Denton Independent School District

Denton High School

2024-2025 Campus Improvement Plan

DENTON
HIGH SCHOOL

Mission Statement

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

Vision

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

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

Demographics

Demographics Summary

Denton High School, per the 2023 TAPR report, has a diverse student body. 38.7% of the students identify as White, 43.6% as Hispanic, 12.9% as African American, and the remaining is a mix of Asian, Native American, and students of Two or More Races. A significant portion, 54.9%, are economically disadvantaged, suggesting the school serves many students from low-income families. Furthermore, 18.5% of the students are English language learners, reflecting a multilingual community, and 14.2% receive special education services. The mobility rate stands at 13.8%.

Ethnicity/Race Distribution: The Hispanic population of DHS has continued to grow over the last ten years. This growth rate has actually slowed slightly from 2022/23 to 2023/24. The percentage of student identifying as Two of More Races has also continued to grow over the last 5 years.
Economic Status: The percentage of DHS students identified as Economically Disadvantaged dropped slightly during the pandemic years of 2021/22 but has increased again this year. The campus percentage (54.9%) is higher than the district average of 49.3%.
English Language Learners (ELL): The rate of ELL students continues to rise each year. DHS has historically been equal to or slightly less than the district average. This year we are 18.5% EL compared to 16.7% for the district.
Special Education: Denton High School continues to have one of the highest Special Education populations (by percentage) in the State. 14.2% compared to a State average of 11.7%.
Mobility Rate: Of the 13.8% of the total student population that is listed as "Mobile", 41.1% are white, 31.7 % are Hispanic, and 21.7% are Black. 72.6% of "Mobile" students are also Economically Disadvantaged and a full quarter of them are Special Education students.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton High School continues to have one of the highest Special Education populations (by percentage) in the State along with a high student mobility rate.
Root Cause: Currently, DHS has the State-Supported Living Center, the County Juvenile Detention Center, Cumberland Presbyterian Children's Home (part of State FPS/CPS) in it's attendance zone; as well as being the Regional School for Deaf Education.

Student Learning

Student Learning Summary

Algebra I EOC results ("approaches" and "meets grade level") were significantly higher this year. This is largely on the ability and function of our Algebra I PLC team. These teachers worked together at the highest levels and were a model PLC. They pushed every student and did not allow student to "opt out" of doing the work.

English I EOC results increased slightly but are still lower than state average. Good news is that several sub-population posted significant improvements. The SPED benchmark is set at 19% and our students scored 6%, 9%, and 17% over the last three years. This shows a tremendous increase for this population (and A LOT of focused work by content and inclusion teachers), yet falls just short of the benchmark.

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

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

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

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English I EOC results have improved slightly but are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL). **Root Cause:** EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically cross-genre critique and comparison).

Problem Statement 2 (Prioritized): While Algebra I EOC results (meets grade level) improved significantly in 2024, they are still 2 points lower than the state average. **Root Cause:** Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues. Also, overall class size in certain sections (especially Inclusion).

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:** Faculty identify an overall lack of student "grit" and determination in terms of addressing the workload of advanced classes. Some enrollment shifts seem to be solely based on the teacher instructing a particular course.

Problem Statement 4: Classroom data needed for PLC work/discussions. The guiding coalition began discussion of various walkthrough forms last Spring. Conversations centered around the difference between TTESS walkthroughs and walkthroughs performed by coalition or PLC members. Different department/programs may need different walkthrough forms. **Root Cause:** Need for a measurement tool that covers all necessary data. Change from Strive to Edugence (for TTESS walkthroughs).

School Processes & Programs

School Processes & Programs Summary

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

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

Denton High School had a record number of new-faculty hires in the Summer/Spring of 2024 (25 new faculty compared to the usual average of approximately 20). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. This reinforces our continuing Performance Objective of developing a campus-based Mentorship program for DHS. The main goal of this program is retention of new/first-year faculty.

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

Our master schedule function was challenging this year. Class sizes have increased (but remain within acceptable levels) and teachers were able to know their intended teaching load prior to leaving for the summer. An increase in overall enrollment has created much of the strain.

School Processes & Programs Strengths

Curriculum and Instruction

PLC structures

Dynamic Admin team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Denton High School had a record number of new-faculty hires in the Summer/Spring of 2024 (25 new faculty compared to the usual average of approximately 20). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. **Root Cause:** Various socio-economic factors have led to this issue across the state and nation. A campus-based mentor program to address retention of first-year/beginning teachers will be an Objective carried over from the previous CIP.

Perceptions

Perceptions Summary

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

Root Cause

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: While Algebra I EOC results (meets grade level) improved significantly in 2024, they are still 2 points lower than the state average.

Root Cause 1: Faculty turnover, disrupted learning, students learning "virtually", student mobility, and identified assessment issues. Also, overall class size in certain sections (especially Inclusion).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: English I EOC results have improved slightly but are lower than State Achievement Targets for two targeted populations (SPED and EB/ELL).

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

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Denton High School had a record number of new-faculty hires in the Summer/Spring of 2024 (25 new faculty compared to the usual average of approximately 20). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable.

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

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

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

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

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: TEA Accountability Reports
TEA EOC reports
TAPR reports
DISD Common Assessments
Campus-developed assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement Targeted Remediation program for December Re-testers in Algebra I	Formative		
Strategy's Expected Result/Impact: Increase passing rate for targeted students (passing rate for 2023 group was 49% above the general testing population). **Staff Responsible for Monitoring:** Administration Math Department Chair CLT Sub-Committee **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Salary for tutorials/Student supplies - At-Risk (SCE) - $9,000	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Targeted Remediation program for December Re-testers in English I	Formative		
Strategy's Expected Result/Impact: Increase passing rate for targeted students (raise scale score by 10% or more to achieve "Approaches" passing level). Increase percentage of "Meets Grade Level" for the targeted populations **Staff Responsible for Monitoring:** Administration ELA Department Chair CLT Sub-Committee Eng. I and Eng. II PLC groups **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Salary for tutorials / Student supplies - At-Risk (SCE) - $4,000	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
	Formative		
Strategy 3: Continue implementation of Station-Rotation Model in Algebra I classrooms **Strategy's Expected Result/Impact:** Increase proficiency with calculator embedded in testing package. Increase proficiency with "grid-able" answer choices on assessment. **Staff Responsible for Monitoring:** Math Department Chair Algebra. I PLC group **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitutes for Algebra I teachers (PD) - At-Risk (SCE) - $5,208	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: Provide Algebra 1/Geom "trailer" course for remediation/acceleration of previous year Algebra I failures **Strategy's Expected Result/Impact:** Recover Algebra 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 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** - State Compensatory Education (SCE) - $54,000	Dec	Mar	May

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 1: Teaching & Learning -
In pursuit of excellence, we will:
* Develop and maintain a culture where learning remains our first priority
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* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
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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: DHS will continue and evaluate the campus-based professional development series to familiarize faculty with the IB Approaches to Learning (PD series developed and implemented in 23-24).

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Faculty survey
Administration walkthroughs
IB Audit

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Develop and implement Professional development series to familiarize faculty with the IB Approaches to Learning (ATL) **Strategy's Expected Result/Impact:** An increase in ATL strategies as noted by admin walkthroughs **Staff Responsible for Monitoring:** Crystal Sullivan Matt Speight CLT **Title I:** 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 5: Effective Instruction			

No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 2: Growth & Management -
In pursuit of excellence, we will:
* Recruit, employ and retain high quality teachers
* Remain committed to providing equitable and outstanding opportunities for every student on every campus
* Work with the community in planning and facility development
* Utilize citizens' advisory committees to focus on short and long-term tasks
* Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
* Demonstrate effective and efficient management of district resources
* Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
* Encourage teachers and staff to pursue advanced degrees
* Pursue energy efficiency and conservation principles
* Develop a budget focused on student and professional learning
* Maintain a diverse workforce

Performance Objective 1: Denton High School will continue the scope and monitoring a campus-based new teacher mentorship program.

High Priority

Evaluation Data Sources: Staff surveys
Human Resources data
TAPR report

Strategy 1 Details	Formative Reviews		
Strategy 1: Continue to monitor and adjust curriculum/content for the Mentorship program (based on team input).	Formative		
Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey)	Dec	Mar	May
Staff Responsible for Monitoring: Donna Russell Renatta Delello Mark Goggins Guiding Coalition **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Recruit NEW veteran teachers in the Spring for the 2025 class of new hires. **Strategy's Expected Result/Impact:** Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey) **Staff Responsible for Monitoring:** Donna Russell Renatta Delello Mark Goggins Guiding Coalition **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Re-design Mentorship Program Improvement survey. Review information from form (both mentors and mentees) to improve the program for 2025. **Strategy's Expected Result/Impact:** Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey) **Staff Responsible for Monitoring:** Donna Russell Renatta Delello Mark Goggins Guiding Coalition **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 2: Growth & Management -
In pursuit of excellence, we will:
* Recruit, employ and retain high quality teachers
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* Work with the community in planning and facility development
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* Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
* Demonstrate effective and efficient management of district resources
* Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
* Encourage teachers and staff to pursue advanced degrees
* Pursue energy efficiency and conservation principles
* Develop a budget focused on student and professional learning
* Maintain a diverse workforce

Performance Objective 2: Denton High School will research and develop a site-based walkthrough form(s)/classroom observation system

Evaluation Data Sources: Best practices research
IB Audit

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Guiding Coalition will review best practices and IB products to develop a walkthrough plan for the unique environment of DHS (IB/DC/AP). **Strategy's Expected Result/Impact:** Increase faculty feedback regarding instructional strategies and classroom management Increase faculty retention **Staff Responsible for Monitoring:** Guiding Coalition Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Implement new walkthrough system **Strategy's Expected Result/Impact:** Increase faculty feedback regarding instructional strategies and classroom management Increase faculty retention **Staff Responsible for Monitoring:** Guiding Coalition Administration **Title I:** 2.4, 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Denton High School had a record number of new-faculty hires in the Summer/Spring of 2024 (25 new faculty compared to the usual average of approximately 20). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. **Root Cause**: Various socio-economic factors have led to this issue across the state and nation. A campus-based mentor program to address retention of first-year/beginning teachers will be an Objective carried over from the previous CIP.

State Compensatory

Budget for Denton High School

Total SCE Funds: $73,208.00
Total FTEs Funded by SCE: 0.6
Brief Description of SCE Services and/or Programs

$54,000 -- Salary for one math teacher to provide coverage for "trailer" Alg i/Geom class $10,000 -- Salary (tutorials) $ 2,000 -- Substitutes (teacher ON campus) $ 2,000 -- Substitutes (teacher OFF campus) $ 5,208 -- Student supplies

Personnel for Denton High School

Name	Position	FTE
A'traviya Thomas	Math teacher	0.6

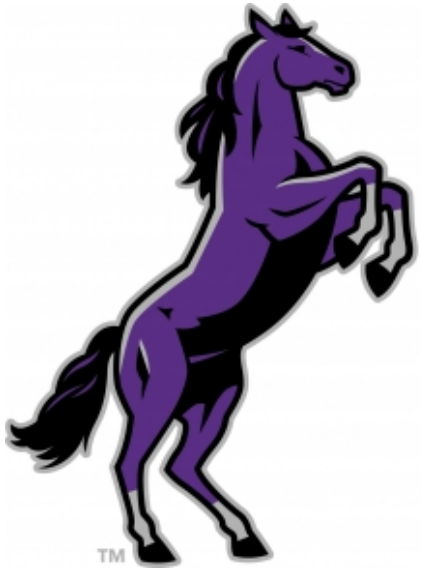
Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Salary for tutorials/Student supplies		$9,000.00
1	1	2	Salary for tutorials / Student supplies		$4,000.00
1	1	3	Substitutes for Algebra I teachers (PD)		$5,208.00
				Sub-Total	$18,208.00
State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$54,000.00
				Sub-Total	$54,000.00

Denton Independent School District

Calhoun Middle School

2024-2025 Campus Improvement Plan



CALHOUN
MIDDLE SCHOOL

Mission Statement

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

Vision

Learning for Living in a Global World

Core Beliefs

At Calhoun Middle School learning is required, we are a school community that empowers our students and staff to be:

prompt, prepared, professional, and polite individuals, to ensure the academic and behavioral success of all of our students.

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Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 29
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The original Calhoun Middle School location opened its doors in 1924 when it served as the original Denton High School. It is named after A.O. Calhoun, the first principal at that Denton High campus and a man highly respected in the community. The original Calhoun was on the same campus as the former John B. Denton College, the forerunner to Abilene Christian University, and was either expanded or renovated eight times. As opposed to renovating the CMS campus once again the decision was made to move the entire campus to a different location. The new Calhoun campus is now located where the former Denton High School once stood. The campus was able to keep some of the original Denton High School charm, while undergoing major renovations and additions. The new campus includes collaboration spaces spread throughout the campus for student and teacher use, a state of the art makers space and library facilities.

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

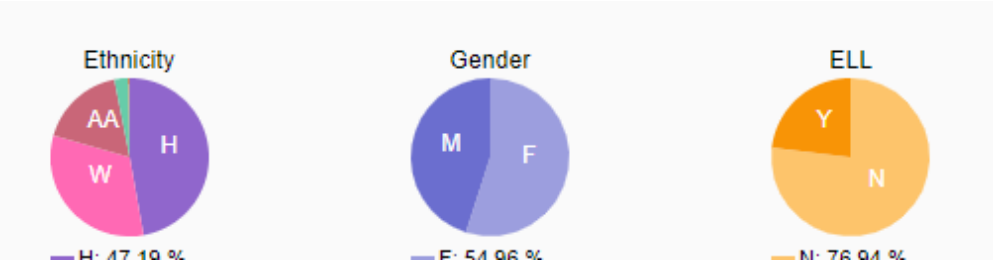
Students at Calhoun adhere to the motto "learning for living in a global world" and have the opportunity to take a variety of academic courses and take part in numerous activities. Calhoun students can enroll in gifted and talented courses, foreign language classes, IB Design courses and a variety of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

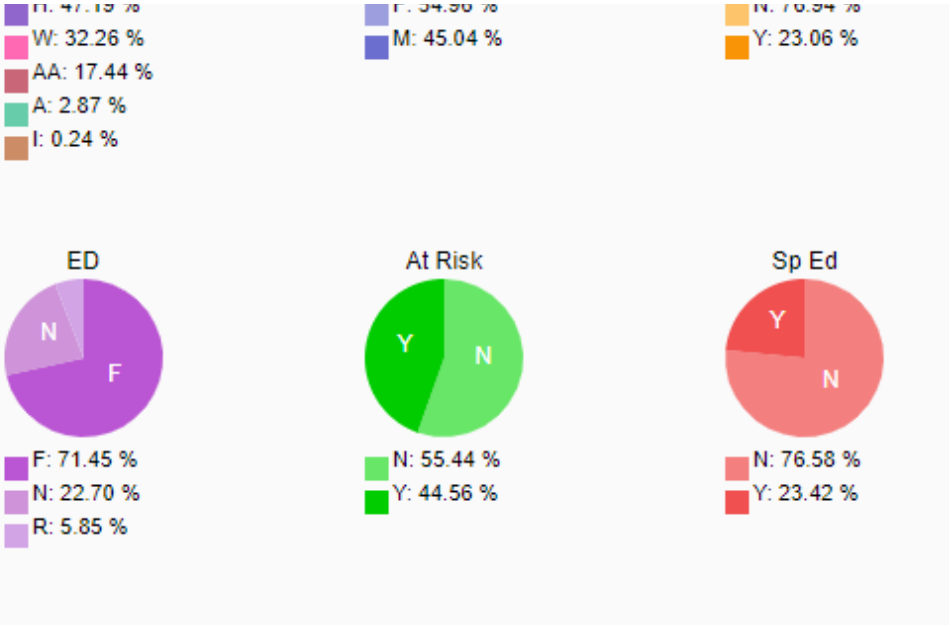
The school also offers band, choir, orchestra, art, cheerleading and a variety of athletics options: football, volleyball, boys and girls basketball and boys and girls track. In addition, Calhoun has nationally recognized programs like National Junior Honor Society, IB Ambassadors group and numerous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

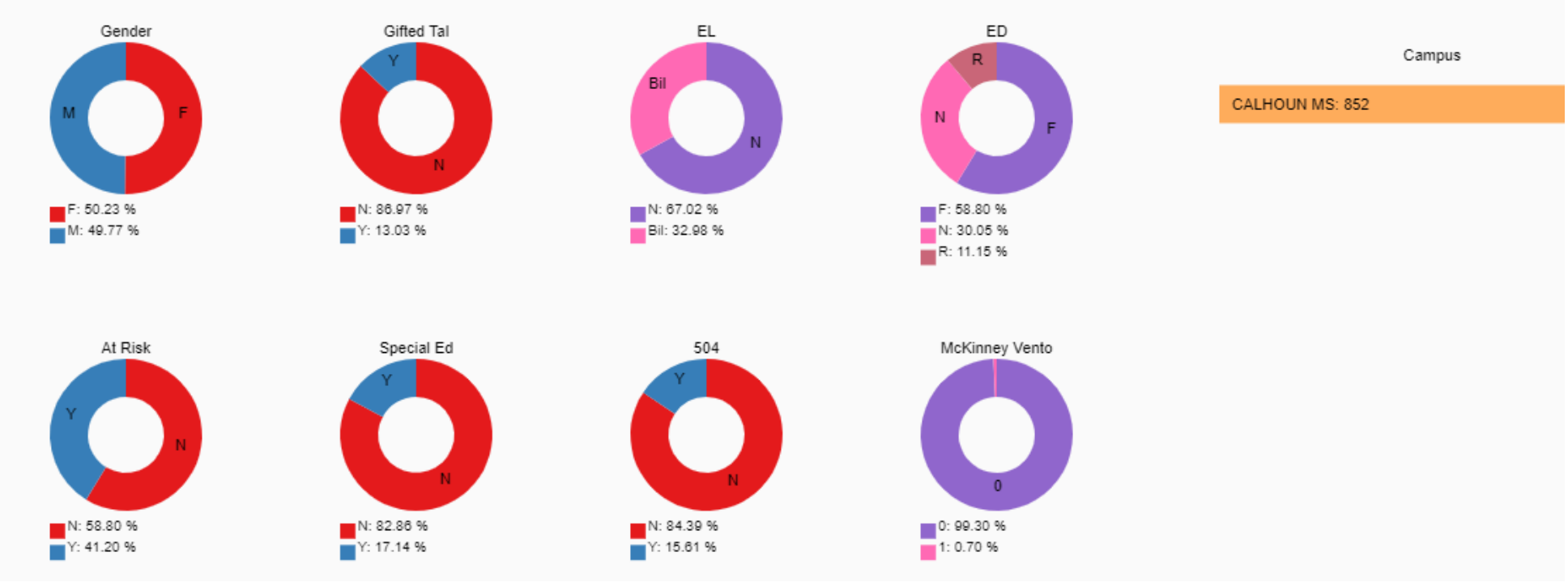
Calhoun's original main building was commissioned as an official Texas Historic Landmark in 2011.

It is one of only three public middle schools in the six-county Dallas-Fort Worth area to offer the IB Middle Years Programme.

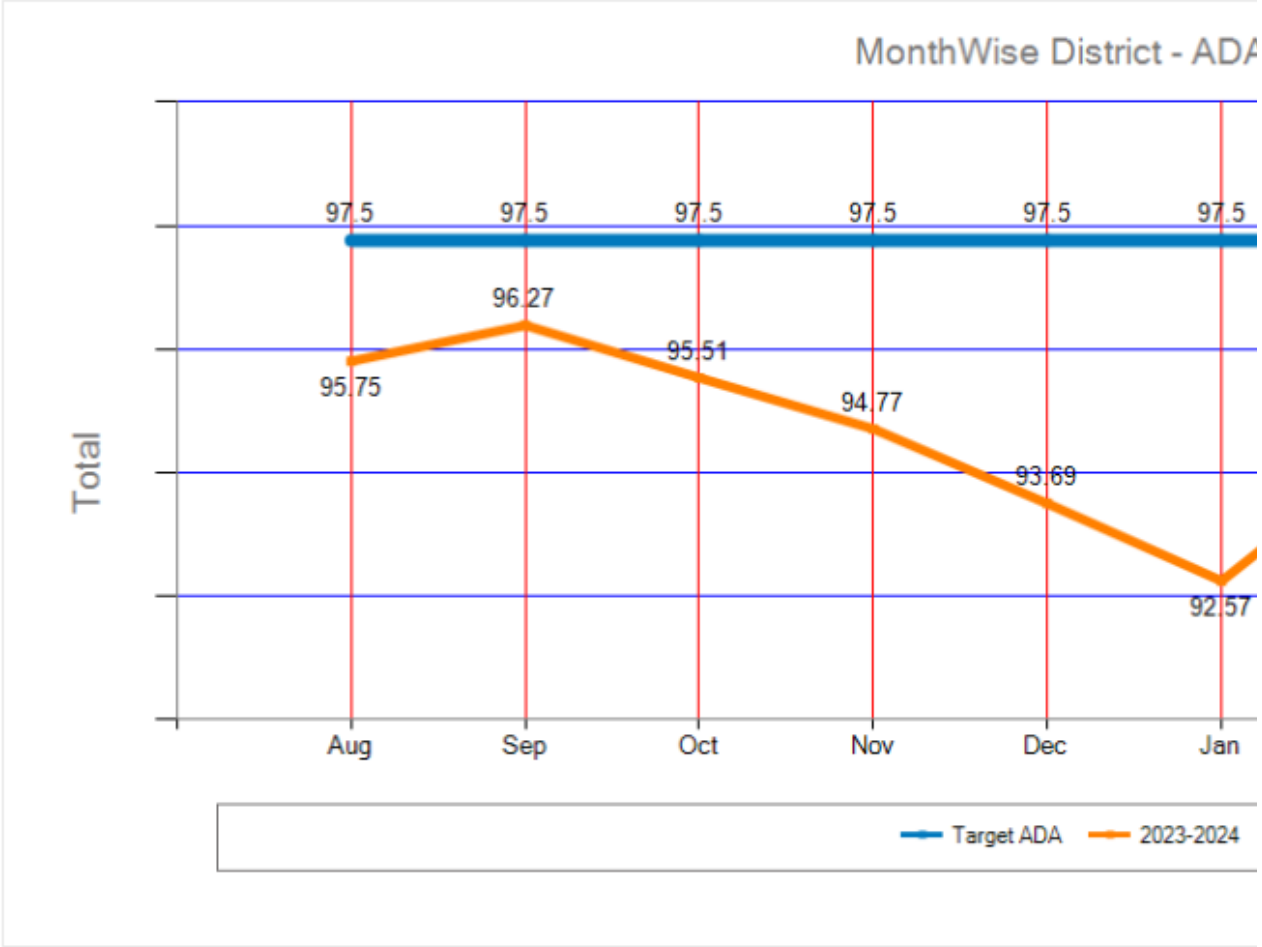
We currently have 852 students for the 2024-2025 school year. Please see table below for approximate breakdown of student body and special program participation.




W: 32.26 %
AA: 17.44 %
A: 2.87 %
I: 0.24 %
M: 45.04 %
Y: 23.06 %
ED
N
F
F: 71.45 %
N: 22.70 %
R: 5.85 %
At Risk
Y
N
N: 55.44 %
Y: 44.56 %
Sp Ed
Y
N
N: 76.58 %
Y: 23.42 %


Gender
M
F
F: 50.23 %
M: 49.77 %
Gifted Tal
Y
N
N: 86.97 %
Y: 13.03 %
EL
Bil
N
N: 67.02 %
Bil: 32.98 %
ED
R
N
F
F: 58.80 %
N: 30.05 %
R: 11.15 %
Campus
CALHOUN MS: 852
At Risk
Y
N
N: 58.80 %
Y: 41.20 %
Special Ed
Y
N
N: 82.86 %
Y: 17.14 %
504
Y
N
N: 84.39 %
Y: 15.61 %
McKinney Vento
0
0: 99.30 %
1: 0.70 %

The last mobility rate published for Calhoun Middle School was 18.0%, which is higher than the district (17.2%) and the state rate (16.8%). 5.9% of our mobility is within our African American student population. Our attendance rate has dropped slightly in the last two years with a daily average rate of 94.93%.



Year	1st Aug to 31st Aug	1st Sep to 30th Sep	1st Oct to 31st Oct	1st Nov to 30th Nov	1st Dec to 3 Dec

	Aug	Sep	Oct	Nov	Dec
2024-2025	96.76%				
2023-2024	95.75%	96.27%	95.51%	94.77%	93.69%
2022-2023	93.75%	93.61%	92.89%	89.53%	92.08%

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

This will be our first school year with the Colt as our mascot and our school colors changed from orange and black to purple and silver.

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

Demographics Strengths

* IB curriculum allows students to have a global perspective of learning.

* Individual academic plans are created for our at-risk students and appropriate supports are put in place.

* 94% plus attendance

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

*Guiding Coalition implementation

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

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

Student Learning Strengths

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

Focus Areas: ELAR and Math

Year	6th Reading DNM	6th Reading Approaches	6th Reading Meets	6th Reading Masters		6th Math DNM	6th Math Approaches	6th Math Meets	6th Math Masters
% Change 23-24	+5	+15	-18	-1		+4	+2	-5	-1
2024	35	22	24	20		41	34	18	7
2023	30	7	42	21		37	32	23	8
2022	39	12	33	16		36	31	25	8
2021	47	18	24	11		42	22	27	9

Year	7th Reading DNM	7th Reading Approaches	7th Reading Meets	7th Reading Masters		7th Math DNM	7th Math Approaches	7th Math Meets	7th Math Masters
% Change 23-24	+7	+12	-20	+1		+27	+15	-29	-13

Year	7th Reading DNM	7th Reading Approaches	7th Reading Meets	7th Reading Masters		7th Math DNM	7th Math Approaches	7th Math Meets	7th Math Masters
2024	34	16	26	24		64	25	10	1
2023	27	4	46	23		37	10	39	14
2022	24	3	47	26		40	22	30	8
2021	39	5	35	21		41	15	32	12

Year	8th Reading DNM	8th Reading Approaches	8th Reading Meets	8th Reading Masters		8th Math DNM	8th Math Approaches	8th Math Meets	8th Math Masters
% Change 23-24	+3	+14	-24	+7		-9	-6	+3	+12
2024	23	22	27	28		32	33	21	15
2023	20	8	51	21		41	38	18	3
2022	24	4	45	27		51	34	12	3
2021	26	16	43	15		49	29	19	3

School Processes & Programs

School Processes & Programs Summary

Priorities:

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

School Processes & Programs Strengths

- Development of a 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 an advisory class to address HB1416 intervention requirements as well as social skills and social-emotional supports.
- Common assessment data is analyzed during PLCs to guide instruction and assessment creation.
- Curriculum writing committees meet every grading period to evaluate data and update the 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 student as a whole.
- 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 Reading and Writing Workshop in our ELAR classrooms
- Continued PD and implementation of AFL and ATL strategies
- 1:1 student Chromebook campus
- Strong support of technology staff
- Opportunities for staff lead professional development
- Guiding Coalition implementation of 4 P's model
- Willingness of staff to integrate technology within lessons
- The staff takes ownership of campus supervision, as we are a large spread-out campus
- Increase use of IXL etc. for instruction acceleration
- CMS works closely with Communities in Schools and our After School Center of Education or ACE to help support our at-risk students

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

Perceptions Strengths

Priorities:

-Staff send weekly communication to parents via email

-Staff update weekly agenda sharing MYP lessons with parents

Strengths:

-Strong Administrator and teacher communication

-Teachers take pride in their IB MYP units and leaner profile implementation

-Teachers' development of strong supportive relationships with students and parents

-All teachers and staff are committed to positive student achievement

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

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

Performance Objective 1: 100% of eligible HB 1416 students will be served by May 2025.

High Priority

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Implementation of a daily advisory period where each teacher will mentor and advocate for 10-15 students. Students needing HB1416 interventions will be placed with core content teachers to provide accelerated learning opportunities weekly. Student engagement will be tracked to monitor progress. **Strategy's Expected Result/Impact:** Student growth in reading, and math for all students based on Observation Reports, comparisons of 2023 and 2024 STAAR, MAP BOY/MOY/EOY results, and report card grades. **Staff Responsible for Monitoring:** CMS Teachers, Administrators and Counselors **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Implementation of learning opportunities on Saturdays, specifically focusing on English, math, and science. Students will be invited to attend to solidify the skills in which they may need additional support. **Strategy's Expected Result/Impact:** Students will be more confident when assessing in the area of English, math and science. **Staff Responsible for Monitoring:** CMS administrators and CMS teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Staffing of Saturday Enrichment - State Compensatory Education (SCE) - $10,000			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 1: Teaching & Learning -
In pursuit of excellence, we will:
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* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* Cultivate a network of professional learning communities addressing the educational needs of every child in our district
* 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: In partnership, the guiding coalition, IB Coordinator and administration will collaborate in fostering the creation of a robust instructional framework that aligns with the IB methodology.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Creation of a TRUE IB PLC Campus to answer the following questions: 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) 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:** Increase student yearly growth by addressing gaps for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades. **Staff Responsible for Monitoring:** Admin Teachers C&I Staff (For added support when needed) IB Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Provide subs for professional Development - State Compensatory Education (SCE) - $12,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: On going professional development opportunities provided for teachers to bolster the campus's tier one instruction. Teachers will be provided time to meet during the school day to strategize and implement the instructional practices. **Strategy's Expected Result/Impact:** Increase staff commitment to IB and the PLC work on campus, shifting our campus focus from teaching, to student learning to promote higher achievement in the classroom. **Staff Responsible for Monitoring:** CMS Admin CMS Teachers CMS Guiding Coalition IB Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Registration for Professional Development - State Compensatory Education (SCE) - $4,000, Supplies for Professional Development - State Compensatory Education (SCE) - $2,000, Travel for Professional Development - State Compensatory Education (SCE) - $2,594.46			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: In collaboration, the guiding coalition, IB Coordinator, and administration will conduct weekly classroom walkthroughs to collect data on our instructional practices. Campus leadership will use this data to inform the development of instructional goals for the campus. **Strategy's Expected Result/Impact:** Robust instruction and learning **Staff Responsible for Monitoring:** CMS Admin, IB Coordinator, and Teachers **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 3: 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%.

