classes
- 60 Additional Chromebooks purchased for classroom use
- 30 more Chromebooks ordered (tentative arrival is Jan 2021)
- 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

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
- 20% jumps (70s to the 90s) where students feel safe and welcome in the school

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 23, 2020

Goal 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: 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 score at least 85% at the approaches level, at least 60% of a at the meets level, and least 35% at the masters level according to the 2018-2019 reading STAAR test. (2019 was 78% approaches, 52% meets, and 30% masters school-wide) (Texas did not have STAAR data in 2019-2020)

Evaluation Data Sources: STAAR

Summative Evaluation: None

<p>Strategy 1: 6th and 7th grade ELAR/EXPO teachers will continue the workshop model.</p> <p>8th grade ELAR/EXPO teachers will fully implement the workshop model.</p> <p>Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for each child based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: C&I ISTs Campus Admin Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Provide targeted intervention for the students below grade level in reading and math</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: Campus Admin Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: 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, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Campus Admin Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	Reviews			
	Formative			Summative
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Strategy 4: 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:




- ~Lucy Calkin's Readers & Writers Workshop
- ~HomeGrown Institute
- ~Teacher's College Wksp
- ~District lead PD
- ~McMath Lead PD
- ~North Texas Teen Book Fair
- ~Assessment for Learning (AFL)
- ~Professional Learning Communities (PLC)
- ~MAP
- ~DMTSS
- ~Pin-Point
- ~ESL strategies
- ~Local, State, and National Conferences
- ~504 Conference
- ~TASA or TASSP Conferences
- ~SEL Counseling Conferences
- ~Middle School Symposium Conference







Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades

Staff Responsible for Monitoring: C&I
 DLS and Campus Tech
 Campus Admin
 Teacher
 Cadre
 Teachers



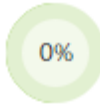







Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: Campus and/or AK Funds - Title I, Part A

Reviews			
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<p>Strategy 5: 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"> ~UNT ~TWU ~Other colleges/universities ~Other Denton ISD schools ~Museums ~Therapy Dog Program - Kids read to dogs <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: C&I DLS and Campus Tech Campus Admin Teachers Partners</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	Reviews						
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<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, 2020 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 Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>				Reviews			
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<p>Strategy 7: Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the student to device ratio so that students have more access to online resources and opportunities for online collaboration.</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 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 Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A - \$20,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 8: Creation of a Technology Committee to address the newly implemented Canvas platform</p> <p>Strategy's Expected Result/Impact: Increase the ease and effectiveness of Canvas for teachers, students, parents, and admin</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech Parents</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 9: 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: Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 10: Targeted education will be provided for LEP, SPED and AA students with a focus on building reading and academic language to close the gaps.</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: Campus Admin Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	Reviews			
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<p>Strategy 11: Provide opportunities for parents to be involved in instructional best practices to include, but not limited to: ~Various academic nights ~Volunteer opportunities</p> <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 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 Schoolwide Elements: 2.4, 2.5, 3.2</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 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

Summative Evaluation: None

<p>Strategy 1: Implement and monitor Restorative Practices (RP) campus wide</p> <ul style="list-style-type: none"> ~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 ~HERD Club <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 Counselor Teachers Paras CIS</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Campus and/or AK Funds - Title I, Part A</p>	Reviews						
	Formative			Summative			
	Dec	Mar	May	May			
<p>Strategy 2: 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 Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Campus and/or AK Funds Counseling dept - Title I, Part A</p>				Reviews			
				Formative			Summative
				Dec	Mar	May	May

