

Denton Independent School District
Denton High School
2021-2022 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

Revised/Approved: August 27, 2021

Student Learning

Student Learning Summary

Overall, our students are doing well in spite of the disrupted learning of the past year. One exception is Alg I which posted a 10 point drop in EOC scores. Focused PLC efforts were hampered by distance learning AND planning last year. We also experienced dramatic turnover in our math department.

Advanced academic recruitment needs to be a focus as we have a "momentum opportunity" with the new building.

Student Learning Strengths

The greatest Student Learning strength at DHS is the faculty themselves. DHS has a standing core of dedicated professionals focused on academics AND kids!

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Various gaps in student learning have been identified in several core curriculum areas. **Root Cause:** Disrupted learning, students learning "virtually", student mobility

Problem Statement 2 (Prioritized): Alg I EOC results (approaches) are 10 points lower than last two years (in spite of PLC efforts) **Root Cause:** Faculty turnover, disrupted learning, students learning "virtually", student mobility

Problem Statement 3 (Prioritized): A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing. **Root Cause:** Better parent/student communication needed regarding the benefits of Advanced Academics.

School Processes & Programs

School Processes & Programs Summary

Staff recruitment/retention continues to be a challenge during the pandemic

School Processes & Programs Strengths

IB/AP focus

Fine Arts

Caring about individual students

Counseling department

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): A statistically relevant group of students report (CLT survey) that they do not feel like "a part of the school." **Root Cause:** Disrupted learning, students learning "virtually", student mobility, varied household arrangements

Perceptions

Perceptions Summary

DHS has the most varied demographics of any DISD high school.

Systems in place respond well to stakeholder needs but effective communication hampers some efforts.

There is a demonstrated need (especially at this point in the pandemic) to "pause" our programming periodically and "check-in" with students.

Perceptions Strengths

DHS is very much a "neighborhood" and "community" school.

Long standing traditions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Various stakeholders report that DHS, while being "receptive" and "caring" allows certain student populations to "slip through the cracks" and "not get involved." **Root Cause:** Disrupted learning, students learning "virtually", student mobility, varied household arrangements

Priority Problem Statements

Problem Statement 1: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing.

Root Cause 1: Better parent/student communication needed regarding the benefits of Advanced Academics.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Various stakeholders report that DHS, while being "receptive" and "caring" allows certain student populations to "slip through the cracks" and "not get involved."

Root Cause 2: Disrupted learning, students learning "virtually", student mobility, varied household arrangements

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Alg I EOC results (approaches) are 10 points lower than last two years (in spite of PLC efforts)

Root Cause 3: Faculty turnover, disrupted learning, students learning "virtually", student mobility

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Various gaps in student learning have been identified in several core curriculum areas.

Root Cause 4: Disrupted learning, students learning "virtually", student mobility

Problem Statement 4 Areas: Student Learning

Problem Statement 5: A statistically relevant group of students report (CLT survey) that they do not feel like "a part of the school."

Root Cause 5: Disrupted learning, students learning "virtually", student mobility, varied household arrangements

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- 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

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





Goals

Goal 1: Initiate an "Advisory Block" to address SEL needs, promote club/organization awareness and recruitment, and better communicate systematic needs such as IB requirements and assessment guidelines.

Performance Objective 1: Develop Advisory Curriculum and Training

Targeted or ESF High Priority

Evaluation Data Sources: CLT surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop Advisory Curriculum Strategy's Expected Result/Impact: targeted "best practices/strategies" that will promote investment in the process by students and faculty Staff Responsible for Monitoring: CLT sub-committee ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy Problem Statements: School Processes & Programs 1 - Perceptions 1 Funding Sources: Funding to pay committee members for summer-time research and development - At-Risk (SCE) - \$4,000	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Change bell schedule to provide Advisory period twice a week Strategy's Expected Result/Impact: Guarantee ALL DHS students (specifically ATC students) have access to at least one session a week at the beginning of the year. Staff Responsible for Monitoring: Nedrow Collier CLT sub-committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: A statistically relevant group of students report (CLT survey) that they do not feel like "a part of the school." Root Cause: Disrupted learning, students learning "virtually", student mobility, varied household arrangements





Perceptions

Problem Statement 1: Various stakeholders report that DHS, while being "receptive" and "caring" allows certain student populations to "slip through the cracks" and "not get involved." **Root Cause:** Disrupted learning, students learning "virtually", student mobility, varied household arrangements

Goal 1: Initiate an "Advisory Block" to address SEL needs, promote club/organization awareness and recruitment, and better communicate systematic needs such as IB requirements and assessment guidelines.

Performance Objective 2: Monitor (and adjust if needed) Advisory schedule through the year





Evaluation Data Sources: Faculty input
CLT surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Meetings at 3,6,9 weeks to review Strategy's Expected Result/Impact: Adjust schedule/frequency as needed Staff Responsible for Monitoring: Nedrow Collier CLT sub-committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Increase enrollment in Advanced Academic courses (IB DP/AP/DC) by 10% by August 2023

Performance Objective 1: Increase IB MYP strategies and techniques in 9th and 10th grade classes to increase rigor and relevance of course-work and teaching

Evaluation Data Sources: staff surveys
course selection

Strategy 1 Details	Formative Reviews		
Strategy 1: Include MYP training in 2021 Inservice schedule Strategy's Expected Result/Impact: Increase in academic rigor and engagement Staff Responsible for Monitoring: Crystal Sullivan Administration Department Chairs TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor MYP usage during TTESS walkthroughs Strategy's Expected Result/Impact: Provide feedback for faculty Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Various gaps in student learning have been identified in several core curriculum areas. Root Cause: Disrupted learning, students learning "virtually", student mobility
Problem Statement 2: Alg I EOC results (approaches) are 10 points lower than last two years (in spite of PLC efforts) Root Cause: Faculty turnover, disrupted learning, students learning "virtually", student mobility
Problem Statement 3: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing. Root Cause: Better parent/student communication needed regarding the benefits of Advanced Academics.

Goal 2: Increase enrollment in Advanced Academic courses (IB DP/AP/DC) by 10% by August 2023

Performance Objective 2: Market Advanced Academics directly to parents/guardians

Evaluation Data Sources: Crystal Sullivan
Counselors
Administration

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a series of parent/guardian meetings that engage parents in settings OTHER THAN the 8th grade transition nights Strategy's Expected Result/Impact: Increase enrollment of under-represented groups in Advanced Academics Staff Responsible for Monitoring: Crystal Sullivan Counselors Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1, 2, 3	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Various gaps in student learning have been identified in several core curriculum areas. Root Cause: Disrupted learning, students learning "virtually", student mobility</p> <p>Problem Statement 2: Alg I EOC results (approaches) are 10 points lower than last two years (in spite of PLC efforts) Root Cause: Faculty turnover, disrupted learning, students learning "virtually", student mobility</p> <p>Problem Statement 3: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing. Root Cause: Better parent/student communication needed regarding the benefits of Advanced Academics.</p>

Goal 3: Address and reduce identified learning gaps in ELA, Alg I, and other Accountability areas

Performance Objective 1: Provide learning opportunities as identified by HB4545





Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: EOCs

common assessments

IXL system

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop, evaluate and monitor a tutorial system to provide necessary remediation/acceleration for students. Strategy's Expected Result/Impact: Flexibility and efficiency in remediation scheduling. Reduce time needed to provide necessary recovery of learning for students. Staff Responsible for Monitoring: Administration Department Chairs ALC's TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: funding for tutorials outside of school day - State Compensatory Education (SCE) - \$4,000	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop alternatives in master schedule to provide one-on-one tutorial time for students Strategy's Expected Result/Impact: Address requirements of HB4545 Staff Responsible for Monitoring: Nedrow TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Various gaps in student learning have been identified in several core curriculum areas. Root Cause: Disrupted learning, students learning "virtually", student mobility
Problem Statement 2: Alg I EOC results (approaches) are 10 points lower than last two years (in spite of PLC efforts) Root Cause: Faculty turnover, disrupted learning, students learning "virtually", student mobility

Goal 3: Address and reduce identified learning gaps in ELA, Alg I, and other Accountability areas

Performance Objective 2: Provide AlgI/Geom "trailer" course for remediation/acceleration of previous year Alg I failures

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Transcript summaries

Strategy 1 Details	Formative Reviews		
Strategy 1: Use AK (SCE) funds to provide salary for 1.0 FTE Strategy's Expected Result/Impact: Recover Alg I credit for students. Accelerate Geom. instruction to have this group "on-level" by the beginning of their junior year. Staff Responsible for Monitoring: Nedrow LaShawn Brock Tra Thomas 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 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: AK(SCE) fund for salary - State Compensatory Education (SCE) - \$54,000	Formative		
	Dec	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funding to pay committee members for summer-time research and development		\$4,000.00
Sub-Total					\$4,000.00
State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	funding for tutorials outside of school day		\$4,000.00
3	2	1	AK(SCE) fund for salary		\$54,000.00
Sub-Total					\$58,000.00
Grand Total					\$62,000.00

Addendums

Denton Independent School District
Calhoun Middle School
2021-2022 Campus Improvement Plan



Mission Statement

The faculty and staff of Calhoun Middle School strive to teach successfully 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

Learning for Living in a Global World

Core Beliefs

We believe that as the Calhoun learning community it is our responsibility to:

- Build supportive relationships with our students and their families
- Exhibit a growth mindset
- Promote global life long learning
- Embrace our diversity

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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	14
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 recognition to the Denton ISD community	20
Goal 3: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	22
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Comprehensive Needs Assessment

Demographics

Demographics Summary

- Calhoun Middle School will support our staff in meeting the academic, behavioral, and social/emotional needs of our diverse population through professional development opportunities.
- CMS will also build close community relations with local businesses and community stakeholders to support the academic success of our students.
- Calhoun administration and staff will partner with our PTA to promote parent interaction and involvement on our campus

	Campus	District	State
Attendance Rate (2017-18)	95.5%	96.0%	95.4%
Enrollment by Race/Ethnicity			
African American	11.8%	16.5%	12.6%
Hispanic	48.2%	31.1%	52.6%
White	33.0%	46.7%	27.4%
American Indian	1.0%	0.6%	0.4%
Asian	2.4%	3.4%	4.5%
Pacific Islander	0.0%	0.2%	0.2%
Two or More Races	3.5%	1.4%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	65.5%	45.5%	60.6%
English Learners	25.1%	14.8%	19.5%
Special Education	16.2%	11.0%	9.6%
Mobility Rate (2017-18)	17.3%	15.1%	15.4%

Demographics Strengths

- * IB curriculum allows students to have a global perspective of learning.
- * Individual academic plans are created for our at-risk students and appropriate supports are put in place.
- * 95% plus attendance prior to the pandemic
- * Multiple programs and resources available on campus for support of our economically disadvantaged students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Living through pandemic has caused academic deficits in many students, even gifted students find themselves struggling to make academic gains. **Root Cause:** There are students that come to middle school with deficits regardless, but living through a pandemic has caused drastic gaps in learning that must be addressed to ensure our students' academic success.

Student Learning

Student Learning Summary

- Staff will partner with Solution Tree to perfect the PLC process to promote student academic success
- CMS will utilize and monitor Professional Learning Community (PLC) procedures to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a "Meets" performance level as measured by state assessments.
- CMS will provide support for our English Language Arts and Reading teachers to continue developing and implementing the Lucy Calkins Workshop model. In an effort to support student improvement in literacy, there will be a focus on Assessment For Learning strategies implementing and utilizing learning targets, effective feedback, goal-setting, and differentiation.
- CMS will continue to support our English Language Learners, special education, dual language and 504 students through intentional and individualized support.
- CMS will use the program Achieve 3000 for reading intervention support and Mathia along with IXL for Math intervention support to decrease the achievement gap in our students.
- During department time, teachers will plan together and develop MYP units that focus not only on the state TEKS but also the IB assessment criteria.
- CMS will develop strategic opportunities for students needing math or reading acceleration, per HB4545, through our Family Time, scheduled during the school day, ACE math tutoring, after school tutoring, and Saturday School.

See addendums for Texas Academic Performance Report (TAPR).

Student Learning Strengths

- CMS is committed to increasing state assessment scores to pre-pandemic levels within this school year.

Calhoun		2018-19		2020-21	
Test	# Tested	Avg Scale Score	% Approaches	# Tested	Avg Scale Score
6 th Reading	244	1544	56%	200	1532

Calhoun		2018-19			2020-21		
6 th Math	244	1619	77%	198	1572	59%	
7 th Reading	237	1661	73%	183	1602	61%	
7 th Math	235	1655	72%	173	1621	58%	
8 th Reading	234	1686	74%	208	1657	73%	
8 th Math	209	1687	78%	181	1601	49%	
8 th Science	234	4082	79%	201	3654	58%	
8 th Soc Stu	233	3753	65%	199	3482	40%	
Algebra I	27	4757	100%	30	4078	90%	

District		2018-19			2020-21		
Test	# Tested	Avg Scale Score	% Approaches	# Tested	Avg Scale Score	% Approaches	
6 th Reading	2318	1592	72%	1784	1573	67%	
6 th Math	2316	1647	82%	1881	1600	68%	
7 th Reading	2294	1676	80%	2094	1644	72%	
7 th Math	2267	1677	79%	2067	1635	63%	
8 th Reading	1903	1709	83%	1897	1681	77%	
8 th Math	2283	1710	82%	1645	1629	55%	
8 th Science	2288	4059	82%	1907	3786	64%	
8 th Soc Stu	2284	3811	69%	1775	3638	56%	

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Scores in 2020 decreased significantly from 2019. To address student academic gaps, CMS will implement Family Time within the school day which will provide accelerated instruction for students needing support in math, reading, or science. CMS will strategically create academic supports that align with HB4545.