High Priority

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

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

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Targeted formal and informal assessments and reflections will be administered pre-mid-post Units of Study to drive teacher instruction and target intervention. **Strategy's Expected Result/Impact:** Student growth will be documented for appropriate interventions **Staff Responsible for Monitoring:** English teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Cross-curricular support strategies will continue through out core content classes with a reading and writing focus in order to increase literacy rates and assessment results. This will be reinforced through vertically aligned professional development opportunities and regular Professional Learning Communities. **Strategy's Expected Result/Impact:** Students will be exposed to writing and reading expectations across contents. **Staff Responsible for Monitoring:** Core content teachers and CMS administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Targeted student subgroups will be provided with small group and one-on-one conferences 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:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Funding Sources:** Substitutes needed to provide opportunities for true individual conferencing - State Compensatory Education (SCE) - $5,000			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 1: Teaching & Learning -
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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 4: Calhoun will increase all students' academic RIT growth a minimum of one point in math as measured by NWEA MAP, and increase the percentage of students in the meets category for STAAR by 5%.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Targeted small group and one-to-one conferences will be provided to close achievement gaps, set academic goals, and accelerate learning through direct feedback, instruction and through math intervention. **Strategy's Expected Result/Impact:** Provide for student feedback for academic improvement **Staff Responsible for Monitoring:** Math Teachers Math Intervention Teacher **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $81,544, Provide subs for teachers for Individual student Conferencing - State Compensatory Education (SCE) - $5,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Time will be provided for math vertical alignment for teachers to plan a response to student learning needs. and analyze assessment data, share best practices, and plan for re-teaching difficult concepts. **Strategy's Expected Result/Impact:** Student academic improvement **Staff Responsible for Monitoring:** CMS Teachers IB Coordinator CMS Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Provide subs for math teachers - State Compensatory Education (SCE) - $5,000			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Provide family content nights where students and their families engage in fun, real-world academic activities to build confidence and skills. **Strategy's Expected Result/Impact:** Increase Student Academic Achievement **Staff Responsible for Monitoring:** CMS math teachers IB Coordinator CMS Admin **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Student supplies for math night - State Compensatory Education (SCE) - $2,000			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Utilize Tuesday Advisory lessons to implement strategic tier intervention. The intervention will be student and subgroup-specific, identified by core math teachers. **Strategy's Expected Result/Impact:** Improved student math academic achievement **Staff Responsible for Monitoring:** CMS Teachers IB Coordinator CMS Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy**			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 1: Teaching & Learning -
In pursuit of excellence, we will:
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* 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 5: Calhoun will implement effective interventions aimed at reducing the amount of lost instructional time to improve student achievement in the classroom.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Smartpass data reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize the Smartpass system to gather and track data regarding student time out of the classroom.	Formative		
Strategy's Expected Result/Impact: Analyze data gathered through the smartpass system to identify effective interventions to reduce student loss of instructional time. **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** purchasing of SMART Pass system - State Compensatory Education (SCE) - $5,000	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Create a coalition of teachers, counselors, and administrators to develop effective interventions aimed at reducing the amount of lost instructional time for our at-risk students that miss significant amounts of class time. **Strategy's Expected Result/Impact:** Increase student time in the classroom **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Campus Climate and Culture Survey

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
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 **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - State Compensatory Education (SCE) - $16,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: 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 CMS administration			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Calhoun will celebrate and recognize students and staff who exhibit the IB Learner Profile attributes through staff nominations and the community builder project. **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 CMS administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Promote club/extracurricular activity participation and special community engagement events through recruitment, and highlights. Provide opportunities for our students to participate in clubs and organizations which they have advocated for based on student body interest. **Strategy's Expected Result/Impact:** Promote all stakeholders campus pride **Staff Responsible for Monitoring:** Teachers IB Coordinator CMS Administration, CIS Coordinator ACE coordinator PTA Librarian			

No Progress

Accomplished

Continue/Modify

Discontinue

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	3	4	Targeted student subgroups will be provided with small group and one-on-one conferences to close achievement gaps, set academic goals, and accelerate learning through direct feedback and instruction.
1	4	1	Targeted small group and one-to-one conferences will be provided to close achievement gaps, set academic goals, and accelerate learning through direct feedback, instruction and through math intervention.
1	4	4	Utilize Tuesday Advisory lessons to implement strategic tier intervention. The intervention will be student and subgroup-specific, identified by core math teachers.

State Compensatory

Budget for Calhoun Middle School

Total SCE Funds: $123,628.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

At Calhoun, we are committed to offering the additional support needed to ensure our students' academic success. Our Saturday enrichment programs, along with weekly supplemental math assistance, create valuable opportunities for academic growth.

Personnel for Calhoun Middle School

Name	Position	FTE
Stephanie Emerich	Intervention	1

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Staffing of Saturday Enrichment		$10,000.00
1	2	1	Provide subs for professional Development		$12,000.00
1	2	2	Supplies for Professional Development		$2,000.00
1	2	2	Travel for Professional Development		$2,594.46
1	2	2	Registration for Professional Development		$4,000.00
1	3	4	Substitutes needed to provide opportunities for true individual conferencing		$5,000.00
1	4	1	Interventionist		$81,544.00
1	4	1	Provide subs for teachers for Individual student Conferencing		$5,000.00
1	4	2	Provide subs for math teachers		$5,000.00
1	4	3	Student supplies for math night		$2,000.00
1	5	1	purchasing of SMART Pass system		$5,000.00
2	1	1			$16,000.00
				Sub-Total	$150,138.46

Addendums

2022-23 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: CALHOUN MIDDLE

Campus Number: 061901045

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**73%**	69%	69%	76%	*	100%	*	-	53%	100%	72%	75%	64%	59%
	2022	70%	71%	**63%**	33%	50%	79%	*	100%	-	-	37%	60%	63%	65%	52%	42%
At Meets Grade Level or Above	2023	52%	54%	**44%**	33%	36%	55%	*	100%	*	-	19%	64%	44%	44%	33%	32%
	2022	43%	42%	**35%**	14%	26%	48%	*	50%	-	-	20%	40%	37%	31%	28%	23%
At Masters Grade Level	2023	22%	22%	**21%**	8%	15%	33%	*	63%	*	-	8%	18%	20%	23%	13%	12%
	2022	23%	22%	**17%**	10%	9%	27%	*	17%	-	-	11%	20%	19%	12%	11%	14%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**65%**	61%	56%	76%	*	100%	*	-	39%	100%	62%	73%	59%	58%
	2022	73%	69%	**66%**	48%	55%	78%	*	83%	-	-	46%	60%	64%	69%	54%	51%
At Meets Grade Level or Above	2023	40%	34%	**25%**	11%	16%	40%	*	88%	*	-	22%	45%	26%	25%	18%	19%
	2022	39%	32%	**27%**	5%	13%	42%	*	83%	-	-	11%	20%	28%	24%	19%	19%
At Masters Grade Level	2023	16%	12%	**9%**	6%	3%	14%	*	63%	*	-	14%	9%	10%	7%	3%	4%
	2022	16%	13%	**8%**	0%	5%	11%	*	33%	-	-	3%	0%	8%	8%	6%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	79%	**76%**	56%	70%	86%	*	100%	-	-	43%	83%	77%	74%	63%	67%
	2022	80%	82%	**78%**	70%	71%	92%	*	80%	-	-	43%	100%	81%	67%	72%	69%
At Meets Grade Level or Above	2023	55%	54%	**49%**	18%	46%	60%	*	100%	-	-	15%	50%	50%	47%	37%	45%
	2022	56%	58%	**49%**	36%	39%	69%	*	60%	-	-	17%	40%	52%	38%	40%	31%
At Masters Grade Level	2023	27%	27%	**25%**	6%	15%	38%	*	60%	-	-	5%	33%	27%	19%	13%	18%
	2022	37%	39%	**27%**	18%	18%	41%	*	60%	-	-	9%	20%	29%	19%	16%	13%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	67%	**65%**	45%	61%	73%	*	100%	-	-	46%	67%	67%	61%	56%	61%
	2022	61%	62%	**61%**	45%	57%	73%	*	60%	-	-	14%	80%	64%	48%	51%	56%
At Meets Grade Level or Above	2023	37%	40%	**42%**	18%	31%	57%	*	100%	-	-	21%	50%	44%	37%	25%	33%
	2022	31%	33%	**32%**	18%	21%	53%	*	40%	-	-	9%	20%	35%	21%	21%	23%
At Masters Grade Level	2023	11%	13%	**15%**	0%	8%	24%	*	60%	-	-	3%	0%	17%	9%	5%	12%
	2022	13%	12%	**10%**	3%	6%	19%	*	0%	-	-	9%	0%	10%	7%	5%	3%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2023	83%	85%	**82%**	78%	77%	91%	*	88%	-	-	45%	*	81%	86%	77%	71%
	2022	83%	83%	**77%**	74%	70%	85%	-	*	*	-	34%	*	78%	74%	73%	60%
At Meets Grade Level or Above	2023	58%	60%	**54%**	49%	45%	70%	*	38%	-	-	15%	*	54%	53%	44%	36%
	2022	58%	58%	**45%**	36%	35%	60%	-	*	*	-	24%	*	51%	32%	38%	28%
At Masters Grade Level	2023	28%	31%	**22%**	5%	17%	36%	*	25%	-	-	3%	*	24%	16%	13%	13%
	2022	37%	37%	**27%**	18%	16%	44%	-	*	*	-	7%	*	33%	12%	21%	10%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	67%	**60%**	51%	63%	65%	*	33%	-	-	13%	*	61%	59%	55%	59%
	2022	71%	59%	**51%**	49%	44%	61%	-	*	*	-	34%	*	55%	44%	44%	36%
At Meets Grade Level or Above	2023	46%	33%	**19%**	8%	17%	30%	*	17%	-	-	6%	*	19%	21%	14%	11%
	2022	40%	28%	**15%**	9%	9%	25%	-	*	*	-	17%	*	18%	10%	12%	11%
At Masters Grade Level	2023	17%	10%	**4%**	0%	3%	8%	*	0%	-	-	6%	*	4%	3%	3%	0%
	2022	14%	9%	**3%**	0%	3%	7%	-	*	*	-	3%	*	5%	0%	2%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	**67%**	65%	61%	75%	*	75%	-	-	22%	*	68%	66%	60%	58%
	2022	74%	72%	**66%**	58%	57%	78%	-	*	*	-	34%	*	69%	58%	59%	46%
At Meets Grade Level or Above	2023	47%	42%	**33%**	18%	24%	55%	*	25%	-	-	9%	*	37%	23%	27%	20%
	2022	45%	43%	**35%**	29%	24%	50%	-	*	*	-	24%	*	41%	22%	28%	18%
At Masters Grade Level	2023	17%	14%	**7%**	0%	3%	16%	*	0%	-	-	3%	*	7%	5%	2%	1%
	2022	24%	21%	**16%**	8%	10%	27%	-	*	*	-	10%	*	20%	6%	12%	6%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	59%	**55%**	53%	46%	70%	*	50%	-	-	25%	*	54%	58%	48%	39%
	2022	61%	61%	**48%**	45%	34%	64%	-	*	*	-	21%	*	50%	45%	41%	22%
At Meets Grade Level or Above	2023	33%	28%	**23%**	13%	15%	38%	*	13%	-	-	19%	*	25%	15%	15%	13%
	2022	31%	31%	**26%**	18%	12%	46%	-	*	*	-	21%	*	33%	11%	20%	10%
At Masters Grade Level	2023	16%	12%	**9%**	3%	3%	21%	*	0%	-	-	6%	*	10%	5%	4%	1%
	2022	18%	17%	**10%**	5%	4%	19%	-	*	*	-	3%	*	13%	3%	5%	4%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	75%	**100%**	*	100%	100%	*	*	-	-	*	*	100%	*	100%	100%
	2022	76%	70%	**96%**	*	89%	100%	-	*	-	-	-	*	95%	100%	93%	91%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	43%	41%	**89%**	*	67%	100%	*	*	-	-	*	*	88%	*	80%	64%
	2022	43%	38%	**94%**	*	84%	100%	-	*	-	-	-	*	93%	100%	89%	91%
At Masters Grade Level	2023	23%	21%	**54%**	*	33%	72%	*	*	-	-	*	*	52%	*	20%	27%
	2022	27%	22%	**60%**	*	37%	82%	-	*	-	-	-	*	61%	50%	54%	45%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	75%	**69%**	60%	63%	78%	90%	81%	*	-	37%	92%	68%	69%	61%	59%
	2022	74%	73%	**65%**	55%	56%	78%	100%	89%	50%	-	33%	58%	67%	59%	57%	50%
At Meets Grade Level or Above	2023	49%	48%	**37%**	22%	29%	53%	70%	59%	*	-	16%	52%	39%	33%	27%	25%
	2022	48%	46%	**35%**	23%	25%	51%	50%	66%	13%	-	18%	25%	39%	24%	28%	22%
At Masters Grade Level	2023	20%	19%	**15%**	3%	8%	26%	25%	33%	*	-	6%	16%	16%	11%	7%	7%
	2022	23%	22%	**16%**	9%	10%	27%	40%	26%	0%	-	7%	11%	19%	9%	11%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	**77%**	68%	72%	84%	100%	95%	*	-	47%	95%	76%	78%	68%	65%
	2022	75%	76%	**73%**	63%	65%	85%	100%	93%	*	-	38%	71%	74%	69%	66%	59%
At Meets Grade Level or Above	2023	53%	55%	**49%**	34%	42%	62%	71%	76%	*	-	17%	62%	49%	48%	38%	36%
	2022	53%	54%	**44%**	31%	34%	58%	60%	67%	*	-	20%	36%	47%	33%	36%	28%
At Masters Grade Level	2023	20%	21%	**22%**	6%	16%	36%	29%	48%	*	-	6%	24%	23%	19%	13%	14%
	2022	25%	25%	**24%**	16%	14%	36%	60%	40%	*	-	9%	14%	27%	14%	16%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	72%	**65%**	54%	61%	74%	86%	81%	*	-	34%	90%	66%	65%	58%	61%
	2022	72%	68%	**62%**	49%	55%	74%	100%	80%	*	-	31%	57%	65%	55%	53%	51%
At Meets Grade Level or Above	2023	45%	42%	**32%**	14%	22%	48%	71%	71%	*	-	18%	48%	33%	28%	21%	21%
	2022	42%	37%	**31%**	15%	20%	47%	40%	67%	*	-	12%	21%	34%	21%	22%	22%
At Masters Grade Level	2023	19%	17%	**11%**	2%	5%	21%	14%	43%	*	-	8%	10%	13%	7%	4%	6%
	2022	20%	17%	**11%**	4%	7%	19%	20%	13%	*	-	5%	7%	13%	6%	7%	7%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	75%	**67%**	65%	61%	75%	*	75%	-	-	22%	*	68%	66%	60%	58%
	2022	76%	73%	**66%**	58%	57%	78%	-	*	*	-	34%	*	69%	58%	59%	46%
At Meets Grade Level or Above	2023	47%	44%	**33%**	18%	24%	55%	*	25%	-	-	9%	*	37%	23%	27%	20%
	2022	47%	44%	**35%**	29%	24%	50%	-	*	*	-	24%	*	41%	22%	28%	18%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2023	18%	16%	**7%**	0%	3%	16%	*	0%	-	-	3%	*	7%	5%	2%	1%
	2022	21%	19%	**16%**	8%	10%	27%	-	*	*	-	10%	*	20%	6%	12%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**55%**	53%	46%	70%	*	50%	-	-	25%	*	54%	58%	48%	39%
	2022	75%	75%	**48%**	45%	34%	64%	-	*	*	-	21%	*	50%	45%	41%	22%
At Meets Grade Level or Above	2023	52%	51%	**23%**	13%	15%	38%	*	13%	-	-	19%	*	25%	15%	15%	13%
	2022	50%	51%	**26%**	18%	12%	46%	-	*	*	-	21%	*	33%	11%	20%	10%
At Masters Grade Level	2023	27%	26%	**9%**	3%	3%	21%	*	0%	-	-	6%	*	10%	5%	4%	1%
	2022	30%	29%	**10%**	5%	4%	19%	-	*	*	-	3%	*	13%	3%	5%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	31%	**23%**	8%	14%	37%	*	88%	*	-	19%	45%	24%	22%	15%	17%
	2022	31%	26%	**20%**	5%	11%	30%	*	50%	-	-	11%	20%	22%	12%	13%	16%
Reading and Mathematics Including EOC	2023	35%	31%	**23%**	8%	14%	37%	*	88%	*	-	19%	45%	24%	22%	15%	17%
	2022	31%	26%	**20%**	5%	11%	30%	*	50%	-	-	11%	20%	22%	12%	13%	16%
Reading Including EOC	2023	52%	54%	**44%**	33%	36%	55%	*	100%	*	-	19%	64%	44%	44%	33%	32%
	2022	43%	42%	**35%**	14%	26%	48%	*	50%	-	-	20%	40%	37%	31%	28%	23%
Math Including EOC	2023	40%	34%	**25%**	11%	16%	40%	*	88%	*	-	22%	45%	26%	25%	18%	19%
	2022	40%	32%	**27%**	5%	13%	42%	*	83%	-	-	11%	20%	28%	24%	19%	19%
7th Graders																	
Reading and Mathematics	2023	37%	36%	**35%**	15%	24%	49%	*	100%	-	-	10%	50%	36%	33%	21%	27%
	2022	32%	31%	**28%**	15%	19%	46%	*	40%	-	-	9%	0%	30%	21%	18%	17%
Reading and Mathematics Including EOC	2023	38%	36%	**36%**	15%	24%	49%	*	100%	-	-	10%	50%	37%	33%	21%	27%
	2022	33%	31%	**28%**	15%	19%	46%	*	40%	-	-	9%	0%	30%	21%	18%	17%
Reading Including EOC	2023	55%	54%	**49%**	18%	46%	60%	*	100%	-	-	15%	50%	50%	47%	37%	45%
	2022	56%	58%	**49%**	36%	38%	69%	*	60%	-	-	17%	40%	52%	38%	39%	31%
Math Including EOC	2023	43%	41%	**42%**	18%	31%	57%	*	100%	-	-	21%	50%	45%	37%	25%	33%
	2022	37%	33%	**32%**	18%	21%	53%	*	40%	-	-	9%	20%	35%	21%	21%	23%
8th Graders																	
Reading and Mathematics	2023	31%	29%	**17%**	5%	13%	28%	*	17%	-	-	6%	*	17%	15%	11%	7%
	2022	27%	24%	**13%**	6%	9%	23%	-	*	*	-	17%	*	17%	7%	10%	11%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	44%	40%	**27%**	10%	19%	44%	*	38%	-	-	9%	*	30%	17%	18%	14%
	2022	41%	36%	**29%**	15%	22%	44%	-	*	*	-	17%	*	36%	14%	23%	21%
Reading Including EOC	2023	58%	60%	**54%**	49%	45%	70%	*	38%	-	-	15%	*	54%	53%	44%	36%
	2022	58%	58%	**45%**	36%	35%	60%	-	*	*	-	24%	*	51%	31%	38%	28%
Math Including EOC	2023	51%	44%	**29%**	12%	23%	45%	*	38%	-	-	9%	*	31%	23%	21%	18%
	2022	48%	40%	**32%**	18%	24%	46%	-	*	*	-	17%	*	38%	17%	26%	24%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	**25%**	9%	16%	39%	50%	68%	*	-	12%	40%	26%	23%	15%	16%
	2022	34%	31%	**21%**	9%	14%	34%	40%	46%	*	-	12%	8%	24%	13%	14%	15%
Reading and Mathematics Including EOC	2023	39%	37%	**28%**	11%	18%	44%	57%	71%	*	-	13%	43%	30%	24%	18%	18%
	2022	36%	33%	**26%**	13%	18%	39%	40%	53%	*	-	12%	14%	29%	15%	18%	18%
Reading Including EOC	2023	53%	54%	**49%**	34%	42%	62%	71%	76%	*	-	17%	62%	49%	48%	38%	36%
	2022	53%	54%	**43%**	31%	34%	58%	60%	67%	*	-	20%	36%	47%	33%	36%	28%
Math Including EOC	2023	47%	43%	**32%**	14%	22%	48%	71%	71%	*	-	18%	48%	33%	28%	21%	21%
	2022	43%	38%	**31%**	15%	20%	47%	40%	67%	*	-	12%	21%	34%	21%	22%	22%

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	52%	**49%**	41%	45%	56%	*	86%	*	-	42%	50%	48%	50%	41%	41%
Grade 6 Mathematics	2023	54%	50%	**43%**	41%	38%	52%	*	71%	*	-	50%	55%	43%	44%	35%	34%
Grade 7 ELA/Reading	2023	71%	71%	**71%**	53%	74%	72%	*	100%	-	-	55%	83%	72%	68%	66%	73%
Grade 7 Mathematics	2023	56%	63%	**67%**	52%	65%	71%	*	100%	-	-	55%	67%	70%	59%	59%	68%
Grade 8 ELA/Reading	2023	63%	66%	**67%**	65%	63%	74%	*	50%	-	-	45%	*	66%	70%	62%	58%
Grade 8 Mathematics	2023	74%	68%	**58%**	60%	56%	60%	*	*	-	-	48%	*	56%	66%	55%	55%
End of Course Algebra I	2023	76%	81%	**91%**	*	75%	100%	*	*	-	-	*	*	91%	*	87%	73%
All Grades Both Subjects	2023	64%	65%	**59%**	52%	55%	66%	63%	82%	*	-	50%	63%	59%	59%	52%	52%
All Grades ELA/Reading	2023	63%	64%	**61%**	53%	58%	67%	58%	78%	*	-	48%	62%	61%	62%	54%	55%
All Grades Mathematics	2023	66%	67%	**57%**	52%	51%	64%	67%	86%	*	-	52%	64%	57%	56%	49%	50%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	25%	**27%**	44%	24%	21%	-	-	-	-	25%	*	19%	54%	23%	16%
Grade 6 Mathematics	2023	35%	31%	**33%**	40%	27%	44%	-	-	-	-	20%	*	30%	44%	27%	31%
Grade 7 ELA/Reading	2023	39%	42%	**44%**	40%	44%	47%	-	-	-	-	25%	*	42%	53%	37%	41%
Grade 7 Mathematics	2023	22%	27%	**29%**	14%	34%	26%	-	*	-	-	15%	*	31%	24%	28%	25%
Grade 8 ELA/Reading	2023	39%	41%	**41%**	29%	38%	67%	-	*	-	-	24%	-	37%	50%	39%	33%
Grade 8 Mathematics	2023	49%	43%	**30%**	25%	34%	28%	-	*	-	-	4%	-	27%	37%	29%	37%
All Grades Both Subjects	2023	38%	38%	**34%**	31%	33%	37%	-	*	-	-	18%	67%	31%	42%	30%	31%
All Grades ELA/Reading	2023	35%	37%	**37%**	39%	35%	43%	-	*	-	-	25%	*	33%	52%	33%	29%
All Grades Mathematics	2023	40%	40%	**31%**	25%	31%	32%	-	*	-	-	12%	*	29%	35%	28%	32%

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

- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	75%	**69%**	-	-	-	-	-	-	50%	41%	51%	-	83%	73%	56%	95%
	2022	74%	73%	**65%**	66%	-	-	-	-	66%	45%	38%	46%	-	-	72%	46%	98%
At Meets Grade Level or Above	2023	49%	48%	**37%**	-	-	-	-	-	-	18%	14%	18%	-	38%	43%	21%	77%
	2022	48%	46%	**35%**	22%	-	-	-	-	22%	18%	15%	19%	-	-	42%	18%	68%
At Masters Grade Level	2023	20%	19%	**15%**	-	-	-	-	-	-	5%	5%	4%	-	11%	18%	6%	29%
	2022	23%	22%	**16%**	9%	-	-	-	-	9%	5%	6%	5%	-	-	20%	5%	38%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	**77%**	-	-	-	-	-	-	55%	48%	56%	-	88%	83%	62%	100%
	2022	75%	76%	**73%**	63%	-	-	-	-	63%	55%	46%	57%	-	-	80%	55%	100%
At Meets Grade Level or Above	2023	53%	55%	**49%**	-	-	-	-	-	-	24%	22%	25%	-	58%	55%	31%	90%
	2022	53%	54%	**44%**	38%	-	-	-	-	38%	21%	14%	23%	-	-	51%	22%	89%
At Masters Grade Level	2023	20%	21%	**22%**	-	-	-	-	-	-	8%	9%	8%	-	19%	26%	10%	52%
	2022	25%	25%	**24%**	13%	-	-	-	-	13%	7%	8%	6%	-	-	30%	7%	68%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	72%	**65%**	-	-	-	-	-	-	52%	57%	51%	-	81%	67%	58%	95%
	2022	72%	68%	**62%**	69%	-	-	-	-	69%	45%	41%	46%	-	-	68%	46%	100%
At Meets Grade Level or Above	2023	45%	42%	**32%**	-	-	-	-	-	-	16%	17%	16%	-	23%	36%	17%	76%
	2022	42%	37%	**31%**	6%	-	-	-	-	6%	18%	22%	18%	-	-	35%	18%	70%
At Masters Grade Level	2023	19%	17%	**11%**	-	-	-	-	-	-	4%	9%	4%	-	6%	14%	4%	24%
	2022	20%	17%	**11%**	6%	-	-	-	-	6%	4%	5%	4%	-	-	13%	5%	30%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	75%	**67%**	-	-	-	-	-	-	51%	36%	56%	-	73%	73%	54%	100%
	2022	76%	73%	**66%**	-	-	-	-	-	-	42%	14%	45%	-	-	74%	42%	100%
At Meets Grade Level or Above	2023	47%	44%	**33%**	-	-	-	-	-	-	13%	7%	15%	-	36%	41%	16%	71%
	2022	47%	44%	**35%**	-	-	-	-	-	-	15%	0%	16%	-	-	43%	15%	57%
At Masters Grade Level	2023	18%	16%	**7%**	-	-	-	-	-	-	1%	0%	2%	-	0%	10%	1%	0%
	2022	21%	19%	**16%**	-	-	-	-	-	-	5%	0%	5%	-	-	20%	5%	14%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**55%**	-	-	-	-	-	-	29%	7%	35%	-	82%	64%	37%	71%
	2022	75%	75%	**48%**	-	-	-	-	-	-	18%	0%	20%	-	-	59%	18%	86%
At Meets Grade Level or Above	2023	52%	51%	**23%**	-	-	-	-	-	-	10%	0%	13%	-	18%	27%	11%	43%
	2022	50%	51%	**26%**	-	-	-	-	-	-	11%	0%	13%	-	-	33%	11%	14%

Texas Education Agency

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	26%	**9%**	-	-	-	-	-	-	0%	0%	0%	-	9%	13%	1%	0%
	2022	30%	29%	**10%**	-	-	-	-	-	-	5%	0%	5%	-	-	13%	5%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	65%	**59%**	-	-	-	-	-	-	50%	59%	48%	-	54%	63%	50%	74%
All Grades ELA/Reading	2023	63%	64%	**61%**	-	-	-	-	-	-	49%	48%	49%	-	65%	65%	52%	80%
All Grades Mathematics	2023	66%	67%	**57%**	-	-	-	-	-	-	51%	70%	48%	-	43%	60%	49%	69%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	38%	**34%**	-	-	-	-	-	-	28%	36%	27%	-	62%	36%	31%	-
All Grades ELA/Reading	2023	35%	37%	**37%**	-	-	-	-	-	-	27%	36%	25%	-	67%	46%	29%	-
All Grades Mathematics	2023	40%	40%	**31%**	-	-	-	-	-	-	30%	36%	29%	-	57%	30%	32%	-

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

\- Indicates there are no students in the group.

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

Texas Education Agency

2022-23 STAAR Participation (TAPR)

CALHOUN MIDDLE (061901045) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	79%	91%	93%	100%	94%	*	*	95%	83%	97%	75%	88%	92%
Not Included in Accountability: Mobile	4%	5%	**9%**	21%	7%	7%	0%	0%	*	*	5%	17%	3%	22%	10%	5%
Not Included in Accountability: Other Exclusions	2%	1%	**1%**	0%	1%	0%	0%	6%	*	*	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	100%	99%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	**90%**	80%	91%	95%	100%	91%	*	*	96%	88%	97%	77%	89%	92%
Not Included in Accountability: Mobile	4%	5%	**8%**	20%	6%	5%	0%	0%	*	*	4%	13%	3%	20%	9%	4%
Not Included in Accountability: Other Exclusions	3%	3%	**1%**	0%	2%	0%	0%	9%	*	*	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	**0%**	0%	1%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	1%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**90%**	80%	92%	95%	100%	91%	*	*	96%	88%	97%	77%	89%	92%
Not Included in Accountability: Mobile	5%	5%	**8%**	20%	7%	5%	0%	0%	*	*	4%	13%	3%	20%	9%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	9%	*	*	0%	0%	0%	3%	1%	3%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**88%**	78%	91%	90%	*	100%	-	*	91%	67%	97%	71%	87%	92%
Not Included in Accountability: Mobile	4%	5%	**11%**	22%	8%	10%	*	0%	-	*	9%	33%	3%	28%	13%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	-	*	0%	0%	0%	1%	1%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**88%**	78%	91%	90%	*	100%	-	*	91%	67%	97%	71%	87%	92%
Not Included in Accountability: Mobile	4%	4%	**11%**	22%	8%	10%	*	0%	-	*	9%	33%	3%	28%	13%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	-	*	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**92%**	84%	94%	94%	100%	76%	67%	-	88%	90%	97%	80%	91%	94%
Not Included in Accountability: Mobile	5%	5%	**8%**	15%	5%	6%	0%	24%	33%	-	12%	10%	3%	18%	8%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	0%	-	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	**92%**	84%	94%	94%	100%	79%	*	-	89%	93%	97%	80%	91%	94%
Not Included in Accountability: Mobile	5%	5%	**7%**	15%	4%	6%	0%	21%	*	-	11%	7%	3%	18%	8%	4%
Not Included in Accountability: Other Exclusions	2%	2%	**1%**	0%	1%	0%	0%	0%	*	-	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**92%**	84%	95%	95%	100%	79%	*	-	89%	93%	97%	80%	91%	95%
Not Included in Accountability: Mobile	5%	5%	**7%**	15%	4%	5%	0%	21%	*	-	11%	7%	3%	18%	8%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	*	-	0%	0%	0%	2%	1%	2%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	**90%**	84%	92%	93%	-	67%	*	-	85%	80%	95%	80%	89%	92%
Not Included in Accountability: Mobile	4%	5%	**10%**	16%	7%	7%	-	33%	*	-	15%	20%	5%	19%	10%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	0%	1%	0%	-	0%	*	-	0%	0%	0%	1%	1%	1%
Not Tested	2%	1%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**100%**	100%	100%	100%	-	100%	*	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	**90%**	84%	92%	93%	-	67%	*	-	85%	80%	95%	80%	89%	92%
Not Included in Accountability: Mobile	4%	4%	**10%**	16%	7%	7%	-	33%	*	-	15%	20%	5%	19%	10%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	0%	*	-	0%	0%	0%	1%	1%	1%
Not Tested	2%	1%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	-	0%	0%	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	93.4%	**93.3%**	91.3%	93.9%	93.3%	*	96.3%	*	90.8%	91.5%	92.9%	95.1%
2020-21	95.0%	97.0%	**96.1%**	94.6%	95.8%	96.8%	*	99.0%	*	94.0%	94.1%	95.4%	95.8%
Chronic Absenteeism													
2021-22	25.7%	19.4%	**22.0%**	35.2%	17.8%	21.2%	*	6.7%	*	34.6%	34.1%	22.3%	12.2%
2020-21	15.0%	7.9%	**11.7%**	17.0%	13.1%	7.0%	33.3%	0.0%	-	29.4%	18.8%	13.9%	12.8%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.4%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.0%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.8%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	1.2%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	98.8%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	97.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.4%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.9%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.0%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	85.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	87.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	87.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	83.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	85.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	86.3%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	2,154	368,686
By Ethnicity:				
African American	-	-	408	45,227
Hispanic	-	-	662	191,125
White	-	-	933	103,171
American Indian	-	-	15	1,159
Asian	-	-	80	18,794
Pacific Islander	-	-	7	569
Two or More Races	-	-	49	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	307	51,023
Foundation H.S. Program (Endorsement)	-	-	45	14,179
Foundation H.S. Program (DLA)	-	-	1,802	302,917
Special Education Graduates	-	-	221	32,447
Economically Disadvantaged Graduates	-	-	873	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	196	40,398
At-Risk Graduates	-	-	577	159,689
CTE Completers	-	-	655	107,502