<p>Strategy 3: 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 ~Implementation of the HOPE Box ~Sonic Stars ~Academic Team Awards ~Academic Awards Assembly ~Appreciation items ~Appreciation cards ~HOPE Basket and HOPE club ~Provide opportunities for staff to influence decisions <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 Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Campus and/or AK Funds Community donations - Title I, Part A</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reviews</th> </tr> <tr> <th colspan="3" style="text-align: center;">Formative</th> <th style="text-align: center;">Summative</th> </tr> <tr> <th style="text-align: center;">Dec</th> <th style="text-align: center;">Mar</th> <th style="text-align: center;">May</th> <th style="text-align: center;">May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Providing physical, social, and emotional supports including, but not limited to:</p> <ul style="list-style-type: none"> ~Counselor Resource Room ~Creation and monitoring of the counselor Facebook page ~Therapy Dog Program - Kids read to dogs <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 Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Campus and/or AK Funds Counseling dept. Partners - Title I, Part A</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reviews</th> </tr> <tr> <th colspan="3" style="text-align: center;">Formative</th> <th style="text-align: center;">Summative</th> </tr> <tr> <th style="text-align: center;">Dec</th> <th style="text-align: center;">Mar</th> <th style="text-align: center;">May</th> <th style="text-align: center;">May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Formative			Summative														
Dec	Mar	May	May														
																	

<p>Strategy 5: 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"> ~Adding/updating security cameras ~Updating the secure access in the front lobby ~Update the landscaping around the building ~Update the lobby to be more inviting and current ~Add banners that show the McMath Mission, Vision, and the values ~Paint the cafe ~Add welcome sign (in many languages) in the front foyer <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Campus and/or AK Funds Community donations - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: 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 disposable masks *limited supply* school supplies college/career readiness <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 Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Formative			Summative														
Dec	Mar	May	May														
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>																	

State Compensatory

Personnel for McMath Middle School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tessa baker	Reading Intervention Teacher	Reading Intervention Teacher	1

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus and/or AK Funds		\$0.00
1	1	2	Campus and/or AK Funds		\$0.00
1	1	3	Campus and/or AK Funds		\$0.00
1	1	4	Campus and/or AK Funds		\$0.00
1	1	5	Campus and/or AK Funds		\$0.00
1	1	6	Campus and/or AK Funds		\$0.00
1	1	7	Campus and/or AK Funds		\$20,000.00
1	1	8	Campus and/or AK Funds		\$0.00
1	1	9	Campus and/or AK Funds		\$0.00
1	1	10	Campus and/or AK Funds		\$0.00
1	1	11	Campus and/or AK Funds		\$0.00
2	1	1	Campus and/or AK Funds		\$0.00
2	1	2	Campus and/or AK Funds Counseling dept		\$0.00
2	1	3	Campus and/or AK Funds Community donations		\$0.00
2	1	4	Campus and/or AK Funds Counseling dept. Partners		\$0.00
2	1	5	Campus and/or AK Funds Community donations		\$0.00
Sub-Total					\$20,000.00
Grand Total					\$20,000.00

Addendums

Denton Independent School District

Newton Rayzor

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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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Goal 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	13
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data from Fall of 2019:

Total amount of students: 669

Eco. Dis- 56%

Gender: 53% Female, Male- 48% Male

Ethnicity: Hispanic -Latino- 40.51%

Race:

Asian- 6%

Black-8.%

Native Hawawiiian- 0%

White 43%

Two or More- 2%

Bilingual Students- 21%

ESL-53%

Free Lunch 51%

Reduced Lunch-4.63%

Special Ed. - 9%

Dyslexia-4%

54%- 7%

Student Learning

Student Learning Summary

BOY ELI results

K On level: 63% At Risk: 11%

1st On level: 26% At Risk: 32%

2nd On level: 62% At Risk: 12%

BOY PNA results

K On level: 79% Progressing: 19% At Risk: 2%

1st On level: 32% Progressing: 19% At Risk: 48%

2nd On level: 26% Progressing: 18% At Risk: 56%

School Processes & Programs

School Processes & Programs Summary

Instructional:

- * IBC's/PLCs days are useful to collaborate and plan units together
- *Team planning every week ensures a guaranteed and viable curriculum
- *Paid summer planning for IB is very beneficial.
- *Breakout sessions during faculty meetings are useful and appreciated.
- *We have seen a lot of growth in writing instruction as evidenced by the student writing samples that teachers are sharing.
- *Campus and district has made a huge effort to get technology to families to support academic needs of students.
- *Literacy instruction and student growth has improved

Personnel:

- *Mentorship programs are implemented for new to the campus and first year teachers.
- *Campus coaching/instructional support offered and available to all staff members.
- *Different training opportunities offered throughout the school year (including Units of Study, IB Mega Labs, etc.
- *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

Culture and Climate:

- *District and community members' feedback report a welcoming environment.
- *Parents and community members are willing to participate and volunteer for school events.
- *New staff members feel welcomed and embraced by the school community.

Values and Beliefs

- *Student growth is assessed on an individual basis by targeting 'one year's growth'.
- *Teachers are encouraged and feel safe to try new things with an understanding that mistakes are part of growth.
- *Staff meetings designed to allow for staff members to gain experience as professional development presenters.
- *Administration encourages and supports staff to seek professional growth opportunities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- 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 benchmark or common assessments data
- Running Records results
- Other Prekindergarten and Kindergarten assessment data

Goals

Goal 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 2021, all students will make one year's growth or more in reading, writing and math through transdisciplinary learning measured by performance on all common and district assessments.

Evaluation Data Sources: ELI/SELI ISIP Imagine Learning Assessments Units of Study Reading Assessments Running Records DRA Assessments Locally developed Common Assessments Reading Level progressions STAAR data

Summative Evaluation: None

<p>Strategy 1: IBC (Professional Learning Communities) will be held every other week to address the 4 critical questions and IB Planners.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Substitutes - Title I, Part A - \$7,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Monitor student growth (Universal Screeners, ELI, SELI, PNA, Common Assessments, and follow up with DMTSS/PLC meetings 3X per year.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assisstat Principal, IB coordinator, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Targeted literacy instruction will be provided to meet the needs of all students using a variety of resources to meet the needs of each student. Including: Units of Study, Mega Labs, TRWC's Dr. Katie, Curriculum support from C&I.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assitant Principal, IB Coordinator, Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Substitutes - Title I, Part A - \$3,000, Sarah Merriweather - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Targeted math instruction will be provided using a variety of resources with an emphasis on increasing math problem solving.</p> <p>-C&I teachers will have additional training for intervention strategies through faculty meetings.</p> <p>-C&I will provide grade level team training sessions.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IB coordinator, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p> <p>Funding Sources: Sandra Zarate - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Targeted science instruction will be provided to all student using a variety of resources including Science Activities in the classroom.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator, Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Provide supplemental materials for all content areas, as well as training.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Supplemental Materials - Title I, Part A - \$12,500</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Supplemental library materials</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement</p> <p>Staff Responsible for Monitoring: Principal, Assitant Principal, Librarian</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Supplemental library materials - Title I, Part A - \$6,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 8: Continue to deepen our knowledge of IB through staff development focused on being more transdisciplinary by attending IB conferences.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator, Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Professional development - Title I, Part A - \$10,500</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: Continue collaborative data analysis to inform Prime Time intervention and address specific student needs in reading, writing, and math.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IB coordinator, teachers, and instructional coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 10: Develop knowledge and skills of instructional coaches to meet the needs of teachers and students, and support campus wide vertical alignment.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 11: Provide virtual field trips and learning experiences related to IB units of study for the purpose of frontloading provocations, investigations, and inquiry.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator, Team leaders.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Virtual Field Trips - Title I, Part A - \$1,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 12: Integrate technology to enhance instruction for all Face to Face and Connected Learning students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, all staff members.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 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 2021 the staff and community of NRE will maintain engagement.

Evaluation Data Sources: Teacher feedback, parent surveys.