Root Cause: The pandemic and connected learning

School Processes & Programs

School Processes & Programs Summary

Priorities:

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

School Processes & Programs Strengths

- Development of Master Schedule that allows core subject teachers to have the same conference time during the school day for collaboration and MYP unit development.
- Creation of Family Time to address HB4545 intervention requirements.
- Common assessment data is analyzed and reviewed during PLC's to guide instruction and assessment creation.
- Curriculum writing committees meet every grading period to evaluate data and update curriculum
- Classroom instruction and assessments are based on TEKS, IB assessment criteria, and ATLs
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Lucy Calkins, Reading and Writing Workshop in our ELAR classrooms
- Continued PD and implementation of AFL and ATL strategies
- 1:1 student chromebook campus
- Strong support of technology staff
- Willingness of staff to integrate technology within lessons
- Staff takes ownership in campus supervision, as we are a large spread-out campus
- Increase use of Achieve 3000, Mathia, IXL etc. for instruction acceleration

CMS works closely with Communities in Schools and our After school Center of Education or ACE to help support our at-risk

students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need for PLC PD opportunities, CMS will be working with our IB coordinator and area superintendent to provide training for our staff

Perceptions

Perceptions Summary

- CMS believes all students should feel safe and accepted at school; to ensure this we take out the stigma associated with reporting problems. CMS provides the use of STOP IT; an online anonymous reporting tools available for students and parents.
- CMS promotes the IB learner
- CMS continues to make positive interactions with students our top priority.

Perceptions Strengths

Priorities:

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

Strengths:

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): CMS would like to continue to increase student pride in our school and student self advocacy

Priority Problem Statements

Problem Statement 1: Living through pandemic has caused academic deficits in many students, even gifted students find themselves struggling to make academic gains.

Root Cause 1: There are students that come to middle school with deficits regardless, but living through a pandemic has caused drastic gaps in learning that must be addressed to ensure our students' academic success.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Scores in 2020 decreased significantly from 2019. To address student academic gaps, CMS will implement Family Time within the school day which will provide accelerated instruction for students needing support in math, reading, or science. CMS will strategically create academic supports that align with HB4545.

Root Cause 2: The pandemic and connected learning

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need for PLC PD opportunities, CMS will be working with our IB coordinator and area superintendent to provide training for our staff

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: CMS would like to continue to increase student pride in our school and student self advocacy

Root Cause 4:

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- (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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, 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: 100% of eligible HB4545 students will be served by May 2022.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of a 40 minute weekly 'Family Time' period where each teacher will mentor and advocate for 10-15 students. Strategy's Expected Result/Impact: Student growth in reading, and math for all students based on Observation Reports, comparisons of 2020 and 2021 STAAR, MAP BOY/MOY/EOY results, and report card grades. Staff Responsible for Monitoring: CMS Teacher, Administrators and Counselors 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	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilization of After School Centers of Education or (ACE program) enrollment for after school math tutoring /support for students Strategy's Expected Result/Impact: Teachers will be able to collaborate and create individualized academic plans for students Staff Responsible for Monitoring: Math certified teachers and CMS administrators 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	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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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Performance Objective 2: Calhoun will engage students in IB learning frameworks that encourage them to become self-directed learners who are prepared with critical self management skills needed for high school and post secondary opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Creating and implementing MYP units with fidelity. Strategy's Expected Result/Impact: Students will learn how to be self aware of their learning and reflect on their progress. Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize assessment for learning for student progress monitoring. Focusing on: * Learning Targets * Strong and weak work * Descriptive Feedback * Co-Creating success Criteria * Student goal setting * Effective Questioning Strategy's Expected Result/Impact: Increase student performance in Common Assessments, STAAR, progress, DMTSS, progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators 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	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Professional Learning Communities (PLC's) will meet regularly with guidance from administration and IB Coordinator for strategic planning, review of student progress, and discussing best practices. Strategy's Expected Result/Impact: Increased positive student performance overall, in Common Assessments, STAAR, progress, DMTSS, progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators 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	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to may include: *IB Campus PD *IB Summer Institute for Teachers, IB coordinator, and Administrator PD *Lucy Calkin's Readers & Writers Workshop *HomeGrown Institute *Teacher's College Wksp *District lead PD *CMS Lead PD *North Texas Teen Book Fair *Assessment for Learning (AFL) *Professional Learning Communities (PLC) *MAP *DMTSS *Emergent Bilinguals (EB) 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 in Common Assessments, STAAR, progress, DMTSS, progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: CMS teachers, IB Coordinator, CMS administrators, DLS, C&I Dept. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - State Compensatory Education (SCE) - \$10,000	Formative		
	Dec	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: During our regular Professional Learning Communities meetings we will collaborate with our DLS specialist and IB Coordinator to analyze data, plan instructional units, integrate best technology practices, and ATL skills. Strategy's Expected Result/Impact: Rigorous MYP plan development Staff Responsible for Monitoring: English teachers, DLS specialist and IB Coordinator 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	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: A variety of formal and informal assessments and reflections will be administered pre-mid-post Units of Study to drive teachers instruction and target intervention. Strategy's Expected Result/Impact: Student growth will be documented for appropriate interventions Staff Responsible for Monitoring: English teachers 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	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Cross-curricular support strategies will continue through our social studies classes with a reading and writing focus in order to increase literacy rates and assessment results. This will be reinforced through vertically aligned professional development opportunities and regular Professional Learning Communities. Strategy's Expected Result/Impact: Students will be exposed to writing and reading expectations across contents. Staff Responsible for Monitoring: English teachers, social studies teachers and CMS administration 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	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Targeted small group and one-to-one conferences will be frequently provided to close achievement gaps, set academic goals, and accelerate learning through direct feedback and instruction. Strategy's Expected Result/Impact: Provide for student feedback for academic improvement Staff Responsible for Monitoring: English teachers 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	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Professional development opportunities will be provided to enhance teacher's knowledge and implementation of Lucy Calkins' workshop framework to provide choice and researched based instruction to all students. Strategy's Expected Result/Impact: Improvement in students' yearly growth, gaps will be addressed based on students observations reports, MAP data, and STAAR results Staff Responsible for Monitoring: English teachers, District C &I support, CMS Administration 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	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Teaching & Learning





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Performance Objective 4: Math will increase Meets at 5% from 2020-2021 STAAR, data will be taken from MAP BOY & MOY, IXL Diagnostic (ongoing), STAAR, and Common Assessments.

Evaluation Data Sources: MAP BOY & MOY, IXL Diagnostic (ongoing), STAAR, and Common Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After school tutoring set tutorial schedule for 3 days a week. Strategy's Expected Result/Impact: Strengthen math skills of students grades 6-8 Staff Responsible for Monitoring: Certified math teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: IXL support modules for targeted concept instruction front loaded and reviewed during Units. Strategy's Expected Result/Impact: Increase student performance on common assessments, MAP testing (MOY, EOY), and STAAR exam. Staff Responsible for Monitoring: Certified math teachers and CMS admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly Math data meetings with grade level partners and intervention support. Strategy's Expected Result/Impact: Teachers will be able to collaborate and create individualized academic plans for students Staff Responsible for Monitoring: Certified math teachers, interventionist and CMS administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Review the previous strategies for the effectiveness 1st week of every month. Strategy's Expected Result/Impact: Math teachers will collaborate and reteach material as necessary based on monthly review Staff Responsible for Monitoring: Certified math teachers, interventionist and CMS administration 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	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Develop peer teachers within the classroom to support and advance those students that may have math academic struggles. Strategy's Expected Result/Impact: Student ownership in learning Staff Responsible for Monitoring: Certified math teachers 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	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 recognition to the Denton ISD community

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

Evaluation Data Sources: Campus Climate and Culture Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Communities in Schools will case manage at-risk students and provide on-going services in the six components of the CIS Model: 1. Supportive guidance and counseling 2. Health and human services 3. Parent and family engagement 4. College and career readiness 5. Enrichment activities 6. Academic support Strategy's Expected Result/Impact: Student's needs are being meet academically, emotionally, and physically. Staff Responsible for Monitoring: Campus Coordinator for Communities in Schools / CMS administration ESF Levers: Lever 3: Positive School Culture Funding Sources: - At-Risk (SCE) - \$12,000	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: The ACE (After school Center of Education) program will support our at-risk students after school by providing: *Homework completion assistance *Math Intervention, stratifying HB4545 *Academic and social emotional learning enrichment *Enrichment Clubs *College and Career Readiness Exploration and *Parent and Family Engagement Strategy's Expected Result/Impact: Increased academic success of those students participating in the ACE program Staff Responsible for Monitoring: ACE Coordinator, ACE staff, and CMS administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain an on campus food pantry for CMS families. Strategy's Expected Result/Impact: Reduce the amount of food insecurity on our campus. Staff Responsible for Monitoring: CIS Coordinator, Campus Counselors	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Calhoun will celebrate and recognize students and staff who exhibit the IB Learner Profile attributes through staff nominations. Strategy's Expected Result/Impact: Help to boost staff moral and create student understanding of the IB Learner Profiles. Staff Responsible for Monitoring: Teachers, IB Coordinator and CMS administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Calhoun will empower students, through IB ATL skills, to self-analyze their actions throughout the learning process in order to build confidence in their learning and personal growth. Strategy's Expected Result/Impact: Students will learn how to advocate for themselves Staff Responsible for Monitoring: Teachers, IB Coordinator and CMS administration	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Calhoun will foster humanitarian values through the IB Learner Profiles to encourage students to view themselves as change agents in their lives and the lives of others. Strategy's Expected Result/Impact: Students will be given the tools and knowledge necessary for living in a global world. Staff Responsible for Monitoring: All Teachers, IB Coordinator and administration	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: Calhoun will expose students to a variety of opportunities for exploring post-secondary options in order to better equip students with the necessary skills to be successful in their lives, whether they continue with a post-secondary education, learn a trade, enter the workforce, or enlist in the military.

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will share their post secondary college experiences in staff presentations and monthly shout outs. Strategy's Expected Result/Impact: Students will begin to explore post secondary plans Staff Responsible for Monitoring: Teachers, IB Coordinator, and CMS Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase student participation in UIL academic competition Strategy's Expected Result/Impact: Expose students to academic competition Staff Responsible for Monitoring: UIL coordinator, UIL Coaches, and CMS Administration	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote club/extracurricular activity participation and special community engagement events through recruitment, highlights in newsletter and daily announcements. Strategy's Expected Result/Impact: Promote all stakeholders campus pride Staff Responsible for Monitoring: Teachers, IB Coordinator, CMS Administration, CIS Coordinator, ACE coordinator, and PTA ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: House Bill lessons to address: ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse and Human Trafficking's awareness and prevention ~Drug and Alcohol awareness and prevention 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. Staff Responsible for Monitoring: Student Assistance Counselor, Academic Counselors, CMS Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Providing physical, social, and emotional supports including, but not limited to: *Counselor Resource Room *Counselor lunch groups *Creation and monitoring of the CMS Facebook page for optimal community engagement 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. Staff Responsible for Monitoring: Admin Counselors Teachers Paras CIS	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Appreciation & Recognition for staff & students, including, but not limited to: ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~Appreciation items ~Appreciation cards 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. Staff Responsible for Monitoring: Admin, Counselors, Teachers, Paras, CIS, and PTA TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

State Compensatory

Budget for Calhoun Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Calhoun Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Joan Phillips	Class room teacher	1
Kristen Haverland	Paraprofessional	0

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$12,000.00
Sub-Total					\$12,000.00
State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$22,000.00

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

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

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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
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%

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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%

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

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

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)	Continu- ously Enrolled	Non- Continu- ously 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%

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

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

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)
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%

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

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

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)
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%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

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%	-	-	-	-	-	-	-	-	-	-	-

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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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
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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

District Name: DENTON ISD
 Campus Name: CALHOUN MIDDLE
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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)
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%	-	-	-	-	-	-	-	-	-	-	-

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Texas Academic Performance Report
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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%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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 Grade Span: 06 - 08
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2017 Science	51.3%	54.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	38.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	36.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	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

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

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

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)
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%	-	-	-	-	-	-	-	-	-	-	-

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	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

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
	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

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

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.

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

'**1' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'***1' 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

McMath Middle School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 12, 2021

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	24
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Comprehensive Needs Assessment

Needs Assessment Overview

Summary of Priority Needs

Demographics ~

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

Student Achievement ~

- Students scored lower in all areas of STAAR from 2019 to 2020 [Campus / AK funds]
 - Need to create of Family Time to address HB4545 intervention (implemented Aug 2021)
- Increase the percentage of Emergent Bilinguals (EB), Hispanic, AA, ECON DIS student participation in Honors classes. [Campus / AK funds]
- Continue focusing on closing the gap in SpEd and Emergent Bilinguals (EB) accountability groups. [Campus / AK funds]

School Culture and Climate ~

- Appreciation of staff ~ 5% of staff either disagreed or strongly disagreed last year [Campus / AK funds]
- Recognizing staff ~ 8% of staff either disagreed or strongly disagreed last year [Campus / AK 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 / AK funds]
- There is a need to increase the sense of belonging for the students [Campus / AK funds]
 - Creation of Family Time (implemented Aug 2021)
- Students need more opportunities to enjoy school (ie. Dances, Pep Rallies, Field Trips, Tiger Day, etc. as they were canceled last year due to Covid) [Campus / AK funds]

Staff Quality, Recruitment and Retention ~

- Increased Emergent Bilinguals (EB) support in all core classes to match increased Emergent Bilinguals (EB) student population [Campus / SCE funds]
- Training for experienced mentor teachers to support new teachers and mid-year hires [Campus / SCE funds]
- Provide more substitutes to allow for teachers to take time off when needed
- There is high staff stress and burnout this year due 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]
 - PLC Summit and Foundation of PLCs are in the works for fall of 2021
- Implement next steps of Assessment for Learning strategies (co-creating success criteria, goal setting, and effective questioning across the campus [Campus / SCE funds]

Family and Community Involvement ~

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

School Context and Organization ~

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

Technology ~

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

Demographics

Demographics Summary

Demographics ~ Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

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

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

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

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

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

Established: 1998

Mascot: Tigers

Colors: Navy Blue and Gold

Motto: We Are Known By The Tracks We Leave

The overall campus demographics are:

Group	Count	Percent
All	804	100%
6 th	266	35.57%
7 th	280	31.67%
8 th	258	32.76%
African American	117	14.55%
Hispanic	305	37.94%
White	332	41.29%
Other (Asian, American Indian, 2+ Races)	46	6.22%
504	105	13.06%

Group	Count	Percent
Special Education	116	14.43%
LEP	165	20.52%
Gifted/Talented	120	14.93%
Econ. Status	428	53.23%

The staff demographics are:

Group	Size
African American	6.45%
Hispanic	8.0%
White	83.5%
Other (Asian, American Indian, 2+ Races)	2.2%

Our students' attendance rate was 97.5% for the 2020-2021 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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student Achievement ~ Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

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

See below for Specifics to the 20-21 STAAR results that we are using to address strengths, challenges, and gaps.