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	757	100.0%	32,440	5,504,150	757	100.0%	32,521	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.4%	0.5%
Pre-Kindergarten	0	0.0%	3.8%	4.4%	0	0.0%	3.8%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	0.7%	0.7%	0	0.0%	0.7%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	3.1%	3.7%	0	0.0%	3.1%	3.7%
Kindergarten	0	0.0%	7.0%	6.7%	0	0.0%	7.0%	6.7%
Grade 1	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 2	0	0.0%	7.3%	7.2%	0	0.0%	7.3%	7.2%
Grade 3	0	0.0%	7.1%	7.2%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.5%	7.2%	0	0.0%	7.5%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	276	36.5%	7.1%	7.3%	276	36.5%	7.1%	7.2%
Grade 7	226	29.9%	7.1%	7.4%	226	29.9%	7.1%	7.4%
Grade 8	255	33.7%	7.5%	7.7%	255	33.7%	7.5%	7.7%
Grade 9	0	0.0%	7.7%	8.7%	0	0.0%	7.7%	8.7%
Grade 10	0	0.0%	8.0%	7.9%	0	0.0%	8.0%	7.9%
Grade 11	0	0.0%	7.6%	7.0%	0	0.0%	7.6%	7.0%
Grade 12	0	0.0%	7.2%	6.6%	0	0.0%	7.2%	6.6%
Ethnic Distribution:								
African American	112	14.8%	20.9%	12.8%	112	14.8%	20.9%	12.8%
Hispanic	343	45.3%	34.4%	53.0%	343	45.3%	34.3%	52.9%
White	258	34.1%	35.9%	25.6%	258	34.1%	36.0%	25.7%
American Indian	5	0.7%	0.4%	0.3%	5	0.7%	0.4%	0.3%
Asian	20	2.6%	3.8%	5.1%	20	2.6%	3.8%	5.1%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	19	2.5%	4.4%	3.0%	19	2.5%	4.4%	3.0%
Sex:								
Female	386	51.0%	48.9%	48.8%	386	51.0%	48.9%	48.8%
Male	371	49.0%	51.1%	51.2%	371	49.0%	51.1%	51.2%
Economically Disadvantaged	522	69.0%	48.8%	62.1%	522	69.0%	48.7%	62.0%
Non-Educationally Disadvantaged	235	31.0%	51.2%	37.9%	235	31.0%	51.3%	38.0%
Section 504 Students	102	13.5%	10.8%	7.4%	102	13.5%	10.8%	7.4%
EB Students/EL	226	29.9%	17.7%	23.1%	226	29.9%	17.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	21	2.7%	1.5%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	83	11.0%	7.5%	5.5%	83	11.0%	7.5%	5.5%
Foster Care	2	0.3%	0.3%	0.2%	2	0.3%	0.3%	0.2%
Homeless	16	2.1%	0.9%	1.3%	16	2.1%	0.9%	1.3%
Immigrant	13	1.7%	1.3%	2.2%	13	1.7%	1.3%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	16	2.1%	33.9%	64.6%	16	2.1%	33.9%	64.6%
Military Connected	11	1.5%	2.1%	3.6%	11	1.5%	2.1%	3.6%
At-Risk	458	60.5%	33.9%	53.3%	458	60.5%	33.8%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	229	30.3%	18.6%	23.2%	229	30.3%	18.6%	23.2%
Career and Technical Education	97	12.8%	30.4%	26.5%	97	12.8%	30.4%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	79.7%	72.3%	0	-	79.6%	72.2%
Gifted and Talented Education	100	13.2%	9.5%	8.2%	100	13.2%	9.5%	8.2%
Special Education	121	16.0%	13.6%	12.6%	121	16.0%	13.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	121							
By Type of Primary Disability Students with Intellectual Disabilities	60	49.6%	35.4%	44.1%				
Students with Physical Disabilities	7	5.8%	22.6%	20.0%				
Students with Autism	15	12.4%	14.0%	15.5%				
Students with Behavioral Disabilities	39	32.2%	26.9%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.6%				
Mobility (2021-22):								
Total Mobile Students	140	18.0%	17.2%	16.8%				
By Ethnicity: African American	46	5.9%	5.5%	3.3%				
Hispanic	39	5.0%	5.3%	8.7%				
White	42	5.4%	5.0%	3.4%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	2	0.3%	0.4%	0.7%				
Pacific Islander	1	0.1%	0.1%	0.0%				
Two or More Races	10	1.3%	0.9%	0.6%				
Count and Percent of Special Ed Students who are Mobile	27	21.3%	21.3%	18.6%				
Count and Percent of EB Students/EL who are Mobile	24	10.9%	15.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	115	21.2%	22.9%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	83	17.7%	19.6%	18.1%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.5%	-	4.1%	4.5%
Grade 1	-	1.1%	2.5%	-	2.1%	3.6%
Grade 2	-	0.4%	1.6%	-	0.5%	2.0%
Grade 3	-	0.4%	0.8%	-	0.9%	0.9%
Grade 4	-	0.2%	0.5%	-	0.0%	0.5%
Grade 5	-	0.2%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.1%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.1%	0.4%	0.0%	1.0%	0.5%
Grade 9	-	1.5%	8.7%	-	3.2%	12.6%

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

Class Size Information	**Campus**	**District**	**State**
Elementary:			
Kindergarten	-	17.3	18.7
Grade 1	-	17.9	19.1
Grade 2	-	18.7	19.1
Grade 3	-	18.2	19.3
Grade 4	-	18.5	19.4
Grade 5	-	19.6	20.8
Grade 6	19.4	20.1	19.2
Secondary:			
English/Language Arts	15.0	20.1	16.2
Foreign Languages	14.0	19.4	18.8
Mathematics	21.6	20.6	17.5
Science	22.0	22.2	18.5
Social Studies	24.4	22.6	18.9

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	76.4	100.0%	100.0%	100.0%
Professional Staff:	69.9	91.5%	70.5%	64.1%
Teachers	58.9	77.0%	54.9%	48.7%
Professional Support	8.5	11.1%	12.6%	10.9%
Campus Administration (School Leadership)	2.6	3.4%	2.2%	3.3%
Educational Aides:	6.5	8.5%	9.5%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	32.0	4,258.0
Part-time Librarians	0.0	n/a	4.0	646.0
Full-time Counselors	2.0	n/a	80.0	13,815.0
Part-time Counselors	1.0	n/a	13.0	1,240.0
Total Minority Staff:	27.6	36.1%	33.8%	53.2%
Teachers by Ethnicity:				
African American	10.3	17.5%	9.3%	11.8%
Hispanic	11.2	19.1%	14.6%	29.6%
White	35.3	60.0%	72.9%	54.9%
American Indian	0.0	0.0%	0.4%	0.3%
Asian	1.0	1.7%	0.8%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.0	1.7%	1.7%	1.2%
Teachers by Sex:				
Males	22.3	37.9%	25.2%	24.4%
Females	36.5	62.1%	74.8%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	2.0%
Bachelors	30.7	52.2%	65.4%	72.2%
Masters	28.1	47.8%	31.7%	25.0%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.9	1.5%	4.8%	9.7%
1-5 Years Experience	13.1	22.2%	25.0%	26.3%
6-10 Years Experience	17.6	29.9%	22.1%	20.5%
11-20 Years Experience	19.5	33.2%	30.9%	27.2%
21-30 Years Experience	7.8	13.3%	14.9%	13.3%
Over 30 Years Experience	0.0	0.0%	2.3%	2.9%

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Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	12.9	n/a	13.4	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.7	6.1
Average Years Experience of Principals with District	4.0	6.2	5.3
Average Years Experience of Assistant Principals	4.0	5.8	5.2
Average Years Experience of Assistant Principals with District	4.0	5.2	4.4
Average Years Experience of Teachers:	11.1	11.5	11.0
Average Years Experience of Teachers with District:	8.4	7.4	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,014	$58,462	$53,300
1-5 Years Experience	$59,014	$59,248	$56,516
6-10 Years Experience	$61,219	$61,392	$59,732
11-20 Years Experience	$65,165	$65,427	$63,389
21-30 Years Experience	$68,214	$68,083	$67,876
Over 30 Years Experience	-	$73,349	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$62,920	$63,228	$60,717
Professional Support	$69,208	$74,019	$72,022
Campus Administration (School Leadership)	$86,502	$93,206	$85,167
Instructional Staff Percent:	n/a	71.7%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.6	6.1%	2.2%	5.9%
Career and Technical Education	0.6	1.0%	4.8%	5.4%
Compensatory Education	0.0	0.0%	1.9%	3.2%
Gifted and Talented Education	0.0	0.0%	1.0%	1.7%
Regular Education	43.7	74.2%	77.7%	70.6%
Special Education	4.9	8.4%	6.7%	9.7%
Other	6.1	10.3%	5.7%	3.5%

Denton Independent School District

McMath Middle School

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

Core Beliefs

Building Relationships
Learning for all using best practices

Self Directed
Life-Long Learning
Solution Based Problem Solving

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

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Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors 12
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Demographics

Demographics Summary

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Problem Statement 1 (Prioritized): Our percentage of students who are economically disadvantaged continues to rise as it has reached nearly 60%. There has also been an increase in the percentage of at-risk students. **Root Cause:** Changes in the financial situations of families living in our attendance zone and more students meeting one of the 15 At-Risk indicators.

Problem Statement 2 (Prioritized): Our student demographics data showed that our Hispanic and African American populations were increasing; however, both populations were under represented in Expo and honors classes. **Root Cause:** Minority students may not be identified early for honors or gifted programs and families may not be fully informed about the benefits of honors classes, or the steps required to gain entry.

Student Learning

Student Learning Summary

See Addendums

Student Learning Strengths

See Addendums

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 2024 STAAR test, the percentage of students at the approaches level dropped for every test except 8th grade history and Algebra I. **Root Cause:** A multitude of reasons ranging from struggles with student apathy, student behaviors, weak PLC practices and needs for improvement in Tier 1 instruction.

Problem Statement 2 (Prioritized): On the 2024 STAAR test, a significant achievement gap exists between all students and our special education subgroup. In addition, smaller gaps in achievement exist between all students and our at-risk, economically disadvantaged, African American and Hispanic subgroups. **Root Cause:** A multitude of reasons ranging from struggles to provide differentiated instruction, lack of student engagement, disproportionate disciplinary actions and lack of parent engagement.

School Processes & Programs

School Processes & Programs Summary

See Addendums

School Processes & Programs Strengths

See Addendums

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is not a clear understanding of effective PLC practices and how to utilize them to improve Tier 1 instruction. **Root Cause:** Lack of knowledge, understanding and exposure to high functioning PLCs.

Perceptions

Perceptions Summary

See Addendums

Perceptions Strengths

See Addendums

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Survey results indicate that 90.4% of staff feel frustrated, and 94.2% feel exhausted. Furthermore, only 46.2% of staff feel a great deal of trust between staff and administration. **Root Cause:** The low staff morale could be due to inadequate support from administration, high workloads, insufficient professional development opportunities, and a lack of recognition and appreciation for staff efforts.

Problem Statement 2 (Prioritized): Some students report feeling disconnected from their learning environment, with significant differences in engagement between various student groups. Lack of engagement continues to lead to high numbers of disciplinary incidents. **Root Cause:** The lack of engagement may stem from an less engaging curriculum, insufficient extracurricular activities, or a learning environment that does not cater to diverse student needs and interests. Additionally, the aftermath of remote learning during the pandemic may have affected students' connection to in-person schooling.

Priority Problem Statements

Problem Statement 1: Survey results indicate that 90.4% of staff feel frustrated, and 94.2% feel exhausted. Furthermore, only 46.2% of staff feel a great deal of trust between staff and administration.

Root Cause 1: The low staff morale could be due to inadequate support from administration, high workloads, insufficient professional development opportunities, and a lack of recognition and appreciation for staff efforts.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Some students report feeling disconnected from their learning environment, with significant differences in engagement between various student groups. Lack of engagement continues to lead to high numbers of disciplinary incidents.

Root Cause 2: The lack of engagement may stem from an less engaging curriculum, insufficient extracurricular activities, or a learning environment that does not cater to diverse student needs and interests. Additionally, the aftermath of remote learning during the pandemic may have affected students' connection to in-person schooling.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: On the 2024 STAAR test, the percentage of students at the approaches level dropped for every test except 8th grade history and Algebra I.

Root Cause 3: A multitude of reasons ranging from struggles with student apathy, student behaviors, weak PLC practices and needs for improvement in Tier 1 instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: On the 2024 STAAR test, a significant achievement gap exists between all students and our special education subgroup. In addition, smaller gaps in achievement exist between all students and our at-risk, economically disadvantaged, African American and Hispanic subgroups.

Root Cause 4: A multitude of reasons ranging from struggles to provide differentiated instruction, lack of student engagement, disproportionate disciplinary actions and lack of parent engagement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is not a clear understanding of effective PLC practices and how to utilize them to improve Tier 1 instruction.

Root Cause 5: Lack of knowledge, understanding and exposure to high functioning PLCs.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our student demographics data showed that our Hispanic and African American populations were increasing; however, both populations were under represented in Expo and honors classes.

Root Cause 6: Minority students may not be identified early for honors or gifted programs and families may not be fully informed about the benefits of honors classes, or the steps required to gain entry.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our percentage of students who are economically disadvantaged continues to rise as it has reached nearly 60%. There has also been an increase in the percentage of at-risk students.

Root Cause 7: Changes in the financial situations of families living in our attendance zone and more students meeting one of the 15 At-Risk indicators.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By the end of the 2024-2025 school year, McMath will increase the percentage of students approaching grade level on STAAR by 10% for reading, math, science and social studies.

High Priority

Evaluation Data Sources: 2024-2025 STAAR Performance Data

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: With support from the guiding coalition, provide teachers with ongoing professional development focused on quality Tier 1 instruction, response to intervention and building strong PLCs. **Strategy's Expected Result/Impact:** Improved student outcomes, enhanced teacher effectiveness, data-driven decision making and sustainable improvement. **Staff Responsible for Monitoring:** Admin, Guiding Coalition, Department Heads and teachers. **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 - School Processes & Programs 1 **Funding Sources:** Substitutes - Guiding Coalition Planning Days - At-Risk (SCE) - $4,128			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Utilize the master schedule to provide common PLC time for all core teachers, including special education inclusion and resource teachers, and to provide targeted intervention classes for students who were unsuccessful on STAAR, including students with IEP eligibility. **Strategy's Expected Result/Impact:** Improved instruction based on strengthened PLC work, improved student outcomes based on targeted intervention. **Staff Responsible for Monitoring:** Admin, department heads and teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** Reading Intervention Teacher - State Compensatory Education (SCE) - $78,604			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: The guiding coalition will lead the campus in conducting non-evaluative learning walks to observe and improve teaching and learning practices by gathering data on the overall learning environment, teacher actions and student engagement. **Strategy's Expected Result/Impact:** Improved instructional practices that increase student engagement. **Staff Responsible for Monitoring:** Admin and Guiding Coalition. **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 - Perceptions 2			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Utilize allotted FTE's to increase instructional support for teachers through the addition of 1.5 administrative interns and 0.5 instructional coach. **Strategy's Expected Result/Impact:** Increased instructional support, especially for beginning and struggling teachers, will result in improved instruction and increased teacher engagement based on a higher level of provided support. **Staff Responsible for Monitoring:** Admin and campus instructional coach. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: Provide the accelerated science instruction needs of incoming 6th graders required by HB 1416 through the creation of an after school science tutoring program. **Strategy's Expected Result/Impact:** Increased student achievement in Science. **Staff Responsible for Monitoring:** Admin and teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Teachers - Extra Duty Pay - At-Risk (SCE) - $5,000, Materials - At-Risk (SCE) - $1,000			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: On the 2024 STAAR test, the percentage of students at the approaches level dropped for every test except 8th grade history and Algebra I. **Root Cause**: A multitude of reasons ranging from struggles with student apathy, student behaviors, weak PLC practices and needs for improvement in Tier 1 instruction.
Problem Statement 2: On the 2024 STAAR test, a significant achievement gap exists between all students and our special education subgroup. In addition, smaller gaps in achievement exist between all students and our at-risk, economically disadvantaged, African American and Hispanic subgroups. **Root Cause**: A multitude of reasons ranging from struggles to provide differentiated instruction, lack of student engagement, disproportionate disciplinary actions and lack of parent engagement.
School Processes & Programs
Problem Statement 1: There is not a clear understanding of effective PLC practices and how to utilize them to improve Tier 1 instruction. **Root Cause**: Lack of knowledge, understanding and exposure to high functioning PLCs.
Perceptions
Problem Statement 1: Survey results indicate that 90.4% of staff feel frustrated, and 94.2% feel exhausted. Furthermore, only 46.2% of staff feel a great deal of trust between staff and administration. **Root Cause**: The low staff morale could be due to inadequate support from administration, high workloads, insufficient professional development opportunities, and a lack of recognition and appreciation for staff efforts.
Problem Statement 2: Some students report feeling disconnected from their learning environment, with significant differences in engagement between various student groups. Lack of engagement continues to lead to high numbers of disciplinary incidents. **Root Cause**: The lack of engagement may stem from an less engaging curriculum, insufficient extracurricular activities, or a learning environment that does not cater to diverse student needs and interests. Additionally, the aftermath of remote learning during the pandemic may have affected students' connection to in-person schooling.

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By the end of the 2024-2025 school year, ALL STUDENTS will demonstrate at least one year of academic growth.

High Priority

Evaluation Data Sources: IXL, NWEA Map, common assessments and STAAR.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Teachers will schedule "response days" into their unit plans in order to intentionally create time for targeted intervention for students needing support (including students with IEPs and 504 plans), as well as extension activities for students who are on target. This allows time to address questions 3 (What will we do if they haven't learned it?) and 4 (What will we do if they already know it?) of the PLC process. **Strategy's Expected Result/Impact:** Improved achievement for students requiring additional support, including students with IEP, 504 plans and our emergent bilinguals. **Staff Responsible for Monitoring:** Admin, teachers, department heads and Guiding Coalition. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Utilize the MTSS process to meet the academic, behavioral and social emotional needs of all students. **Strategy's Expected Result/Impact:** Increased responsiveness to student needs resulting in greater overall success at school for students. **Staff Responsible for Monitoring:** MTSS team, admin, counselors and teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Collaborate with teachers and counselors to identify high-potential Hispanic, African American, At-Risk and economically disadvantaged students based on academic performance, growth potential, and interest who would be candidates for Honors level classes. **Strategy's Expected Result/Impact:** Increased educational opportunities for all students, alignment to CCMR goals and our Honors population will more closely resemble our overall student population. **Staff Responsible for Monitoring:** Admin, counselors and teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Demographics 1, 2			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Teachers will utilize "data days" to progress monitor student achievement, especially for students with IEPs, 504 plans and students at-risk, and then to plan future instruction based off identified needs. **Strategy's Expected Result/Impact:** Increased student achievement for all learners through targeted instruction. **Staff Responsible for Monitoring:** Admin and teachers. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Substitutes - Data Dig Days - At-Risk (SCE) - $5,000			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Our percentage of students who are economically disadvantaged continues to rise as it has reached nearly 60%. There has also been an increase in the percentage of at-risk students. **Root Cause**: Changes in the financial situations of families living in our attendance zone and more students meeting one of the 15 At-Risk indicators.
Problem Statement 2: Our student demographics data showed that our Hispanic and African American populations were increasing; however, both populations were under represented in Expo and honors classes. **Root Cause**: Minority students may not be identified early for honors or gifted programs and families may not be fully informed about the benefits of honors classes, or the steps required to gain entry.
Student Learning
Problem Statement 1: On the 2024 STAAR test, the percentage of students at the approaches level dropped for every test except 8th grade history and Algebra I. **Root Cause**: A multitude of reasons ranging from struggles with student apathy, student behaviors, weak PLC practices and needs for improvement in Tier 1 instruction.
Problem Statement 2: On the 2024 STAAR test, a significant achievement gap exists between all students and our special education subgroup. In addition, smaller gaps in achievement exist between all students and our at-risk, economically disadvantaged, African American and Hispanic subgroups. **Root Cause**: A multitude of reasons ranging from struggles to provide differentiated instruction, lack of student engagement, disproportionate disciplinary actions and lack of parent engagement.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Increase overall student engagement, positive student behaviors and peer interactions.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Continued roll out of the DISD Core Behavioral Programming and ongoing professional development opportunities pertaining to the six facets of the framework. **Strategy's Expected Result/Impact:** Increased success in creating a positive and structured environment where students can develop essential social, emotional and behavioral skills, increased student engagement and reduction of disciplinary incidents. **Staff Responsible for Monitoring:** Admin, Campus Leadership Team and Campus Behavior Team. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1, 2			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Create an 8th grade mentor group responsible for helping our new 6th graders with the transition to middle school. **Strategy's Expected Result/Impact:** Increased leadership opportunities for our 8th grade students and a more inclusive environment for our 6th grade students, adding to a more positive school culture for both. **Staff Responsible for Monitoring:** Counselors and admin. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Create a "students of the month" program to recognize students from each grade level who represent our McMath values. **Strategy's Expected Result/Impact:** Increased positive school culture through the recognition of positive student behaviors. **Staff Responsible for Monitoring:** Counselors and Admin. **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Increase student wellness and promote a positive school climate for our at-risk population in partnership with Communities in Schools (CIS) program. **Strategy's Expected Result/Impact:** Increased student and family engagement, higher student achievement and increased positive student behaviors. **Staff Responsible for Monitoring:** Admin and CIS social worker. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** CIS Social Worker - At-Risk (SCE) - $16,000			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Our percentage of students who are economically disadvantaged continues to rise as it has reached nearly 60%. There has also been an increase in the percentage of at-risk students. **Root Cause**: Changes in the financial situations of families living in our attendance zone and more students meeting one of the 15 At-Risk indicators.

Perceptions

Problem Statement 1: Survey results indicate that 90.4% of staff feel frustrated, and 94.2% feel exhausted. Furthermore, only 46.2% of staff feel a great deal of trust between staff and administration. **Root Cause**: The low staff morale could be due to inadequate support from administration, high workloads, insufficient professional development opportunities, and a lack of recognition and appreciation for staff efforts.

Problem Statement 2: Some students report feeling disconnected from their learning environment, with significant differences in engagement between various student groups. Lack of engagement continues to lead to high numbers of disciplinary incidents. **Root Cause**: The lack of engagement may stem from an less engaging curriculum, insufficient extracurricular activities, or a learning environment that does not cater to diverse student needs and interests. Additionally, the aftermath of remote learning during the pandemic may have affected students' connection to in-person schooling.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 2: Increase staff engagement by 10% as measured by the campus and district engagement surveys to ensure a positive school culture with high staff morale.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide opportunities for staff to serve in various leadership roles and to have input on school wide decisions such as guiding coalition, campus leadership team, PLC leadership, etc.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Increased teacher engagement and ownership due to shared leadership. **Staff Responsible for Monitoring:** Admin, Guiding Coalition and Campus Leadership Team. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1 **Funding Sources:** Substitutes for Professional Development - At-Risk (SCE)			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Create a "staff spotlight" that highlights the work of our staff and promotes it via social media. **Strategy's Expected Result/Impact:** Increased family, community and teacher engagement. Increased sense of pride and a more visible way to show teacher appreciation. **Staff Responsible for Monitoring:** Admin and counselors. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Create a "teacher/staff of the month" program to recognize staff members who represent our McMath values. **Strategy's Expected Result/Impact:** Increased teacher engagement. **Staff Responsible for Monitoring:** Counselors and Admin. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Survey results indicate that 90.4% of staff feel frustrated, and 94.2% feel exhausted. Furthermore, only 46.2% of staff feel a great deal of trust between staff and administration. **Root Cause**: The low staff morale could be due to inadequate support from administration, high workloads, insufficient professional development opportunities, and a lack of recognition and appreciation for staff efforts.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 3: Increase family and community engagement by 5% as measured by campus and district engagement surveys to ensure all stakeholders feel respected, valued and included.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Increase consistent communication via Tiger Times, social media, school website and school messenger. Provide printed handouts, flyers, etc. when appropriate to target at-risk families. **Strategy's Expected Result/Impact:** Increased family and community engagement. Stronger working relationships between schools and families. **Staff Responsible for Monitoring:** Admin, counselors and teachers. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 2 **Funding Sources:** Parent Communication Printouts - At-Risk (SCE) - $3,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Create family events and outreach programs to increase parent engagement, especially for at-risk students. **Strategy's Expected Result/Impact:** Increased parent involvement, increased positive student behaviors and increased trust between families and school. **Staff Responsible for Monitoring:** Counselors and admin. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 2 **Funding Sources:** Parent Involvement Supplies - At-Risk (SCE) - $6,000			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Our percentage of students who are economically disadvantaged continues to rise as it has reached nearly 60%. There has also been an increase in the percentage of at-risk students. **Root Cause**: Changes in the financial situations of families living in our attendance zone and more students meeting one of the 15 At-Risk indicators.

Perceptions
Problem Statement 2: Some students report feeling disconnected from their learning environment, with significant differences in engagement between various student groups. Lack of engagement continues to lead to high numbers of disciplinary incidents. **Root Cause**: The lack of engagement may stem from an less engaging curriculum, insufficient extracurricular activities, or a learning environment that does not cater to diverse student needs and interests. Additionally, the aftermath of remote learning during the pandemic may have affected students' connection to in-person schooling.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	2	Utilize the master schedule to provide common PLC time for all core teachers, including special education inclusion and resource teachers, and to provide targeted intervention classes for students who were unsuccessful on STAAR, including students with IEP eligibility.
1	2	1	Teachers will schedule "response days" into their unit plans in order to intentionally create time for targeted intervention for students needing support (including students with IEPs and 504 plans), as well as extension activities for students who are on target. This allows time to address questions 3 (What will we do if they haven't learned it?) and 4 (What will we do if they already know it?) of the PLC process.
1	2	4	Teachers will utilize "data days" to progress monitor student achievement, especially for students with IEPs, 504 plans and students at-risk, and then to plan future instruction based off identified needs.

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes - Guiding Coalition Planning Days		$4,128.00
1	1	5	Teachers - Extra Duty Pay		$5,000.00
1	1	5	Materials		$1,000.00
1	2	4	Substitutes - Data Dig Days		$5,000.00
2	1	4	CIS Social Worker		$16,000.00
2	2	1	Substitutes for Professional Development		$0.00
2	3	1	Parent Communication Printouts		$3,000.00
2	3	2	Parent Involvement Supplies		$6,000.00
				Sub-Total	$40,128.00

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Reading Intervention Teacher		$78,604.00
				Sub-Total	$78,604.00

Denton Independent School District

Alexander Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

Vision

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Over 70% of our students are considered economically disadvantaged. Our school is one of ten campuses in the district eligible to receive free meals for all students through the Community Eligibility Program.

Our ethnicity breakdown includes:

- Hispanic - 66.61%
- White - 15.52%
- African American - 15.11%
- Asian - 0.88%
- American Indian - 0.88%

Our special programs breakdown includes:

- Special Education - 21.97%
- Dyslexia - 7.38%
- 504 - 4.57%
- Gifted/Talented - 9.67%
- Emergent Bilingual - 40.42%

Demographics Strengths

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

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

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

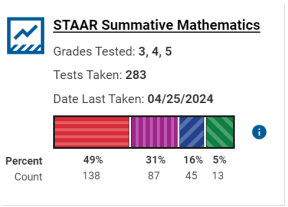
Student Learning

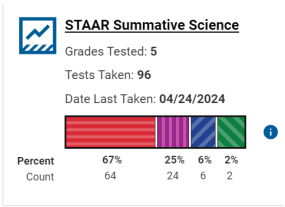
Student Learning Summary

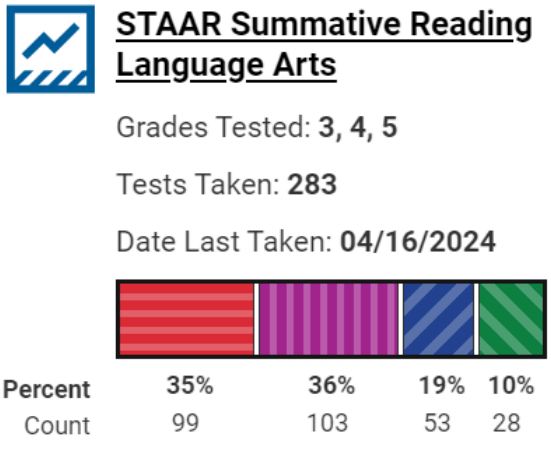
Longitudinal STAAR data shows that we are not making sufficient improvements in ELA, Math, or Science. This appears to be due to the following factors:

- a need to vertically align instruction and best practices across all grade levels
- a need for PD and support for workshop model for K-2
- a need to implement an aligned progress monitoring tool with regular meetings to address and follow up on next steps.

Less than 60% of all 3-5th grade STAAR assessments were passed. Less than 60% of K-2 students were on level on their EOY Math and ELA assessments. 33% of students passed the 5th Grade Science STAAR. We have been identified by TEA as an Additional Targeted Support Campus due to our lack of sufficient progress in the STAAR scores for our students in Special Education.







TELPAS Composite

Grades Tested: **KG, 1, 2, 3, 4, 5**

Tests Taken: **225**

Date Last Taken: **03/21/2024**

Percent	**19%**	**47%**	**24%**	**10%**
Count	43	105	54	22

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 33% of 5th Graders reached Approaches or above on the 2024 Science STAAR **Root Cause:** Science needs to be given sufficient time in the master schedule for all grades for effective Tier 1 content instruction.

Problem Statement 2 (Prioritized): Less than 60% of students in grades 3-5 reached Approaches or above on the 2024 Math STAAR, and less than 60% of students in grades K-2 were on level on the PNA. **Root Cause:** We need to align Math instruction across all grade levels and implement an effective progress monitoring system.

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

School Processes & Programs

School Processes & Programs Summary

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

Teams meet throughout each month as Professional Learning Teams to analyze data and plan instruction and intervention. Monthly "name and need" meetings are held with teachers, specialists, and campus administrators to progress monitor each student's achievement and goals, and determine next steps.

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

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

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

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

School Processes & Programs Strengths

Our strengths include:

- Strong master schedule aligned with our special program services to allow teachers to maximize tier 1 instruction time while providing specialists time to provide tier 2 and 3 support for students.
- We have several committees to provide valuable staff input on our campus processes and procedures, including:
    - Guiding Coalition and Campus Leadership Team
    - Team Leaders
    - Attendance Committee
    - Safe & Supportive Schools Team
    - BERT (Building Emergency Response Team)
    - STEM Task Force
    - Sunshine Committee
    - House System Committee

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: CHAMPS is not utilized consistently school-wide, and behavior referrals are high. **Root Cause:** There is a need for faculty-wide PD on CHAMPS, as well as clarification on behavior tiers to empower teachers to address tier 1 behaviors, and admin/counseling team to address tier 2 and 3 behaviors.

Problem Statement 2: There were over 400 office referrals and several threat assessments. **Root Cause:** There is a need for additional staff, such as a Behavioral Specialist, to help admin address behaviors.

Perceptions

Perceptions Summary

87% of our teaching staff for the 23-24 year was those with 3 years or less of experience. Recruitment needs to focus on veteran teachers. As a result, 5 teachers were hired with 10+ years of experience for the 24-25 school year.

We have a need to increase membership in PTA and to increase the number of volunteers for our campus. Our PTA has a very involved and committed, although small, core group of parents and staff who work hard to provide funding to enrich our students' instruction and school experience.

Staff express a need for consistency in processes on campus, as well as professional development to meet their instructional needs. Our staff is on board with our STEM journey, and several are eager to begin their STEM certifications right away.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most of our staff for 23-24 were new or newer staff, 87% of the staff had 3 or fewer years of experience. **Root Cause:** Recruiting needs to focus on veteran teachers to help provide support and expertise to share with our newer teachers.

Priority Problem Statements

Problem Statement 1: Only 33% of 5th Graders reached Approaches or above on the 2024 Science STAAR

Root Cause 1: Science needs to be given sufficient time in the master schedule for all grades for effective Tier 1 content instruction.

Problem Statement 1 Areas: Student Learning

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

Root Cause 2: We need to align Math instruction across all grade levels and implement an effective progress monitoring system.

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

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

Performance Objective 1: By May 2025, at least 70% of STAAR tests will be passed in grades 3-5. At least 70% of students in PK - 2nd grade will be on level on their EOY assessments in Language Arts and Math.