Summative Evaluation: None

<p>Strategy 1: Monthly staff appreciation to increase motivation, including teacher treat days, Sonic days, teacher shout outs, teacher breaks, food truck, coffee truck.</p> <p>Strategy's Expected Result/Impact: Increased staff motivation</p> <p>Staff Responsible for Monitoring: Principal, Assitant Principal, Counselor.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Increase parent communication through virtual parent conferences, weekly newsletters, IB newsletter, social media, positive notes home, and IB spirit tags.</p> <p>Strategy's Expected Result/Impact: Increased collaboration between parents and school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Engage in anti-racism inquiry to ensure equity for all learners of our school community.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, engagement, and awareness.</p> <p>Staff Responsible for Monitoring: Principal, Assitant Principal, IB Coordinator, Teachers.</p> <p>Title I Schoolwide Elements: 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</p> <p>Funding Sources: Professional development and supplemental materials. - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Provide a supportive and transparent environment to ensure safety for our NRE community.</p> <p>Strategy's Expected Result/Impact: Increase staff engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teaches, Decision makers.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 5: Monitor and celebrate school, grade level, teacher and student achievements in IBC/PLCs and share with the NRE community.</p> <p>Strategy's Expected Result/Impact: Positive learning environment will promote student and staff growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Administration, and all school staff.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Targeted literacy instruction will be provided to meet the needs of all students using a variety of resources to meet the needs of each student. Including: Units of Study, Mega Labs, TRWC's Dr. Katie, Curriculum support from C&I.
1	1	4	Targeted math instruction will be provided using a variety of resources with an emphasis on increasing math problem solving. -C&I teachers will have additional training for intervention strategies through faculty meetings. -C&I will provide grade level team training sessions.
1	1	5	Targeted science instruction will be provided to all student using a variety of resources including Science Activities in the classroom.
1	1	12	Integrate technology to enhance instruction for all Face to Face and Connected Learning students.
2	1	5	Monitor and celebrate school, grade level, teacher and student achievements in IBC/PLCs and share with the NRE community.

State Compensatory

Personnel for Newton Rayzor

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Zarate	Math Interventionist		Yes
Sarah Merriweather	Reading Interventionist		Yes

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sandra Zarate	Math Interventionist/Coach		Yes
Sarah Merriweather	Reading Interventionist/Coach		Yes

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Sarah Merriweather		\$30,000.00
1	1	4	Sandra Zarate		\$30,000.00
Sub-Total					\$60,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$7,000.00
1	1	3	Substitutes		\$3,000.00
1	1	6	Supplemental Materials		\$12,500.00
1	1	7	Supplemental library materials		\$6,000.00
1	1	8	Professional development		\$10,500.00
1	1	11	Virtual Field Trips		\$1,000.00
2	1	3	Professional development and supplemental materials.		\$2,000.00
Sub-Total					\$42,000.00
Grand Total					\$102,000.00

Addendums

Denton Independent School District
W.S. Ryan Elementary
2020-2021 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: September 24, 2020

Demographics

Demographics Summary

W.S. Ryan Elementary is a Title 1 campus serving grades PK - 5th Grade. Approximately 45-50% of our students economically disadvantaged. Our campus has a One-Way Spanish Dual Language program PK-5th grade, as well as two self-contained Academic & Functional Skills special education classrooms serving grades 3-5. We offer EXPO, our Gifted/Talented program, for grades K-5. Our PreK program is bilingual, part of our Dual Language Program.

Our enrollment is approximately 550, and has grown steadily over the past 5 years. W.S. Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate. We continue to have new families moving into neighborhoods in our school zone.

Demographics Strengths

- Our school zoned neighborhoods are showing consistent growth, with new neighborhoods currently being developed, and new homes still being built in existing neighborhoods.
- We have a variety of programs to serve students with diverse needs, including Special Education programs, EXPO (gifted/talented), PreK, and the PK-5th Grade Spanish Dual Language Program.
- Our PTA enrollment and volunteer numbers continue to grow each year. Parent and community engagement is high.