Student Learning Strengths

Student Achievement ~ Based on results from the 2020-2021 School report Card

- Texas School districts did not receive an Accountability rating in 2020 due to Covid
- Designations were not provided in 2020 due to Covid

McMath		2018-19		2020-21		
Test	# Tested	Avg Scale Score	% Approaches	# Tested	Avg Scale Score	% Approaches
6 th Reading	239	1600	72%	232	1573	66%
6 th Math	239	1654	82%	229	1602	72%
7 th Reading	263	1681	80%	238	1616	61%
7 th Math	260	1672	79%	233	1585	50%
8 th Reading	255	1693	81%	210	1660	72%
8 th Math	230	1701	83%	168	1593	43%
8 th Science	257	3976	81%	213	3808	61%
8 th Soc Stu	257	3854	71%	204	3659	58%
Algebra I	28	4934	100%	57	4040	90%

District		2018-19			2020-21		
Test	# Tested	Avg Scale Score	% Approaches	# Tested	Avg Scale Score	% Approaches	
6 th Reading	2318	1592	72%	1784	1573	67%	
6 th Math	2316	1647	82%	1881	1600	68%	
7 th Reading	2294	1676	80%	2094	1644	72%	
7 th Math	2267	1677	79%	2067	1635	63%	
8 th Reading	1903	1709	83%	1897	1681	77%	
8 th Math	2283	1710	82%	1645	1629	55%	
8 th Science	2288	4059	82%	1907	3786	64%	

District		2018-19		2020-21	
8 th Soc Stu	2284	3811	69%	1775	3638 56%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students scored lower in all areas of STAAR from 2019 to 2020 Need to create of Family Time to address HB4545 intervention (implemented Aug 2021)

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment ~ The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Technology ~ Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

School Context and Organization ~ School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Staff Quality, Recruitment and Retention ~ Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

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

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

School Processes & Programs Strengths

Curriculum, Instruction and Assessment ~

- 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
- Creation of Family Time to address HB4545 intervention
- Common assessment data is analyzed during PLC's to guide instruction and assessment
- Curriculum writing committees meet every grading period to evaluate data and update curriculum
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Experienced staff with a track record of successful standards-based instruction
- Opportunities for staff-lead researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our department
 - PD provided for Creation of True PLC practices (PLC Summit and Foundation of PLCs)
- Effective use of technology within classrooms
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

Technology ~

- 80% of teachers believe technology enhances learning and their daily life
- 76% of teachers report high quality internet speed
- 76% of students report that they use computers in their classroom at least weekly
- 73% of teachers feel confident in their foundational technology skills
- 69% of teachers get devices for their students when needed more than half the time
- All staff trained in Canvas to allow student access to material
- An increased use of intervention programs (Mathia, Achieve3000, etc.)
- An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizizz, etc.)
- An increased use of technology to facilitate 504 and SpEd accommodations
- Willingness of staff to improve technology skills and integrate technology in lessons
- Strong support from campus technology staff
- McMath is a 1:1 Chromebook campus
- 100% of students at McMath passed IC3 certification exam in the PIT class

School Context and Organization ~

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

Staff Quality, Recruitment and Retention ~

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Need for more PLC PD opportunities (PLC Summit and Foundation of PLCs are in the works for fall of 2021)

Perceptions

Perceptions Summary

Family and Community Involvement ~ Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

School Culture and Climate ~ School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to increase the sense of belonging for the students (Creation of Family Time should help)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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: 100% of eligible HB4545 students will be served by May 2022.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of a 30 minute daily 'Family Time' period where each teacher will mentor and advocate for 10-15 students ~Mondays will focus on Social and Emotional Learning ~Tuesdays will focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in reading. ~Wednesdays will be Drop Everything and Read ~Thursdays will focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in math. ~Fridays will focus on what students currently need to be successful students Strategy's Expected Result/Impact: Maintain or increase one year growth in Reading, Math, and/or writing for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades. Staff Responsible for Monitoring: Admin Counselors Teachers 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	Formative		
	Dec	Mar	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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- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

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

To score at least 75% - 80% at the approaches level (18-19 was 74%) (20-21 was 66%)

To score at least 50% - 55% at the meets level (18-19 was 48%) (20-21 was 40%)

To score at least 25% - 30% at the masters level (18-19 was 22%) (20-21 was 19%).

(Texas did not have STAAR data in 2019-2020).

Evaluation Data Sources: STAAR





Strategy 1 Details	Formative Reviews		
Strategy 1: 6th - 8th grade ELAR/EXPO teachers will continue the workshop model with support from Secondary ELAR C&I Department. Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for each child based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades. Staff Responsible for Monitoring: Campus Admin Teacher C&I Staff (For added support when needed) 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 Funding Sources: Workshop Curriculum and Training. - Title I, Part A	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted intervention for the students below grade level in reading. Including, but not limited to, the use of Lucy Calkin's Units of Study, Achieve 3000 , Newsela, and Common Lit curriculum and resources. Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades. Staff Responsible for Monitoring: Campus Admin Teacher Intervention Teacher Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: A/K and/or Campus funds and Resources and Intervention Teacher - At-Risk (SCE)	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Maintain or increase one year growth in literacy for all students based on Observation Reports, STAAR, MAP BOY/MOY/EOY results, report card grades. Staff Responsible for Monitoring: Campus Admin Teacher 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 Funding Sources: Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
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 ~Emergent Bilinguals (EB) 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, STAAR, MAP BOY/MOY/EOY results, report card grades Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teacher AFL Cadre Teachers C&I Staff (For added support when needed) 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: Instructional materials / PD - Title I, Part A - \$10,000	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Creation of a TRUE PLC Campus to answer the following questions:</p> <ol style="list-style-type: none"> 1. What do we expect our students to learn? (Goals/Expectations) 2. How will we know they are learning? (Assessment) 3. How will we respond when they don't learn? (Intervention) 4. How will we respond if they already know it? (Enrichment) <p>PD includes:</p> <ul style="list-style-type: none"> ~ Attending the PLC at Work Institute by Solution Tree in Nov 2021. 1 admin and 3 teachers will attend and will then provide PD for the staff. ~ Attending the PLC Summit provided by Solution Tree (virtual PD sessions with unlimited seats) (fall 2021) <p>Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p>Staff Responsible for Monitoring: Admin Teachers C&I Staff (For added support when needed)</p> <p>Title I 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: PD and Instructional Resources - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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 <p>Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p>Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Teachers Partners C&I Staff (For added support when needed)</p> <p>Title I 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: Instructional Resources / Travel - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Build middle school literacy library (school library & classroom) to support and strengthen reading at all levels in all classrooms in all subjects. Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: DLS and Campus Tech Campus Admin Librarian Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum Funding Sources: Books and eBooks and other various literacy resources - Title I, Part A - \$20,000	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Integrate technology to enhance instruction Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech CTE Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Technology (ie CB, Panels, etc) - Title I, Part A - \$20,000	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices. 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 Staff Responsible for Monitoring: Campus Admin Teachers Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: PLC and Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Targeted education will be provided for Emergent Bilinguals (EB), SPED and AA students with a focus on building reading and academic language to close the gaps. Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: Campus Admin Teachers 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 Funding Sources: Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
Strategy 11: Provide opportunities for parents to be involved in instructional best practices to include, but not limited to: ~Various academic nights ~Volunteer opportunities Strategy's Expected Result/Impact: Increased student performance in literacy according to Program Assessments, Common Assessments, STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results Staff Responsible for Monitoring: Campus Admin Teachers DLS and Campus Tech PTA Title I Schoolwide Elements: 2.4, 2.5, 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Instructional Resources / Refreshments / Advertising - Title I, Part A - \$500	Formative		
	Dec	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement and monitor Restorative Practices (RP) campus wide ~TUMS ~Relationship agreements (staff and students) ~90 second spark ~2-minute conversation ~Mood Meters ~Re-entry Circles ~Circle protocols ~Needs assessment ~Why Try Curriculum in ISSC ~HERD Club ~Sharing McMath's 20 principles each week for 20 weeks (continuous all year) Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselor Teachers Paras CIS Title I 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 Funding Sources: Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Implementation of a 30 minute daily 'Family Time' period where each teacher will mentor and advocate for 15ish) students ~Mondays will focus on Social and Emotional Learning ~Tuesdays will focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in reading. ~Wednesdays will be Drop Everything and Read ~Thursdays will focus on providing targeted HB4545 failures intervention, DMTSS intervention, review, and enrichment activities for students in math. ~Fridays will focus on what students currently need to be successful students Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselors Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Funding Sources: Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: House Bill lessons to address: ~Suicide awareness and prevention ~Bullying awareness and prevention ~Dating Violence awareness and prevention ~Sexual Abuse awareness and prevention ~Drug and Alcohol awareness and prevention Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselors Teachers CIS Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Instructional Resources - Title I, Part A	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Appreciation & Recognition for staff & students, including, but not limited to:</p> <ul style="list-style-type: none"> ~Students of the 9 weeks ~Staff of the Month ~Teacher of the Year ~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 ~Recreation of the Sunshine Fund ~Golden Tickets (used to recognize acts of kindness and doing the right thing) ~Appreciation Coins (fall of 2021) <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 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Appreciation Items - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Providing physical, social, and emotional supports and safety including, but not limited to: ~Counselor Resource Room ~Creation and monitoring of the counselor Facebook page ~Addition of the STOPit app to anonymously report, monitor, investigate, and communicate bullying, cyberbully, and general inappropriate behavior Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselors Teachers Paras CIS 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 Funding Sources: Technology and various student need items - Title I, Part A	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Implementation of Day time CIS program. Responsible for, but not limited to: 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 Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselors CIS Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture Funding Sources: CIS Resources - Title I, Part A	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Updating the physical grounds of McMath both inside and outside to provide a culture of safety and belonging including, but not limited to: ~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 ~Visible banners that show the McMath Mission, Vision, and the values ~Add welcome sign (in many languages) in the front foyer Strategy's Expected Result/Impact: Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award Staff Responsible for Monitoring: Admin Counselors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Community and district partnerships and various items - Title I, Part A	Formative		
	Dec	Mar	May
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

State Compensatory

Budget for McMath Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 100

Brief Description of SCE Services and/or Programs

--

Personnel for McMath Middle School

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

Campus Leadership Team

Committee Role	Name	Position
Administrator	Buddy Dunworth	Principal
Classroom Teacher	Justina Record	Science teacher and Dept. Chair
Classroom Teacher	Virginia Ginn	SS teacher and Dept Chair
Classroom Teacher	Michelle Duesman	SS teacher and Dept Chair
Classroom Teacher	Natasha Driedger	ELAR teacher and Dept Chair
Classroom Teacher	Julie Holland	Math teacher and Dept Chair
Classroom Teacher	Denise Newbrand	Spanish teacher and Dept Chair
Classroom Teacher	Jana Cantrell	Emergent Bilinguals (EB) Lead and TCC Rep
Classroom Teacher	Heather Warren	Emergent Bilinguals (EB) Lead and TCC Rep
Classroom Teacher	Robin Looney	CTE teacher and Dept Chair
Classroom Teacher	Tim Threlfall	SPED teacher and Dept Chair
Classroom Teacher	Jessica Coffman	SPED teacher and Dept Chair
Non-classroom Professional	Anna Modrow	Librarian
Administrator	Jeff Panter	Assistant Principal
Administrator	Kelly Francis	Assistant Principal
Non-classroom Professional	Kelli Hauser	Counselor
Non-classroom Professional	Brian Adams	Counselor
Non-classroom Professional	Brittany Zielinski	Counselor
District-level Professional	Emily Thompson	Curriculum and Instruction
Parent	Cynthia Eagle	PTA President
Community Representative	Landon Hale	Business Owner
Classroom Teacher	Chris Taylor	Fine Arts Dept. Chair

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	A/K and/or Campus funds and Resources and Intervention Teacher		\$0.00
Sub-Total					\$0.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Workshop Curriculum and Training.		\$0.00
1	2	3	Instructional Resources		\$0.00
1	2	4	Instructional materials / PD		\$10,000.00
1	2	5	PD and Instructional Resources		\$5,000.00
1	2	6	Instructional Resources / Travel		\$0.00
1	2	7	Books and eBooks and other various literacy resources		\$20,000.00
1	2	8	Technology (ie CB, Panels, etc)		\$20,000.00
1	2	9	PLC and Instructional Resources		\$0.00
1	2	10	Instructional Resources		\$0.00
1	2	11	Instructional Resources / Refreshments / Advertising		\$500.00
2	1	1	Instructional Resources		\$0.00
2	1	2	Instructional Resources		\$0.00
2	1	3	Instructional Resources		\$0.00
2	1	4	Appreciation Items		\$1,000.00
2	1	5	Technology and various student need items		\$0.00
2	1	6	CIS Resources		\$0.00
2	1	7	Community and district partnerships and various items		\$0.00
Sub-Total					\$56,500.00
Grand Total					\$56,500.00

Addendums

Denton Independent School District
Alexander Elementary
2021-2022 Campus Improvement Plan



Mission Statement

Alexander Mission Statement: To cultivate a safe, caring, and accepting environment that inspires students to achieve their full potential.

Vision

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

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

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

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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	16
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	27
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Comprehensive Needs Assessment

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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

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 June 2022, 100% of all students will demonstrate at least one year's academic growth in literacy, as measured by student and staff goal-setting and campus and district common formative assessments and common summative assessments.