High Priority

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: An aligned progress monitoring system will be utilized by all grade level teachers and specialists, and addressed in each PLC, DMTSS meeting, and Name & Need meeting throughout each month to plan next steps for any student not meeting progress measures. **Strategy's Expected Result/Impact:** Teachers and Specialists will intervene as soon as a student is showing a lack of progress. Students will then have a better chance of meeting standard on EOY assessments. **Staff Responsible for Monitoring:** Teachers, Specialists, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Interventionists will provide all students requiring HB1416 interventions 100% of their required minutes. **Strategy's Expected Result/Impact:** Students will meet standard on their EOY assessments, or at least show a minimum of one year's growth. **Staff Responsible for Monitoring:** Teachers, Specialists, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $71,188, Reading Interventionist - State Compensatory Education (SCE) - $82,814, Campus Interventionist - Title I, Part A - $39,222			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Professional Development will be provided on behavior tiers of intervention for all staff, and the tier system implemented to help decrease office referrals and threat statements, and increase positive student behaviors and student engagement. **Strategy's Expected Result/Impact:** Students will increase their engagement levels and positive behaviors shown, and disciplinary office referrals and threat statements will decrease. **Staff Responsible for Monitoring:** Student Assistance Counselor, Behavior Specialist, Teachers, Counselor, Admin **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture **- Additional Targeted Support Strategy** **Funding Sources:** Student Assistance (Impact) Counselor - Title I, Part A - $84,766, Campus Behavior Specialist - Title I, Part A - $75,041			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: We have added a Behavior Specialist position and are utilizing the Student Assistance Counselor position to help address tier 2 and 3 behaviors on campus and increase student engagement.	Dec	Mar	May
Strategy's Expected Result/Impact: Students' engagement will increase, thereby improving their EOY achievement scores and reducing the need for office referrals and disciplinary measures. **Staff Responsible for Monitoring:** Behavior Specialist, Teachers, Counselors, Admin **Title I:** 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: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Funding Sources:** Student Assistance Counselor - Title I, Part A - $84,766, Behavior Specialist - Title I, Part A - $75,041			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Teachers will schedule at least one parent-teacher conference per student to discuss student goals in content areas, achievement, and plans to help them make at least one year's growth in their learning.	Dec	Mar	May
Strategy's Expected Result/Impact: Students will make at least one year's growth in their learning, and parents will know how to help their children reach their goals. **Staff Responsible for Monitoring:** Teachers, Specialists, Admin **Title I:** 2.4, 2.5, 2.6, 4.2 **- 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, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: The master schedule will be aligned with the recommended minutes for all content areas to allow teachers an appropriate amount of time to effectively provide tier 1 instruction. **Strategy's Expected Result/Impact:** Teachers will be able to provide effective tier 1 instruction each week in all content areas, and students will show at least one year's growth in all EOY assessments. Admin class walkthroughs will show evidence of strong instruction in all content areas. **Staff Responsible for Monitoring:** Teachers, Specialists, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1, 2, 3			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Our Reading Recovery Specialists will provide co-teaching, coaching, and modeling for our Kinder - 2nd grade teachers in Language Arts workshop model, and at least one learning lab in Readers or Writers workshop will be held for newer teachers. **Strategy's Expected Result/Impact:** Teachers will strengthen their tier 1 instruction to increase student achievement. **Staff Responsible for Monitoring:** Specialists, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy** **Problem Statements:** Student Learning 3			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Only 33% of 5th Graders reached Approaches or above on the 2024 Science STAAR **Root Cause**: Science needs to be given sufficient time in the master schedule for all grades for effective Tier 1 content instruction.

Problem Statement 2: Less than 60% of students in grades 3-5 reached Approaches or above on the 2024 Math STAAR, and less than 60% of students in grades K-2 were on level on the PNA. **Root Cause**: We need to align Math instruction across all grade levels and implement an effective progress monitoring system.

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

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

Performance Objective 2: By May 2025, we will see a 10 pt increase in the percentage of Emergent Bilingual students who have increased their English proficiency on their composite TELPAS score.

Evaluation Data Sources: TELPAS ratings

Strategy 1 Details	Formative Reviews		
Strategy 1: We will have at least two vertical PLC meetings for Bilingual staff in grades PK-5 to ensure instructional alignment.	Formative		
Strategy's Expected Result/Impact: Bilingual teaching staff will align their instruction across all grade levels so that students will increase their ratings in all 4 TELPAS domains - Reading, Writing, Listening, and Speaking. **Staff Responsible for Monitoring:** Teachers, Specialists, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Parent meetings will be held to address TELPAS results and strategies that parents can use at home to help increase their students' English proficiency in Listening, Speaking, Reading, and Writing. **Strategy's Expected Result/Impact:** Students will increase their composite TELPAS score by one rating by the End of Year. **Staff Responsible for Monitoring:** Teachers, Specialists, Admin **Title I:** 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**			

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 1: By May 2025, our campus will receive our National Certified STEM Campus status through the National Institute of Stem Education.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: We will begin having teaching staff receive their National STEM certification, with a goal of at least 10 teachers being STEM certified by the end of the year. **Strategy's Expected Result/Impact:** Teachers will receive their National STEM certification and be able to implement their learning to become a full-immersion STEM learning classroom based on the TEA STEM Framework. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Admin, Coach **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			

Strategy 2 Details	Formative Reviews		
Strategy 2: We will engage Families through a Family STEM Night, to include hands-on STEM activities, and showcasing STEM learning in the classroom.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Families will gain an understanding of STEM and how it supports and engages student learning. **Staff Responsible for Monitoring:** Teachers, Specialists, Admin **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			

Strategy 3 Details	Formative Reviews		
Strategy 3: The use of fundraising profits, Grants, and Campus Funds will be focused on the STEM initiative through the certifications and classroom supplies	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Students in all grades will have access to high quality STEM education through design challenges. **Staff Responsible for Monitoring:** Teachers, Admin, Specialists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will form a STEM Task force to create and implement the campus STEM certification plan.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: We will have a viable plan in place to begin integrating STEM across all content areas and increase student engagement and achievement. **Staff Responsible for Monitoring:** STEM Task Force, Guiding Coalition, Admin **Title I:** 2.4, 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 3: Positive School Culture, Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 33% of 5th Graders reached Approaches or above on the 2024 Science STAAR **Root Cause**: Science needs to be given sufficient time in the master schedule for all grades for effective Tier 1 content instruction.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	An aligned progress monitoring system will be utilized by all grade level teachers and specialists, and addressed in each PLC, DMTSS meeting, and Name & Need meeting throughout each month to plan next steps for any student not meeting progress measures.
1	1	2	Interventionists will provide all students requiring HB1416 interventions 100% of their required minutes.
1	1	3	Professional Development will be provided on behavior tiers of intervention for all staff, and the tier system implemented to help decrease office referrals and threat statements, and increase positive student behaviors and student engagement.
1	1	4	We have added a Behavior Specialist position and are utilizing the Student Assistance Counselor position to help address tier 2 and 3 behaviors on campus and increase student engagement.
1	1	5	Teachers will schedule at least one parent-teacher conference per student to discuss student goals in content areas, achievement, and plans to help them make at least one year's growth in their learning.
1	1	6	The master schedule will be aligned with the recommended minutes for all content areas to allow teachers an appropriate amount of time to effectively provide tier 1 instruction.
1	1	7	Our Reading Recovery Specialists will provide co-teaching, coaching, and modeling for our Kinder - 2nd grade teachers in Language Arts workshop model, and at least one learning lab in Readers or Writers workshop will be held for newer teachers.
1	2	2	Parent meetings will be held to address TELPAS results and strategies that parents can use at home to help increase their students' English proficiency in Listening, Speaking, Reading, and Writing.

State Compensatory

Budget for Alexander Elementary

Total SCE Funds: $154,002.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

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

Personnel for Alexander Elementary

Name	Position	FTE
Kayla Slusarski	Math Interventionist	1
Margarita Ramos Rivera	Reading Interventionist (BIL)	1

Title I Personnel

Name	Position	Program	FTE
(vacant)	Campus Interventionist	Title 1	.5
Alasdair Green	Campus Behavior Specialist	Title 1	1
Tina Taylor	Student Assistance Counselor	Title 1	1

Campus Funding Summary

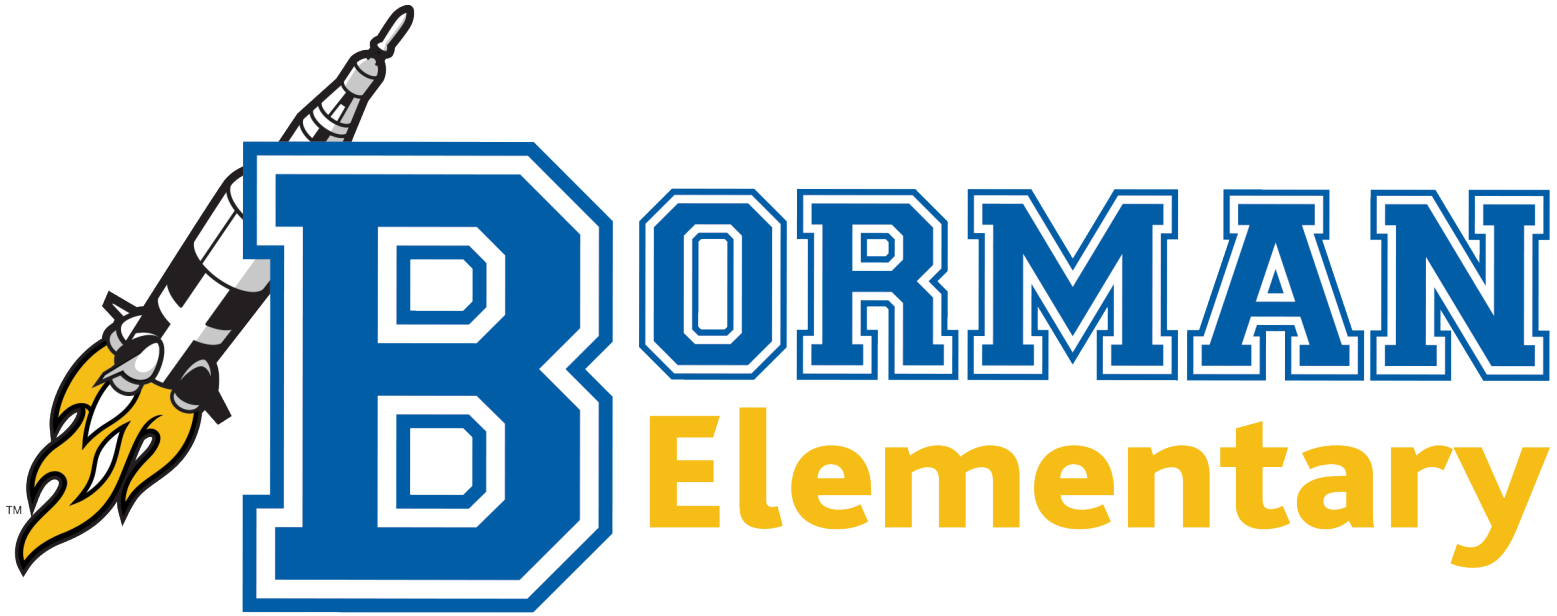
State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Math Interventionist		$71,188.00
1	1	2	Reading Interventionist		$82,814.00
				Sub-Total	$154,002.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Campus Interventionist		$39,222.00
1	1	3	Student Assistance (Impact) Counselor		$84,766.00
1	1	3	Campus Behavior Specialist		$75,041.00
1	1	4	Behavior Specialist		$75,041.00
1	1	4	Student Assistance Counselor		$84,766.00
				Sub-Total	$358,836.00

Denton Independent School District

Borman Elementary

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

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Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors 25
Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 30
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Borman Elementary Needs Assessment Overview

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

Demographics

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

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

Student Learning

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

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

School Processes & Programs

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

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

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

Perceptions

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

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

Key Areas for Improvement

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

Conclusion

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

Demographics

Demographics Summary

Borman Elementary Demographics Summary

Who Are We?

Borman Elementary, an International Baccalaureate (IB) World School, serves a diverse and vibrant community within Denton ISD. Located in a close-knit neighborhood surrounded by locally owned businesses, the school reflects the cultural richness and diversity of its students and families. Established in 1970, Borman has a long history of community involvement and educational excellence. The school embraces its role as a Title I campus, with a mission centered on providing high-quality learning experiences that empower each student to achieve their fullest potential.

Student Population:

- **Racial/Ethnic Breakdown**: Borman Elementary's student body represents a mix of ethnicities. As of April 2024, the school serves 481 students, with a significant portion of the population being Hispanic (64 students), followed by Black (61 students) and White (52 students). Additionally, Asian and Island Pacific students make up a smaller percentage of the population.
- **Bilingual and ESL Services**: Approximately 43% of students qualify for Bilingual or ESL services, highlighting the school's strong focus on language acquisition. Every student benefits from attending Spanish language classes through the IB World Language program.
- **Economically Disadvantaged**: Over 82% of students at Borman qualify for free or reduced-price lunch, indicating a high proportion of economically disadvantaged students. This status aligns with Borman's Title I designation and reinforces the school's commitment to equity and student support.
- **Attendance and Mobility**: Borman faces challenges with student mobility and attendance, with 69 new students enrolling after October 31st of the academic year. Attendance issues, particularly among economically disadvantaged and homeless students, contribute to lower academic performance and are an area of concern.

Discipline:

- Borman tracks student behavior through the orange dot system, recording 404 discipline incidents as of April 2024. The majority of these incidents involve students in grades 3 and 5. Hispanic and Black students are more frequently represented in discipline referrals, which the school is addressing through targeted interventions.

Special Programs and Enrollment:

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

Teacher Recruitment, Retention, and Experience:

- **Teacher Retention**: Staff retention is a key focus for Borman, particularly as the school works to mentor new and struggling teachers. The Borman Marigold Mentor Program

supports first-year and newly hired staff, helping to integrate them into the school's culture and providing professional development.

- **Teacher Experience and Recruitment**: Borman strives to recruit high-quality, experienced teachers who align with the school's IB framework and values. Ongoing professional learning is a cornerstone of the school's approach to staff development.

Teacher-Student Ratios:

- **Class Size and Student Support**: The average class size and student-to-teacher ratios vary across grade levels, but Borman prioritizes maintaining ratios that allow for personalized instruction and support. This is especially important given the diverse academic and language needs of the student population.

Paraprofessional Qualifications:

- Paraprofessionals at Borman play a crucial role in supporting the diverse needs of students, particularly those in special education and bilingual programs. Their qualifications are aligned with the school's mission of fostering a supportive and inclusive learning environment.

Borman Elementary's demographic profile reflects its commitment to serving a diverse and dynamic student body. With strong community ties, a focus on bilingual education, and comprehensive support for students from various backgrounds, the school is dedicated to fostering a learning environment where every student can thrive.

Demographics Strengths

Borman Elementary's Strengths in Demographics

1. **Diverse Student Population**: Borman Elementary serves a richly diverse student body, representing various racial, ethnic, and cultural backgrounds. With a significant portion of the student population being Hispanic (44%), followed by Black (12%), White (9%), and Asian students, the school provides an inclusive environment that reflects the broader community's diversity. This diversity enriches the learning experience, as students are exposed to multiple perspectives and cultures.

2. **Strong Bilingual and ESL Programs**: With 43% of students qualifying for Bilingual or ESL services, Borman's commitment to supporting language learners is a major strength. All students have the opportunity to learn Spanish through the IB World Language program, promoting both bilingualism and cultural competence. The school's focus on language acquisition is well-aligned with its diverse student population.

3. **Title I Support for Economically Disadvantaged Students**: Borman Elementary qualifies for Title I support, with over 82% of its students receiving free or reduced-price lunch. This enables the school to provide additional resources and interventions targeted at economically disadvantaged students. The school's ability to meet the needs of its socioeconomically diverse student body is a clear strength, as it actively works to close achievement gaps through targeted support programs.

4. **Community Engagement and Multi-generational Ties**: Borman is deeply connected to its local community, with strong ties to local businesses, universities, and multi-generational families. Many families have had children attend the school for generations, and this deep-rooted community connection fosters a strong sense of belonging among students and families. Programs such as "Borman Loves Local" and partnerships with local universities further strengthen these ties.

5. **Inclusive Educational Programs**: Borman's focus on equity is evident in its enrollment in special programs, including Special Education, Gifted and Talented, and at-risk student support. The school ensures that students from all backgrounds have access to the necessary programs and services to succeed academically and socially.

6. **Teacher and Staff Diversity**: The staff at Borman Elementary is diverse in terms of culture, race, ethnicity, and gender, reflecting the student population. This diversity among educators helps create a more inclusive environment where students can see themselves represented in the teaching staff, fostering a deeper connection between teachers and students.

7. **Leadership Development and Student Agency**: Borman places a strong emphasis on developing student leadership through various programs and initiatives. The school

fosters student agency, encouraging students to take an active role in their learning and in contributing to the school community. This strength is especially relevant given the diverse backgrounds of the student population, ensuring that all voices are heard and valued.

Overall, Borman Elementary's demographic strengths lie in its ability to embrace and celebrate diversity, provide strong support for bilingual and economically disadvantaged students, and maintain deep connections with the local community. These strengths contribute to a nurturing, inclusive, and dynamic educational environment.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Student Learning Summary for Borman Elementary

How Are Our Students Doing?

Borman Elementary is committed to fostering academic growth and ensuring students achieve at high levels. The school uses a variety of assessment tools to monitor student progress, including state-mandated assessments (STAAR), local benchmarks, and formative assessments. Below is a summary of the current state of student learning at Borman:

Student Achievement on State Assessments (STAAR):

- Borman Elementary's performance on the **STAAR** exam varies across subjects and student subgroups. For example, 3rd grade **Math STAAR** scores indicate 52% of students reached the "Approaches" standard, but only 6% achieved "Masters," showing a need for improvement in higher-level mastery.
- For **Reading STAAR** in 3rd grade, 72% of students achieved at least "Approaches," and 47% met the "Meets" standard, demonstrating a stronger performance in reading compared to math.
- **Subgroup Performance**: There are notable differences in performance across racial/ethnic subgroups. For example, Black/African American students performed significantly lower in both math and reading compared to Hispanic and White students.

Benchmarks and Local Assessments:

- Interim assessment data from local benchmarks shows varying levels of growth. While some students made significant gains in both math and reading, others showed stagnation or regression. For example, 3rd and 4th graders who were classified as Emergent Bilingual showed some improvement in interim math scores, though a portion of students remained below the "Approaches" standard.
- **Growth and Retention**: Some students have struggled with consistent progress, particularly in math, where interim scores indicate that a portion of students have not moved beyond the "Does Not Meet" level.

English Language Assessments:

- A significant percentage of Borman students are **Emergent Bilinguals**, with 43% of students receiving Bilingual or ESL services. These students are assessed through **TELPAS** (Texas English Language Proficiency Assessment System) to monitor English language development. While some students are making progress, ongoing support is needed to ensure language acquisition is effectively supporting academic achievement.

Special Education:

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

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

- Although Borman is an elementary school, the foundation for **CCMR** begins early. Leadership opportunities, inquiry-based learning through the IB framework, and enrichment programs are in place to help students develop critical thinking and problem-solving skills. While the school does not yet provide dual enrollment or advanced course options, the emphasis on academic rigor prepares students for future success.

Grades and Retention Data:

- **Grade Retention**: Data indicates that some students at Borman have been retained, particularly those who struggled with academic performance and attendance. Students who did not demonstrate a year's growth in reading were primarily those with poor attendance, highlighting a need for continued interventions.

Dropout Data:

- As Borman serves an elementary population, dropout rates are not applicable. However, the school tracks at-risk students to provide early intervention and support. These efforts aim to prevent students from falling behind academically, reducing the risk of future dropout in higher grades.

Student Learning Strengths

Borman Elementary's Strengths in Student Learning

1. **Strong Performance in Reading**:
   Borman Elementary students demonstrate notable success in reading, particularly in the 3rd grade. On the 3rd grade **Reading STAAR** exam, 72% of students achieved the "Approaches" standard, and 47% met the "Meets" standard. This shows that the school has established effective reading instruction, supported by the use of various assessment tools such as DRA, Imagine Learning Assessments, and Running Records to monitor progress.

2. **Support for Emergent Bilinguals**:
   With 43% of the student body qualifying for **Bilingual or ESL services**, Borman Elementary excels in supporting Emergent Bilingual students. Programs such as the **IB World Language program** and targeted ESL instruction have helped these students improve their English proficiency, contributing to strong outcomes in both language acquisition and academic performance.

3. **Growth in Math for Some Subgroups**:
   While there are areas needing improvement, certain subgroups of students, particularly those receiving additional math support, have shown growth in interim math assessments. The school's use of data-driven instruction helps identify students who are progressing well, particularly those receiving focused math interventions.

4. **Emphasis on Inquiry-Based Learning Through IB**:
   The **International Baccalaureate (IB)** framework at Borman encourages inquiry-based learning, critical thinking, and global awareness. This approach not only enhances academic performance but also fosters student agency and leadership. Students engage in projects, such as the **Passion Project**, that develop their problem-solving skills and prepare them for future academic challenges.

5. **Targeted Interventions and Progress Monitoring**:
   Borman utilizes multiple assessment tools to closely monitor student progress, including **ISIP**, **Units of Study Reading Assessments**, and **Imagine Learning**. This comprehensive approach enables teachers to identify students who need additional support and provides timely interventions to address gaps in learning. This has been particularly beneficial in supporting student growth in reading.

6. **Focus on Early Literacy Growth**:
   Borman places a strong emphasis on early literacy, aiming for each student to achieve at least a year's growth in reading by the end of the academic year. The school's robust reading programs and assessments ensure that students, particularly in the early grades, receive the foundational skills needed for long-term academic success.

7. **Inclusive Support for Special Education Students**:
   The school's commitment to inclusivity extends to its special education program, where individualized support helps students make progress toward their academic goals. While challenges remain, Borman has systems in place to monitor the progress of students with disabilities and adapt instruction to meet their specific needs.

Overall, Borman Elementary's strengths in student learning lie in its ability to support diverse learners, maintain a focus on early literacy and language acquisition, and foster inquiry-

based, critical thinking skills through the IB program. These strengths contribute to a well-rounded and supportive learning environment for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Borman Elementary has a significant achievement gap among student subgroups, particularly between Black/African American and Hispanic students in both math and reading performance, which affects overall academic progress and equity. **Root Cause:** The achievement gap is largely driven by economic disparities, inconsistent access to academic resources, and higher rates of absenteeism among certain subgroups. Black/African American students, in particular, face additional challenges related to attendance and socio-economic barriers that impede consistent academic support and engagement.

Problem Statement 2 (Prioritized): Borman Elementary students, particularly in the early grades, are struggling with basic numeracy skills, including addition and subtraction, which later impacts their ability to grasp multiplication and division concepts as they progress. **Root Cause:** The master schedule lacks focus on developing strong foundational numeracy skills, such as fluency in addition and subtraction. This deficiency creates gaps in students' ability to understand more complex operations like multiplication and division. Additionally, there is a need for more hands-on, engaging strategies to reinforce basic math facts and ensure long-term retention.

School Processes & Programs

School Processes & Programs Summary

School Processes & Programs Summary for Borman Elementary

What Are Our Programs and Processes?

Borman Elementary operates with a clear focus on curriculum, professional development, and strong organizational support for students and staff. The school's programs are structured to enhance learning, foster leadership, and ensure continuous improvement across all aspects of education.

Curriculum & Instruction

- **International Baccalaureate (IB) Program**:
  Borman Elementary is an authorized **IB World School**, emphasizing inquiry-based learning and global awareness. The IB curriculum encourages students to think critically, collaborate, and engage with global issues, providing them with a well-rounded and culturally enriched education. This program aligns with the school's mission to foster leadership, creativity, and academic excellence.

- **Bilingual and ESL Instruction**:
  A large portion of Borman's student body receives **Bilingual or ESL services**. The curriculum includes dedicated language acquisition programs that support students in both their native language (Spanish) and English. This dual-language focus ensures that emergent bilinguals are supported academically while also gaining proficiency in English.

- **Special Education Services**:
  Borman provides individualized support for students in **Special Education**, ensuring that those with disabilities have access to the same rigorous curriculum as their peers. Teachers receive specialized training to adapt instruction and accommodate various learning needs.

- **Intervention Programs**:
  The school offers **Response to Intervention (RtI)** programs to support students who are struggling academically. Data from assessments is used to implement personalized interventions that help students meet grade-level expectations.

Professional Development

- **Ongoing Teacher Development**:
  Teachers at Borman Elementary participate in continuous **professional learning**, including training focused on **IB practices**, **bilingual education**, and **special education**. The school places a strong emphasis on equipping teachers with the tools they need to deliver effective, data-driven instruction. **Professional Learning Communities (PLCs)** are also in place, allowing teachers to collaborate, share best practices, and reflect on student data.

- **Borman Marigold Mentor Program**:
  New and struggling teachers are supported through the **Marigold Mentor Program**, which pairs them with experienced teachers for mentorship and guidance. This program helps foster a supportive community and contributes to teacher retention.

Leadership & Decision-Making Processes

- **Collaborative Leadership**:
  Decision-making at Borman Elementary is highly collaborative, involving input from teachers, parents, and administrative staff. The school leadership encourages an open-door policy, where feedback from all stakeholders is welcomed and used to guide the school's direction.

- **Data-Driven Instructional Decisions**:
  Borman uses a range of student performance data, including **STAAR scores**, **benchmark assessments**, and **formative assessments**, to make decisions about instructional priorities. The focus on data helps ensure that interventions are targeted effectively and that resources are directed where they are most needed.

Communication

- **Transparent and Inclusive Communication**:
  Borman Elementary maintains strong communication channels with parents, staff, and the wider community. Regular updates are provided through newsletters, parent-teacher meetings, and school events. Translation services are available for non-English-speaking families to ensure inclusivity.

- **Parent and Community Involvement**:
  The school emphasizes partnerships with parents and the community, encouraging their involvement in school activities and decision-making. Borman's **Parent-Teacher Association (PTA)** plays an active role in supporting school events and initiatives.

Organization & Context

- **Scheduling and Support Services**:
  Borman ensures that student needs are met through **flexible scheduling** and the availability of **support services**, such as counseling and academic interventions. The school provides additional support for students facing attendance challenges and those in at-risk categories.

- **Extracurricular/Co-Curricular Opportunities**:
  Borman offers a variety of **extracurricular and co-curricular activities**, including the **IB Club**, **Recycling Club**, and **leadership programs** that encourage students to engage in meaningful projects. These activities help students develop skills outside the classroom, fostering leadership, creativity, and a sense of responsibility.

Technology Integration

- **Technology Integration and Digital Learning**:
  Borman Elementary incorporates technology into daily instruction through the use of **digital learning platforms** and **educational technology tools**. Classrooms are equipped with smart boards, tablets, and other digital resources to enhance student engagement and learning outcomes. The school also uses **assessment tools** such as **ISIP** and **Imagine Learning** to track student progress and guide instruction.

- **Technology Plan**:
  The school has a technology plan in place to ensure that both students and staff are proficient in using digital tools for learning and teaching. This plan includes ongoing training for teachers to integrate technology effectively into their lessons.

Other Key Programs

- **Family and Community Engagement**:
  Borman hosts regular events to engage families and the community in the school's mission, including bilingual meetings and celebrations that reflect the school's diverse cultural makeup. The **"Borman Loves Local"** initiative strengthens ties with local businesses, while partnerships with nearby universities provide additional educational resources.

- **Student Support Services**:
  Borman offers comprehensive **student support services**, including academic counseling, behavioral interventions, and access to mental health resources. These services are designed to address the whole child, ensuring both academic and emotional needs are met.

Summary

Borman Elementary's school processes and programs are designed to create a supportive, inclusive, and academically challenging environment. With a focus on inquiry-based learning through the IB program, strong professional development for staff, and data-driven decision-making, the school ensures that every student is given the opportunity to succeed. Additionally, the school's commitment to family engagement, technology integration, and student support services makes it a well-rounded educational institution.

School Processes & Programs Strengths

Borman Elementary's Strengths in School Processes & Programs

1. **International Baccalaureate (IB) Program**:
   One of Borman Elementary's core strengths is its **IB World School** status, which promotes an inquiry-based, global education that emphasizes critical thinking, leadership, and cultural awareness. The IB framework fosters a holistic learning environment that encourages students to become well-rounded, engaged learners, with a focus on both academic achievement and social-emotional development.

2. **Strong Support for Bilingual and Emergent Bilingual Students**:
   With 43% of students qualifying for **Bilingual or ESL services**, Borman excels in its support for students learning English as a second language. The integration of language learning into the daily curriculum, combined with the IB World Language program, ensures that all students, especially Emergent Bilinguals, develop linguistic skills that are foundational for academic success.

3. **Comprehensive Professional Development**:
   Borman Elementary provides continuous **professional development** opportunities for teachers. The school's focus on teacher growth, particularly through the **Borman Marigold Mentor Program** for new and struggling teachers, ensures that staff have the skills and support they need to deliver high-quality instruction. Additionally, **Professional Learning Communities (PLCs)** promote ongoing collaboration among teachers, which strengthens instructional practices.

4. **Data-Driven Decision Making**:
   Borman's emphasis on using **data to guide instructional decisions** is a significant strength. Teachers regularly use assessment data from STAAR, local benchmarks, and other formative assessments to inform their teaching and interventions. This data-driven approach ensures that instructional strategies are tailored to meet the individual needs of students, contributing to overall academic improvement.

5. **Collaborative Leadership and Decision-Making**:
   The school's **collaborative approach to leadership** allows input from teachers, parents, and staff to guide school decisions. This openness creates a sense of shared responsibility and fosters a community-centered approach to achieving the school's mission and goals. Borman's focus on inclusivity and transparent communication with all stakeholders strengthens its leadership and planning processes.

6. **Comprehensive Student Support Services**:
   Borman excels in offering a wide range of **student support services**, including counseling, academic interventions, and behavioral support. These services are essential for addressing the diverse needs of the student population, particularly those who are at risk or in special education programs. The school's **Response to Intervention (RtI)** program is especially effective in identifying and supporting students who need additional help.

7. **Family and Community Engagement**:
   Borman has built strong relationships with both families and the local community. Programs like **"Borman Loves Local"** and partnerships with local universities not only strengthen community ties but also provide students with enriching learning opportunities. The active involvement of the **Parent-Teacher Association (PTA)** and regular bilingual communication further enhance family engagement, making Borman a true community-centered school.

8. **Technology Integration**:
   Borman Elementary has effectively integrated **technology into the classroom**, using digital platforms such as **ISIP** and **Imagine Learning** to track student progress and support personalized learning. Classrooms are equipped with modern technological tools that enhance engagement and make learning more interactive. The school's **technology plan** ensures that both students and teachers are proficient in using digital resources to improve learning outcomes.

9. **Extracurricular and Leadership Opportunities**:
   Borman offers various **extracurricular and leadership opportunities**, such as the **IB Club**, **Recycling Club**, and other student-led initiatives. These programs encourage students to take on leadership roles and actively engage in projects that foster personal growth and responsibility, which aligns with the school's commitment to student agency and leadership development.

Summary of Strengths

Borman Elementary's strengths in school processes and programs lie in its **IB framework**, **bilingual education support**, **data-driven instruction**, and **robust professional development** for teachers. The school excels in creating a collaborative environment for decision-making and maintaining strong community and family connections. Its focus on personalized student support services and technology integration further enhances its ability to provide a comprehensive, student-centered learning experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Borman Elementary students, particularly those in economically disadvantaged and minority subgroups, are under performing in math, with a significant gap in mastery compared to other subjects. **Root Cause:** The current math instruction strategies lack differentiation to meet the diverse needs of struggling learners. Limited professional development focused specifically on math instruction and intervention strategies for economically disadvantaged and minority students has contributed to gaps in student achievement.

Perceptions

Perceptions Summary

Perceptions Summary for Borman Elementary

How Well Do We Conduct Business?

Borman Elementary strives to maintain a positive school culture and climate, foster strong relationships with families and the community, and ensure open communication among all stakeholders. The school's commitment to inclusivity and engagement is reflected through various channels, including surveys, feedback mechanisms, and active community partnerships.

Parent Engagement and Feedback

- **Parent Engagement**:
  Borman Elementary actively seeks to involve parents in the educational process. The school hosts regular meetings, events, and family-oriented activities to encourage participation. The **Parent-Teacher Association (PTA)** plays a crucial role in organizing events and ensuring parents have a voice in school decision-making. However, while some parents are highly engaged, participation levels among economically disadvantaged and non-English-speaking families tend to be lower.

- **Parent Feedback**:
  Surveys and informal feedback collected from parents highlight the school's welcoming atmosphere and commitment to student success. Parents appreciate the bilingual communication efforts, particularly with translation services offered to non-English-speaking families. However, there is room for improvement in reaching families who may face barriers to engagement, such as work schedules or language differences.