Student Learning

Student Learning Summary

Prior to the Spring closure due to COVID, our students were on track to meet our 2019-20 CIP goal of students on level in ELA and Math by the end of the school year. However, due to gaps caused by the closure, we have started the year with fewer students on level in ELA and Math. We have approximately 20% of our students (as of October) participating in the Connected Learning Program. We have found that many of our Connected Learners are not showing progress for a variety of reasons, primarily a lack of engagement and connection with teachers during the school day. Due to the numbers of Connected Learners, it wasn't possible to create a separate CL class in each grade level; therefore, most classroom teachers are teaching a blended class of both face-to-face and connected learners. Reliable assessment data can be difficult to receive when given virtually.

Beginning of the year common assessment data for this school year shows a specific need for growth in number sense in Math for grades K-2, and Reading and Writing in grades 1-5.

Last year's TELPAS showed at least one year's growth for 57% of our LEP students in grades 1-5. We will provide continual support of ELL strategies to help our English Language Learners increase their English proficiency, while supporting the goal of being bilingual and bi-literate through the one-way Dual Language Program.

We have been using the Units of Study ELA curriculum in Reading and Writing for 4 full years on our campus, and have seen continued growth through this initiative. This is our second year implementing the Units of Study in Phonics for grades K-2. Utilizing workshop model has allowed our teachers to maximize instructional time to provide critical tier 1 & 2 classroom intervention. Seventeen staff members have attended the Reading, Writing, Leadership, and Phonics Institutes at the Teachers' College Reading and Writing Project at Columbia University, bringing back critical pd information to align with our Units of Study implementation.

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 currently part-time, shared with other campuses. Our specialists are participating in the state-required Reading Academy this year. This is an intensive program, and having full-time coaches would provide needed support for the classroom teachers who will be attending the academy next year. The biggest barrier teachers currently face is time. 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 an increased use of instructional technology and best practices as teachers learn to navigate blended models of face-to-face and connected learning. However, they are in need of continued support for this challenge.

Due to the number of Connected Learning students, as well as students who have been and could continue to be sent home on quarantine due to COVID exposure, the need for student chromebooks is high. We are not a 1:1 campus, and additional devices will help our remote learners connect and engage in their learning.

During the 2019-20 school year our faculty participated in the AFL cohort with Jan Chappuis and the Denton ISD curriculum department to strengthen our use of Assessment for Learning Strategies, focusing on strong & weak work samples and learning targets in ELA and Math. We will continue this work, and move forward with effective feedback strategies this year. Our 2nd grade team participated in the DHS Zone 2nd Grade Reading Cadre prior to the closure, which helped them strengthen their implementation of the Units of Study and workshop model.

Student Learning Strengths

- The Units of Study in Reading and Writing have been in full implementation in all grade levels for four years, with ongoing pd provided.

Kinder and 1st grade have full classroom libraries aligned with the Units of Study; 2nd grade has a significant portion of the classroom library shelves; 3-5 have the most

needed shelves/genres in classrooms. We have continued utilizing Title 1 funds, PTA grants, and DPSF grants to fill our classroom libraries with a variety of books designed to increase student engagement and represent student diversity.

- Regular PLC's are held with all grade levels throughout the year and are focused on student data.
- Workshop model for ELA and Math has been strengthened through ongoing pd and coaching.
- Ten staff members attended the TCRWP Homegrown program in Reading during the summer 2019.
- 17 current staff members have attended the TCRWP's institutes at Columbia University's Teachers College, covering topics across Reading, Writing, Coaching, and Leadership. Two staff members are attending the Racial Equity Institute in December.
- WSR received 5 out of 6 Distinction Designations on the 2019 Accountability Ratings. (Math, Reading/ELA, Comparative Closing Gaps, Postsecondary Readiness, Comparative Academic Growth)
- WSR had an overall 7 pt increase in overall STAAR tests passed during the 2019 STAAR.
- Our Instructional Leadership team consists of representatives from each grade level, as well as specialists and campus administrators and coaches. The IL team provides needed support to teachers in the implementation of workshop model throughout the year.
- Several Reading, Writing, and Phonics "learning labs" were conducted in classrooms last year prior to the Spring closure to model best practices for teachers and allow for valuable feedback opportunities.