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





Strategy 1 Details	Formative Reviews		
Strategy 1: Title I Instructional Coaches hired, developed, and retained to promote campus-wide vertical alignment to district curriculum and state standards. Strategy's Expected Result/Impact: Student achievement will increase as a result of teacher development growth. Staff Responsible for Monitoring: -Administrators -Instructional Coaches 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 Funding Sources: Title I Instructional Coach - Title I, Part A - \$44,000	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students. Strategy's Expected Result/Impact: Student achievement will increase as a result of strong mental health in students and staff members. Staff Responsible for Monitoring: -Administrators -Counselor 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 Funding Sources: Student Assistance Counselor - Title I, Part A - \$80,000	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists 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	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
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, including Teachers College Reading and Writing Project School professional learning with staff developers. 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. Staff Responsible for Monitoring: -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists 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 Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Substitutes to provide instruction while classroom teachers participate in Professional Learning - Title I, Part A - \$12,000	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Positive and supportive learning environment will promote student and school staff growth. Staff Responsible for Monitoring: Administrators All school staff 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	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Weekly collaborative instructional planning facilitated by instructional coaches and teacher leaders. Strategy's Expected Result/Impact: Effective teachers designing learning aligned to TEKS and prioritizing curriculum based on student academic needs. Staff Responsible for Monitoring: -Administrators -Instructional Coaches -Pre-K - Grade 5 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Administrators 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	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 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 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. Staff Responsible for Monitoring: -Administrators -Instructional Coaches 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	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increasing rigorous learning for all students and increasing staff engagement Staff Responsible for Monitoring: -Administration -Coaches -Curriculum & Instruction 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Professional Development costs, Substitutes - Title I, Part A - \$4,500	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: -Math Interventionist -Reading Interventionist 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	Formative		
	Dec	Mar	May

Strategy 11 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: -Administrators -Bilingual/ESL Specialist 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	Formative		
	Dec	Mar	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Teachers will integrate technology within learning to enhance instruction, increase student engagement and provide learning to cultivate critical 21st Century skills. 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. Staff Responsible for Monitoring: -Administrators -Instructional Technology Facilitators -Instructional Coaches -Pre-K - Grade 5 Classroom Teachers 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 Funding Sources: Technology devices (Chromebooks), technology equipment - Title I, Part A - \$4,000	Formative		
	Dec	Mar	May
Strategy 13 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: -Administrators -Instructional Coaches -Pre-K - Grade 5 Classroom 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Substitutes to provide instruction - Title I, Part A - \$8,000	Formative		
	Dec	Mar	May

Strategy 14 Details	Formative Reviews		
Strategy 14: Tutors hired to provide intervention/tutoring for intervention required with HB4545, targeting specific skills and knowledge. Strategy's Expected Result/Impact: 10% increase in overall math performance data as measured by PNA, Imagine Math, and campus-based common assessments. Staff Responsible for Monitoring: Admin Team, 1st grade team, and 2nd grade team Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Long-term Substitute - Title I, Part A - \$7,000	Formative		
	Dec	Mar	May
Strategy 15 Details	Formative Reviews		
Strategy 15: School-wide vertical teams/committees that meet monthly to collaborate, design, and monitor specific campus commitments. These teacher-led groups include: Bilingual Committee, Literacy Vertical Team, and Math Vertical Team. Strategy's Expected Result/Impact: Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, Team Leaders 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 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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.

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: By June 2022, 100% of all students will demonstrate at least one year's academic growth in math, as measured by student and staff goal-setting and campus and district common formative assessments and common summative assessments.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Title I Instructional Coaches hired, developed, and retained to promote campus-wide vertical alignment to district curriculum and state standards. Strategy's Expected Result/Impact: Student achievement will increase as a result of teacher development growth. Staff Responsible for Monitoring: -Administrators -Instructional Coaches 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 Funding Sources: Title I Instructional Coach - Title I, Part A - \$44,000	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students. Strategy's Expected Result/Impact: Student achievement will increase as a result of strong mental health in students and staff members. Staff Responsible for Monitoring: -Administrators -Counselor 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 Funding Sources: Student Assistance Counselor - Title I, Part A - \$80,000	Formative		
	Dec	Mar	May





Strategy 3 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists 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	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Job-embedded professional learning will continue to be implemented with vertical teams through Mega Labs targeting the implementation of the Math Workshop. 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. Staff Responsible for Monitoring: -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists 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 Funding Sources: Substitutes to provide instruction while classroom teachers participate in Professional Learning - Title I, Part A - \$2,000	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
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 Strategy's Expected Result/Impact: Positive and supportive learning environment will promote student and school staff growth. Staff Responsible for Monitoring: Administrators All school staff 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	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Weekly collaborative instructional planning facilitated by instructional coaches and teacher leaders. Strategy's Expected Result/Impact: Effective teachers designing learning aligned to TEKS and prioritizing curriculum based on student academic needs. Staff Responsible for Monitoring: -Administrators -Instructional Coaches -Pre-K - Grade 5 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: Administrators 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	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 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 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. Staff Responsible for Monitoring: -Administrators -Instructional Coaches 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	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increasing rigorous learning for all students and increasing staff engagement Staff Responsible for Monitoring: -Administration -Coaches -Curriculum & Instruction 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Professional Development costs, Substitutes - Title I, Part A - \$4,500	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Weekly Intervention pull-out Tier 3 instruction provided by Math Interventionist to student groups based on Formative Common Assessment results targeting prerequisite skills to close academic gaps. 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. Staff Responsible for Monitoring: -Math Interventionist -Reading Interventionist 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	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: -Administrators -Bilingual/ESL Specialist 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	Formative		
	Dec	Mar	May

Strategy 12 Details	Formative Reviews		
Strategy 12: Teachers will integrate technology within learning to enhance instruction, increase student engagement and provide learning to enhance 21st Century skills. 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. Staff Responsible for Monitoring: -Administrators -Instructional Technology Facilitators -Instructional Coaches -Pre-K - Grade 5 Classroom Teachers 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 Funding Sources: Technology devices (Chromebooks), technology equipment - Title I, Part A - \$4,000	Formative		
	Dec	Mar	May
Strategy 13 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: -Administrators -Instructional Coaches -Pre-K - Grade 5 Classroom 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Substitutes to provide instruction - Title I, Part A - \$8,000	Formative		
	Dec	Mar	May
Strategy 14 Details	Formative Reviews		
Strategy 14: Tutors hired to provide intervention/tutoring for students as required by HB4545, targeting specific math understanding and skills. Strategy's Expected Result/Impact: 10% increase in overall math performance data as measured by PNA, Imagine Math, and campus-based common assessments. Staff Responsible for Monitoring: Admin Team, 1st grade team, and 2nd grade team Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Long-term Substitute - Title I, Part A - \$7,000	Formative		
	Dec	Mar	May

Strategy 15 Details	Formative Reviews		
Strategy 15: School-wide vertical teams/committees that meet monthly to collaborate, design, and monitor specific campus commitments. These teacher-led groups include: Bilingual Committee, Literacy Vertical Team, and Math Vertical Team. Strategy's Expected Result/Impact: Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders. Staff Responsible for Monitoring: Administration, Instructional Coaches, Interventionists, Team Leaders 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 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1	Formative		
	Dec	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

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.

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 2022, 100% of all Alexander Elementary staff will be equipped with research-based tools and strategies to implement throughout the 2021-2022 school year, successfully responding to the current social and emotional needs of students and staff, as measured by Rhithm assessments and activities, classroom walkthroughs, restorative practices, student response teams, and reduction in the number of discipline office referrals.

Evaluation Data Sources: Rhithm data, classroom walkthroughs, student response teams documentation through DMTSS, and discipline office referrals data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implementation of House System school-wide to promote positive behavior reinforcement initiatives, character-building, camaraderie, and school spirit. Strategy's Expected Result/Impact: Increase in Social and Emotional well-being of students and staff. Staff Responsible for Monitoring: -House Committee -Administrators 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	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Increased staff engagement and professional growth related to TTESS goals. Staff Responsible for Monitoring: All Professional Staff 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	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders. Staff Responsible for Monitoring: Campus Principal 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	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Campus will implement Year 3 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 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. Staff Responsible for Monitoring: Social & Emotional Learning Committee SEL Staff Ambassador Administration 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	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
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, House System/Learning Environment Committee, Campus Events/Sunshine Committee, and SEL/Restorative Practices Committee. Strategy's Expected Result/Impact: Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders. Staff Responsible for Monitoring: All Professional Staff Administration Committee/Vertical Team Staff Ambassadors Instructional Coaches Bilingual/ESL Specialist 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	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Students and families will participate in GOAL program. Strategy's Expected Result/Impact: LEP and At-risk students increase academic achievement in Writing, as well as participate in community service. Staff Responsible for Monitoring: GOAL Club Sponsors Alexander Students 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 Funding Sources: Parent involvement supplies - Title I, Part A - \$1,600	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Team building experiences led by staff members throughout the year to promote community and positive relationships. Strategy's Expected Result/Impact: Positive school environment to foster taking risks and development of powerful/effective teams. Staff Responsible for Monitoring: Administration All professional staff 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	Formative		
	Dec	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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 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		\$12,000.00
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
1	1	14	Long-term Substitute		\$7,000.00
1	2	1	Title I Instructional Coach		\$44,000.00
1	2	2	Student Assistance Counselor		\$80,000.00
1	2	4	Substitutes to provide instruction while classroom teachers participate in Professional Learning		\$2,000.00
1	2	9	Professional Development costs, Substitutes		\$4,500.00
1	2	12	Technology devices (Chromebooks), technology equipment		\$4,000.00
1	2	13	Substitutes to provide instruction		\$8,000.00
1	2	14	Long-term Substitute		\$7,000.00
2	1	6	Parent involvement supplies		\$1,600.00
Sub-Total					\$310,600.00
Grand Total					\$310,600.00

Addendums

Denton Independent School District
Borman Elementary
2021-2022 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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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	15
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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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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 benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- 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

Strategy 1 Details	Formative Reviews		
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	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
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	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
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. 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. 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 Funding Sources: Ed Leave Days; Professional Development Trainings; Professional Books and resources - Title I, Part A - \$10,000	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: IB Coordinator Instructional Leadership: Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders. Strategy's Expected Result/Impact: Effective teachers designing learning aligned to IB standards, TEKS, and prioritizing curriculum based on student academic needs. Staff Responsible for Monitoring: IB Coordinator, Administrators, 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Supplying teachers with the classroom resources they need will provide opportunity for high levels of learning progress in students. Staff Responsible for Monitoring: Administrators, Teachers, School Secretary 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 Funding Sources: - Title I, Part A - \$10,000	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Individualized support for every learner to progress steadily in literacy development and problem solving. Staff Responsible for Monitoring: Teachers; Instructional Support Staff; Administrators 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	Formative		
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<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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.

Strategy 1 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: SEL Counselor; Administrators 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 Funding Sources: - Title I, Part A - \$60,000	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Information immediate to teachers and students regarding affect, engagement, learning readiness. Staff Responsible for Monitoring: Teachers; Counselor; CIS Coordinator; SEL Counselor; Administrators 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	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: SEL Counselor; Counselor; CIS Coordinator; Teachers; Administrators 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 Funding Sources: - Title I, Part A - \$5,000	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
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. 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. Staff Responsible for Monitoring: SEL Counselor; Counselor; CIS Coordinator; Administrators; 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
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	Formative		
	Dec	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

State Compensatory

Budget for Borman Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Borman Elementary

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

Title I Personnel

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

Campus Funding Summary

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
Evers Park Elementary
2021-2022 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 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	10
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	15
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Evers Park is enriched by our highly diverse student population. It includes 45 % Hispanic, 30% White, 20% African American, and 5% Other. It is a neighborhood school nestled in a community that is just as diverse, surrounded by homes and the Evers Park ballpark fields. Our enrollment has held steady for the previous 4 years at about 590-570 students. At 36 years old, Evers is one of the original schools that is part of the Heart of Denton and is in close proximity to two universities, University of North Texas and Texas Women's University.

Enrollment Comparison:

2020-2021 - 569

2019-2020 - 586

2018-2019 - 576

2017-2018 - 577

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

Special Program Demographics:

ELL - 25%

SPED - 12%

EXPO - 6%

Dyslexia - 4%

Section 504 - 7%

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

Evers provides an excellent education to students who are identified as at risk as identified through our Multi Tiered System of Supports (MTSS/RtI). This makes up approximately 29% of the student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The U.S. Department of Education's Office of Civil Rights estimates that six (6) percent of public school students are enrolled in gifted and talented programs. Evers Park has 6% students identified, however this group of students is not representative of our student population. It includes: 25 White, 6 Hispanic, 1 African American, and 1 Asian. **Root Cause:** Students are not being recommended at an appropriate rate by all classroom teachers. Parents of Hispanic and African American students are not advocating for students at the same rate as the White population.

Student Learning

Student Learning Summary

Due to the instructional/learning loss caused by Covid, Evers has focused heavily this school year on closing the gaps for all students. This has been addressed through our work on essentials. Teams have met vertically to identify the most essential standards that are determined to be required for students to be successful in their next grade level. The vertical work that took place included addressing standards that were, in the previous year, not taught or not taught as well due to covid, as well as standards in the present grade level that are hard to teach and hard for students to master. This provided each grade level with a list of about 3 essentials per content area.

In our previous year where STAAR was administered, Evers had done very well, earning a Meets level with 89% and earning 6 of 6 distinctions. This year, due to Covid, schools were not penalized with accountability, however students were assessed with STAAR. Preliminary results shows that while Evers did not do as well as in previous years, their results continued to exceed campuses of similar type as well as some that look different.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to the instructional/learning loss caused by Covid, Evers will continue to work on student mastery on essentials by having focus groups that will include: Research, Assessment and Culturally Responsive Teaching. **Root Cause:** Not all students have mastered essentials that were identified by vertical teams. Tier 1 instruction is not based on researched best practice. The assessment cycle does not lend itself to progress monitor effectively. School staff are not able to account for different student backgrounds in a way that levels the playing field.

School Processes & Programs

School Processes & Programs Summary

Our process for recruiting, selecting, assigning, inducting and retaining high-quality staff includes being proactive and efficient in our hiring process. We anticipate vacancies and move to fill positions as soon as we can and while the pool is strong. Our hiring process includes a face to face traditional interview as well as a hands-on demo where candidates teach a mini lesson. This ensures that we are getting the best fit and strongest candidate. While upper grade teachers (typically 4th and 5th grade) are specialized and team or departmentalize, other teachers are placed in a content that is their strength. We then work up to allowing them to teach other content areas so that they are able to develop.