School Culture and Climate

- **Culture and Values**:
  Borman Elementary prides itself on fostering a culture of inclusion, respect, and academic excellence. The school's **International Baccalaureate (IB)** program helps cultivate values such as global awareness, critical thinking, and leadership. Staff, parents, and students frequently mention the sense of community and belonging as key strengths of the school.

- **Positive Climate**:
  The staff and student body reflect the school's diverse community, and there is a shared commitment to ensuring that every student feels valued and supported. This is evident in the relationships between staff and students, as well as the collaborative spirit among teachers.

Community Partnerships and Volunteerism

- **Community Partnerships**:
  Borman Elementary has developed strong partnerships with local businesses and universities, such as UNT and TWU, which enhance educational opportunities for students. Programs like "**Borman Loves Local**" encourage families and staff to engage with the community, creating a mutually beneficial relationship between the school and local businesses.

- **Volunteer Data**:
  Volunteerism is an integral part of Borman's community culture. The school has successfully cultivated a group of dedicated volunteers, particularly through its mentorship program with local senior citizens from Robson Ranch. However, there is potential for expanding volunteer opportunities to better reflect the diversity of the school's parent and community base.

Staff Surveys and Feedback

- **Staff Feedback**:
  Teachers and staff generally express satisfaction with the school's supportive environment and collaborative decision-making processes. **Staff surveys** indicate that teachers feel valued and supported in their professional development, particularly through the **Marigold Mentor Program** for new and struggling teachers.

- **Areas for Improvement**:
  Feedback from staff also highlights some challenges, such as the workload associated with the IB program and the need for more time dedicated to collaborative planning. There is a strong desire for ongoing professional development, especially in areas such as math instruction and technology integration.

Student Feedback

- **Student Leadership and Agency**:
  Students at Borman are encouraged to take an active role in their learning and leadership development. Through feedback gathered from student-led projects and the **IB Passion Project**, students express pride in their school and value the opportunities for leadership and global awareness provided through the IB curriculum.

- **Student Satisfaction**:
  Overall, student feedback reflects a positive learning environment, with many students appreciating the diverse, inclusive culture of the school. However, there are occasional concerns about the consistency of disciplinary practices and the availability of extracurricular activities for all students.

Communication

- **Parent and Community Communication**:
  Borman Elementary uses a variety of channels to communicate with families, including newsletters, social media, and face-to-face meetings. Translation services are available for non-English-speaking families, ensuring that all parents have access to important information. The school also provides regular updates on student progress and school events through its digital platforms.

- **Internal Communication**:
  Staff communication is strong, with regular meetings and open lines of communication between teachers, administrators, and support staff. The school fosters a culture of transparency, ensuring that everyone is informed about key decisions and school priorities.

Staff Retention

- **Teacher Retention**:
  Borman has made significant efforts to retain high-quality teachers through its supportive mentoring programs and professional development opportunities. However, there are some challenges with retaining teachers new to the **IB framework**, as the program's demands can be overwhelming for those without prior experience.

Summary

Borman Elementary excels in creating a positive school culture, engaging families and the community, and supporting staff through collaborative decision-making and professional development. The school's **IB program** fosters leadership and global awareness among students, while strong communication practices ensure that families remain informed and involved. Although there are areas for improvement, particularly in reaching underrepresented families and supporting new teachers, Borman's focus on inclusivity, community engagement, and continuous improvement is evident in its daily operations.

Perceptions Strengths

Borman Elementary's Strengths in Perceptions

1. **Strong Community and Family Engagement**:
   Borman Elementary excels in building strong connections with families and the local community. Programs like **"Borman Loves Local"** encourage collaboration between the school and local businesses, while family events and parent-teacher meetings foster a sense of belonging. The active participation of the **Parent-Teacher Association (PTA)** ensures that parents are engaged in school activities and decision-making processes.

2. **Inclusive and Positive School Culture**:
   Borman's commitment to inclusivity is one of its core strengths. The school fosters a welcoming and supportive environment for students from diverse backgrounds. The **International Baccalaureate (IB)** program instills values of global awareness, respect, and leadership, contributing to a strong sense of community among students, staff, and families.

3. **Effective Communication with Families**:
   Borman ensures that communication with families is clear and accessible. The school provides bilingual communications and offers **translation services**, ensuring that non-English-speaking families are well-informed and involved. Regular updates through newsletters, social media, and meetings create transparency and trust between the school and its community.

4. **Collaborative Decision-Making and Open Leadership**:
   The leadership at Borman encourages a collaborative approach, welcoming input from teachers, parents, and staff. This inclusive decision-making process builds trust and creates a shared sense of responsibility for the school's success. Staff members feel valued, and parents appreciate the opportunity to contribute to school policies and practices.

5. **High Levels of Student Agency and Leadership Development**:
   Through the IB program and other school initiatives, Borman empowers students to take on leadership roles and develop critical thinking skills. Students are actively involved in projects such as the **IB Passion Project** and other leadership opportunities, which help foster a sense of ownership in their learning and growth.

6. **Supportive Environment for Teachers**:
   Teachers at Borman feel supported through programs like the **Marigold Mentor Program**, which provides guidance to new and struggling teachers. The emphasis on professional development and collaboration through **Professional Learning Communities (PLCs)** ensures that teachers have the resources and training needed to succeed. This supportive environment contributes to overall job satisfaction among staff.

7. **Strong Volunteer and Community Support**:
   The school has a dedicated group of volunteers, particularly through its mentorship program with senior citizens from **Robson Ranch**, which has contributed thousands of volunteer hours. This active volunteerism strengthens the school's ties to the community and provides additional support for students.

Summary

Borman Elementary's strengths in perceptions are evident through its inclusive and positive culture, effective communication with families, strong community and family engagement, and focus on student leadership. Additionally, the collaborative approach to decision-making and the supportive environment for teachers further enhance the school's reputation as a welcoming and community-focused institution.

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Borman Elementary students, particularly in the early grades, are struggling with basic numeracy skills, including addition and subtraction, which later impacts their ability to grasp multiplication and division concepts as they progress.

Root Cause 1: The master schedule lacks focus on developing strong foundational numeracy skills, such as fluency in addition and subtraction. This deficiency creates gaps in students' ability to understand more complex operations like multiplication and division. Additionally, there is a need for more hands-on, engaging strategies to reinforce basic math facts and ensure long-term retention.

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Borman Elementary students, particularly those in economically disadvantaged and minority subgroups, are under performing in math, with a significant gap in mastery compared to other subjects.

Root Cause 3: The current math instruction strategies lack differentiation to meet the diverse needs of struggling learners. Limited professional development focused specifically on math instruction and intervention strategies for economically disadvantaged and minority students has contributed to gaps in student achievement.

Problem Statement 3 Areas: School Processes & Programs

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

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

Problem Statement 4 Areas: Demographics

Problem Statement 5: Borman Elementary has a significant achievement gap among student subgroups, particularly between Black/African American and Hispanic students in both math and reading performance, which affects overall academic progress and equity.

Root Cause 5: The achievement gap is largely driven by economic disparities, inconsistent access to academic resources, and higher rates of absenteeism among certain subgroups. Black/African American students, in particular, face additional challenges related to attendance and socio-economic barriers that impede consistent academic support and engagement.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: Math Goal:

Every student at Borman Elementary will leave 2nd grade having mastered addition and subtraction fact fluency as evidenced by the Primary Numeracy Assessment (PNA). Every student at Borman Elementary will leave 5th grade having mastered multiplication and division fact fluency as evidenced by the Multiplicative Thinking Assessment (MTA).

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Primary Numeracy Assessment (K-2)
Multiplicative Thinking Assessment (3-5)
Campus Walk Throughs

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Professional Development Focus: Provide teachers with ongoing professional development and resources to support the effective teaching of fact fluency as a part of TIER 1 instruction. This will include training on implementation of district curriculum, use of district curriculum resources, district tight instructional strategies, district assessment tools, and differentiation techniques. **Strategy's Expected Result/Impact:** Teachers will continuously add to their knowledge and experience of TIER 1 instruction, resulting in positive impact on students' math knowledge, math fluency, and problem solving progress. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Support Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Early Grades Instructional Coach - Title I, Part A - $80,346.76, Substitutes - Title I, Part A - $6,231.63			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Implement Fact Fluency into TIER 1 Instruction: Teachers will incorporate fact fluency strategies into their daily math TIER 1 instruction, focusing on addition and subtraction facts in Kindergarten through 2nd grade and multiplication and division facts in 3rd through 5th grade. **Strategy's Expected Result/Impact:** By consistently incorporating fact fluency into daily lessons, students are likely to develop stronger foundational skills in addition, subtraction, multiplication, and division. This solid foundation can enhance their overall math proficiency and problem-solving abilities. **Staff Responsible for Monitoring:** Administrators, Teachers, Instructional Support Staff, Special Education Staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Regular Assessments: Administer the Primary Numeracy Assessment at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of Year (EOY) for Kindergarten through 3rd grade, and the Multiplicative Thinking Assessment at the BOY, MOY, and EOY for 3rd through 5th grade, to track progress and adjust instruction as needed. **Strategy's Expected Result/Impact:** Regular assessments (BOY, MOY, EOY) provide frequent snapshots of student progress, allowing teachers to monitor and track students' growth in numeracy and multiplicative thinking throughout the year. **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Support Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 2			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Data Analysis and Feedback: Analyze assessment data to identify trends and areas for improvement through the PLC Process. Create analysis and discussion for teachers to support their instructional planning and to address any gaps in student learning. **Strategy's Expected Result/Impact:** By analyzing assessment results, teachers can identify areas where students may be struggling or excelling. This information enables them to adjust their instruction to better meet the needs of their students, providing targeted interventions or enrichment as necessary. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: Intervention and Enrichment: TIER Time will be provided three days a week to ensure that every student has devoted time and assistance in specialized intervention per student. **Strategy's Expected Result/Impact:** Focused intervention will lead to significant improvements in student performance in STAAR Math. The additional support aims to help students meet grade-level expectations and improve their overall academic math achievement. **Staff Responsible for Monitoring:** Teachers; Instructional Support Staff; Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $78,340, Interventionist - State Compensatory Education (SCE) - $73,886			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Increase literacy readiness in Pre-K students by focusing on alphabet recognition, letter sounds, and early blending skills to prepare students for Kindergarten success. **Strategy's Expected Result/Impact:** 90% of Pre-K students will be able to recognize and name at least 20 letters of the alphabet. 75% of Pre-K students will be able to produce at least 20 letter sounds. 75% of Pre-K students will be able to blend sounds to form simple words. **Staff Responsible for Monitoring:** Pre-K Teachers and Administrators **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Borman Elementary students, particularly in the early grades, are struggling with basic numeracy skills, including addition and subtraction, which later impacts their ability to grasp multiplication and division concepts as they progress. **Root Cause**: The master schedule lacks focus on developing strong foundational numeracy skills, such as fluency in addition and subtraction. This deficiency creates gaps in students' ability to understand more complex operations like multiplication and division. Additionally, there is a need for more hands-on, engaging strategies to reinforce basic math facts and ensure long-term retention.

School Processes & Programs

Problem Statement 1: Borman Elementary students, particularly those in economically disadvantaged and minority subgroups, are under performing in math, with a significant gap in mastery compared to other subjects. **Root Cause**: The current math instruction strategies lack differentiation to meet the diverse needs of struggling learners. Limited professional development focused specifically on math instruction and intervention strategies for economically disadvantaged and minority students has contributed to gaps in student achievement.

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

Performance Objective 1: Within one year, establish and operationalize supportive discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied, ensuring that students remain engaged in the classroom and experience minimal disruptions to their learning.

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Ongoing Professional Development and Feedback Loops: Offer coaching and mentoring for teachers struggling with classroom management, focusing on restorative and instructive discipline practices . Establish a process for teachers, staff, and students to provide ongoing feedback about the effectiveness of discipline policies. Adjust policies based on the feedback and behavior data collected . **Strategy's Expected Result/Impact:** By incorporating coaching, mentoring, and data-driven feedback loops, this strategy will promote continuous improvement of discipline practices, leading to a more supportive and effective learning environment for both students and teachers. **Staff Responsible for Monitoring:** Campus Behavior/SEL Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Behavior Expectations Framework: Develop a clear set of behavior expectations aligned with Borman's core values (e.g., respect, responsibility, and safety). Incorporate these expectations into daily instruction and classroom activities to reinforce positive behaviors **Strategy's Expected Result/Impact:** This strategy will foster a cohesive, positive school culture, reduce disruptive behaviors, and increase both student accountability and teacher-student rapport, all while contributing to a more equitable and inclusive learning environment. **Staff Responsible for Monitoring:** Campus Behavior/SEL Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Behavior Specialist - Title I, Part A - $39,221.75			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Family and Community Involvement: Involve families and community stakeholders in discussions about discipline policy and practices to ensure transparency and gain buy-in. Provide families with resources to support consistent behavioral expectations at home. **Strategy's Expected Result/Impact:** This strategy will lead to stronger family-school partnerships, improved student behavior, greater consistency in behavioral expectations, and increased transparency, ultimately contributing to a more supportive and effective discipline system. **Staff Responsible for Monitoring:** Campus Administrators, Campus Leadership Team, and PTA **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **- 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, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1 **Funding Sources:** Communities in Schools (CIS) Coordinator - Title I, Part A - $16,000, Parent Involvement Supplies & Materials - Title I, Part A - $1,526.90, Parent Involvement Activities Snacks - Title I, Part A - $508.97			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Data-Driven Monitoring: Use data to identify trends in discipline referrals, focusing on disproportionality among student subgroups, including race, gender, and special education status. Regularly review this data to ensure discipline policies are applied fairly across all demographics. **Strategy's Expected Result/Impact:** Data-driven monitoring will lead to more equitable discipline practices, a reduction in discipline disparities, improved student engagement, and increased transparency, all contributing to a more fair and supportive school environment. **Staff Responsible for Monitoring:** Campus Behavior/SEL Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: SEL Integration: Continue to integrate social-emotional learning as a core part of the curriculum, especially focusing on emotional regulation and impulse control strategies for younger students. **Strategy's Expected Result/Impact:** Integrating SEL into the curriculum, particularly with a focus on emotional regulation and impulse control, will lead to better-behaved, more engaged students who are equipped with essential social and emotional skills, resulting in fewer disruptions and improved academic and social outcomes. **Staff Responsible for Monitoring:** Campus Administrators, Behavior Specialist, and Campus Behavior/SEL Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

Problem Statement 1: Borman Elementary has a significant achievement gap among student subgroups, particularly between Black/African American and Hispanic students in both math and reading performance, which affects overall academic progress and equity. **Root Cause**: The achievement gap is largely driven by economic disparities, inconsistent access to academic resources, and higher rates of absenteeism among certain subgroups. Black/African American students, in particular, face additional challenges related to attendance and socio-economic barriers that impede consistent academic support and engagement.

Perceptions

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

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Interventionist		$73,886.00
1	1	5	Interventionist		$78,340.00
				Sub-Total	$152,226.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes		$6,231.63
1	1	1	Early Grades Instructional Coach		$80,346.76
2	1	2	Behavior Specialist		$39,221.75
2	1	3	Parent Involvement Activities Snacks		$508.97
2	1	3	Communities in Schools (CIS) Coordinator		$16,000.00
2	1	3	Parent Involvement Supplies & Materials		$1,526.90
				Sub-Total	$143,836.01

Denton Independent School District

Evers Park Elementary

2024-2025 Campus Improvement Plan

Mission Statement

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

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

Vision

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

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

Collective Commitments

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

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

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

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

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

Compromisos colectivos

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Evers Park is a neighborhood school nestled in a diverse community, enriched by its highly diverse student population. The student population includes 44% Hispanic/Latino, 24% Black/African American, 23% White, and 9% Other. At 37 years old, Evers Park is one of the historical schools that is part of the Heart of Denton. It is surrounded by the Evers Park ballpark fields and is in close proximity to two major universities: University of North Texas and Texas Woman's University.

Over the past 5 years, the enrollment at Evers Park has been steady with 569-586 students. However, there was a significant increase in enrollment during the 22-23 school year with 664 students. This year, Evers Park experienced further growth in enrollment with 714 students in grades K-5.

Enrollment Comparison:

2023-2024 : 714

2022-2023: 664

2021-2022: 572

2020-2021: 569

2019-2020: 586

Evers Park is a one-way dual language school that also serves a variety of other special programs that include Emergent Bilingual/English Learners, Special Education, EXPO (Gifted and Talented), Dyslexia, and Section 504.

Special Program Demographics:

EB/EL – 25%

SPED – 16%

EXPO – 6%

Dyslexia – 5%

Section 504 – 16%

Additionally, Evers Park serves 16 (2%) students who are identified as homeless, and 73% of the student population qualify for free or reduced lunch.

Evers Park provides an excellent education to students who are identified as at risk, as determined by the Multi-Tiered System of Supports (MTSS/RTI) process, which makes up approximately 42% (291) of the student population.

Demographics Strengths

Evers Park represents the diversity of the school community.

Evers Park provides consistent a strong MTSS process to provide intervention and wraparound services to support student success and well-being.

Evers Park continues to show academic growth in student achievement despite the significant increase in enrollment.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Our primary focus is for students to achieve one year's growth in both reading and math, with the additional goal of ensuring students are on-level in these subjects by May 2025. We are committed to strengthening our Core 1 instructional practices by utilizing the Evers Park Blueprint Process. This includes identifying essential learning standards, developing common formative assessments, providing intentional and targeted Tier 1 instruction, conducting daily guided reading, utilizing the workshop model, and consistently monitoring progress through grade-level data trackers.

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

Student Learning Strengths

- **Effective Use of DMTSS and Essentials Cycles**: These processes identify students needing Tier 2 and Tier 3 interventions, ensuring that additional support is timely and targeted.
- **Utilization of Data Trackers**: Grade levels consistently use data trackers to monitor progress, enabling data-driven instructional adjustments and targeted interventions.
- **Dedicated Intervention Time**: The master schedule allows for targeted intervention without reducing Tier 1 instructional time, ensuring a balance between intervention and core instruction.
- **Commitment to Tier 1 Instructional Practices**: The school continues to refine instructional practices, including the development of common formative assessments, intentional guided reading, and workshop models, which are key to student growth and achievement.
- **K-1 Mini-Labs**: Professional Learning Teams (PLTs) for K-1 have incorporated mini-labs focused on guided reading and shared reading, strengthening early literacy skills and aligning with the goal of one year’s growth and on-level achievement by May 2025.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): To improve student engagement and achievement, our campus needs to re-establish the consistent use of Assessment for Learning (AFL) practices with fidelity. Currently, these practices are inconsistently implemented, resulting in missed opportunities for formative assessment, feedback, and student self-reflection,

which are critical for monitoring and enhancing student progress. **Root Cause:** The inconsistent implementation of Assessment for Learning practices is due to gaps in teacher instructional knowledge. These gaps limit the effective use of formative assessments, feedback, and student reflection, which are essential for supporting ongoing learning and growth.

School Processes & Programs

School Processes & Programs Summary

Evers Park Elementary has made significant progress in refining school processes and programs through ongoing collaboration and problem-solving efforts. We have maintained successful initiatives such as our mentorship program, leveraging campus and district resources for both academic and behavioral support, Professional Learning Teams, team planning, learning meetings, PTA engagement, the Guiding Coalition, Campus Leadership Team, solutions-seeking sessions, and our bell choir. These efforts have contributed to continuous growth and improvement.

School Processes & Programs Strengths

Evers Park has a variety of diverse programs in place for professional learning and growth and for our student learning community, Programs for students include the following: GOAL, dance club, cooking club, TAMS enrichment, Expo, grade-level fine arts programs, orchestra, choir, guitar ensemble, family engagement events, art and essay contest, Christmas card art contest, Teach Denton, and guidance lessons.

- **Strong Collaborative Culture**: Ongoing collaboration through Professional Learning Teams, team planning, and learning meetings fosters a cohesive approach to student learning and school improvement.
- **Effective Mentorship and Support**: The mentorship program, supported by campus and district resources, provides valuable academic and behavioral support, helping students succeed.
- **Diverse Programs for Student Growth**: Evers Park offers a wide range of programs to support student development, including GOAL, dance club, cooking club, TAMS enrichment, Expo, grade-level fine arts programs, orchestra, choir, guitar ensemble, family engagement events, and guidance lessons. These programs foster both academic and extracurricular growth.
- **Stakeholder Engagement**: Active involvement from the PTA, the Guiding Coalition, and the Campus Leadership Team ensures inclusive decision-making and strengthens the connection between the school and the community.
- **Problem-Solving and Continuous Improvement**: The school's solutions-seeking sessions reflect a proactive approach to addressing challenges, promoting ongoing growth and improvement.
- **Support for Professional Growth**: The school emphasizes diverse opportunities for professional learning and growth, contributing to a culture of continuous teacher development.
- **Recognition and Engagement Initiatives**: Events like the art and essay contests, Christmas card art contest, and Teach Denton foster creativity and celebrate student achievements while engaging families and the wider community.
- **Cultural Enrichment**: The bell choir, guitar ensemble, choir and other fine arts programs highlight the school's commitment to providing students with diverse artistic

experiences, enriching their learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: While Evers Park Elementary has made progress in refining school processes and programs, there is still a need for more consistent implementation and coordination across initiatives to fully support staff professional development and student learning. **Root Cause:** The variety of programs and resources in place, though valuable, lack a streamlined system for alignment and coordination, leading to gaps in maximizing their effectiveness for both staff and students.

Perceptions

Perceptions Summary

The Gallup Engagement survey results reflect positive growth across all areas for both teachers and parents, with significant improvements in every parent domain. The implementation of school-wide procedures and expectations, particularly through CHAMPS and Restorative Practices, has contributed to a safer school environment and a more positive overall atmosphere, enhancing the school climate for both students and staff.

Perceptions Strengths

Our strengths regarding the Gallup Survey are interpersonal relationships between teachers and administrators. We also are highest in the perception of what is expected of us at work and having the encouragement needed for our development as educators. For parents their strongest perception of the school is feeling welcomed by our leadership and front office staff. They also believe that their student feels encouraged and has opportunities to do their best everyday.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers would like more opportunities to learn and grow as educators. Parents feel that their students need to be appropriately challenged along with having more opportunities to choose how they learn. We believe that parents are not as engaged as other campuses and due to various factors don't attend school sponsored events or engage at home to support learning. **Root Cause:** Teachers have expressed frustration with the lack of learning opportunities provided by the district. Parents may expect more opportunities to see their children's work and learning opportunities in the classroom. They are limited to certain events and times in the year to come into the school to see their progress and growth. Due to economic reasons or scheduling they are not able to participate.

Priority Problem Statements

Problem Statement 1: To improve student engagement and achievement, our campus needs to re-establish the consistent use of Assessment for Learning (AFL) practices with fidelity. Currently, these practices are inconsistently implemented, resulting in missed opportunities for formative assessment, feedback, and student self-reflection, which are critical for monitoring and enhancing student progress.

Root Cause 1: The inconsistent implementation of Assessment for Learning practices is due to gaps in teacher instructional knowledge. These gaps limit the effective use of formative assessments, feedback, and student reflection, which are essential for supporting ongoing learning and growth.

Problem Statement 1 Areas: Student Learning

Guiding Outcomes

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

Performance Objective 1: By May 2025, Evers Park Elementary School will focus on ensuring all students will make one-year's growth in Reading and end the year On-Level. This will be evidenced by:
*Kindergarten - 90% On Level with 5% or fewer At Risk
*First Grade - 90% On Level with 5% or fewer At Risk
*Second Grade - 90% On Level with 10% or fewer At Risk
*Third Grade - 90% On Level with 10% or fewer At Risk
*Fourth Grade - 90% On Level with 10% or fewer At Risk
*Fifth Grade - 90% On Level with 10% or fewer At Risk

Para mayo de 2025, la Escuela Primaria Evers Park se concentrara en garantizar que todos los estudiantes logren un crecimiento de un ano en Lectura y terminen el ano a su nivel. Esto se evidenciara por:
*Kindergarten: 90% en el nivel con 10% o menos en riesgo
*Primer grado: 90% a nivel con 10% o menos en riesgo
*Segundo grado: 90% al nivel con 10% o menos en riesgo
*Tercer grado: 90% al nivel con 10% o menos en riesgo
*Cuarto grado: 90% al nivel con 10% o menos en riesgo
*Quinto grado: 90% al nivel con 10% o menos en riesgo

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: I-Ready Reading Diagnostic: BOY, MOY, EOY
District Assessments
Elementary Reading Correlations Chart

Fountas and Pinnell - Monolingual Measure
DRA - Bilingual Measure
STAAR Data for Grades 4,5
Essentials Data Tracker
i-Ready Standard Mastery Assessments (District Progress Monitoring based on Essentials)

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Teachers will utilize PLTs and campus planning days to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data trackers. Los maestros utilizaran PLC y dias de planificacion del campus para identificar los elementos esenciales a nivel de grado, desempacar TEKS para crear objetivos de aprendizaje trimestrales en alfabetizacion, crear evaluaciones comunes, revisar los datos de los estudiantes en relacion con el aprendizaje esencial, crear grupos de intervencion y enriquecimiento, y monitorear el progreso de los estudiantes utilizando rastreadores de datos a nivel de grado. **Strategy's Expected Result/Impact:** We will be able to plan our instruction based on student data Assessments will be developed through team collaboration and will align with instruction and appropriate rigor. Student mastery of essential standards. Strong emphasize on high-yield instructional practices. Alignment of content across grade levels. Podremos planificar nuestra instruccion en funcion de los datos de los estudiantes. Las evaluaciones se desarrollaran mediante la colaboracion en equipo y se alinearan con la instruccion y el rigor apropiado. Dominio del estudiante de los estandares esenciales. Fuerte enfasis en practicas de instruccion de alto rendimiento. Alineacion del contenido en todos los niveles de grado. **Staff Responsible for Monitoring:** Teacher Leaders Administrators CIP Progress Monitoring: CLT Lideres docentes Administradores Monitoreo del progreso del CIP: CLT **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitute Teachers Needed for Professional Learning Team Time & Planning Days - Title I, Part A - $4,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Teachers in grades K-5 will provide leveled-text, daily guided reading for all below-level readers. Students on-level will continue to receive targeted instruction: small groups, books clubs, conferring. Mastery of phonological awareness, phonics, and comprehension skills across the text bands. **Strategy's Expected Result/Impact:** Students can read accurately and fluently with comprehension. **Staff Responsible for Monitoring:** Team Leaders, Reading Recovery, Reading Interventionist and EB Specialist **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Student Supplies - Title I, Part A - $2,628.96			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: SOAR Time (Dedicated Intervention Time) will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom. 2nd - 5th grade will have two SOAR Times a day. Se designara Essentials Time en el cronograma maestro para cada grado para brindar intervencion y enriquecimiento a los estudiantes diariamente. Las intervenciones y extensiones se llevaran a cabo en el aula; sin embargo, algunos estudiantes se beneficiaran del tiempo con nuestros intervencionistas fuera del aula. **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. Se reserva tiempo para que los maestros y el personal de apoyo aborden las brechas de aprendizaje y el enriquecimiento de los estudiantes en un tiempo fuera de su instruccion de Nivel 1. **Staff Responsible for Monitoring:** Campus Leadership Team Equipo de liderazgo del campus **Title I:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Reading Interventionist - State Compensatory Education (SCE) - $40,392, Reading Interventionist - Title I, Part A - $40,392			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Guiding Coalition's goal is by the end of the 24-25 school year, 100% of staff will demonstrate the use of high-quality, research-based instructional practices to proactively engage and monitor student progress during Tier 1 learning, as evidenced by lesson plans, classroom observations, and student work samples and data. Staff has been divided up into four learning groups, "Nests", focused on the Assessment for Learning Areas of Intervention, Feedback and Goal Setting, Formative Assessment, and Enrichment. **Strategy's Expected Result/Impact:** All staff will demonstrate the use of high-quality instructional practices to engage and monitor student progress during Tier 1 learning resulting in an increase in student achievement and reduction in the amount of students needing Tier 2 and Tier 3 Intervention. **Staff Responsible for Monitoring:** Campus Leadership Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 1: Teaching & Learning
In pursuit of excellence, we 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 2025, Evers Park Elementary School will focus on ensuring all students will make one-year's growth in math and end the year On-Level.
*K-2nd Grade: Primary Numeracy Assessment - 90% of students ending the year On-Level
*2nd - 5th Grade: 90% of students show one-year's growth on I-Ready Math EOY Diagnostic

Para mayo de 2024, la Escuela Primaria Evers Park se enfocara en asegurar que todos los estudiantes crezcan un ano en matematicas y terminen el ano en su nivel.
*K-2do Grado: Evaluacion de aritmetica primaria - 90% de los estudiantes terminan el ano en el nivel.
*2do - 5to Grado: 90% de los estudiantes muestran el crecimiento de un ano en I-Ready Math EOY Diagnostic.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: K-2 Primary Numeracy Assessment
District Math Assessments
I-Ready Math Diagnostic: BOY, MOY, EOY
Campus Formative Assessments
Math STEMscopes
i-Ready Standard Mastery Assessments (District Progress Monitoring based on Essentials)

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Teachers will utilize bi-monthly PLTs (Professional Learning Teams) to identify grade-level essentials, unpack TEKS to create quarterly learning targets in literacy, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly. Los maestros utilizaran PLT (Equipos de Aprendizaje Profesional) bimensuales para identificar los elementos esenciales del nivel de grado, desglosar TEKS para crear objetivos de aprendizaje trimestrales en alfabetizacion, crear evaluaciones comunes, revisar los datos de los estudiantes en relacion con el aprendizaje esencial, crear grupos de intervencion y enriquecimiento, y monitorear progreso estudiantil utilizando la hoja de datos de nivel de grado trimestralmente. **Strategy's Expected Result/Impact:** Students will be on-level in math at the end of the year. Los estudiantes estaran al nivel en matematicas al final del ano. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Substitute Teachers Needed for Professional Learning Team Time - Title I, Part A			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Teachers in Grades K-5 will provide daily intervention in essential math standards for students performing below level. Los maestros de los grados K-5 brindaran intervencion diaria en los estandares esenciales de matematicas para los estudiantes que se desempenan por debajo del nivel. **Strategy's Expected Result/Impact:** Students will be on-level in math at the end of the year. Los estudiantes estaran al nivel en matematicas al final del ano. **Staff Responsible for Monitoring:** Math Interventionist and CLT Intervencionista en Matematicas y CLT **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $39,762, Math Interventionist - Title I, Part A - $39,762			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Teachers in grades K-5 will implement with fidelity Math Workshop including Daily Numeracy and Fact Fluency which is reflected in the Master Schedule. Teachers will pull intentional small groups based on formative assessment data during Tier 1 instruction. **Strategy's Expected Result/Impact:** Reduction in student learning gaps, and increase in mastery of grade-level math essential standards. **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Guiding Coalition's goal is by the end of the 24-25 school year, 100% of staff will demonstrate the use of high-quality, research-based instructional practices to proactively engage and monitor student progress during Tier 1 learning, as evidenced by lesson plans, classroom observations, and student work samples and data. Staff has been divided up into four learning groups, "Nest", focused on the Assessment for Learning Areas of Intervention, Feedback and Goal Setting, Formative Assessment, and Enrichment. **Strategy's Expected Result/Impact:** All staff will demonstrate the use of high-quality instructional practices to engage and monitor student progress during Tier 1 learning resulting in an increase in student achievement and reduction in the amount of students needing Tier 2 and Tier 3 Intervention. **Staff Responsible for Monitoring:** Campus Leadership Team **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 2: Culture & Climate

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

Performance Objective 1: By May of 2025, Evers Park Elementary will effectively implement social-emotional strategies to support self-regulation and promote academic progress in order to maintain a safe and healthy climate.

Para mayo de 2025, la Primaria Evers Park implementara efectivamente estrategias socioemocionales para apoyar la autorregulacion y promover el progreso academico con el fin de mantener un clima seguro y saludable.