School Processes & Programs

School Processes & Programs Summary

We are a PLC-driven campus; Common assessments are TEK based and used to drive instruction. We have been utilizing the Units of Study Reading and Writing Units for 5 years, and have added the Phonics units last year. 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, small group, and mini lesson components.

Our master schedule is designed to maximize instructional time, allowing for large blocks of time in subject areas to implement an effective workshop model.

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.

Due to the numbers of Connected vs Face to Face learners, our teachers have blended classrooms of both CL and FtF students together.

We created an Instructional Leadership team, consisting of campus administrators, specialists, and teacher reps per grade level; the purpose of the IL 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 to develop and maintain our high-quality staff, as well as to continue using Title 1 funds to provide coaching support for teachers through a Title-funded instructional coach position.

Our BERT (Building Emergency Response Team) meets and runs safety drills regularly, and all staff are trained on our Building Emergency Operations Plan.

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. The campus principal will continue to work with the district's bilingual recruitment committee to recruit high quality teachers certified in Bilingual Education.

Teachers need continual support in learning how to use instructional technology in all subject areas while balancing blended classes of face-to-face and Connected Learners.. Utilizing instructional technology through faculty and district PD will enhance teachers' knowledge and comfort level with asynchronous and synchronous instruction, and will increase engagement of students.

We will continue to adjust our master schedule to meet student needs and provide the time and support teachers need for effective collaborative planning.

School Processes & Programs Strengths

- Our Instructional Leadership Team, 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.
- New interactive projectors were installed in every classroom over the summer, and are fully operational. Student classroom engagement is increased with the use of this technology.

- Our partnership with UNT and TWU 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 received alternative certification candidates who have shown clear success in the classroom as well.
- Walk-throughs and T-Tess appraisals show clear evidence of teachers implementing best practices and utilizing effective assessment for learning strategies.
- 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.

Perceptions

Perceptions Summary

We receive continuous positive feedback about the warm and welcoming climate at W.S. Ryan. Our last Engagement Survey from staff in the Fall 2019 indicated an 18 point increase over a two-year period in overall morale. Staff attributed this improvement to campus-wide support provided to staff, PTA and parent engagement, and being able to work together as collaborative PLC teams consistently throughout the year, as well as small celebrations throughout the year.

For the past three years and prior to the closure, we have had a high number of reading mentors, through the Robson Ranch Community, volunteer on campus to provide one-on-one reading support to students in grades 2 and 3. The program showed consistent improvement in the reading levels of the participating students. Once we are able to bring mentors safely back on campus, we hope to continue this valuable program.

We have frequent celebrations of achievement and citizenship skills, through our Rockin' Wrangler program and Reading & Writing classroom celebrations. Celebrations will look different this year, since we are unable to have visitors and large group assemblies. Celebrations will need to be virtual to include Connected Learners and parents.

During the 2019-20 school year, staff engaged in book studies of "Culturize" and "The Energy Bus" to promote continued collegiality and positive energy among the faculty. We will continue to place an emphasis on celebrating student learning and positive social skills through our Rockin' Wrangler program and classroom Reading & Writing 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.

Connected Learning has brought new challenges in engaging students and parents. We will continue to work throughout the year to emphasize the importance of daily connection in all synchronous lessons, as well as implementing ways to include our Connected families in spirit activities, such as spirit dress-up days, virtual celebrations, and PTA spirit nights supporting local businesses. It will also be important to acknowledge and address the emotional needs of teachers and staff as they work through the challenges and fatigue of Connected Learning and increased health & safety protocols.