Our school no longer has traditional team leaders, but instead a guiding coalition. This group's purpose is not only to make school-wide decisions but also to develop instructional leaders from within. A job description is provided to each member and planning meetings are held throughout the year in conjunction with our campus improvement plan. This allows us to ensure that what we have evaluated as most important is being implemented with fidelity. We are also able to see the ongoing progress.

This has been an especially difficult year due to covid. Students who would not otherwise have gaps have them and students who already had them have an even greater challenge. All students are given an opportunity to meet challenging state academic standards through the work we have been doing with essentials. While all learning is important, teachers have worked in vertical teams to identify the most essential standards that students must master in order to be successful in the present school year as well as the upcoming year. Through this work, our campus ensures that students are not left behind. This work is also critical to teacher self-efficacy. Teachers have been working within a Texas Lesson Study PLC with the purpose of developing progressions for each essential that will allow all students an entry point regardless of where they are. Additionally, teachers have the opportunity to develop and refine their own practices and become more successful in tier 1 instruction.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher self-efficacy is key to the transfer of acquired knowledge so that the whole team benefits and is able to impact student learning. **Root Cause:** Teachers who are part of the guiding coalition have not been clear on what or how to take the learning back to their teams. All teams have a different dynamics. Not all instructional leaders feel comfortable in their own knowledge level. We are lacking a mechanism that will naturally allow for teachers to share their learning and practices. PLCs are not enough.

Perceptions

Perceptions Summary

Student Engagement

Early this school year, we determined that it was important to not only address the engagement of our students who were at school, but even more important was to address student engagement of students who were working from home since we had so many students who were connected learning. To do this, we created a student engagement checklist that included the following: social and emotional, academic, and health and well-being. We had a team that included our front office staff, admin, school nurse and school counselors. These individuals would reach out to any student who was not engaging in school and determine how to best support them. This included home visits, personal deliveries of materials/technology, and/or virtual counseling. Ultimately, we were able to connect with all but one student.

Restorative Practices are in place to include year 1 and 2 roll out components. With covid, and all that was on teacher's plates this year, we did not implement all consistently in all classrooms. This is an area that continues to be a need and will be part of our campus plans for 21-22 school year.

Staff Engagement

Teachers engagement level is addressed as we have our teacher/principal face to face meetings. Both Erin and I meet with teachers one on one and use the Gallup Q12 Employee Engagement Survey questions. We are able to not only get to know teachers at a more intimate level but also take away something that they might need but not be asking for. Some examples have included: sense of belonging for a few new teachers, resource or supply, time. All things that teachers have asked for, have been addressed. This time also allows teachers to open up and talk about anything they choose to share. It has been a very positive process.

Teachers feeling prepared to offer their students the very best instruction is a good indicator of staff engagement as well. To address this, we ensure that our staff has access to high quality PD that is aligned with our school focus/goals. Additionally, time is given to teachers so that they can plan collaboratively. These are offered in the form of collaborative rounds one time per semester. Teachers also meet biweekly in their grade level PLCs.

Priority Problem Statements

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: All students will master each Reading and Math essential standard by the end of the year with a minimum of 5% increase after each essentials cycle as measured by the growth made after each essentials cycle.





Evaluation Data Sources: Essentials data for reading and math

Number of students needing intervention

MTSS notes

PLC agendas/notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a PLC structure and cycle that will allow us to maintain a culture where learning for all remains our first priority. Strategy's Expected Result/Impact: We will be able to plan our instruction based on student data Assessments will be developed through team collaboration and will align with instruction and appropriate rigor. Student mastery of essential standards. Successful development of learning progressions for essential standards. Alignment of content across grade levels. Staff Responsible for Monitoring: Administration Compass Team TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: All staff will actively participate as a member of a focus group that includes Research, Assessment and Culturally Responsive Teaching. Strategy's Expected Result/Impact: Deepened understanding of best practices for each essential standard. Application of appropriate assessment type based on research. Close the gap within each subgroup Staff Responsible for Monitoring: Focus Group Facilitators Title I Schoolwide Elements: 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 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: All students, K-5, have a designated intervention block where they focus on essential standards. Strategy's Expected Result/Impact: Time is carved out for teachers and support staff to address learning gaps as well as enrichment for students in a time outside of their Tier 1 instruction. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: 100% of eligible HB4545 students will be served by May 2022. Strategy's Expected Result/Impact: Students will receive intervention that addresses learning gaps. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: Teaching & Learning

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

Performance Objective 2: 100% of all students at Evers Park will make (at a minimum) one year's academic growth in math and reading, as measured by student and staff goal setting, campus common formative and summative assessments.

Evaluation Data Sources: Report Card Assessments

Common Assessments

Istation ISIP

Imagine Math

STAAR

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide a PLC structure and cycle that will allow us to maintain a culture where learning for all remains our first priority. Strategy's Expected Result/Impact: We will be able to plan our instruction based on student data Successful development of instructional scaffolding for Tier 1 instruction. Progress made on district common assessments. Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize high yield instructional resources and practices: Units of Study in the areas of Reading, Writing, and Phonics - Math Workshop Strategy's Expected Result/Impact: Alignment of resources and practices in K-5. Improved student performance. Fewer students needing Tier 2 and 3. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: 100% of students will participate in core Tier 1 instruction. Strategy's Expected Result/Impact: Students will not miss out on Tier 1 instruction due to supplemental services. Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	May

<div> <div>0%</div> <div>No Progress</div> </div>	<div> <div>100%</div> <div>Accomplished</div> </div>	<div> <div>→</div> <div>Continue/Modify</div> </div>	<div> <div>✗</div> <div>Discontinue</div> </div>

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
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- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: Evers Park will develop a strong instructional leadership team that make decisions about curriculum, assessment, instruction, and professional learning as evidenced by an increase in our capacity building needs assessment.

Evaluation Data Sources: Capacity Building Needs Assessment

Compass Team Meeting Agendas and Notes

Instructional Leadership Team Meeting Agendas and Notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery/DLL teachers through collaborative work. Planning meetings Working with students Modeling lessons PLC Work (student work analysis, scaffolding/intervention, formative assessment development) Campus Instructional Leadership Meetings Compass Meetings Teacher training (Mind the Gap, Growth Mindset) MTSS Strategies for struggling students Coaching (Labs/Impact Cycle) Planning/Interventions Strategy's Expected Result/Impact: Improved Tier 1 Instructional Practices Attendance Participation in PLCs Increase of teachers accessing instructional support. Increased capacity of ILT members and staff. Mastery of teacher professional goals (impact cycle/instructional support). Staff Responsible for Monitoring: Instructional Leadership Team Funding Sources: Reading Interventionist 3-5 - State Compensatory Education (SCE) - \$37,160.10, Literacy Support K-2/DLL - State Compensatory Education (SCE) - \$70,000, Math Specialist - State Compensatory Education (SCE) - \$35,628.32, Reading Specialist - State Compensatory Education (SCE) - \$0, Reading Recovery/K-2 Literacy - State Compensatory Education (SCE) - \$70,000, Reading Interventionist 3-5 - Title I, Part A - 2112-11-00-112-24-000-6100 - \$37,160.10, Math Specialist - Title I, Part A - 2112-11-00-112-24-000-6100 - \$35,628.32	Formative		
	Dec	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

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: Evers Park Elementary will foster the social/emotional well-being of all students and staff through the use of high quality, research-based growth mindset and culturally responsive teaching 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

Evaluation Data Sources: MTSS Data (Academic and Behavioral)





Office Referrals

Counseling Services

Book Study Agendas/Notes

Book Study Artifacts

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase parent communication through parent conferences, bi-weekly parent newsletters, social media and positive notes home. Strategy's Expected Result/Impact: Teachers and students feel a partnership between home and school. Staff Responsible for Monitoring: All staff will implement and admin will conduct progress monitoring. Title I Schoolwide Elements: 2.6, 3.1, 3.2	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: School-wide book study: Culturally Responsive Teaching and the Brain by Loretta Hammond. Strategy's Expected Result/Impact: Staff will gain knowledge about the different layers of culture and how they impact our relationships with one another as well as our instruction with students. Grade levels have identified goals and next steps using the Ready for Rigor Framework. Staff Responsible for Monitoring: All staff responsible for implementing goals. Culturally Responsive Teaching Focus Group will progress monitor. Title I Schoolwide Elements: 2.5, 2.6, 3.2	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Equip staff with research-based tools and strategies to implement in response to the current social and emotional needs of students and staff, as measured by staff and student Rhythm assessments and activities, classroom walkthroughs data, restorative practices, Behavioral MTSS, and reduction in the number of discipline office referrals. Strategy's Expected Result/Impact: Reduction in office referrals and increase in student belonging and well-being. Teachers will feel a stronger sense of belonging. Staff Responsible for Monitoring: All staff responsible for implementing goals. Progress monitor - Admin	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Master Schedule includes a daily SEL time where teachers have a morning meeting, circle, or a targeted lesson based on a need. Strategy's Expected Result/Impact: SEL time will allow the teacher to build community within the classroom and create a safe space for students to take risks. Staff Responsible for Monitoring: Admin, Counselors, Guiding Coalition Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Evers Park has a student assistance counselor who in collaboration with our school counselor, provides training, lessons/resources and support for Social Emotional Learning practices and resources. Strategy's Expected Result/Impact: Teachers will be able to offer effective, research-based SEL lessons to students. Staff Responsible for Monitoring: Counselors Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: SAS Salary - Title I, Part A - 2112-31-00-112-24-000-6100 - \$75,025.44	Formative		
	Dec	Mar	May
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Evers Park Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 300

Brief Description of SCE Services and/or Programs

--

Personnel for Evers Park Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Becky Voight	Literacy K-2	NaN
Courtney Lopez	Math Specialist	NaN
Enid Orteiz	Literacy K-2 Bilingual	NaN
Janie Phillips	Reading Specialist	NaN
Lisa Jones	Reading Interventionist	NaN

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Reading Interventionist 3-5		\$37,160.10
1	3	1	Literacy Support K-2/DLL		\$70,000.00
1	3	1	Math Specialist		\$35,628.32
1	3	1	Reading Specialist		\$0.00
1	3	1	Reading Recovery/K-2 Literacy		\$70,000.00
Sub-Total					\$212,788.42
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Reading Interventionist 3-5	2112-11-00-112-24-000-6100	\$37,160.10
1	3	1	Math Specialist	2112-11-00-112-24-000-6100	\$35,628.32
2	1	5	SAS Salary	2112-31-00-112-24-000-6100	\$75,025.44
Sub-Total					\$147,813.86
Grand Total					\$360,602.28

Addendums

Denton Independent School District

Houston Elementary

2021-2022 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: * 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 on our campus * 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	13
Goal 2: Culture, Climate, & Social Emotional Learning In the pursuit of excellence, we will: *Create a positive learning environment for all students and staff. *Develop and maintain a culture where learning remains our first priority *Provide professional development opportunities for teachers. *Celebrate staff and students *Create a climate that is built on trust and risk taking *Social/Emotional Learning professional Development	20
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Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2020 - 2021 Summer PEIMS file loaded 08/27/2021)

	Count	Percent
Student Total	577	100%
Early Education Grade	1	0.17%
Pre-Kindergarten Grade	26	4.51%
Kindergarten Grade	89	15.42%
1st Grade	82	14.21%
2nd Grade	100	17.33%
3rd Grade	102	17.68%
4th Grade	91	15.77%
5th Grade	86	14.90%

Student Demographics (2020 - 2021 Summer PEIMS file loaded 08/27/2021)

	Count	Percent
Gender		
Female	259	44.89%
Male	318	55.11%
Ethnicity		
Hispanic-Latino	126	21.84%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	47	8.15%
Black - African American	94	16.29%
Native Hawaiian - Pacific Islander	1	0.17%
White	290	50.26%
Two-or-More	19	3.29%

Student by Program (2020 - 2021 Summer PEIMS file loaded 08/27/2021)

Student by Program (2020 - 2021 Summer PEIMS file loaded 08/27/2021)	Count	Percent
Limited English Proficient (LEP)	56	9.71%
Gifted and Talented	86	14.90%
Special Education (SPED)	94	16.29%
Title I Participation	137	23.74%

Dyslexia		
Dyslexia Risk Code	71	12.30%
Dyslexia Services Code	47	8.15%
Economic Disadvantage		
Economic Disadvantage Total	235	40.73%
Free Meals	204	35.36%
Reduced-Price Meals	28	4.85%
Other Economic Disadvantage	3	0.52%
Homeless Statuses		
Homeless Status Total	18	3.12%
Shelter	2	0.35%
Doubled Up	15	2.60%
Unsheltered	0	0.00%
Hotel/Motel	1	0.17%

Other Student Information (2020 - 2021 Summer PEIMS file loaded 08/27/2021)	Count	Percent
Title I Homeless	0	0.00%
Migrant	0	0.00%
Military Connected	5	0.87%
Foster Care	2	0.35%
Section 504	57	9.88%
Intervention Indicator	58	10.05%
Unaccompanied Youth	1	0.17%
IGC Reviewed	0	0.00%
Transfer In Students	4	0.6932%

Established: 1982

Mascot: Texan

Houston Elementary
Generated by Plan4Learning.com

Colors: Red. White & Blue

Houston was originally built in 1982, and received renovations and additions in 2002. In 2021, our campus had major renovations from the bond work. Our campus also had additional work done to several areas in the building due to the ice storm in 2021.

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.
- Implementation of Social/Emotional learning campus wide to meet the needs of all students.
- Community Circles have been implemented in the classrooms each week.
- 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.
- Our community supports the campus and vision for students both academically and social/emotional.
- Our PTA supports our campus through fundraising, spirit nights, treats for teachers, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of struggling students both academically and socially/emotionally. **Root Cause:** Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally. With our current reality our families have experienced trauma on many levels and it can be a challenge to prepare our teachers to meet the SEL needs. Our students are also coming with significant gaps in their education and it can be a challenge to meet student needs.