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

Implementacion de CHAMPS en toda la escuela
Practicas restaurativas utilizadas: acuerdos de tratamiento de relaciones en todas las aulas
Rincones tranquilos creados en las aulas
Datos de intervencion del consejero
Datos de disciplina/remision a la oficina
Datos academicos de toda la escuela

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Evers Park has a student assistance counselor and a Community in Schools Day Program teacher who in collaboration with our school counselor, provides training, lessons/resources and support for Social Emotional Learning practices and resources. Evers Park cuenta con un consejero de asistencia estudiantil y un maestro del Programa Diurno de Comunidad en las Escuelas que, en colaboracion con nuestro consejero escolar, brinda capacitacion, lecciones/recursos y apoyo para practicas y recursos de aprendizaje socioemocional. **Strategy's Expected Result/Impact:** Teachers will be able to offer effective, research-based SEL lessons to students. Los maestros podran ofrecer a los estudiantes lecciones de SEL efectivas y basadas en investigaciones. **Staff Responsible for Monitoring:** Counselors Consejeras **Title I:** 2.4, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Impact Counselor - Title I, Part A - $80,607.26, Community in Schools - Title I, Part A - $16,000			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Campus-Wide Implementation for Teachers: The school will continue to focus on CHAMPS, Restorative Practices, and Zones of Regulation to ensure a consistent, supportive environment for both teachers and students. Learning for Students: The "Essential Four" framework of skills will be taught school-wide through guidance lessons, providing all students with essential tools for personal and academic success. Implementacion en todo el campus para profesores: La escuela continuara enfocandose en CHAMPS, Practicas Restaurativas y Zonas de Regulacion para asegurar un ambiente consistente y de apoyo tanto para los maestros como para los estudiantes. Aprendizaje para los alumnos: El marco de habilidades de los <> se ensenara en toda la escuela a traves de lecciones de orientacion, proporcionando a todos los estudiantes herramientas esenciales para el exito personal y academico. **Strategy's Expected Result/Impact:** Students will be equipped with the "soft skills' that are important in creating a well-rounded citizen for their years beyond the classroom walls. Los estudiantes estaran equipados con las "habilidades interpersonales" que son importantes para crear ciudadanos integrales para sus anos mas alla de las paredes del aula. **Staff Responsible for Monitoring:** Counselors Consejeras **Title I:** 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 **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Master Schedule includes a daily SEL time where teachers have a morning meeting, circle, or a targeted lesson based on a need. El Horario Maestro incluye un tiempo SEL diario donde los maestros tienen una reunion matutina, un circulo o una leccion especifica segun una necesidad. **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. El tiempo SEL permitira al maestro construir una comunidad dentro del aula y crear un espacio seguro para que los estudiantes asuman riesgos. **Staff Responsible for Monitoring:** Admin+, Guiding Coalition Administrador+, Coalicion Rectora			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: By May of 2025, Evers Park Elementary will provide various opportunities for students, teachers, and parents to forge deeper connections.

Para mayo de 2025, la escuela primaria Evers Park brindara varias oportunidades para que los estudiantes, maestros y padres forjen conexiones mas profundas.

Evaluation Data Sources: Parent and Family Engagement Survey
Teacher Engagement Survey
Student and Teacher Feedback
Sign-In Sheets from Family Events
Enrollment Numbers in Extracurricular Clubs

Encuesta de participacion de padres y familias
Encuesta de participacion docente
Comentarios de estudiantes y profesores
Hojas de registro de eventos familiares
Numeros de inscripcion en clubes extracurriculares

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Create student engagement opportunities within the school day and outside of school such as: Fourth & Fifth Grade Choir Fifth Grade Orchestra Safety Patrol News Crew New-Student Lunch Bunch with Counselors Goal Setting for Students both academics and behavior Guitar Ensemble GOAL Soccer Club: FC Eagles UNT and DHS Mentors Happy Visits CIS: Day and After-School Programs Dancing Eagles Cooking Club Crear oportunidades de participacion estudiantil dentro del dia escolar y fuera de la escuela: Coro de cuarto y quinto grado Orquesta de quinto grado Patrulla de seguridad Equipo de noticias Almuerzo para estudiantes nuevos con consejeros Establecimiento de metas para estudiantes tanto academicas como de comportamiento. Conjunto de guitarras GOL Club de Futbol: FC Aguilas AMIGOS DEL DHS Felices visitas CIS: programas diurnos y extraescolares Aguilas bailarinas Club de cocin **Strategy's Expected Result/Impact:** Students will feel more connected and engaged with their school community and ultimately grow as a learner. Los estudiantes se sentiran mas conectados y comprometidos con su comunidad escolar y, en ultima instancia, creceran como estudiantes. **Staff Responsible for Monitoring:** CLT **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Parent Involvement Supplies - Title I, Part A - $2,644.52			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Create teacher engagement opportunities within the school day and outside of school: Wellness Walks Staff Socials Christmas Breakfast Attending DHS sporting events as a staff Job-embedded professional learning opportunities Office Hours with Administrators offered once a Quarter Crear oportunidades de participacion docente dentro de la jornada escolar y fuera de la escuela: Paseos de bienestar Sociales del personal Desayuno de Navidad Asistir a eventos deportivos del DHS como personal Oportunidades de aprendizaje profesional integradas en el trabajo Horas de oficina con los administradores ofrecidas una vez al trimestre **Strategy's Expected Result/Impact:** Teachers will feel more engaged with their colleagues which will impact personal and student achievement. Los profesores se sentiran mas comprometidos con sus colegas, lo que repercutira en el rendimiento personal y de los estudiantes. **Staff Responsible for Monitoring:** CLT Sunshine Committee **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Create family engagement opportunities throughout the year including: STEAM Night Fine Arts Showcases Grandparents Week Lunches with Students Latte with Leaders - Principals and Parents Quarterly Meetings during the school day Parent Orientations Conferences PTA Meetings Fundraising Opportunities Book Fair Eagle Watch Parent Group Read Across America Week Crear oportunidades de participacion familiar a lo largo del ano, entre ellas Noche STEAM Escaparates de Bellas Artes Semana de los abuelos Almuerzos con estudiantes Latte con Lideres - Directores y Padres Reuniones trimestrales durante el dia escolar Orientaciones para padres Conferencias Reuniones de la PTA Oportunidades para recaudar fondos Feria del Libro Grupo de padres Eagle Watch Semana de la Lectura en America Traduccion realizada con la version gratuita del traductor DeepL.com **Strategy's Expected Result/Impact:** Families will be more engaged and connected with the school. Parents will feel knowledgeable and equipped to support their child's learning at home which will culminate in student success. Las familias estaran mas comprometidas y conectadas con la escuela. Los padres se sentiran informados y equipados para apoyar el aprendizaje de sus hijos en casa, lo que culminara en el exito de los estudiantes. **Staff Responsible for Monitoring:** CLT **Title I:** 4.1, 4.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Reading Interventionist		$40,392.00
1	2	2	Math Interventionist		$39,762.00
				Sub-Total	$80,154.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers Needed for Professional Learning Team Time & Planning Days		$4,000.00
1	1	2	Student Supplies		$2,628.96
1	1	3	Reading Interventionist		$40,392.00
1	2	1	Substitute Teachers Needed for Professional Learning Team Time		$0.00
1	2	2	Math Interventionist		$39,762.00
2	1	1	Community in Schools		$16,000.00
2	1	1	Impact Counselor		$80,607.26
2	2	1	Parent Involvement Supplies		$2,644.52
				Sub-Total	$186,034.74

Addendums

Leadership Data Dig

STAAR Performance Calculation Report

Calculate your Campus Overall STAAR Performance:

STAAR Performance Calculation Report						
	RLA	Math	Science	Social Studies	Total	%age (Rounded to whole number
Total Tests	352	352	134		838	
Approaches GL or Above	253	196	60		509	61%
Meets GL or Above	160	112	22		294	35%
Masters GL	73	50	10		133	16%
					Total Percentage Points	112
					Component Score	37

Leadership Data Dig - Evers Park Overall

STAAR Performance-RLA		
Calculation Report		
	#	%
Total Tests	352	
Approaches GL or Above	253	72
Meets GL or Above	160	45
Masters GL	73	21
Total Percentage Points		138
Component Score		46
Scale Score (If Domain I)		74

STAAR Performance- Math		
Calculation Report		
	#	%
Total Tests	352	
Approaches GL or Above	196	56
Meets GL or Above	62	18
Masters GL	50	14
Total Percentage Points		88
Component Score		29
Scale Score (If Domain I)		55

STAAR Performance- Science		
Calculation Report		
	#	%
Total Tests	134	
Approaches GL or Above	60	45
Meets GL or Above	22	16
Masters GL	10	7
Total Percentage Points		68
Component Score		23
Scale Score (If Domain I)		50

Leadership Data Dig - 3rd Grade

STAAR Performance- RLA		
Calculation Report		
	#	
Total Tests	105	
Approaches GL or Above	77	73%
Meets GL or Above	46	44%
Masters GL	22	21%
Total Percentage Points		138
Component Score		46
Scale Score (If Domain I)		74

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	109	
Approaches GL or Above	54	50%
Meets GL or Above	32	29%
Masters GL	11	10%
Total Percentage Points		89
Component Score		30
Scale Score (If Domain I)		56

Leadership Data Dig - 3rd Grade Spanish

STAAR Performance - RLA		
Calculation Report		
	#	%
Total Tests	10	
Approaches GL or Above	4	40%
Meets GL or Above	0	0
Masters GL	1	1%
Total Percentage Points		41
Component Score		14
Scale Score (If Domain I)		42

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	6	
Approaches GL or Above	3	50%
Meets GL or Above	2	33%
Masters GL	0	0
Total Percentage Points		83
Component Score		28
Scale Score (If Domain I)		54

Leadership Data Dig - 4th Grade

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	91	
Approaches GL or Above	70	77
Meets GL or Above	38	42
Masters GL	9	10
Total Percentage Points		129
Component Score		43
Scale Score (If Domain I)		72

STAAR Performance - Math.		
Calculation Report		
	#	%
Total Tests	98	
Approaches GL or Above	52	53%
Meets GL or Above	25	26%
Masters GL	12	12%
Total Percentage Points		91
Component Score		30
Scale Score (If Domain I)		56

Leadership Data Dig - 4th Grade Spanish

Calculate your STAAR Performance: by grade level for each subject

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	13	
Approaches GL or Above	5	38%
Meets GL or Above	4	31%
Masters GL	1	8%
Total Percentage Points		77
Component Score		26
Scale Score (If Domain I)		52

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	6	
Approaches GL or Above	2	33%
Meets GL or Above	0	0
Masters GL	1	17%
Total Percentage Points		50
Component Score		17
Scale Score (If Domain I)		45

Leadership Data Dig - 5th Grade

Calculate your STAAR Performance: by grade level for each subject

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	112	
Approaches GL or Above	82	73%
Meets GL or Above	66	59%
Masters GL	38	34%
Total Percentage Points		166
Component Score		55
Scale Score (If Domain I)		83

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	117	
Approaches GL or Above	77	67%
Meets GL or Above	48	41%
Masters GL	26	22%
Total Percentage Points		130
Component Score		43
Scale Score (If Domain I)		72

STAAR Performance- Science		
Calculation Report		
Total Tests	117	
Approaches GL or Above	56	48%
Meets GL or Above	20	17%
Masters GL	10	9%
Total Percentage Points		74
Component Score		25
Scale Score (If Domain I)		51

Leadership Data Dig - 5th Grade Spanish

Calculate your STAAR Performance: by grade level for each subject

STAAR Performance-RLA		
Calculation Report		
	#	
Total Tests	21	
Approaches GL or Above	15	72%
Meets GL or Above	5	24%
Masters GL	2	10%
Total Percentage Points		106
Component Score		35
Scale Score (If Domain I)		60

STAAR Performance - Math		
Calculation Report		
	#	%
Total Tests	16	
Approaches GL or Above	8	50%
Meets GL or Above	4	25%
Masters GL	0	0
Total Percentage Points		75
Component Score		25
Scale Score (If Domain I)		51

STAAR Performance- Science.		
Calculation Report		
Total Tests	17	
Approaches GL or Above	4	24%
Meets GL or Above	4	24%
Masters GL	0	
Total Percentage Points		48
Component Score		16
Scale Score (If Domain I)		44

Leadership Data Dig

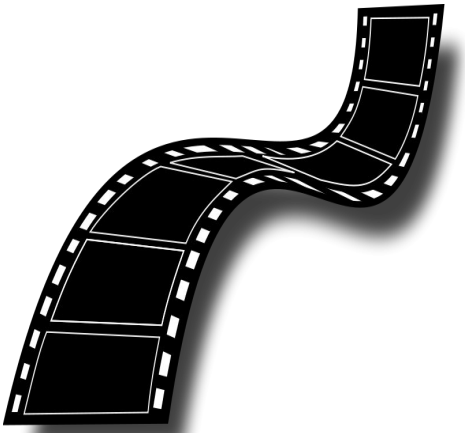
Reflect on the following:

What is your STAAR Performance Score for your campus?	What is your performance level score per subject? Which is your strongest? Which is your area of needed growth?
What is your performance level score per grade level? Which is your strongest? Where is opportunity for growth?	

Master Schedule Implications

How does your data impact your master schedule?
What shifts will need to be made prior to finalizing student schedules?

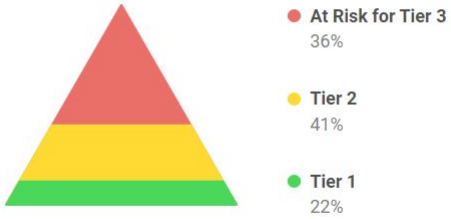
Guiding Questions



I-Ready BOY,MOY, EOY Reading

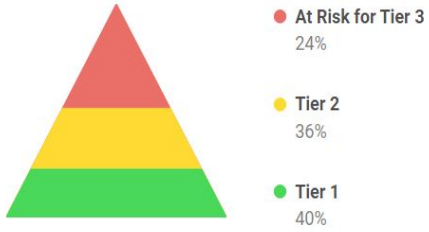
BOY 2023

Overall Placement



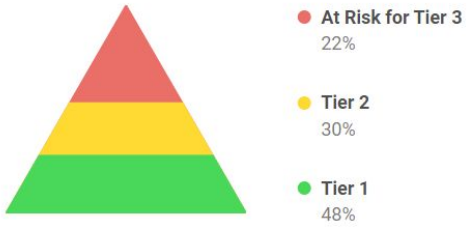
MOY 2023

Overall Placement



EOY 2024

Overall Placement

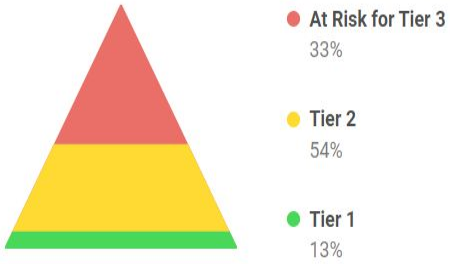


- 26 point increase in Tier 1 from BOY to EOY

I-Ready BOY vs. MOY Math

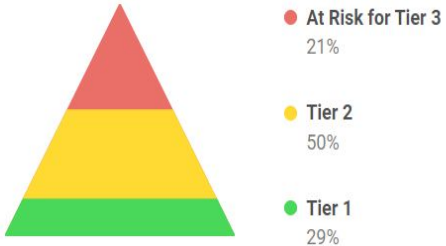
BOY 2023

Overall Placement



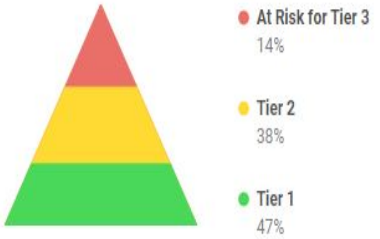
MOY 2023

Overall Placement



EOY 2024

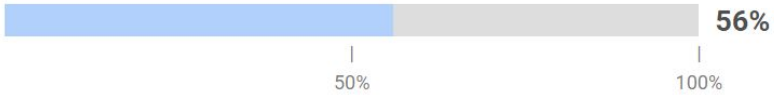
Overall Placement



- 34 point Increase in Tier 1 from BOY to EOY

February 2024 Math

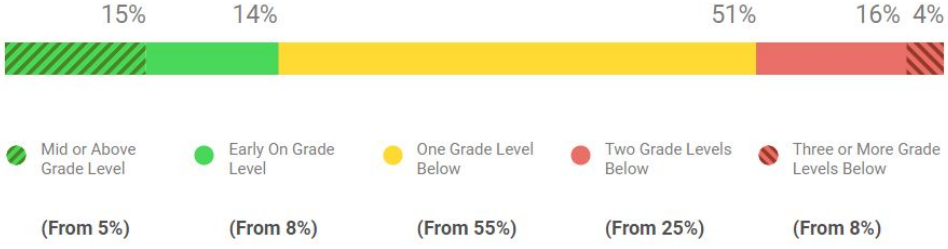
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 56%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

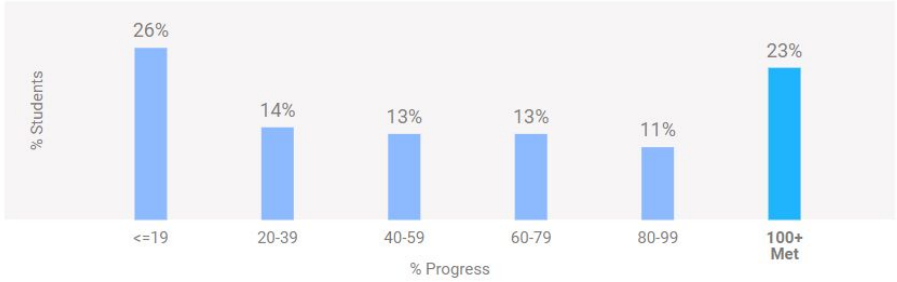
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

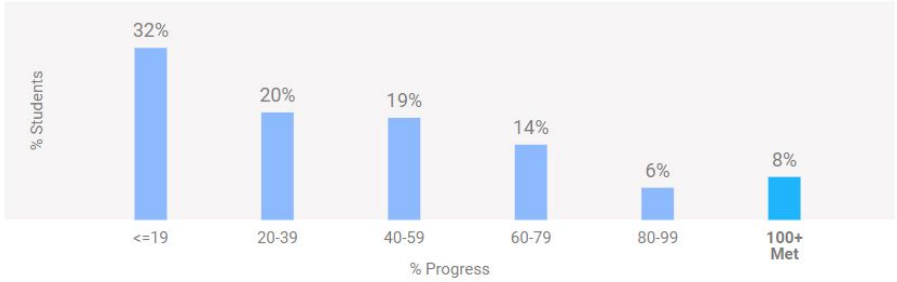
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

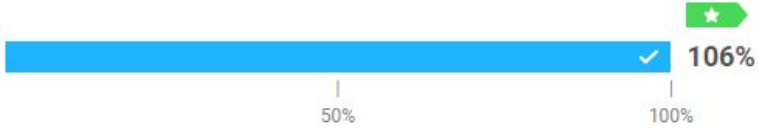
Stretch Growth®



May 2024 Math

Students Assessed/Total: **684/713**

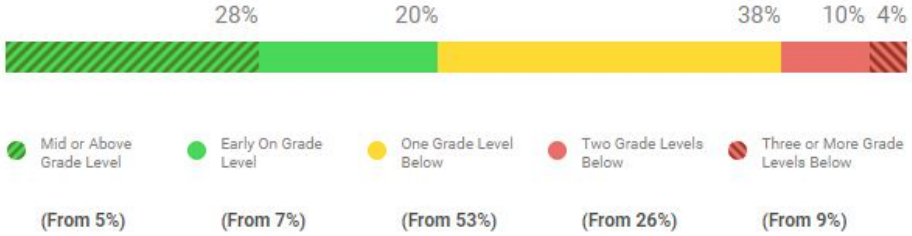
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

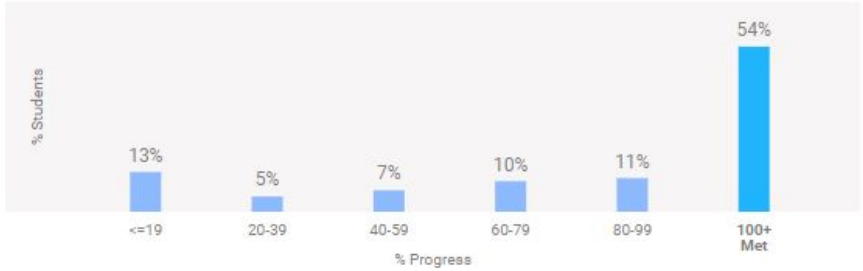
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

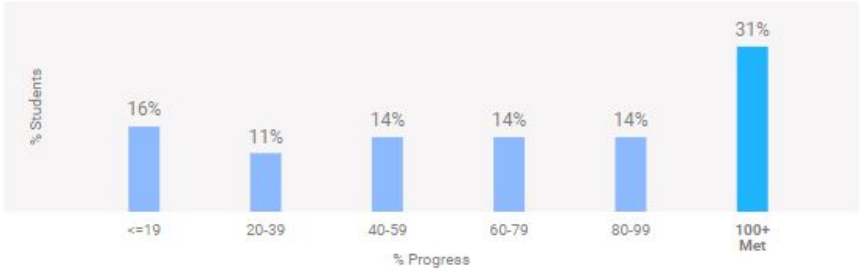
Distribution of Progress to Annual

Typical Growth



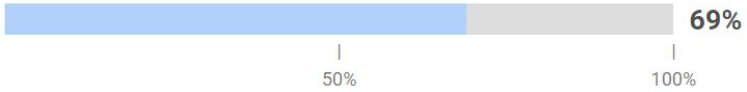
Distribution of Progress to Annual

Stretch Growth®



February 2024 Reading

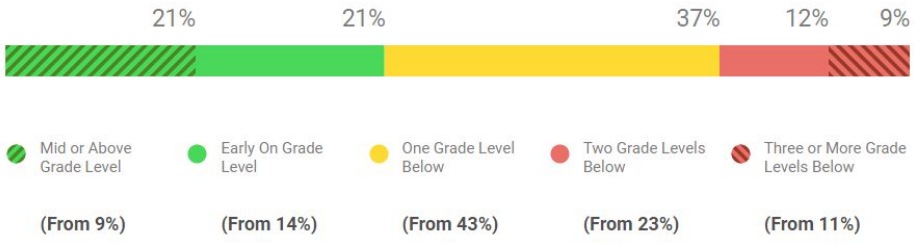
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 69%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

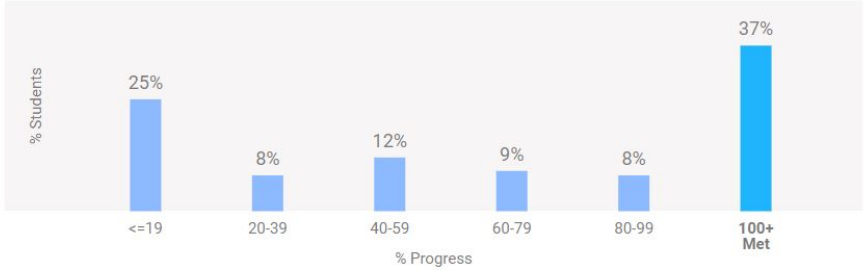
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

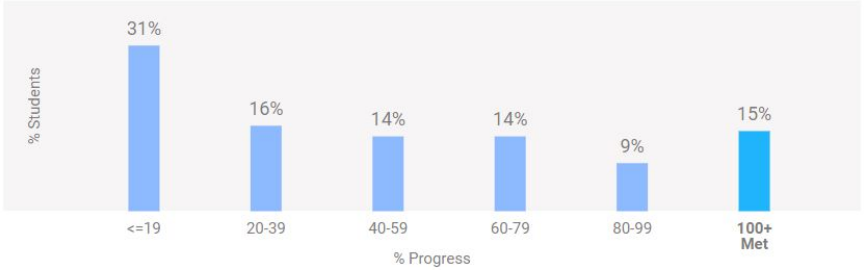
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

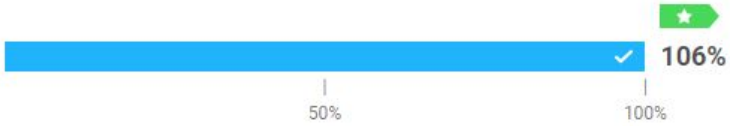
Stretch Growth®



May 2024 Reading

Students Assessed/Total: **625/713**

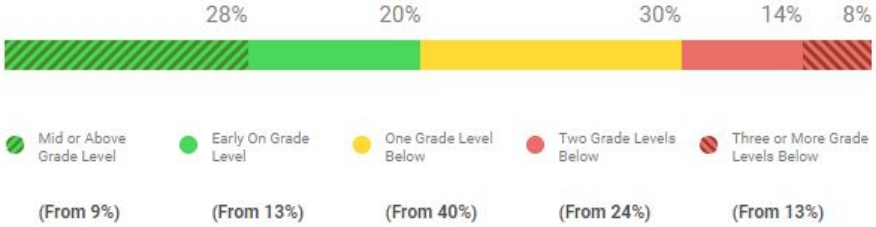
Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More About Growth

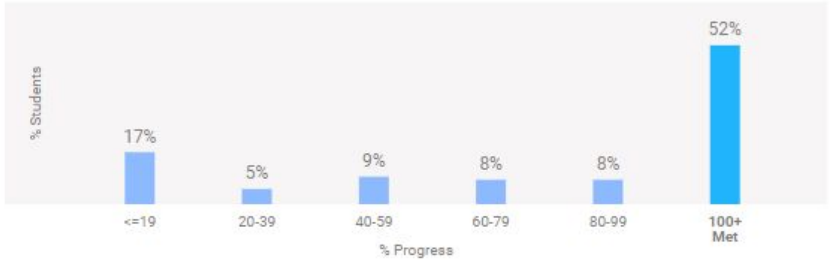
Current Placement Distribution



The Mapping Between 5-Level and 3-Level Placements

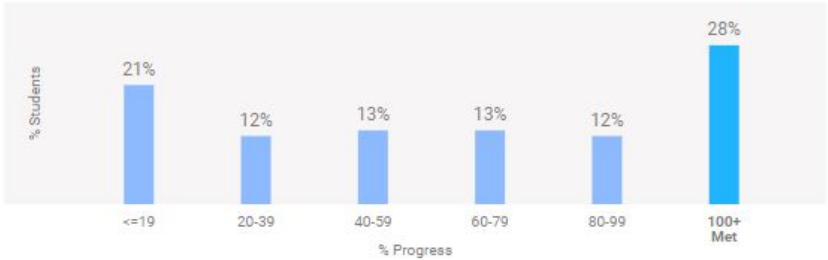
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Denton Independent School District

Houston Elementary

2024-2025 Campus Improvement Plan

Mission Statement

At Sam Houston, we will collaborate with our community to inspire all students to become confident, compassionate lifelong learners.

Vision

At Sam Houston, we aspire to be a school that:

- **Commits to high expectations for all students.**
- **Provides students with an engaging, positive learning environment.**
- **Encourages respectful and purposeful relationships between all members of our school community.**

Motto

"Every Student Matters,
Every Moment Counts!"

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Comprehensive Needs Assessment Data Documentation 17
Guiding Outcomes 19
Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value: * developing and maintaining a culture where learning remains our first priority * advocating and practicing true accountability based on measurement of individual student progress over time, regardless of external mandates * cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * cultivating a network of professional learning communities addressing the educational needs of every child in our district * the incorporation of best practices into teaching, learning, technology and leadership * fostering and supporting an advanced digital learning environment * establishing goals for individual campuses that incorporate both measurable and intangible factors * ensuring teachers materials and resources needed to support student engagement and strong instructional practices. 19
Guiding Outcome 2: Culture & Climate...In pursuit of excellence, we value: * honoring the dedication and professionalism of all staff * celebrating, respecting, and promoting the diversity within our Denton ISD Community * supporting a working environment ensuring open and transparent communication * establishing high expectations for success * instilling in students a love of lifelong learning * fostering a positive, welcoming environment encouraging parent and community partnerships * promoting health, wellness and emotional well-being * effectively communicating achievements and recognitions to the Denton ISD community 28
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Based on data, our needs will continue be student centered geared towards learning. Our goal is to equip our teachers with the tools necessary to deliver high quality instruction for all students and continue to close gaps for all learners. Our community of learners at SH are becoming more and more diverse with various types of leaning needs. We have many families that we provide assistance by providing them with food, community resources, clothing items and school supplies.

Demographics

Demographics Summary

Sam Houston Elementary proudly opened our doors to our community in 1982. Sam Houston has been serving our students, families and community for 41 years. As a campus, we strive to achieve academic excellence for all students by ensuring that teachers are equipped with the tools necessary to lead out strong instructional practices in their classrooms. We currently have 527 students enrolled at Sam Houston all with diverse backgrounds and cultures.

Sam Houston Overview and Demographics

- Total Number of Students: 527
- Gifted & Talented: 8.73%
- Emergent Learners: 11.76%
- At Risk: 13.47%
- ADA Percent:
- McKinney Vento: .95%
- 504: 7.97%
- Percentage of Active Students & SPED Classification: 22.7%
- Percentage of Asian Students: 8.92%
- Percentage of Black or AA Students: 18.60%
- Percentage of Hispanic or Latino: 24.86%
- American Ind: 1.33%
- Pacific Islander: 0.76%
- Percentage of White: 45.54%

Percent of Active Students by Meal Status

- Free: 39.28%
- Not Eco Dis: 54.08%
- Reduced: 6.64%

Demographics Strengths

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

Reading Recovery: Modeling for teachers, coaching teachers, working with students, lesson planning with teachers, attending PLC, instructional leadership team

ESL: Modeling for teachers, coaching teachers, working with students, lesson planning with teachers, attending PLC, instructional leadership team

Reading Interventionist: We are excited as we have a .75 reading interventionist this school year who works with our students who are below grade level in reading and our HB 4545 students. Interventionist also pushes into classrooms to support teachers and model lessons for them.

Math Interventionist: We are excited to have a full time math interventionist who works with our students who are below grade level in math and our HB 4545 students. Interventionist also pushes into classrooms to support teachers and model lessons for them. Our interventionist is also a member of our leadership team in which she is an integral part of meeting the needs of our teachers through professional development. She is working on getting additional Stem Scopes kits for teachers to ensure they have the resources needed to meet the needs of our students in the classroom. Lastly, our Interventionist is also on our Guiding Coalition team and has helped the lead our campus toward meeting our goals.

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

Parent Teacher Association: Sam Houston has an amazing PTA who is always willing to give back to teachers, students and families. Our PTA works tirelessly to ensure our teachers are supported whether it be through treats in their boxes, Sonic drinks, lunch, duty coverage, free spirit shirts in August, room parents, etc. Our PTA also provides fun experiences and learning opportunities for our students through fundraisers, spirit nights, campus wide competitions, Field Day, Fall Carnival, Boosterthon Fun Run, STEM night, EXCITE gymnastics for PE, etc. Our PTA met their goal of $10,000 for Fall Festival this year so all proceeds will go back to our campus.

Campus Committees: Science Committee will meet 4 times this school year to ensure we are meeting the needs of our students and supporting our teachers. Our Science committee will also be hosting STEM night in 2025. Literacy Committee will meet 4 times this school year to ensure we are meeting the needs of students and teachers. Our Literacy Committee will host a literacy night this school year in which we are excited to bring back to SH. Math Committee will meet 4 times this school year to ensure we are meeting the needs of students and teachers. Our Math Committee will host a math night this school year in which we are excited to bring back to SH. Sunshine Committee will meet 4 times this school to ensure the SEL needs of our teachers are being met, focus on our campus culture, organize campus events, etc.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Meeting the needs of our underachieving African American population both academically and socially/emotionally. **Root Cause:** Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally.

Problem Statement 2: Meeting the needs of our underachieving Hispanic population both academically and socially/emotionally. **Root Cause:** Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally.

Problem Statement 3: Meeting the needs of our underachieving economically disadvantaged population both academically and socially/emotionally. **Root Cause:** Providing time to equip teachers with the tools necessary to meet our students where they are at both academically and emotionally.