Perceptions Strengths

- WS Ryan has a very active PTA. Through their fund raising, they are able to provide a variety of family involvement activities, as well as funding for instructional purposes. They have funded technology, such as chromebooks and ipads, a 3D printer, and a new cafeteria projector. They are currently providing art supplies in order to create individual kits for face-to-face and connected learners, flexible seating for classrooms, and books for classroom libraries.
- Multiple communication venues are used to communicate school events and info to parents, including campus social media, school website, email blasts, all-calls, and several teachers use the remind app.
- For the past three years and prior to the closure, we have had a high number of reading mentors, through the Robson Ranch Community, volunteer on campus to provide one-on-one reading support to students in grades 2 and 3. The program showed consistent improvement in the reading levels of the participating students. Once we are able to bring mentors safely back on campus, we hope to continue this valuable program.
- Continuous positive feedback received about the warm and welcoming environment at WS Ryan.
- Culture and Engagement surveys indicate an improvement in recruiting volunteers.
- All teachers are at their doors greeting students every morning during arrival. Each class starts their day with a morning meeting to help meet the Social Emotional Learning needs of their students and start their day with positivity and encouragement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten 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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 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 2021, students in all grades will make at least one year's progress in their ELA and Math level as evidenced by ELI/SELI/PNA/Common Assessments/STAAR.

Evaluation Data Sources: ELI/SELI/DRA/IRI/Common Assessments/Report Card Assessment/STAAR/TELPAS Reading Domain

Summative Evaluation: None

<p>Strategy 1: The staff will continue using the Units of Study ELA curriculum through implementation of the ELA workshop model, focusing on individual conferring and small groups.</p> <p>Strategy's Expected Result/Impact: Students will show at least one year's growth on ELI/SELI/DRA/report card/STAAR by May 2021.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Classroom Libraries that are aligned with the Units of Study; Teacher tool kits to assist with conferring and small group data management - Title I, Part A - \$8,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Conduct PLC meetings by grade level and vertical teams at least once each nine weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, and review assessment for learning strategies. Additional time will be given each week for grade levels to continue their PLC focus, and supplemental pd opportunities will be provided.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to implement appropriate interventions in order for students to make one year's growth by May 2021.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Provide ongoing supplemental professional development, support, and materials for teachers and administrators to implement the Lucy Calkins Units of Study for Reading and Writing across all grade levels, as well as Math workshop. PD opportunities given during the summer and throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teachers will receive the support they need in order to effectively implement the Units of Study and Math workshop. Students will benefit from their teachers' continued PD and show one year's growth by May 2021.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 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: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Educational Leave for teachers, Teacher resource materials aligned with the curriculum - Title I, Part A - \$12,000, Registration for PD institutes that directly support our curriculum initiatives - Title I, Part A - \$1,700</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Provide Instructional Coach/ Reading & Math Interventionists to increase teacher understanding of the depth and complexity of the TEKS, Assessment for Learning strategies, assessments in all subject areas, and provide interventions to our at-risk students.</p> <p>Strategy's Expected Result/Impact: Results of Common Assessments, Report Card Assessments, STAAR, ELI/SELI/DRA/KR, iStation & Imagine Math will show student growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Interventionists, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist - State Compensatory Education (SCE) - \$30,000, Staffing - Interventionist/Coach - Title I, Part A - \$45,752, Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Assessment for Learning PD will focus on Strategy 2, Using models of strong & weak work and Strategy 3 - Descriptive Feedback.</p> <p>Strategy's Expected Result/Impact: Classroom walkthroughs and student work samples will show evidence of Strong and weak work samples used in instruction, as well as effective feedback provided by teachers.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coaches, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 6: Continue "Tier Time" within the school day for targeted instruction for specific student interventions across the grade levels, with supplemental materials, such as study guides, manipulatives, and literacy materials</p> <p>Strategy's Expected Result/Impact: The master schedule, classroom walkthroughs, and PLC work with teachers will provide the data to show student growth and needs.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Curriculum materials for student interventions - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, and virtual parent curriculum nights.</p> <p>Strategy's Expected Result/Impact: We will monitor and document parent participation in these events. Increased parent participation will show improved student growth.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials for Parent Involvement, such as learning items to use at home or informational material - Title I, Part A - \$2,684</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Provide supplemental student support, such as before-or-after-school and Saturday School tutorials for students needing interventions based on data analysis.</p> <p>Strategy's Expected Result/Impact: The Tutorials roster and student participation will give us the data to show student growth in ELA and Math and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Learning Materials and Teachers for Saturday School & Tutorials - Title I, Part A - \$10,404</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 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: W.S. Ryan will continue to improve the campus culture and climate by focusing on our Social-Emotional Learning Practices, designed to increase student engagement and achievement, by May 2021.