Student Learning

Student Learning Summary

Kindergarten ELI

BOY: 51% MOY: 69% EOY: 52%

Kindergarten PNA

BOY: 83% MOY: 77% EOY: 56%

First Grade ELI

BOY: 49% MOY: 61% EOY: 60%

First Grade PNA

BOY: 54% MOY: 37% EOY: 45%

Second Grade ELI

BOY: 58% MOY: 63% EOY: 62%

Second Grade PNA

BOY: 21% MOY: 29% EOY: 48%

2021 STAAR Data: Approaches

3rd Math: 72%

4th Math: 73%

5th Math: 81%

3rd Reading: 76%

4th Reading: 68%

5th Reading: 82%

4th Writing: 58%

5th Science: 65%

Student Learning Strengths

Our 2020-2021 STAAR Scores compared to the district were higher in all grade levels. For our zone, when compared to our like campus, WS Ryan, we have many strengths to capitalize on.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on last years data, it is evident that Kindergarten-2nd grade fluctuated throughout the school year based on the ELI and PNA. **Root Cause:** Based on our conversations in PLC's, teachers communicated that students were inconsistent as connected learners and as face to face learners. Our teachers explained that they would have students who were connected one day and then face to face the next day which made instruction in the classroom more challenging.

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
- Professional Learning Communities
- Implementation of social/emotional learning
- Implementation of Assessment for Learning
- Teachers Tool Time
- New Teacher Mentors
- Community Circles

School Processes & Programs Strengths

- Full time math interventionist to provide student interventions and supports staff
- Part time Reading interventionist
- Continued use of the Units of Study and workshop
- Recently installed Promethean boards and training to support the use
- 1-1 Technology-effective use within the classrooms
- Vertical and T-TESS Collaboration groups for teacher support and professional learning
- Weekly PLC meetings: Solution Tree Virtual PD for teacher
- Implementation of Social Emotional Learning
- Rhythm
- Implementation of Assessment for Learning: Learning Strategy 1 & Learning Strategy 2
- A Team Tutors to support HB 4545
- Creation of master schedule allows for teachers to have lunch and planning off to collaborate with their colleagues
- Continued use of Units of Study
- Progress Monitoring tool established k-5
-

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the needs of our campus, our teachers need appropriate professional development in order to be equipped to support students during Tier 1 instruction and intervention. **Root Cause:** Teachers do not have the resources or professional development needed to support students in the areas of intervention and tier 1 instruction.

Perceptions

Perceptions Summary

- Parent/teacher interaction and support
- Highly involved and valued PTA
- Variety of student clubs to choose from: Chess Club, Drama Club
- Implementation of Student Leadership team
- Social Emotional learning
- Weekly Communication with through S'More
- Weekly/Daily Communication through Social media
- Implementation of Sunshine Committee
- Monthly treats from PTS
- Monthly Food Trucks
- Snacks are provided at PD & PLC

Perceptions Strengths

- Parent/teacher interaction and support
- Highly involved and valued PTA
- Student leadership team. Drama Kids, Chess Club
- Social Emotional learning
- Collaborative relationships on campus
- Positive Parent support

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for the staff to know that we value them as professionals and trust them to do their very best with our students. **Root Cause:** Lack of support, lack of trust

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

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: 100% of eligible HB4545 students will be served by May 2022.

HB3 Goal

Evaluation Data Sources: Formative/Summative Assessments
Formal/Informal Observations
Quantitative Data

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: 100% of eligible HB 4545 students will be served by May 2022. Strategy's Expected Result/Impact: Increased student performance in the areas of ELAR and math. BOY, MOY, EOY assessments Common assessments Formative/Summative Assessments District checkpoint STAAR Staff Responsible for Monitoring: Admin, Counselors, Teachers, Interventionist, C&I 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: A-Team Tutors - Title I, Part A	Formative		
	Dec	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * 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 on our campus
- * 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

Math STEMscopes

BOY, MOY, EOY Assessments

District assessments

Common Assessments

Formative/Summative Assessments

STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: The Math interventionist will work with K- 5th grade students in small groups to support their academic learning needs. Strategy's Expected Result/Impact: Students will show growth on their specific math learning needs. Staff Responsible for Monitoring: Math Interventionist TEA Priorities: Build a foundation of reading and math Funding Sources: - State Compensatory Education (SCE) - \$60,000, - Title I, Part A - \$37,057	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The Math Interventionist will co-teach and plan with K - 5 teachers to strengthen K-5 math instruction and learning. Strategy's Expected Result/Impact: Students will show growth on their specific math learning needs. Staff Responsible for Monitoring: Math Interventionist TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: - Title I, Part A - \$37,057, - State Compensatory Education (SCE) - \$60,000	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will show growth in their math skills, reading skills and in their confidence. Staff Responsible for Monitoring: Classroom teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will show growth academically and in their confidence. Staff Responsible for Monitoring: Administrators Classroom teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: All students will have purposeful activities during Success Time to support specific learning needs. 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 Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Information will be given to students and parents about how to access the resources available on our District Portal from home. Strategy's Expected Result/Impact: Students will be able to access resources and use them to improve their math skills Staff Responsible for Monitoring: Classroom Teachers and Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will show growth in their math facts and in their confidence. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: K - 5th grade teachers will incorporate Chromebooks to enhance learning in all subjects. Strategy's Expected Result/Impact: Students will show growth in reading, math, writing and/or science. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Continued implementation of 3 Act Tasks in Math. Strategy's Expected Result/Impact: Students will show growth in their ability to problem solve and determining reasonableness. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Teacher/parent communication about upcoming curricular expectations. Communication will be shared via emails, paper communication, and/or Webpages. Strategy's Expected Result/Impact: Students will benefit from parent knowledge and involvement. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: 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: TX-Kea

TPRI

Istation

DRA

LLI Kit

District Assessments

Common Assessments




Formative/Summative Assessments

STAAR

Strategy 1 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will show growth on their specific reading learning needs. Staff Responsible for Monitoring: Reading Interventionist TEA Priorities: Build a foundation of reading and math Funding Sources: - At-Risk (SCE) - \$30,000	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will show growth in their reading skills and in their confidence. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: K - 2 Teachers will use Heggarty and/or Unit of Study Phonemic Awareness to plan for instruction. Strategy's Expected Result/Impact: Assessments will show growth in reading levels. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Ready Rosie will be available for all K and 1 parents to help enhance student learning. Strategy's Expected Result/Impact: Students will show growth academically and in their confidence. Staff Responsible for Monitoring: Administrators, Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will show growth academically and in their confidence. Staff Responsible for Monitoring: Administrators and Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Kindergarten, 1st and 2nd grade teachers will use Units of Study Phonics Program to teach phonics. Strategy's Expected Result/Impact: Assessments will show growth in ELI phonemic awareness areas. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Teachers will use running records and IRI's to progress monitor and provide students with specific feedback. Strategy's Expected Result/Impact: Students will show growth in reading. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students identified as needing intervention will show a growth in reading. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
Strategy 9: K - 5 teachers will use a variety of book genres for mini-lessons, read alouds and shared reading. Strategy's Expected Result/Impact: Students will be stronger readers of a range of genres. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Kindergarten - 5th grade teachers will use Chromebook to enhance learning in all subjects. Strategy's Expected Result/Impact: Students will show growth in reading levels and in their confidence. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will show growth in reading levels and in their confidence. Staff Responsible for Monitoring: PTA TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 12 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: Students will return from summer stronger as readers from having reading materials over the summer. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 13 Details	Formative Reviews		
Strategy 13: Information will be given to students and parents about how to access the resources available on our Library Webpage from home. Strategy's Expected Result/Impact: Students accessing resources and using them to improve their love of reading Staff Responsible for Monitoring: Classroom Teachers, Library Media Specialist and Administrators TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 14 Details	Formative Reviews		
Strategy 14: The Reading Recovery Teacher will work with K-2 students to raise their reading levels. Strategy's Expected Result/Impact: At-risk students show growth in their reading levels. Staff Responsible for Monitoring: Reading Recovery Teacher TEA Priorities: Build a foundation of reading and math Funding Sources: - Title I, Part A - \$37,057, - At-Risk (SCE) - \$60,000	Formative		
	Dec	Mar	May

Strategy 15 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: K - 2 students show growth in their reading levels. Staff Responsible for Monitoring: Reading Recovery Teacher Funding Sources: - At-Risk (SCE) - \$60,000, - Title I, Part A - \$37,057	Formative		
	Dec	Mar	May
Strategy 16 Details	Formative Reviews		
Strategy 16: Teachers will meet in Reading Vertical Teams each month to collaborate and strengthen teaching in K - 5. Strategy's Expected Result/Impact: Students will show growth in reading. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 17 Details	Formative Reviews		
Strategy 17: Kindergarten - 5th grade teachers will use the Units of Study Mini-Lessons videos for Reading, Writing and Phonics. Strategy's Expected Result/Impact: Student growth in Phonics, Reading and Writing. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 18 Details	Formative Reviews		
Strategy 18: Lucy Calkins Reading Units of Study will be used for planning lessons in K-5th grade classes. Strategy's Expected Result/Impact: All students will show growth on their specific reading learning needs. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 19 Details	Formative Reviews		
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. Strategy's Expected Result/Impact: All students will show growth in reading. Staff Responsible for Monitoring: Classroom Teacher TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 20 Details	Formative Reviews		
Strategy 20: Teacher/parent communication about upcoming curricular expectations. Communication will be shared via emails, paper communication, and/or Webpages. Strategy's Expected Result/Impact: Students will benefit from parent involvement. Staff Responsible for Monitoring: Classroom Teachers and Administration TEA Priorities: Build a foundation of reading and math	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Culture, Climate, & Social Emotional Learning

In the pursuit of excellence, we will:

- *Create a positive learning environment for all students and staff.
- *Develop and maintain a culture where learning remains our first priority
- *Provide professional development opportunities for teachers.
- *Celebrate staff and students
- *Create a climate that is built on trust and risk taking
- *Social/Emotional Learning professional Development

Performance Objective 1: All teachers will implement community circles in the classroom.

HB3 Goal

Evaluation Data Sources: Observation

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide social/emotional training for all teachers. Staff Responsible for Monitoring: Admin Counselor ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 2: Culture, Climate, & Social Emotional Learning

In the pursuit of excellence, we will:

- *Create a positive learning environment for all students and staff.
- *Develop and maintain a culture where learning remains our first priority
- *Provide professional development opportunities for teachers.
- *Celebrate staff and students
- *Create a climate that is built on trust and risk taking
- *Social/Emotional Learning professional Development

Performance Objective 2: Provide professional development opportunities for all teachers.

HB3 Goal

Evaluation Data Sources: feedback

TTESS

instructional practices

Data

Summative Evaluation: Met Objective

Goal 2: Culture, Climate, & Social Emotional Learning

In the pursuit of excellence, we will:

- *Create a positive learning environment for all students and staff.
- *Develop and maintain a culture where learning remains our first priority
- *Provide professional development opportunities for teachers.
- *Celebrate staff and students
- *Create a climate that is built on trust and risk taking
- *Social/Emotional Learning professional Development

Performance Objective 3: Our goal is that half of our teachers begin using the Rhithm app in the classroom with students.

Evaluation Data Sources: Rhithm app data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training opportunities for teachers in the use of Rhithm, so that teachers can use the information gained appropriately. Strategy's Expected Result/Impact: Formal/Informal Observation Staff Responsible for Monitoring: Admin Counselor ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

State Compensatory

Budget for Houston Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Houston Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist	0.5
Susan Patrick	Math Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Pippin	Reading Interventionist		.5
Susan Patrick	Math Interventionist		.5

Campus Funding Summary

At-Risk (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$30,000.00
1	3	14			\$60,000.00
1	3	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	1	A-Team Tutors		\$0.00
1	2	1			\$37,057.00
1	2	2			\$37,057.00
1	3	14			\$37,057.00
1	3	15			\$37,057.00
Sub-Total					\$148,228.00
Grand Total					\$418,228.00

Addendums

Denton Independent School District
Newton Rayzor
2021-2022 Campus Improvement Plan



Mission Statement

Newton Rayzor Mission:

We will empower all learners to be self-motivated, internationally minded participants in a global society.

IB Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data from Fall of 2021:

Total amount of students: 616

Eco. Dis- 56%

Gender: 51% Female, Male- 49% Male

Ethnicity: Hispanic -Latino- 42.53%

Race:

Asian- 4%

Black-8.%

Native Hawawiiian- 0%

White 43%

Two or More- 4%

Bilingual Students- 23%

ESL-6%

Free Lunch 50%

Reduced Lunch-4.63%

Special Ed. - 11%

Dyslexia-5%

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

Accountability Data

- Comprehensive, Targeted, and/or Additional 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

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 2022, all students will make one year's growth or more in math through math workshop measured by performance on PLC work, IBC work (International Baccalaureate Community), common assessments, PNA and district assessments.

Evaluation Data Sources: Common Assessments, PNA, Imagine Math, District Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional Learning Communities focused on Math will be held every other week to address the four critical questions. Strategy's Expected Result/Impact: Individual student achievement will be monitored and addressed. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches 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	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: The District Math Coordinator and District Coach will provide PLC guidance and instruction to each team to improve our current PLC processes in Math. Strategy's Expected Result/Impact: Teachers will implement cognitive ladders, common assessments, collaborative conversations about students and instruction. Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator, District 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	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Monitor student growth with district assessments, Imagine Math, PNA and grade level common assessments. Strategy's Expected Result/Impact: Increase student achievement and engagement by monitoring student progress. Staff Responsible for Monitoring: Principal, Assistant Principal, IB coordinator, teachers, instructional coaches 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	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Targeted math instruction during PLCs and staff meetings will be provided with an emphasis on Math Workshop. Strategy's Expected Result/Impact: Teacher knowledge of strong instructional strategies will result in an increase in student achievement and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, IB coordinator, Teachers, Instructional Coaches 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	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide supplemental materials to support math instruction. Strategy's Expected Result/Impact: Increase in student achievement and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, instructional coach 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 Funding Sources: Supplemental Materials - Title I, Part A - \$5,000	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Continue to deepen our knowledge and implementation of IB Approaches to Learning through staff development, IB conferences, and IBC work. Strategy's Expected Result/Impact: Strengthen our Primary Years' Programme. Staff Responsible for Monitoring: Principal, Assistant Principal, IB Coordinator, Teachers. 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 Funding Sources: Professional development - Title I, Part A - \$7,000	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Continue collaborative data analysis to inform Prime Time intervention/acceleration and address specific student needs. Strategy's Expected Result/Impact: Increase in student achievement and engagement. Staff Responsible for Monitoring: Principal, Assistant Principal, IB coordinator, teachers, and instructional coaches. 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	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: 100% of eligible HB4545 students will be served by May 2022. Strategy's Expected Result/Impact: increase in student achievement Staff Responsible for Monitoring: Administration, Interventionists, Instructional Coaches, Classroom 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	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide professional learning and support instructional coaches to meet the needs of the campus. Strategy's Expected Result/Impact: Stronger instructional teams. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coaches 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	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: By May 2022, all campus stakeholders will participate in completing the IB self-study in preparation for the IB evaluation visit in the 2022-2023 school year.