Student Learning

Student Learning Summary

Math	56%	86%	92%
1st Grade			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	58%	56%	55%
Math	45%	42%	64%
2nd Grade			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	65%	64%	66%
Math	48%	36%	78%
3rd Grade STAAR			
Subject	**2020-2021**	**2021-2022**	**2022-2023**

Reading	76%	86%	85%
Math	72%	80%	78%

4th Grade STAAR			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	68%	89%	86%
Math	73%	80%	80%

5th Grade STAAR			
Subject	**2020-2021**	**2021-2022**	**2022-2023**
Reading	82%	90%	89%
Math	87%	90%	85%
Science	65%	71%	80%

Student Learning Strengths

Our campus is full of dedicated educators who have been teaching for many years which provides Sam Houston with valuable expertise in the area student achievement and instructional practices. Our teachers are responsive to students needs and are prepared to ensure all students make progress throughout the school year. Sam Houston is becoming more diverse each year and we are met with students whose academic, behavioral, and emotional wellness require additional support.

Our students come with many learning strengths:

- resiliency
- risk takers
- engaged learners
- high achievers
- motivated

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Based on data from 23-24, our focus will be on math in kindergarten-2nd grade by providing early intervention and Tier 1 instruction. **Root Cause:** Transient students gaps in learning Learning disabilities absenteeism professional development Tier 1 instruction-workshop model

Problem Statement 2: Based on data from 23-24, our focus will be on Tier 1 Math instruction in 3rd-5th. **Root Cause:** Transient students gaps in learning Learning disabilities absenteeism professional development Tier 1 instruction-workshop model

Problem Statement 3: Based on STAAR data from 23-24, our students did not make significant progress in Domain II-School Progress Part A- Academic Growth. (student achievement) **Root Cause:** Tier 1 instructional practices Brand new teacher in 5th grade math. Students entering entering next grade not on level in math. Lack of closing the gaps Lack of attending district provided PD Lack of time Lack of planning and utilizing district resources and curriculum with fidelity.

Problem Statement 4: Based on STAAR data from 23-24, our students did not make significant progress in the Domain III-Closing the Gaps. **Root Cause:** Lack of alignment to the TEKS within instructional practices. Students entering entering next grade not on level in math. Lack of intentional planning for intervention groups. Lack of planning and utilizing district resources and curriculum with fidelity.

School Processes & Programs

School Processes & Programs Summary

- Full time math interventionist to provide student interventions, professional development, staff support
- Full time reading interventionist to provide student interventions, professional development, staff support
- Units of Study
- STEMSCOPES
- Implementation of vertical teaming collaborations
- Professional Learning Communities
- Social Emotional Learning, Essential 8
- Assessment for Learning (AFL)
- Campus Leadership Team
- Guiding Coalition
- Professional Learning Communities (PLC)
- New Teacher Mentors
- Community Circles & Treatment Agreements
- Student Leadership Team
- Dram Kids
- Chess Club
- Teach Denton

School Processes & Programs Strengths

- Full time math interventionist to provide student interventions and supports staff
- .75 reading interventionist to provide student interventions and HB minutes
- Units of Study and workshop
- 1 DMTSS meeting per month
- 3 PLC's per month: grade level collaborations
- Social Emotional Learning
- Implementation of Assessment for Learning: Learning Strategy 1 & Learning Strategy 2
- Progress Monitoring tool established k-5
- Campus Behavior Team
- Social Emotional Learning

- Guiding Coalition Team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Based on the needs of our students, we need stronger Tier 1 instructional practices while using district resources and curriculum. **Root Cause:** Lack of understanding on how to teach curriculum Not attending district provided PD Per, teachers input curriculum requires hours of planning in order implement with fidelity. Not enough time to devote to lessons Diverse group of students with multiple learning needs Not implementing the workshop model with fidelity

Perceptions

Perceptions Summary

- Highly involved and valued PTA
- Variety of student clubs to choose from: Chess Club, Drama Club (year 2), Cooking Club (year 1)
- Student Leadership team (year 2)
- Social Emotional learning (year 2)
- Weekly S'More for Parents & Teachers
- Quarterly newsletters for parents
- Weekly/Daily Communication through Social media
- Implementation of Sunshine Committee
- Food Trucks
- Snacks are provided at PD & PLC's

Staff survey was sent to campus employees last school year requesting feedback regarding areas of strengths and weaknesses. As a campus, our focus group this school year is to connect with our families who we know would love to volunteer and be part of our campus, but for some reason they are hesitant to commit.

Staff engagement survey

Glows

- Q04 Recognition: 3.87
- Q06 Development: 4.26

Grows

- Q02 Materials & Equipment: 3.93
- Q03 Opportunity to do best: 4.19

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

- Smile More
- Communication
- Focus on my strengths to grow as a leader

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Sam Houston serves the same demographics that it always has and students learn the same. **Root Cause:** Lack of knowledge/understanding Perceptions that SH is still the same campus that we were 10 years ago.

Problem Statement 2: Sam Houston has students with needs that are not being met. **Root Cause:** Homeless Transient Students Trauma Multi-generational living

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:
* developing and maintaining a culture where learning remains our first priority
* advocating and practicing true accountability based on measurement of individual student progress over time, regardless of external mandates
* cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* cultivating a network of professional learning communities addressing the educational needs of every child in our district
* the incorporation of best practices into teaching, learning, technology and leadership
* fostering and supporting an advanced digital learning environment
* establishing goals for individual campuses that incorporate both measurable and intangible factors
* ensuring teachers materials and resources needed to support student engagement and strong instructional practices.

Performance Objective 1: 100% of eligible HB 1416 students will be served by May 2025.

HB3 Guiding Outcome

Evaluation Data Sources: Formative/Summative Assessments
Formal/Informal Observations
STAAR
i-Ready
Interim STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: 100% of eligible HB 1416 students will be provided targeted intervention by May 2025. **Strategy's Expected Result/Impact:** Increased student performance in the areas of ELAR and math. BOY, MOY, EOY assessments Progress monitoring Common assessments Formative/Summative Assessments Report Card Assessments STAAR Interims STAAR **Staff Responsible for Monitoring:** Admin, Counselors, Teachers, Interventionist, C&I, A Team tutors **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Math Interventionist - State Compensatory Education (SCE) - $38,696, Reading Interventionist - State Compensatory Education (SCE) - $30,619, Campus Interventionist - Title I, Part A - $38,696, Campus Interventionist - Title I, Part A - $30,691			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:
* developing and maintaining a culture where learning remains our first priority
* advocating and practicing true accountability based on measurement of individual student progress over time, regardless of external mandates
* cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* cultivating a network of professional learning communities addressing the educational needs of every child in our district
* the incorporation of best practices into teaching, learning, technology and leadership
* fostering and supporting an advanced digital learning environment
* establishing goals for individual campuses that incorporate both measurable and intangible factors
* ensuring teachers materials and resources needed to support student engagement and strong instructional practices.

Performance Objective 2: All students in grades K - 5 will make one years academic growth in math from August 2024 to May 2025.

HB3 Guiding Outcome

Evaluation Data Sources: Primary Numeracy Assessments (PNA)
iReady
Math STEMscopes
BOY, MOY, EOY Assessments
District assessments
Common Assessments
Formative/Summative Assessments
STAAR Interims
STAAR

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: The Math Interventionist will collaborate with K-5 teachers to co-teach and plan targeted instruction, focusing on small groups of students who are below grade level in math to enhance their learning and overall instructional effectiveness. **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:** - State Compensatory Education (SCE) - $60,000, - Title I, Part A - $37,057			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: The district coach will collaborate with teachers to help implement STEMScopes, plan intentional math lessons and support the implementation of best practices in order to enhance instruction, increase rigor, and provide learning opportunities for all students. **Strategy's Expected Result/Impact:** Classroom teacher instructional practices will strengthen as a result of modeling and collaborative learning.			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:
* developing and maintaining a culture where learning remains our first priority
* advocating and practicing true accountability based on measurement of individual student progress over time, regardless of external mandates
* cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* cultivating a network of professional learning communities addressing the educational needs of every child in our district
* the incorporation of best practices into teaching, learning, technology and leadership
* fostering and supporting an advanced digital learning environment
* establishing goals for individual campuses that incorporate both measurable and intangible factors
* ensuring teachers materials and resources needed to support student engagement and strong instructional practices.

Performance Objective 3: All students in grades K - 5 will make one years academic growth in reading from August 2024 to May 2025.

HB3 Guiding Outcome

Evaluation Data Sources: PNA
iReady
DRA
LLI Kit
District Assessments
Common Assessments
Formative/Summative Assessments
STAAR
STAAR Interims

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

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: The district coach will collaborate with teachers to increase best practices, rigor, and instructional practices within the Units of Study to enhance learning opportunities for all students. **Strategy's Expected Result/Impact:** Students will show growth academically and in their confidence. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: All teachers will attend ELAR professional development opportunities to ensure instructional practices are aligned to meet the needs of students. **Strategy's Expected Result/Impact:** each student will make progress towards their reading goal. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: 1) 90% of Pre-K students can name 20 or more alphabet letters. 2) 75% of Pre-K students can produce 20 or more letters. 3) 75% of Pre-K students can blend sounds to make words. **Strategy's Expected Result/Impact:** CLI Engage Campus/District Assessments RC assessments			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:
* developing and maintaining a culture where learning remains our first priority
* advocating and practicing true accountability based on measurement of individual student progress over time, regardless of external mandates
* cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* cultivating a network of professional learning communities addressing the educational needs of every child in our district
* the incorporation of best practices into teaching, learning, technology and leadership
* fostering and supporting an advanced digital learning environment
* establishing goals for individual campuses that incorporate both measurable and intangible factors
* ensuring teachers materials and resources needed to support student engagement and strong instructional practices.

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

Special Education
African American Sub-population
Hispanic Sub-population
Economically Disadvantaged Sub-population

High Priority

Evaluation Data Sources: IEP's
Dyslexia
ESL
District Assessments
Campus Assessments
STAAR
Formal/Informal Observation
Interim Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Special education teachers will progress monitor for projected growth on essential standards and IEP goals. **Strategy's Expected Result/Impact:** Students who are served through special education will achieve academic growth and close the gaps. **Staff Responsible for Monitoring:** Administration Special Education Teachers Grade level teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: General education teachers will progress monitor students in subgroups for projected growth on essential standards.			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 1: Teaching & Learning...In pursuit of excellence, we value:
* developing and maintaining a culture where learning remains our first priority
* advocating and practicing true accountability based on measurement of individual student progress over time, regardless of external mandates
* cultivating a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
* the establishment of high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
* cultivating a network of professional learning communities addressing the educational needs of every child in our district
* the incorporation of best practices into teaching, learning, technology and leadership
* fostering and supporting an advanced digital learning environment
* establishing goals for individual campuses that incorporate both measurable and intangible factors
* ensuring teachers materials and resources needed to support student engagement and strong instructional practices.

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

Evaluation Data Sources: Instructional Leadership Team
Guiding Coalition
Administration
Artifacts

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Design in 5 guiding coalition will participate in our DHS Zone professional development and campus professional development to learn strategies to support their team and our campus. **Strategy's Expected Result/Impact:** Ability clearly identify essential standards, progress monitor the essentials standards, intervene when students do not learn them **Staff Responsible for Monitoring:** Design in 5 guiding coalition Leadership team Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Guiding Outcome 2: Culture & Climate...In pursuit of excellence, we value:
* honoring the dedication and professionalism of all staff
* celebrating, respecting, and promoting the diversity within our Denton ISD Community
* supporting a working environment ensuring open and transparent communication
* establishing high expectations for success
* instilling in students a love of lifelong learning
* fostering a positive, welcoming environment encouraging parent and community partnerships
* promoting health, wellness and emotional well-being
* effectively communicating achievements and recognitions to the Denton ISD community

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

HB3 Guiding Outcome

Evaluation Data Sources: Observation
Counselor
Administration

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Provide social/emotional training for all teachers from the district and on campus. **Strategy's Expected Result/Impact:** students will be equipped with tools to support overall social/emotional learning. **Staff Responsible for Monitoring:** Admin Counselor **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 2: Culture & Climate...In pursuit of excellence, we value:
* honoring the dedication and professionalism of all staff
* celebrating, respecting, and promoting the diversity within our Denton ISD Community
* supporting a working environment ensuring open and transparent communication
* establishing high expectations for success
* instilling in students a love of lifelong learning
* fostering a positive, welcoming environment encouraging parent and community partnerships
* promoting health, wellness and emotional well-being
* effectively communicating achievements and recognitions to the Denton ISD community

Performance Objective 2: Develop Safe and Supportive School Team and provide professional development for Behavioral Programming.

Evaluation Data Sources: SSST assessments
Counselor
Administration
District Counseling Resources
Safety Protocols in Sentinel

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Self-assess and implement safe and supportive school environment protocols and behavioral programming needs to promote student achievement and safety. **Strategy's Expected Result/Impact:** 100% of students will progress in the area of student achievement and feel safe in their learning environment. **Staff Responsible for Monitoring:** Teachers Admin Community SH Families Campus SRO **ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Houston Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.75
Brief Description of SCE Services and/or Programs

Personnel for Houston Elementary

Name	Position	FTE
Angie Pippin	Reading Interventionist	0.5
Julie Rose	Reading Interventionist	0.75
Susan Patrick	Math Interventionist	0.5

Title I Personnel

Name	Position	Program	FTE
Angie Pippin	Reading Interventionist		.5
Megan Ewing	Reading Interventionist		.5
Susan Patrick	Math Interventionist		.5

Plan Notes

CLT Meeting

August 29, 2024

Review CIP from 22-23

Review Needs Assessment

Include Pre-K goals in CIP and a safety goal.

Campus Leadership Team

Committee Role	Name	Position
Administrator	Desiree McCauley	AP
Classroom Teacher	Heather Lasater	3rd grade teacher
Classroom Teacher	Krystee Lawson	4th grade teacher
Classroom Teacher	Erin Peterson	5th grade teacher
Classroom Teacher	Courtney Evans	ECSE Teacher
Classroom Teacher	Dawn Ide	ESL
Classroom Teacher	Angie Pippin	Reading Recovery
Classroom Teacher	Tamara Banks	SPED
District-level Professional	Brenda Hill	District Coach
Classroom Teacher	Susan Patrick	Math Interventionist
Classroom Teacher	Emily Wiley	PE Teacher
Classroom Teacher	Wendy Mason	2nd Grade Teacher
Classroom Teacher	Paige Donahoo	1st Grade Teacher
Classroom Teacher	Windee Redmond	Kindergarten Teacher
District-level Professional	Michelle Brown	District Level Professional
Administrator	Tiffany Gonzalez	Principal
Parent	Rachel Withers	Community member
Non-classroom Professional	Lacy Fraser	Counselor

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$30,000.00
				Sub-Total	$30,000.00

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Reading Interventionist		$30,619.00
1	1	1	Math Interventionist		$38,696.00
1	2	1			$60,000.00
				Sub-Total	$129,315.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Campus Interventionist		$38,696.00
1	1	1	Campus Interventionist		$30,691.00
1	2	1			$37,057.00
				Sub-Total	$106,444.00

Denton Independent School District

Newton Rayzor

2024-2025 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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Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 46
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CNA Summary of Questions 23-24 for 24-25 CIP

Questions	Current Strengths	Current Weaknesses	Things in Progress	Possible Actions
How do we describe our school? What is our story? (size, grade span, age, location, transfers, etc.)	Warm, welcoming, accepting, inclusive. Feels like family. Adult interactions encourage relationships and see students through their strengths.	Need to incorporate more home languages of families.	Continue to teach students the importance of action- and our contribution to the world.	Map of the world/pinpoint the places where families are from. Ways to celebrate multilingualism
What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting student learning?	The majority of our students are well behaved and show the learner profile. They work hard and hold each other accountable. Great reflections and progress.	Referral forms not consistently responded to Need to focus on small behaviors- not just big behaviors. (Should be addressed in classrooms)	Behavior Committee Keys to Good Behavior in common areas- (©Vu/Fifth grade/Gavilanes)	Behavior flow chart/ progressions Explicitly remind staff during back to school PD of safe spaces, morning meetings, and SEL work. (Collaborate w/counselor, CIS, ATLs) Inform staff of Attendance/tardiness systems Suspension laws
Are indicators available to suggest individual student growth/longitudinal data? What does this data tell us about individual student learning?	We gather data in many ways- DRA/STAAR/i-Ready/ District assessments/ common assessments create by teams	Not always analyzing and applying all of the data due to time or not being sure how. We need to be more explicit when describing students challenges Consistently using data across and within grade levels	Teams beginning to implement common assessments through PLCs.	Math and Literacy trackers for teachers to use throughout the year. Teams utilizing PLC time to analyze and plan from data.

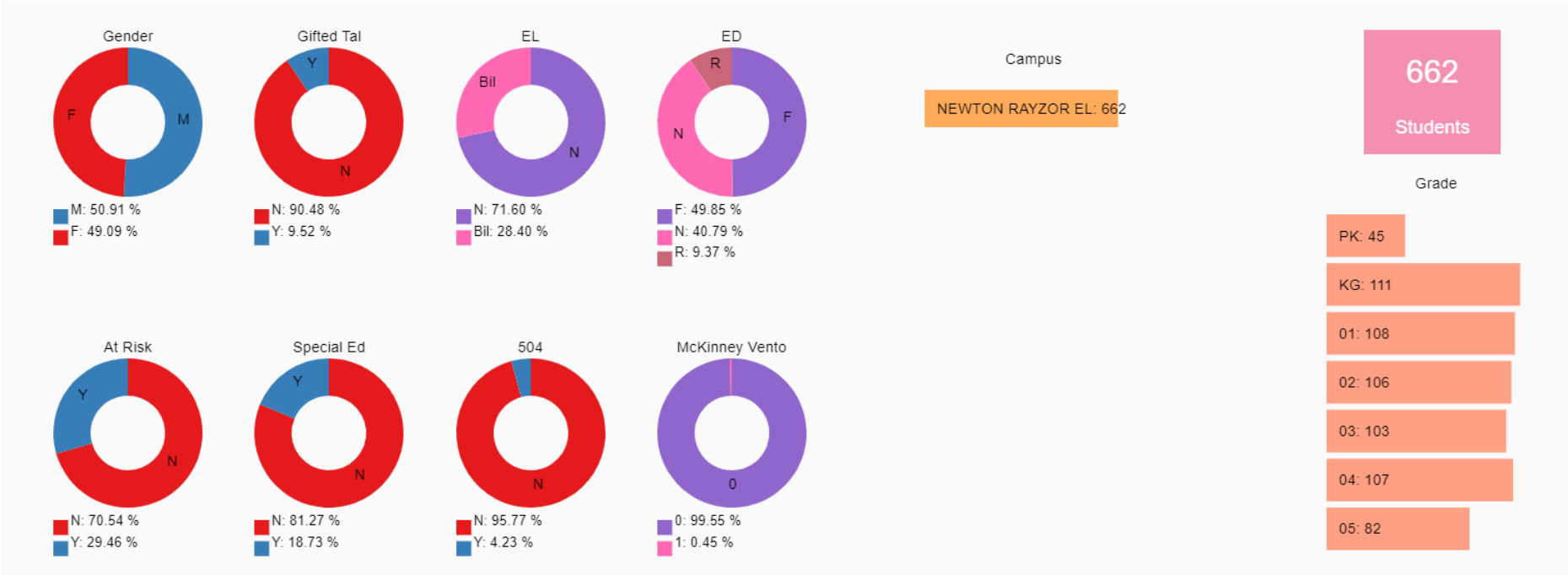
Questions	Current Strengths	Current Weaknesses	Things in Progress	Possible Actions
What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, 504, gen ed. and/or chronically tardy/ absent students?	We have many systems in place to help students, including: CIS, counselor, intervention, DMTSS, Sped, 504, LPAC, and Behavior Committee. DMTSS has been more effective this year. CIS has been a huge positive influence on our campus and students.	Inform the staff of the work that is done to support students and families- issues of tardiness/other at risk factors. Bilingual support for SpEd students	Continue DMTSS system.	Create videos of strong DMTSS meeting so teacher know how to be prepared. Students of concern meetings could be done during a PLC time to help identify who needs to go to DMTSS. Training on how to score report card assessments. Teams do interrater reliability meetings on report card assessments.
What systems are in place to address needs and track progress towards intended outcomes or performance objectives for students and staff?	Mentoring system in place for new teachers. Teams identifying essentials for students DMTSS system for identifying and tracking kids. Engagement Survey/ CIP progress check ins	After students in DMTSS are referred for testing there is no system to know where they are in the process. Staff in new positions may be unclear on expectations.	Continue to begin to build common assessments for essentials and tracking student progress towards those essentials. Behavior Committee work	Some system for teachers to be able to check in where students are in the testing process Meeting with people in new roles to establish expectations.
Do our teachers feel supported in their daily work, by administration, support staff and each other?	Teachers feel supported in their daily work. There is a network of people who teachers can go to for support (CIS, Counselor, Interventionists, Coaches, IB Coordinator, Admin, etc)	Teachers would like more communication and follow through following decisions, suggestions, and feedback. Because our classrooms are each different, support levels vary, leaving some with a feeling of inequity.	Weekly smore Creation of hives Continue to have admins, IB Coordinator, and coaches in on team plannings and IBC/PLCs	Create a log/sheets for documenting who is going to support/take action/ complete a task/request/ questions from team
Do our students feel there are processes in place to support them academically, emotionally, and physically? Are the processes working?	Student agency is high because students feel like they can advocate for themselves and others can approach admin and teachers	Consistent use of safe spaces, calm down corners, and morning meetings	Continue to have morning meetings- SEL work, calm down corner and safe spaces	Reuse student survey https://docs.google.com/forms/d/1gUwbSWHqp0SG6VU-wPc5aAIaPmTw8qCbBA6n2X-95yg/edit

Questions	Current Strengths	Current Weaknesses	Things in Progress	Possible Actions
How does our school communicate with families, staff and stakeholders about student performance, standards, activities, etc? Is it effective?	Use of newsletters, emails, class dojo, and social media has been effective for most parents/families	Too many different forms of communication can be confusing for some parents. Parent participation is sometimes low in viewing information that comes from the school or teachers. Social media needs to be a priority.	Social media presence controlled by one person- needs to be shared	More positive communication to parents throughout the year, not just the beginning- awards, Ib stickers, phone calls, postcards, etc. Notes for being an attribute of learner profile.
What systems are in place that make your school efficient?	Morning IBC time works well and is efficient. No unnecessary meetings. Summer road map work makes the beginning of the year easier. It's easy to find important documents in the vault. Using our common IB language helps kids, teachers, and parents.	IBC time sometimes feels short.	Continue working on efficiency during IBC's and PLC's Continue the work of the Guiding Coalition	Find ways to integrate the important documents from Guiding Coalition into team resources/practice
What is something that you would consider valuable to our learning community?	CIS has been valuable to help our students meet their basic needs and be able to learn. IB provides a framework that is the basis of who we are as a school. Everyone working together and pitching in to do whatever is necessary to meet student needs.	Sometimes teams don't have time to plan for data driven instruction.	CIS IB PLC	Being mindful of using PLC time to move beyond the cognitive ladder and into writing and giving common assessments.

Demographics

Demographics Summary

Newton Rayzor Elementary Demographic Data



Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

STAAR Data Overview

	Math STAAR			Reading STAAR			Science STAAR
	3rd Grade	4th Grade	5th Grade	3rd Grade	4th Grade	5th Grade	5th Grade
2024 State of Texas	69	68	76	75	81	78	57
2024 Newton Rayzor	59	65	74	73	80	78	55
2023 Newton Rayzor	58	64	74	74	78	75	

Overall Math STAAR Data

	Math STAAR 2022				Math STAAR 2023				Math STAAR 2024			
Grade Level	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters
3rd English	45%	56%	34%	8%	38%	63%	33%	17%	41%	59%	40%	10%
3rd Spanish	50%	51%	13%	0%	86%	14%	0%	0%	92%	8%	0%	0%
Total 3rd	45%	55%	32%	7%	41%	59%	31%	16%	47%	53%	35%	9%
4th English	43%	57%	30%	13%	31%	69%	46%	20%	35%	65%	36%	23%
4th Spanish	69%	31%	6%	0%	100%	0%	0%	0%	50%	50%	25%	0%
Total 4th	47%	27%	26%	11%	33%	66%	44%	19%	35%	65%	35%	22%
5th English	36%	53%	17%	12%	26%	74%	41%	10%	26%	74%	40%	18%
5th Spanish	83%	27%	0%	0%	18%	82%	18%	9%	75%	25%	0%	0%
Total 5th	39%	61%	27%	11%	25%	75%	38%	9%	28%	72%	38%	17%

Algebraic Reasoning STAAR Data

% correct on STAAR Questions Double Coded as Algebraic Reasoning

Grade Level	Math STAAR 2022	Math STAAR 2023	Math STAAR 2024
3rd English	57%	42%	53%
3rd Spanish	48%	26%	27%
Total 3rd	56%	34%	40%
4th English	59%	47%	43%
4th Spanish	45%	30%	42%
Total 4th	52%	41%	43%
5th English	55%	54%	52%
5th Spanish	38%	48%	21%
Total 5th	47%	51%	37%

Primary Numeracy Data 2023-2024

	BOY			MOY			EOY		
Grade Level	At-Risk	Progressing	On-Level	At-Risk	Progressing	On-Level	At-Risk	Progressing	On-Level
K	0%	27%	73%	17%	21%	62%	31%	21%	48%
1st	28%	24%	48%	26%	37%	37%	18%	28%	54%
2nd	52%	25%	18%	48%	23%	24%	28%	23%	46%

Overall Reading STAAR Data

	Reading STAAR 2022				Reading STAAR 2023				Reading STAAR 2024			
Grade Level	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters	Did Not Meet	Approaches	Meets	Masters
3rd English	28%	73%	54%	38%	19%	81%	45%	20%	27%	83%	50%	20%
3rd Spanish	63%	37%	16%	11%	80%	10%	10%	10%	92%	8%	0%	0%
Total 3rd	34%	66%	47%	33%	26%	74%	41%	19%	35%	65%	44%	17%
4th English	20%	80%	47%	29%	19%	81%	49%	26%	20%	87%	56%	24%
4th Spanish	63%	38%	13%	13%	63%	38%	13%	0%	67%	33%	33%	0%
Total 4th	27%	71%	41%	26%	25%	75%	44%	24%	23%	76%	52%	21%
5th English	26%	74%	50%	32%	22%	77%	58%	35%	22%	78%	55%	28%
5th Spanish	75%	15%	15%	15%	40%	60%	27%	7%	80%	20%	0%	0%
Total 5th	27%	64%	43%	28%	26%	74%	53%	29%	25%	75%	52%	26%

Comprehension Skills STAAR Data

Avg % correct on STAAR Questions Double Coded as Comprehension Skills

Grade Level	Reading STAAR 2022	Reading STAAR 2023	Reading STAAR 2024
3rd English	68%	58%	56%
3rd Spanish	48%	48%	34%
4th English	75%	51%	61%
4th Spanish	52%	54%	56%
5th English	71%	63%	59%
5th Spanish	53%	56%	45%

Writing About Reading STAAR Data

Avg. % correct on STAAR Questions Double Coded as Meaningful Written Texts

Grade Level	Reading STAAR 2022	Reading STAAR 2023	Reading STAAR 2024
3rd English	Not Assessed	19%	17%
3rd Spanish	Not Assessed	8%	7%
4th English	Not Assessed	29%	44%
4th Spanish	Not Assessed	19%	11%
5th English	Not Assessed	49%	25%
5th Spanish	Not Assessed	25%	4%

Reading Levels 2023-2024

	BOY			MOY			EOY		
Grade Level	Beginning	Progressing	On-Level	Beginning	Progressing	On-Level	Beginning	Developing	On-Level
K	no standard	no standard	no standard	no standard	no standard	no standard	91%	4%	4%
K - Spanish	no standard	no standard	no standard	no standard	no standard	no standard	27%	28%	45%
1st	28%	15%	57%	14%	27%	59%	21%	7%	72%
1st - Spanish	28%	28%	44%	12%	35%	33%	10%	0%	90%
2nd	31%	19%	49%	34%	19%	47%	29%	19%	52%
2nd- Spanish	7%	7%	87%	12%	6%	82%	6%	6%	88%
3rd	34%	5%	61%	32%	13%	55%	30%	14%	56%
3rd - Spanish	61%	6%	33%	53%	16%	32%	48%	19%	33%
4th	23%	8%	48%	23%	21%	38%	19%	20%	42%
4th - Spanish	64%	28%	7%	53%	33%	13%	47%	40%	13%
5th	31%	10%	59%	22%	16%	62%	48%	11%	75%
5th - Spanish	31%	19%	50%	46%	12%	42%	33%	11%	55%

International Baccalaureate Program of Inquiry
Newton Rayzor Elementary
Denton ISD
2024-2025

	Who We Are An inquiry into the nature of the self; beliefs & values; personal, physical, mental, social & spiritual health; human relationships including families, friends, communities, & cultures; rights & responsibilities; what it means to be human.	**Where We Are in Place and Time** An inquiry into orientation in place & time; personal histories; homes & journeys; the discoveries, explorations & migrations of humankind; the relationships between & the interconnectedness of individuals & civilizations, from local & global perspectives.	**How We Express Ourselves** An inquiry into the ways in which we discover & express ideas, feelings, nature, culture, beliefs & values; the ways in which we reflect on, extend & enjoy our creativity; our appreciation of the aesthetic.	**How the World Works** An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.	**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems & communities; the structure & function of organizations; societal decision-making; economic activities & their impact on humankind & the environment.	**Sharing the Planet** An inquiry into rights & responsibilities in the struggle to share finite resources with other people & with other living things; communities & the relationships within & between them; access to equal opportunities; peace & conflict resolution.
PreK	**CI:** Children in all places are the same and different. **Key Concepts:** form, connection, perspective **Related Concepts:** Interaction; tools; Interconnectedness **Lines of Inquiry:** • Commonalities and differences between groups • Ways children explore the world 1		**CI**: People express themselves for different reasons. **Key Concepts**: function, perspective, connection **Related Concepts:** cause/effect, perception, communication **Lines of Inquiry:** • Ways people express ideas and feelings • Situations that influence feelings • Reasons people come up with ideas 2	**CI:** Living things have their place in the natural world. **Key Concepts:** causation, form, function **Related Concepts:** interactions, cycles, growth **Lines of Inquiry:** • The properties of organisms • What organisms need to survive • How organisms impact the natural world 4		**CI:** Everyone benefits from sharing. **Key Concepts:** causation, perspective, responsibility **Related Concepts:** conflict/cooperation, interaction, conservation, cause/effect **Lines of Inquiry:** • Objects, ideas, and resources we share • Ways in which we share • Reasons why we share 3

	Who We Are An inquiry into the nature of the self; beliefs & values; personal, physical, mental, social & spiritual health; human relationships including families, friends, communities, & cultures; rights & responsibilities; what it means to be human.	**Where We Are in Place and Time** An inquiry into orientation in place & time; personal histories; homes & journeys; the discoveries, explorations & migrations of humankind; the relationships between & the interconnectedness of individuals & civilizations, from local & global perspectives.	**How We Express Ourselves** An inquiry into the ways in which we discover & express ideas, feelings, nature, culture, beliefs & values; the ways in which we reflect on, extend & enjoy our creativity; our appreciation of the aesthetic.	**How the World Works** An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.	**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems & communities; the structure & function of organizations; societal decision-making; economic activities & their impact on humankind & the environment.	**Sharing the Planet** An inquiry into rights & responsibilities in the struggle to share finite resources with other people & with other living things; communities & the relationships within & between them; access to equal opportunities; peace & conflict resolution.
K	**CI**: Members of a group are connected **Key Concepts:** responsibility, perspective, reflection **Related Concepts:** relationships, culture **Lines of Inquiry:** • The purpose of groups - (groups, sets, families, communities) function • Similarities and differences between groups- perspective • Responsibility in maintaining relationships		**CI:** Learning about ourselves helps us accept others. **Key Concepts:** form, connection **Related Concepts:** cause/effect; perception; communication **Lines of Inquiry:** • Similarities and differences in people • Stories shape our lives • Places are part of our lives	**CI:** Change is everywhere **Key Concepts:** causation, form, change **Related Concepts:** cause effect; needs; classification; living & non-living **Lines of Inquiry:** • Examples of changes • Changes over time • Consequences of change		CI: Behaviors can affect the world. **KeyConcepts:** responsibility, perspective,causation **Related Concepts:** education **Lines of Inquiry:** • Receiving and sharing knowledge • Decision Making • The environment and our responsibility