Evaluation Data Sources: Student achievement data/Student, Staff, and Family engagement surveys/Strengths-Based survey

Summative Evaluation: None

<p>Strategy 1: All new staff members will participate in a book study on "The Energy Bus" by May 2021 to further support our positive campus culture.</p> <p>Strategy's Expected Result/Impact: Engagement Surveys will show continued improvement in staff morale and campus culture and climate.</p> <p>Staff Responsible for Monitoring: New teachers, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Restorative practices - continue to implement CHAMPS & Love & Logic in both classrooms and school-wide, and deepen our implementation of morning meeting circles daily in each classroom.</p> <p>Strategy's Expected Result/Impact: Morning Meeting participation will show increased student engagement throughout the day. Student engagement surveys will also be used to determine effectiveness.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Students and staff will take their Strengths Assessment and participate in Strengths activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Engagement/Culture & Climate surveys, along with student achievement data, will be used to determine the effectiveness of this program.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: We will conduct celebrations and activities, such as spirit days and classroom celebrations , that provide opportunities for our Connected Learners to participate in order to increase their engagement and social-emotional wellness. All students will be invited to PTA spirit day events at local businesses and encouraged to participate in dress-up spirit days to give them a chance to connect with peers, whether in person or virtually.</p> <p>Strategy's Expected Result/Impact: We will monitor their virtual participation in the celebrations and connection with their teachers and peers during the school day.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: At least one staff member and administrator will apply to attend the Teachers' College Reading & Writing Project "Advancing Racial Equity in Education" Institute in order to provide academic support for teachers to strengthen the relationship between teaching, literacy, and racial equity.</p> <p>Strategy's Expected Result/Impact: Diversity in literature and culturally relevant instructional practices will strengthen the social-emotional learning and achievement of students.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrator</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Attendance at the Racial Equity Institute - Title II, Part A - \$1,300</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for W.S. Ryan Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alissa Royal	Math Interventionist	Math	.5
Ann Winkle	Reading Interventionist	Reading	.5
DeeDee Florence	K-2 Reading Intervention	Reading	.5
Sulema Flores	DLL Bilingual K-2 Reading Intervention	Bilingual/Reading	.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Winkle	Reading Interventionist	Reading	.5

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading Interventionist		\$30,000.00
1	1	4	Math Interventionist		\$30,000.00
Sub-Total					\$60,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Libraries that are aligned with the Units of Study; Teacher tool kits to assist with conferring and small group data management		\$8,000.00
1	1	3	Educational Leave for teachers, Teacher resource materials aligned with the curriculum		\$12,000.00
1	1	3	Registration for PD institutes that directly support our curriculum initiatives		\$1,700.00
1	1	4	Staffing - Interventionist/Coach		\$45,752.00
1	1	6	Curriculum materials for student interventions		\$2,000.00
1	1	7	Materials for Parent Involvement, such as learning items to use at home or informational material		\$2,684.00
1	1	8	Learning Materials and Teachers for Saturday School & Tutorials		\$10,404.00
Sub-Total					\$82,540.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Attendance at the Racial Equity Institute		\$1,300.00
Sub-Total					\$1,300.00
Grand Total					\$143,840.00

Addendums