Evaluation Data Sources: IB Campus Self Study

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to deepen our knowledge of IB with a focus on Action, Equity and Transdisciplinary Learning Strategy's Expected Result/Impact: Learning community taking action, more integration of content areas and an increase in understanding perspective 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	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide supplemental library materials to ensure representation of all community members. Strategy's Expected Result/Impact: Increase in student engagement Staff Responsible for Monitoring: Librarian, IB coordinator, teachers Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide opportunity for optional book studies multiple times throughout the year. Strategy's Expected Result/Impact: A deeper understanding of perspective by staff members that translate to teaching and learning. Staff Responsible for Monitoring: IB Coordinator	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement Toddle as our new digital platform for curriculum planning and writing. Strategy's Expected Result/Impact: increase reflection and collaboration in IB Units of Inquiry Staff Responsible for Monitoring: IB Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Support new teachers by allowing them to observe and co-teach with experience IB teachers and IB coordinator. Strategy's Expected Result/Impact: Stronger IB instruction and campus wide implementation of the IB elements (inquiry, collaboration, agency and action) Staff Responsible for Monitoring: administration and IB coordinator 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	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Fall of 2023, students, staff and community engagement and satisfaction will increase 5% with the inclusion of social and emotional instruction, reflection and surveys.

Evaluation Data Sources: student, staff and community surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: All stakeholders will be surveyed in the Fall of 2021 and Spring of 2022. Strategy's Expected Result/Impact: growth in engagement and satisfaction Staff Responsible for Monitoring: administration Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide monthly staff appreciation to maintain a strong campus culture. These will include teacher treat days, Sonic days, teacher shout outs, teacher breaks, food truck, coffee truck. Strategy's Expected Result/Impact: Increased staff motivation Staff Responsible for Monitoring: Principal, Assitant Principal, Counselor, PTA Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Increase parent communication through virtual and in-person parent conferences, weekly learning community newsletters, social media and positive notes home. Strategy's Expected Result/Impact: Increased collaboration in the learning community between families and school. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers. Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Engage learning community in an inquiry into equity and how it effects our teaching and learning. Strategy's Expected Result/Impact: Increased student achievement, engagement, and awareness. Staff Responsible for Monitoring: Principal, Asssitant Principal, IB Coordinator, Teachers. Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Professional development and supplemental materials. - Title I, Part A - \$2,000	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide a supportive and transparent environment to ensure safety for our NRE community during the pandemic. Strategy's Expected Result/Impact: Maintaining student and staff health and safety. Staff Responsible for Monitoring: Nurse, Administration, Teachers Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Personnel for Newton Rayzor

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sarah Merriweather	Reading Interventionist	NaN

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah Merriweather	Reading Interventionist/Coach		Half

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental Materials		\$5,000.00
1	1	6	Professional development		\$7,000.00
2	1	4	Professional development and supplemental materials.		\$2,000.00
Sub-Total					\$14,000.00
Grand Total					\$14,000.00


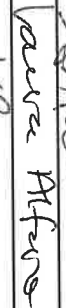

















Addendums

Campus Leadership Team

Meeting Date: September 20, 2021

3:15 P.M.

Newton Rayzor

Committee Role	Name	Position	Signature
Administrator	Shelly Panter	Head of School	
Administrator	Laura Alfaro	Deputy Head of School	
Non-classroom Professional	Kelly Born	Campus Librarian	
TCC Rep	Tony Rose	classroom teacher	
District-level Professional	Jose Robles	Bilingual Department	
Non-classroom Professional	Francisco Cepeda	Counselor	
Parent	Gwen Moore	Parent	
Business Representative	Gail Aguilar	Business owner	
Community Representative	Doug Giles	Community member	
Classroom Teacher	Lydia Rivera	PK Teacher	
Classroom Teacher	Megan Reynolds	Kindergarten Teacher	
Classroom Teacher	Hannah Mussett	1st grade teacher	
Classroom Teacher	Zach Curran	2nd grade teacher	
Classroom Teacher	Briony Houchin	3rd grade teacher	
Classroom Teacher	Erika Wegenka	4th grade teacher	
Classroom Teacher	Sashenka Lopez	5th grade teacher	
Non-classroom Professional	Linda Marquez-Gavilanes	IB Coordinator	
Operations Staff	Makinzie Heard	Nurse	
EIC Rep	Laura Davis	Reading Recovery Teacher	

Sarah Meriwether

Julie Culp

Diaz

group

Denton Independent School District
W.S. Ryan Elementary
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

W.S. Ryan Elementary is a Title 1 campus serving grades PK - 5th Grade. Approximately 45% of our students 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 class is bilingual, part of our Dual Language Program.

Our enrollment is approximately 560, and has grown steadily over the past 6 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, due to the development of surrounding and nearby neighborhoods.

The percentage of students participating in specialized programs on our campus is as follows:

- EXPO - 10%
- Special Education - 15%
- Dual Language (Bilingual) - 23%

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 such as the Academic and Functional Skills classes, EXPO (gifted/talented), PreK, and the PK-5th Grade Spanish One-Way Dual Language Program.
- Our PTA enrollment and volunteer numbers continue to grow each year. Parent and community engagement is high.
- PTA fundraising provides financial support that directly benefits each classroom.
- We have community groups, including local churches and neighborhood community groups that provide support to our school, including snack packs for students/families, and one-on-one reading mentors for students.

Student Learning

Student Learning Summary

The interruptions in learning that our students have experienced over the past 18 months due a lack of engagement from the Spring 2020 closure and Connected Learning last year have shown continued learning gaps in the areas of ELAR and Math. Having all of our students return face-to-face this year has already allowed teachers to begin closing gaps during the first 6 weeks of school.

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

The 2019-2020 TELPAS showed at least one year's growth for 57% of our LEP (Emergent Bilingual) students in grades 1-5 (students were tested prior to the closure). The 2020-2021 TELPAS showed only a 39% increase in English proficiency. This is likely attributed to the lack of engagement of many of our ELL's during the Spring closure, as well as the number of Connected Learners who were not able to receive the level of language support as the face-to-face students. It should be noted that 33% of our LEP students showed no increase, but remained the same at either Advanced or Advanced High levels. We will provide continual support of ELL strategies to help our Emergent Bilingual students increase their English proficiency, while supporting the goal of being bilingual and bi-literate through the one-way Dual Language Program.

We have been using the Units of Study ELA curriculum in Reading and Writing for 5 full years on our campus, as well as the workshop model, and have seen continued growth through this initiative. This is our third 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. Eighteen 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 2nd grade, 3rd grade, special programs, special education teachers, and campus administrators 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 attending the academy. The biggest barrier teachers currently face is time; specifically, implementing the intensive requirements from HB 4545 during the regular school day in addition to providing the recommended amount of time for core content areas.. Being able to use Title 1 funds for Educational Leave for teachers is very helpful to give them the extra time they need to collaboratively plan through the PLC process.

Learning Walk observations show consistent implementation of workshop model. Our workshop pd focus this year will be on Math for all grades, and Language Arts for newer teachers.

We will continue the Assessment for Learning work we began during the 2019-2020 year, and will move forward with effective feedback strategies this year. Our newer teachers are provided additional support through our district's Beginning Teacher Academies, held throughout the year to provide ongoing pd and guidance.

Student Learning Strengths

- The Units of Study in Reading and Writing have been in full implementation in all grade levels for five 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. We have also updated our literacy library with culturally relevant and engaging books for guided reading.

- Regular PLC's are held with all grade levels throughout the year and are focused on student data. Our bilingual teachers will hold regular vertical plc sessions in order to align their practices to increase the students' English proficiency, as well as strengthen Spanish instruction for our bilingual students.
- Workshop model for ELA and Math has been strengthened through ongoing pd and coaching.
- Six staff members attended the TCRWP Homegrown and Virtual Writing programs , as well as the Virtual Equity in Education Institute, during the summer 2021.
- 18 current staff members have attended the TCRWP's institutes at Columbia University's Teachers College, covering topics across Reading, Writing, Coaching, and Leadership.
- 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Overall student achievement scores have dropped from the 2019 STAAR and End of Year Assessments. **Root Cause:** The effects of the past 18 months of the pandemic; specifically, the Spring 2020 closure, Connected Learning, and multiple extended quarantines due to COVID significantly reduced student engagement in their learning.

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 the Phonics units for 2 years. Pacing guides are planned out based on scope and sequence provided by the district, and the Units of Study are aligned with the TEKS. Title funds have been utilized to purchase supplementary materials, including classroom libraries for all grade levels, that align with the Units of Study. We utilize workshop model for our core content areas, especially in Language Arts and Math. Teachers receive ongoing pd for workshop model components, focusing on individual conferring and small groups.

Our master schedule is designed to maximize instructional time, allowing for large blocks of time in subject areas to implement an effective workshop model , as well as meet the HB 4545 intervention requirements.

We have a comprehensive DMTSS process that is data-driven. Teachers and specialists meet regularly to review student progress and make a plan for interventions.

We have 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. Our newer teachers will participate in the district's Beginning Teacher Academy.

We will continue to adjust our master schedule to meet student needs, meet the intensive requirements of HB 4545 and provide the time and support teachers need for effective collaborative planning.

Several teachers sponsor extra-curricular clubs after school, including Choir, Yearbook, Green Team, Running Club, and ASL (sign language) club. Students in grades 4 & 5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests.

School Processes & Programs Strengths

- Our 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.
- All students have been assigned their chromebook devices. 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 hired 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.
- Title 1 funds are used to provide educational leave in order to allow teachers the time they need to collaborate, plan, and analyze data.
- Several teachers sponsor extra-curricular clubs after school, including Choir, Yearbook, Green Team, Running Club, and ASL (sign language) club. Students in grades 4 & 5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests.

Perceptions

Perceptions Summary

We receive continuous positive feedback about the warm and welcoming climate at W.S. Ryan. Prior to the closure, we 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, and we are on track to resume this valuable program this year.

We have frequent celebrations of achievement and citizenship skills, through our Rockin' Wrangler program and Reading & Writing classroom celebrations, and are excited to be able to welcome visitors back on campus to share in the 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.

While teachers are no longer providing Connected Learning, it is important to acknowledge and address the emotional needs of teachers and staff as they work through the challenges of safety and health protocols, as well as public opinion of those protocols. Our staff continues to work hard to develop strong working relationships with our parents, and are carrying the burden of current political and health & safety opinions and challenges on their shoulders.

We are proud to have such strong support from our PTA, and are so grateful for the assistance and family engagement they encourage at W.S. Ryan!

Perceptions Strengths

- 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, flexible seating for multiple classrooms, books for classroom libraries, a 3D printer, art supplies to create individual kits for students, and a new cafeteria projector. They provide enrichment grants to teachers each Fall, which provide a plethora of valuable learning materials for classrooms.
- 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 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. We plan to resume this program this semester.
- Continuous positive feedback received about the warm and welcoming environment at WS Ryan.
- We have seen an increase in the number of volunteers on campus, and we are resuming our WatchDOGS program this year.
- 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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
- Targeted support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- 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
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- 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: By May 2022, students in all grades will make at least one year's progress in their ELA and Math level as evidenced by End of Year District and State Assessments.

Evaluation Data Sources: TXKEA, TPRI/Tejas Lee, PNA, Common Assessments, Report Cards, STAAR, TELPAS

Strategy 1 Details	Formative Reviews		
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. We will continue to pursue funding options to purchase relevant classroom libraries for each grade level that align to the units of study. Strategy's Expected Result/Impact: Students will show at least one year's growth on end of year district and state assessments by May 2022. Staff Responsible for Monitoring: Teachers, Interventionists, Coaches, Campus Administrators 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Funds for classroom libraries - Title I, Part A - \$1,000	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<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: Students will show at least one year's growth on end of year district and state assessments by May 2022.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Coaches, Campus 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Educational Leave - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<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 2022.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Coaches, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - 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 to participate in PLC's and PD - Title I, Part A - \$4,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<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 end of year district and state assessments will show at least one year's student growth.</p> <p>Staff Responsible for Monitoring: Coaches, Interventionists, Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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: Reading Interventionist - Title I, Part A - \$44,881, Math Interventionist - State Compensatory Education (SCE) - \$30,000, Reading Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Assessment for Learning PD will focus on Strategy 2, Using models of strong & weak work and Strategy 3 - Descriptive Feedback. Strategy's Expected Result/Impact: Students will have models of strong and weak work samples to use as references in the classroom, and will receive regular descriptive feedback from teachers in order to make at least one year's growth. Staff Responsible for Monitoring: Teachers, Interventionists, Coaches, Campus Administrators 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	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, family STEM engagement events, and parent curriculum nights. Strategy's Expected Result/Impact: We will monitor and document parent participation in these events. Increased parent participation will show improved student growth. Staff Responsible for Monitoring: Teachers, Counselor, Campus Administrators Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Supplies for Parent Engagement - Title I, Part A - \$498	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Dual Language Teachers will collaborate through vertical PLC's at least once per semester in order to align practices. All ESL teachers will focus on ELPS (English Language Proficiency Standards) in their planning. Strategy's Expected Result/Impact: English Language Learners/Emergent Bilingual Students will improve at least one level in their composite TELPAS rating, and Bilingual Students will make a year's growth in reading in both languages. Staff Responsible for Monitoring: Teachers, Interventionists, Bilingual Specialist, Coaches, Campus Administrators 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 Funding Sources: Educational Leave for PD - Title I, Part A - \$1,000	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: 100% of eligible HB4545 students will be served by May 2022.

Evaluation Data Sources: Intervention DMTSS documentation. Accelerated Learning Committee documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: 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. Tier Time and Master Schedule will be organized to meet the requirements of HB 4545. Accelerated Learning Committees will be convened for all eligible students. Strategy's Expected Result/Impact: Students in grades 4 and 5 will receive the accelerated instruction required from HB 4545. Students in grades K-5 will received interventions based on need, as determined by student assessment data and classroom performance. Staff Responsible for Monitoring: Teachers, Interventionists, Coaches, Campus Administrators 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Learning Materials for Accelerated Interventions - Title I, Part A - \$1,000	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide supplemental student support and supplemental accelerated instruction, such as before-or-after-school and Saturday School tutorials for students needing interventions based on data analysis. Strategy's Expected Result/Impact: Students will make at least one year's growth and meet the requirements o HB 4545. Staff Responsible for Monitoring: Teachers, Interventionists, Coaches, Campus Administrators 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Saturday School teachers - Title I, Part A - \$1,503	Formative		
	Dec	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

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 2022.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will continue to incorporate class meetings into their daily routine in order to foster a positive classroom culture, teach problem solving and conflict resolution skills, and promote positive social skills. The counselor will provide ongoing pd for staff to further enrich their classroom meetings and outcomes. Strategy's Expected Result/Impact: Students will show improved social skills and positive classroom cultures, which will help increase student achievement and growth. Staff Responsible for Monitoring: Teachers, Counselor, Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: All new staff members will participate in a book study on "The Energy Bus" by May 2022 to further support our positive campus culture. Strategy's Expected Result/Impact: All staff will promote a positive campus culture and climate, as evidenced by stakeholder feedback, and staff, student, and parent engagement surveys. A positive campus climate and culture will promote increased student growth, both academic and social-emotional, as well as retain and support teachers. Staff Responsible for Monitoring: All staff Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: Books - Title I, Part A - \$200	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will conduct celebrations and activities, such as spirit days and classroom celebrations , to increase student and parent engagement and student social-emotional wellness. Families 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. Families will be invited to on-campus celebration and family engagement events. Celebrations, such as Grandparents Day and Veterans Day, will give us an opportunity to invite extended family and community members to engage with students and staff.</p> <p>Strategy's Expected Result/Impact: We will see an increase in parent and community participation in engagement events on campus, which will foster a positive campus culture and climate, as well as continued student academic and social-emotional growth. We will monitor this through sign-in sheets, participation counts, and stakeholder feedback.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Campus Administrators</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Engagement Supplies and Food - Title I, Part A - \$498</p>	Formative		
	Dec	Mar	May
<div> <div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div> </div>			

State Compensatory

Budget for W.S. Ryan Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for W.S. Ryan Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alissa Royal	Math Interventionist	0.5
Ann Winkle	Reading Intervention	0.5
Sulema Flores	DLL Bilingual K-2 Reading Intervention	0.5
Terisa Tenbrook	Reading Recovery and Intervention	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Winkle	Reading Interventionist	Title 1 - Reading	.5

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Math Interventionist		\$30,000.00
1	1	4	Reading Interventionist		\$30,000.00
Sub-Total					\$60,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for classroom libraries		\$1,000.00
1	1	2	Educational Leave		\$2,000.00
1	1	3	Educational Leave for teachers to participate in PLC's and PD		\$4,000.00
1	1	4	Reading Interventionist		\$44,881.00
1	1	6	Supplies for Parent Engagement		\$498.00
1	1	7	Educational Leave for PD		\$1,000.00
1	2	1	Learning Materials for Accelerated Interventions		\$1,000.00
1	2	2	Saturday School teachers		\$1,503.00
2	1	2	Books		\$200.00
2	1	3	Parent Engagement Supplies and Food		\$498.00
Sub-Total					\$56,580.00
Grand Total					\$116,580.00

Addendums

Denton Independent School District
Popo & Lupe Gonzalez School for Young Children
2021-2022 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: Gonzalez SYC will increase staff and parent involvement in school events to include 30% from each group for at least 80% of campus wide activities (around 20 staff members and 80 parents). Sign in sheets and online/virtual participation records will be used to measure progress.	11
Goal 2: GSYC four year old students will increase their reading and math scores by 5% campus wide by the end of the 2021-2022 school year. Three Cheers curriculum and formal assessment tools will be used to measure progress between the first grading period and fourth grading period. The Three Cheers report card data, as well as CLI data, will be utilized to determine progress in both areas.	16
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gonzalez SYC is an early childhood campus serving about 300 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 are a diverse campus that take students from all over the district.

We have multiple campus programs to include Pre-K, Bilingual Pre-K, and ECSE classes.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Before or afterschool childcare options will be limited for both our three and four year old students. **Root Cause:** Fred Moore at Gonzalez has been able to provide affordable care for many of our children. However, they are not longer housed in our building, so the number of students being able to receive childcare on campus has been minimized.

Problem Statement 2: More community outreach is needed to promote our school and inform families and the community about Pre-K programs in our district and at our campus. **Root Cause:** We were unable to network with outside entities as much as we would have liked to this past year due to COVID- 19.

Student Learning

Student Learning Summary

Students were assessed on the Pre-K guidelines using the CLI Engage as well as the quarterly report card assessment. One of our WIGs for the 2020-2021 school year was "80-85% of Pre-k students will improve at least one level in Social and Emotional development areas as assessed by the CLI Engage." The CLI Engage instrument changed from 4 times per year, to twice per year, so growth in this goal was measure in September and again at the end of the year. Based on the CLI data, the results were inconclusive, many of our students were already at level, or others may not have met the objective due to age variance.

Staff modified instructional practices to meet the needs of each child, moreso this year, than in the past. Some children attended school in person, some virtually, and some did both, so teachers used a variety of strategies to meet the needs of the students. Teachers provided daily opportunities for social and emotional learning for students, as well as increased their motor opportunities.

Student Learning Strengths

Students were provided with formal social and emotional learning opportunities regularly.

Two forms of assessment were used to measure student progress and assessment.

Virtual opportunities were provided for students from the teachers, librarian, and counselor.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers will implement the new Pre-K curriculum with fidelity and consistency across the campus. **Root Cause:** The district has purchased new curriculum for the Pre-K teachers.

Problem Statement 2: Lesson plans will be designed to include higher level questions, social and emotional learning opportunities, and home/school connections. **Root Cause:** As teachers use the new curriculum, this will assist them in consistently implementing these elements.

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. We also teacher children self regulation and social and emotional skills regularly.

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

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

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

School Processes & Programs Strengths

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

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

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

All classrooms are equipped with a teacher and teacher assistant.

Variety of technological resources are available to students and staff.

Schoolwide use of SeeSaw.

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

Bilingual teachers have all Estrellita materials available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Schedules will be modified to address campus wide full day programs. **Root Cause:** Three year old students will attend school full day.

Problem Statement 2: Extra space will be utilized to facilitate additional instructional opportunities, such as STEM activities, music and movement space, etc. **Root Cause:** We had spaces like this prior, but as we added new sections to our campus, we lost the extra space.

Perceptions

Perceptions Summary

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

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

Family engagement and involvement is very important to our campus. We facilitate a variety of family activities throughout the year and are continually seeking out ways to keep our families informed and included. We have a PTA on campus, and will be adding a part time Parent Liaison this year to assist in meeting the needs of our families and students.

Perceptions Strengths

Campus wide implementation and use of SeeSaw.

Multiple communication methods are used to share information about school activities and information.

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

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

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Gonzalez SYC will increase staff and parent involvement in school events to include 30% from each group for at least 80% of campus wide activities (around 20 staff members and 80 parents). Sign in sheets and online/virtual participation records will be used to measure progress.

Performance Objective 1: Increase staff membership on PTA to 100%.

HB3 Goal

Evaluation Data Sources: PTA membership information

Goal 1: Gonzalez SYC will increase staff and parent involvement in school events to include 30% from each group for at least 80% of campus wide activities (around 20 staff members and 80 parents). Sign in sheets and online/virtual participation records will be used to measure progress.

Performance Objective 2: Recruit staff and parents to serve as board members.

HB3 Goal

Evaluation Data Sources: Call logs from Parent Liaison

Goal 1: Gonzalez SYC will increase staff and parent involvement in school events to include 30% from each group for at least 80% of campus wide activities (around 20 staff members and 80 parents). Sign in sheets and online/virtual participation records will be used to measure progress.

Performance Objective 3: Share information about specific volunteer opportunities utilizing various modes to communicate opportunities (such as different technological avenues, staff, marque, etc.).

HB3 Goal

Evaluation Data Sources: Pictorial evidence or data collection from online sources, such as SeeSaw, School Messenger, emails, etc.

Goal 1: Gonzalez SYC will increase staff and parent involvement in school events to include 30% from each group for at least 80% of campus wide activities (around 20 staff members and 80 parents). Sign in sheets and online/virtual participation records will be used to measure progress.

Performance Objective 4: Utilize parents, community partnerships, and community helpers to share information with students about community helpers/members to support college and career readiness.

HB3 Goal

Evaluation Data Sources: Organize visits from local community helpers (both in person and virtually)
Provide in class or school wide activities (at least 2 per year) that support community helpers or community involvement initiatives.

Goal 1: Gonzalez SYC will increase staff and parent involvement in school events to include 30% from each group for at least 80% of campus wide activities (around 20 staff members and 80 parents). Sign in sheets and online/virtual participation records will be used to measure progress.

Performance Objective 5: Gonzalez Staff or PTA will host a monthly family/parent event either outside or virtually. Snacks, incentives/door prizes, and/or student performances will be provided to encourage participation.

HB3 Goal

Evaluation Data Sources: Sign in sheets

Campus communication

Pictorial evidence (when appropriate and needed)

Goal 1: Gonzalez SYC will increase staff and parent involvement in school events to include 30% from each group for at least 80% of campus wide activities (around 20 staff members and 80 parents). Sign in sheets and online/virtual participation records will be used to measure progress.

Performance Objective 6: Facilitate quarterly student and academic recognition opportunities for Super Readers, End of Unit celebration attendance, etc. by classroom or pod beginning, virtually and face to face (for students).

HB3 Goal

Evaluation Data Sources: Logs of activities and events

Goal 2: GSYC four year old students will increase their reading and math scores by 5% campus wide by the end of the 2021-2022 school year. Three Cheers curriculum and formal assessment tools will be used to measure progress between the first grading period and fourth grading period. The Three Cheers report card data, as well as CLI data, will be utilized to determine progress in both areas.

Performance Objective 1: Share parent activities from Three Cheers, implement one unit project monthly, and send weekly newsletters that support reading, math, and social/emotional development.

HB3 Goal

Evaluation Data Sources: Teacher SeeSaw information, email, and copies of newsletters
Student artifacts

Goal 2: GSYC four year old students will increase their reading and math scores by 5% campus wide by the end of the 2021-2022 school year. Three Cheers curriculum and formal assessment tools will be used to measure progress between the first grading period and fourth grading period. The Three Cheers report card data, as well as CLI data, will be utilized to determine progress in both areas.

Performance Objective 2: Teachers will participate in TEAM talks with campus admin. each nine weeks for the first 3 grading periods.

HB3 Goal

Evaluation Data Sources: Sign up logs
Copies of pennant artifacts

Goal 2: GSYC four year old students will increase their reading and math scores by 5% campus wide by the end of the 2021-2022 school year. Three Cheers curriculum and formal assessment tools will be used to measure progress between the first grading period and fourth grading period. The Three Cheers report card data, as well as CLI data, will be utilized to determine progress in both areas.

Performance Objective 3: PLC time will be built into the schedule to allow for collaborative conversations between staff.

HB3 Goal

Evaluation Data Sources: Copy of daily schedules
Logs of PLC dates/summaries provided by team leads.

Goal 2: GSYC four year old students will increase their reading and math scores by 5% campus wide by the end of the 2021-2022 school year. Three Cheers curriculum and formal assessment tools will be used to measure progress between the first grading period and fourth grading period. The Three Cheers report card data, as well as CLI data, will be utilized to determine progress in both areas.

Performance Objective 4: Include daily SEL activities and lessons using teacher created interventions, counselor developed strategies, online trainings (such as CLI, Ready Rosie, or Conscious Discipline) or Three Cheers/Uno, Dos, Tres curriculum

HB3 Goal

Evaluation Data Sources: Weekly lesson plans
Log of online training opportunities
Website information for Counselor bitmoji classroom

Goal 2: GSYC four year old students will increase their reading and math scores by 5% campus wide by the end of the 2021-2022 school year. Three Cheers curriculum and formal assessment tools will be used to measure progress between the first grading period and fourth grading period. The Three Cheers report card data, as well as CLI data, will be utilized to determine progress in both areas.

Performance Objective 5: Ask teachers, AFL team, or PLC's to create and implement a student goal tracking sheet for reading and math. Progress will be shared with parents at least quarterly.

HB3 Goal

Evaluation Data Sources: Artifacts of sheets collected by teacher (two students per classroom per quarter-same student each period)
Copy of meeting times to discuss tracking sheets success and modifications needed
PLC meeting dates/information

Goal 2: GSYC four year old students will increase their reading and math scores by 5% campus wide by the end of the 2021-2022 school year. Three Cheers curriculum and formal assessment tools will be used to measure progress between the first grading period and fourth grading period. The Three Cheers report card data, as well as CLI data, will be utilized to determine progress in both areas.

Performance Objective 6: Provide PLC training for team leads and teacher leaders (as needed), so as to facilitate effective PLC meetings and teams.

Evaluation Data Sources: Solution Tree PLC training

State Compensatory

Budget for Popo & Lupe Gonzalez School for Young Children

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Addendums