	Who We Are	**Where we Are in Place and Time**	**How We Express Ourselves**	**How the World Works**	**How We Organize Ourselves**	**Sharing the Planet**

	Who We Are An inquiry into the nature of the self; beliefs & values; personal, physical, mental, social & spiritual health; human relationships including families, friends, communities, & cultures; rights & responsibilities; what it means to be human.	**Where We Are in Place and Time** An inquiry into orientation in place & time; personal histories; homes & journeys; the discoveries, explorations & migrations of humankind; the relationships between & the interconnectedness of individuals & civilizations, from local & global perspectives.	**How We Express Ourselves** An inquiry into the ways in which we discover & express ideas, feelings, nature, culture, beliefs & values; the ways in which we reflect on, extend & enjoy our creativity; our appreciation of the aesthetic.	**How the World Works** An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.	**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems & communities; the structure & function of organizations; societal decision-making; economic activities & their impact on humankind & the environment.	**Sharing the Planet** An inquiry into rights & responsibilities in the struggle to share finite resources with other people & with other living things; communities & the relationships within & between them; access to equal opportunities; peace & conflict resolution.
1st	**CI:** Culture reflects the diversity in the world. **Key Concepts:** perspective, connection, function **Related Concepts:** culture, influence, diversity **Lines of Inquiry:** • Elements of culture • Similarities between groups • Appreciating differences	**CI**: People can inspire change in our world by taking action. **Key Concepts:** connection, responsibility, change **Related Concepts:** citizenship, inspiration, choice **Lines of Inquiry:** • Responsibilities and respect for the common good • Actions that inspire • Changes in the world and people	**CI:** Unique experiences can shape our imagination. **Key Concepts:** form, perspective, causation **Related Concepts:** creativity, choice, influence **Lines of Inquiry:** • Forms of expression (music, poetry, dance, writing, speeches) • Experiences affect expressions • Groups express themselves differently	**CI**: Cycles help us discover how the world works. **Key Concepts**: connection, function, causation **Related Concepts**: cycles, growth, transformation, interactions **Lines of Inquiry:** • Cycles in the natural world • Interdependence of cycles • Interruptions in cycles	**CI:** Order helps our world. **Key Concepts:** function, connection, causation **Related Concepts:** cause & effect, order, role **Lines of Inquiry:** • Roles and responsibilities within groups • Purpose of order (organization, safety, understanding/learning/thinking, efficiency) • Community connection	**CI:** Materials and ideas are exchanged in a community. **Key Concepts:** perspective, form, change **Related Concepts:** properties, transformation, choice **Lines of Inquiry:** • Properties of materials and environments • Ways resources change • Choices within a group

	Who We Are An inquiry into the nature of the self; beliefs & values; personal, physical, mental, social & spiritual health; human relationships including families, friends, communities, & cultures; rights & responsibilities; what it means to be human.	**Where We Are in Place and Time** An inquiry into orientation in place & time; personal histories; homes & journeys; the discoveries, explorations & migrations of humankind; the relationships between & the interconnectedness of individuals & civilizations, from local & global perspectives.	**How We Express Ourselves** An inquiry into the ways in which we discover & express ideas, feelings, nature, culture, beliefs & values; the ways in which we reflect on, extend & enjoy our creativity; our appreciation of the aesthetic.	**How the World Works** An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.	**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems & communities; the structure & function of organizations; societal decision-making; economic activities & their impact on humankind & the environment.	**Sharing the Planet** An inquiry into rights & responsibilities in the struggle to share finite resources with other people & with other living things; communities & the relationships within & between them; access to equal opportunities; peace & conflict resolution.
2nd	**CI:** Humans are responsible for their choices and their outcomes. **Key Concepts:** form, causation, responsibility **Related Concepts:** consequences, choices, initiative, attributes, interconnectedness **Lines of Inquiry:** • Attributes of being human • Factors that influence health • Growing to improve ourselves & humanity	**CI:** Personal history can help us understand our identity. **Key Concepts:** change, perspective, connection **Related Concepts:** chronology, values, tradition **Lines of Inquiry:** • Similarities and differences between generations (change/connection) • Significance of artifacts and traditions (perspective) • Connection between identity and culture (connection	**CI:** Perspective can influence discoveries and creative expressions. **Key Concepts:** form, connection, perspective **Related Concepts**: perception, culture, diversity **Lines of Inquiry:** • Interpreting ideas and feelings in literature and the arts • Creating for different purposes (communicating feelings, knowledge/ data) • Discovering the natural world (investigating force/motion/ energy)	**CI:** Organisms depend on each other for their existence. **Key Concepts:** function, causation, connection **Related Concepts:** interdependence, biodiversity, adaptation **Lines of Inquiry:** • How organisms meet their basic needs (function) • The interdependence of plants and animals (connection) • Environmental factors that affect organisms (causation)	**CI:** Decisions can affect how our world functions **Key Concepts:** change, function, responsibility **Related Concepts:**decision-making, order, effects on others **Lines of Inquiry:** • Responsibilities of citizens and public officials • Ways we classify and organize • Opportunities for change	**CI:** Resources are essential to sustain life. **Key Concepts:** causation, connection, responsibility **Related Concepts:** cycles, finite resources **Lines of Inquiry:** • The use and conservation of natural resources (responsibility) • - The ways people depend on resources(connection) • - Access to resources (causation)

	Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
3rd	**CI:** Individuals have a responsibility to advocate for equity. **Key Concepts:** responsibility; causation; perspective **Related Concepts**: equity, rights, citizenship **Lines of Inquiry:** • Perspectives (Beliefs) about rights and responsibilities • Access to rights (Sequences that lead to access of rights) • Enforcement of rights and responsibilities	**CI:** Analyzing multiple perspectives leads to deeper understandings **Key Concepts:** connection; causation; perspective **Related Concepts**: Opinion, Cause and Effect **Lines of Inquiry:** • Perspectives in different places and time- • Analyzing historical events and figures- • Links between knowledge and perspective	**CI:** Creativity can meet the needs of individuals and communities **Key Concepts:** form, causation, perspective **Related Concepts:** patterns, cause and effect, subjectivity, interdependence **Lines of Inquiry:** • Creative expressions in different settings • Inspirations for creative expressions (patterns in nature, culture) • Perspectives of how creative expressions meet needs • Form of problem solving	**CI**: Understanding information can guide our responses. **Key Concepts:** change; connection; form **Related Concepts:** geology; interaction; impact; transformation **Lines of Inquiry:** • Foundations of knowledge/ Principles- that help us understand our world • Types of changes in our world(natural and man made • Human responses to changes-human condition	**CI:** Human activities can affect people and our environment. **Key Concepts:** connection; responsibility; function **Related Concepts:** Interconnectedness; Cause & Effect; Initiative **Lines of Inquiry:** • Consequences of choices Different types of human activities • Connections across the world • Economic responsibilities	**CI:** Systems have a structure and purpose **Key Concepts:** causation, change, function **Related Concepts:** systems, relationships, and impact **Lines of Inquiry:** • The function and balance of a system • -Interactions within and between systems • -Consequence of change to a system

	Who We Are An inquiry into the nature of the self; beliefs & values; personal, physical, mental, social & spiritual health; human relationships including families, friends, communities, & cultures; rights & responsibilities; what it means to be human.	**Where We Are in Place and Time** An inquiry into orientation in place & time; personal histories; homes & journeys; the discoveries, explorations & migrations of humankind; the relationships between & the interconnectedness of individuals & civilizations, from local & global perspectives.	**How We Express Ourselves** An inquiry into the ways in which we discover & express ideas, feelings, nature, culture, beliefs & values; the ways in which we reflect on, extend & enjoy our creativity; our appreciation of the aesthetic.	**How the World Works** An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.	**How We Organize Ourselves** An inquiry into the interconnectedness of human-made systems & communities; the structure & function of organizations; societal decision-making; economic activities & their impact on humankind & the environment.	**Sharing the Planet** An inquiry into rights & responsibilities in the struggle to share finite resources with other people & with other living things; communities & the relationships within & between them; access to equal opportunities; peace & conflict resolution.
4th	**CI:** Organisms are influenced by their environment -Environments are influenced by the organisms that are in them. **Key Concepts:** perspective, causation, connection **Related Concepts:** culture, survival, and consequences **Lines of Inquiry:** • Cultural perspective and contributions • Factors that cause change (voluntary or involuntary) • Significance of identity and stewardship	**CI:** Explorations can create change. **Key Concepts:** change, form, reflection **Related Concepts:** exploration, discovery, cause & effect **Lines of Inquiry:** • Types of Change • Motivations for exploration • Results of exploration	**CI:** Communication allows us to make sense of the world. **Key Concepts:** function; perspective; responsibility **Related Concepts:** language, creativity; communication **Lines of Inquiry:** • The expression of ideas, feelings, and beliefs can be promoted through language (Function) • The power of communication (Responsibility) • Communication can be diverse and open to interpretation (Perspective	**CI:** Discoveries and innovations affect life. **Key Concepts:** function, change, responsibility **Related Concepts:** discoveries, innovations, impact **Lines of Inquiry:** • Inventions, innovation and scientific discoveries (Function) • The process of creating innovations and inventions (Change) • How inventions, innovations and discoveries change the environment and our lives (Responsibility)	**CI:** The needs of communities lead people to solutions. **Key Concepts:** form, function, perspective **Related Concepts:** organization, interdependence, system **Lines of Inquiry:** • The differences in functioning and structure of various organizations • The needs of communities • The change of societal organizations over time	**CI:** Choices we make can alter our world. **Key Concepts:** perspective, causation, responsibility **Related Concepts**: choice, interdependence Lines of Inquiry: • Effects of choices (Causation) • The relationship between perspective and choice (Perspective) • Collective responsibility towards sustainability (Responsibility)

	Who We Are	Where we are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
5th	**CI:** Many influences may cultivate character. **Key Concepts:** responsibility, causation, reflection **Related Concepts:** character, beliefs & values **Lines of Inquiry:** • The nature of personal character • The responsibility of individuals and communities • Societal influences and expectations (1st six weeks)	**CI:** Movement can have a variety of causes and effects. **Key Concepts:** causation, change, perspective **Related Concepts:** population and settlement **Lines of Inquiry:** • Reasons for movement and settlement • Perspectives about migration • Changes and outcomes (6th six weeks)	**CI:** Media can influence an individual's perception. **Key Concepts:** perspective, connection, change **Related Concepts:** perception, propaganda **Lines of Inquiry:** • The various types of mass media. • The evolution of mass media • Effects of mass media on societies (5th six weeks)	**CI:** Society's understanding of science continues to evolve **Key Concepts:** form, function, change, responsibility **Related Concepts:** systems, force, cause & effect, interdependence **Lines of Inquiry:** • Forms of energy throughout time • The storage and transformation of energy into useful forms • Efforts to reduce energy consumption (2nd six weeks)	**CI:** Engagement affects systems. **Key Concepts:** function, connection, responsibility **Related Concepts:** systems, beliefs & values, diversity **Lines of Inquiry:** • Types of governance around the world • How a governmental system defines a society • Roles of individuals in their government (4th six weeks)	**CI:** Power can change communities. **Key Concepts:** causation, perspective, connection **Related Concepts:** cause & effect, human rights, economics, power **Lines of Inquiry:** • Interdependence of groups • Barriers that exist in a community • Responses to power (3rd six weeks)

IB Programme Development for Newton Rayzor Elementary 2024-2025

Focus of programme development- To build teacher capacity in supporting students' Approaches to Learning (ATL), effective goal setting, and strategies for giving/receiving feedback in an IB framework.

What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?

How do we continue to meet the needs of diverse learners, while also building teacher capacity and the learning community's understanding of various IB elements?

Rationale

Briefly summarize the reasons the school selected this focus for programme development.

We have a rich student population that includes students that are above grade level, combined with students that need more opportunities and intervention in order to be successful; there are second language learners, combined with students that are completely new to the country. We continue to have this goal of meeting the needs of diverse learners, and also increase the knowledge of the learning community of the IB elements. The main concern was the challenge of meeting the needs of our students, understanding that the pandemic had caused gaps in some learning, and thereby creating a greater need to differentiate instruction. Our learning community would benefit from increasing our teacher capacity to plan, differentiate, and assess students systematically using data, and integrating that with student's personal learning goals. Our learning community includes students, teachers, parents/guardians of the students, and other community stakeholders.

Focus of programme development- To build teacher capacity in supporting students' Approaches to Learning (ATL), effective goal setting, and strategies for giving/receiving feedback in an IB framework.

What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?

How do we continue to meet the needs of diverse learners, while also building teacher capacity and the learning community's understanding of various IB elements?

	Planning	Reflection

	Guiding questions and prompts Identify one or two practices to answer each question. Select practices from at least two categories of the programme standards and practices (PSP) framework. • What practice(s) need to be in place for this development to be successful? • What practice(s) identify the people who are responsible for the work? (For example, teachers, leadership, students.) • What practice or practices show how the work will be done? That is, what actions will be taken? • What practice or practices indicate why the school is undertaking the work? That is, what is the reason for this focus?	School response IB Standards/Practices Student support 2.1: The school implements and reviews systems and processes to identify the needs of students. (0202-02-0100) Student support 2.2: The school supports the identified needs of students, and evidences this support through planning, policy, and practice. (0202-02-0200) Approaches to teaching 5.1: Teachers consider learner variability when planning students' personal learning goals. (0403-05-0100) Approaches to Assessment 2.1 PYP1: Teachers document and analyze student learning over time to design learning experiences based on data. (0404-02-0111) 1. Intervention time has been built into the schedule for every grade level. Coaches will differentiate professional support based on grade level needs and teacher experience. Continue collaboration with teachers to build strong instructional teams by finding patterns through PLC and IBC's and working with instructional coaches. HOS has made a financial commitment to having subs for additional planning time if needed. [Student support 2.2] 2. The people that will be responsible for the work will be the Pedagogical Team, Classroom teachers, students, and parents. 3. The work which includes creating common assessments, and building cognitive ladders of essential standards so that teachers know what to do to support students based on where they are on those cognitive ladders/ progressions. 4. There will also be PD related to the planning of small group instruction and conferencing. Students will have more agency when they are setting goals, and giving/receiving feedback. 5. Feedback and data received by staff and parents that indicated the need to be more intentional when supporting students on both ends of the spectrum (High/Low) 6. Explicit focus on the fall semester of the Approaches to Learning primarily the self management and social skills. 7. Teachers will attend fall PD on progress monitoring, enrichment and Tier 1/2 instruction. Led by the Guiding Coalition.	Guiding questions and prompts	School response (Completed at the conclusion of the programme development activities)

Focus of programme development- To build teacher capacity in supporting students' Approaches to Learning (ATL), effective goal setting, and strategies for giving/receiving feedback in an IB framework.

What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?

How do we continue to meet the needs of diverse learners, while also building teacher capacity and the learning community's understanding of various IB elements?

IB practices			Indicate if there were any changes to the practice(s) selected, and explain why different practice(s) were selected.	

Impact	What will change for students? (Identify the target: all students or subsets of students.)	Students will be more assessment capable, understanding the learning goals that they can set for themselves, as well as, knowing what they need to focus on to be stronger in an area of their choice. Teachers will implement a system for progress monitoring/planning for enrichment, and small group interventions- as evident in team planning and collaboration. The learning community will be able to connect the school practices with the IB practice and understand the connection between the practice and IB philosophy.		
Data and evidence	How will you learn what the impact of the work is? (What data or evidence will be gathered?)	-Keeping Data in practical teacher friendly ways: data wall - this year including more common assessments (determined by teams at the beginning of year), -Admin being in PLC/IBC, teachers reflecting on practice in PLC work (what were your surprises/celebrations/what do you do as the teacher that caused…) as a system we use every time. We will have reflection with the all members of the learning community- (Middle/ end of the year)	How did you learn what the impact of the work was? What data or evidence did you gather?	

Focus of programme development- To build teacher capacity in supporting students' Approaches to Learning (ATL), effective goal setting, and strategies for giving/receiving feedback in an IB framework.
What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?
How do we continue to meet the needs of diverse learners, while also building teacher capacity and the learning community's understanding of various IB elements?

(Optional) Research and/or shared practice	What examples or research will inform the approach or activities? What examples shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?	Online Articles: International Baccalaureate ATL Skills Overview "How to Cultivate a Feedback Culture in Your Classroom" - Edutopia "Goal Setting for Young Learners: A Guide for Educators" - Teacher Magazine Podcasts: IB Matters - Approaches to Learning Series. Cult of Pedagogy - "Teaching with Growth Mindset." TeachThought Podcast - "Goal Setting and Feedback in Education." Books: "Making the PYP Happen: A Curriculum Framework for International Primary Education." "The Growth Mindset Coach" by Annie Brock and Heather Hundley. "The Feedback-Friendly Classroom" by Deborah McCallum. --- ## Measuring Success: Teacher Surveys: Mid-year and end-of-year feedback to evaluate the program's impact on teaching and learning. • Student Surveys: Assess how well students feel supported in their goal setting and feedback experiences. • Peer Observations: Teachers observe each other to refine practices and provide feedback on the implementation of program strategies.	What examples or research informed the approach or activities?	

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: While data is being collected, it is not being reviewed in a timely manner to take action for student growth. **Root Cause:** There is no consistent system in place.

School Processes & Programs

School Processes & Programs Summary

Instructional:

*Calendar set for PLC and IBC time for each team to allow teachers to collaborate, identify essentials, create common assessments and build intervention and acceleration groups

*Team planning every week ensures a guaranteed and viable curriculum

*Paid summer planning for IB Curriculum writing

*Faculty meetings designed around PD led by the Guiding Coalition.

*Campus focus on Math- Algebraic Reasoning - and PLC work with Professional Development and Coaching to support Tier 1, 2 and 3 instruction

Personnel:

*Denton ISD Mentorship program implemented for new to the campus and first-year teachers.

*Campus coaching/instructional support offered and available to all staff members by our two campus instructional coaches, our district coach and our IB coordinator

*Culture that encourages positive and constructive feedback.

Organizational

*Leadership opportunities with a model that allows for all team members to serve as team leader for a two year period.

*Shared roles; teams take turns during PLCs/IBCs meetings to alternate through the different roles.

*Decision Makers meetings to include, staff, leadership team, community members, and students in the decision making process.

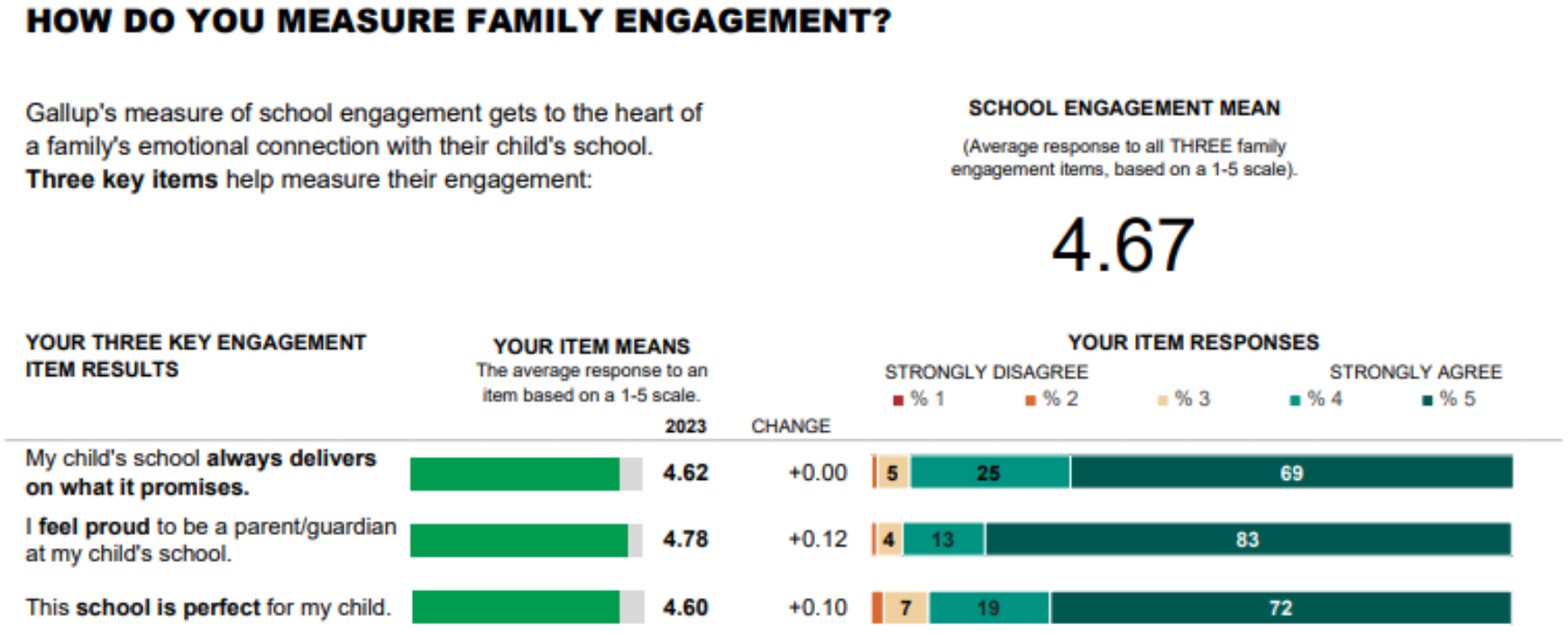
Problem Statements Identifying School Processes & Programs Needs

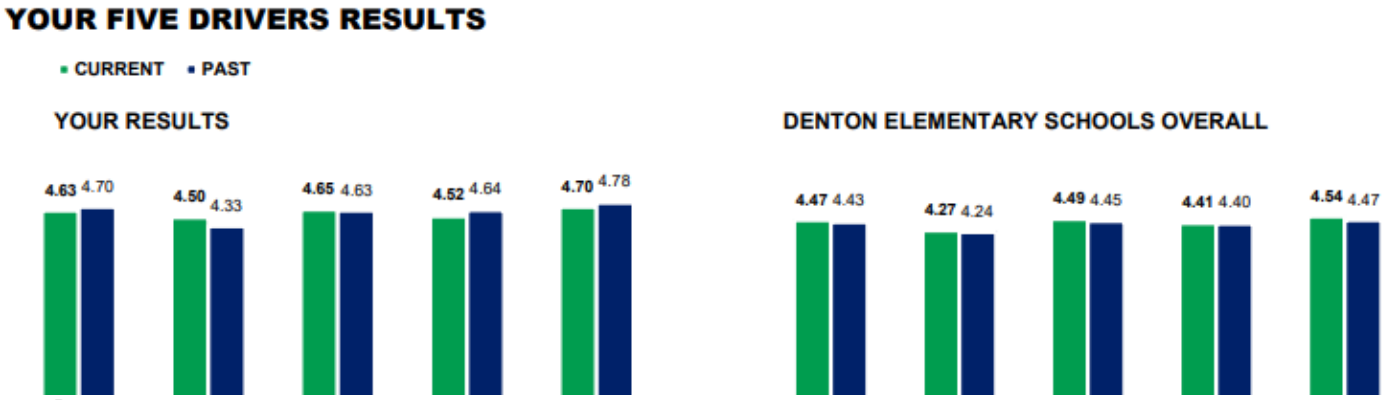
Problem Statement 1: While data is being collected, it is not being reviewed in a timely manner to take action for student growth. **Root Cause:** There is no consistent system in place.

Perceptions

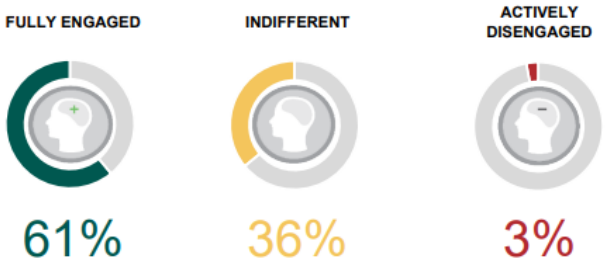
Perceptions Summary

Survey Results from Families:





WHAT CATEGORIES DO YOUR FAMILIES APPEAR IN?



Denton Independent School District
YOUR RESULTS: Newton Rayzor Elementary

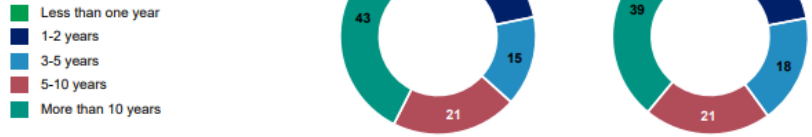
YOUR RESULTS SUMMARY

	YOUR RESULTS 2023	YOUR RESULTS CHANGE	DENTON ELEMENTARY SCHOOLS OVERALL RESULTS 2023	DENTON ELEMENTARY SCHOOLS OVERALL RESULTS CHANGE	NEWTON RAYZOR ELEMENTARY - DENTON ELEMENTARY SCHOOLS = DIFFERENCE
SCHOOL ENGAGEMENT	**4.67**	**+0.05**	**4.44**	**+0.05**	**+0.23**
Delivers on promises	4.62	+0.00	4.42	+0.01	+0.20
Feel proud	4.78	+0.12	4.54	+0.05	+0.24
Perfect for my child	4.60	+0.10	4.32	+0.08	+0.28
SCHOOL ENVIRONMENT	**4.63**	**-0.07**	**4.47**	**+0.04**	**+0.16**
Welcoming environment	4.76	-0.04	4.61	+0.03	+0.15
Enjoys being at school	4.63	+0.00	4.51	+0.10	+0.12
Treated with respect	4.60	-0.09	4.42	+0.04	+0.18
Appropriate discipline	4.49	-0.20	4.30	-0.07	+0.19
ACADEMIC STANDARDS	**4.50**	**+0.17**	**4.27**	**+0.03**	**+0.23**
High academic standards	4.54	+0.14	4.34	+0.04	+0.20
Appropriately challenged	4.45	+0.17	4.30	+0.04	+0.15
Homework is about right	4.60	+0.26	4.29	+0.00	+0.31
Opportunities to choose how they learn	4.42	-0.01	4.14	+0.00	+0.28

Opportunities to choose how they learn	4.42	-0.01	4.14	+0.00	+0.28
STRENGTH AND DEVELOPMENT	**4.65**	**+0.02**	**4.49**	**+0.04**	**+0.16**
Make child feel schoolwork is important	4.73	+0.09	4.56	+0.03	+0.17
Someone who encourages development	4.77	-0.01	4.62	+0.05	+0.15
Opportunity to do best every day	4.55	+0.04	4.37	+0.03	+0.18
School is committed to building the strengths	4.57	+0.06	4.40	+0.07	+0.17
SCHOOL COMMUNICATIONS	**4.52**	**-0.12**	**4.41**	**+0.01**	**+0.11**
School provides positive feedback	4.53	-0.11	4.47	+0.02	+0.06
School provides ways for parents/guardians to be involved	4.61	-0.08	4.50	+0.05	+0.11
Teachers and parents/guardians work together	4.56	-0.15	4.44	-0.02	+0.12
Communication is perfect for me	4.41	-0.12	4.26	+0.04	+0.15
SCHOOL LEADERSHIP	**4.70**	**-0.08**	**4.54**	**+0.07**	**+0.16**
Always treats me with respect	4.79	-0.07	4.67	+0.07	+0.12
Creates environment that is trusting and open	4.73	-0.01	4.55	+0.08	+0.18
Are responsive to community concerns	4.72	-0.02	4.53	+0.09	+0.19
Makes me enthusiastic about the future	4.59	-0.12	4.42	+0.07	+0.17

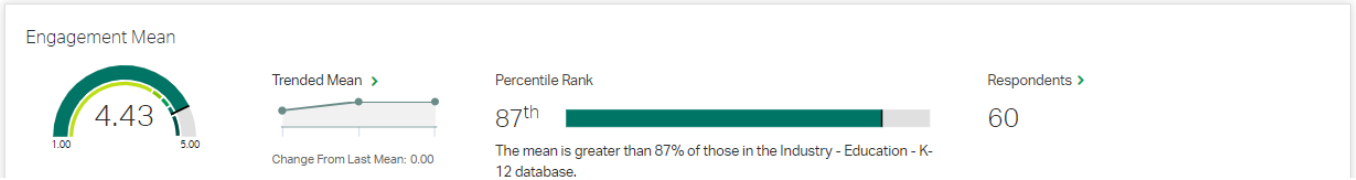
ADDITIONAL QUESTIONS

How long has your family lived in the Denton Independent School District?



Survey Results from Staff:

Employee Engagement Q[12]



Highest Q12 Items

Q05. Cares About Me
4.85
GET ADVICE
CREATE ACTION PLAN

Q10. Best Friend
4.33
GET ADVICE
CREATE ACTION PLAN

Lowest Q12 Items

Q02. Materials and Equipment
4.23
GET ADVICE
CREATE ACTION PLAN

Q06. Development
4.27
GET ADVICE
CREATE ACTION PLAN

Engagement Index

- **72%** engaged (past 77%)
- *not engaged (past *)
- *actively disengaged (past *)

Reporting the percentage of engaged employees requires at least 30 responses. Reporting all Engagement Index percentages requires at least 100 responses.

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

Results Summary

High/Low indicators are derived for teams based on an item's position in the engagement hierarchy and percentile in a Gallup database. Use these as starting points for conversations with your team. Note: High/Low indicators are not available when filtering by Reporting Groups. Learn More

Database: Industry - Education - K-12
< 25th | 25th-49th | 50th-74th | 75th-89th | >= 90th

Q01. I know what is expected of me at work.
4.73
86th
VIEW DETAILS

HIGH
Q05. My supervisor, or someone at work, seems to care about me as a person.
4.85
92nd
VIEW DETAILS

Q09. My associates or fellow employees are committed to doing quality work.
4.62
86th
VIEW DETAILS

LOW
Q02. I have the materials and equipment I need to do my work right.
4.23
65th
VIEW DETAILS

LOW
Q06. There is someone at work who encourages my development.
4.27 ↓
69th
VIEW DETAILS

HIGH
Q10. I have a best friend at work.
4.33 ↑
91st
VIEW DETAILS

Q03. At work, I have the opportunity to do what I do best every day.
4.55
87th
VIEW DETAILS

Q07. At work, my opinions seem to count.
4.33
86th
VIEW DETAILS

Q11. In the last six months, someone at work has talked to me about my progress.
4.16
67th
VIEW DETAILS

Q04. In the last seven days, I have received recognition or praise for doing good work.
4.10
79th
VIEW DETAILS

Q08. The mission or purpose of my organization makes me feel my job is important.
4.58
85th
VIEW DETAILS

Q12. This last year, I have had opportunities at work to learn and grow.
4.42 ↓
76th
VIEW DETAILS

Additional Questions

CUSTOMIZE METRICS

My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
60	4.70	4.73	-0.03	*	4.07

Show Question Insights Create Action Plan

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
60	4.42	4.58	-0.16	*	3.91

Show Question Insights Create Action Plan

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
56	4.41	4.33	0.08	*	4.23

Show Question Insights Create Action Plan

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
60	4.55	4.27	↑+0.28	*	3.90

Show Question Insights Create Action Plan

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
60	3.10	2.72	↑+0.38	*	3.15

Show Question Insights Create Action Plan

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
60	4.12	3.83	↑+0.29	*	3.48

Show Question Insights Create Action Plan

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

VIEW TEXT ANALYTICS EXPORT RESPONSES

Respondents	Sentiment Distribution
37	*

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: By May, 2025, all students will make at least one year's growth in math in the domain of algebraic thinking in order to close the learning gaps.

High Priority

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: The master schedule will have built in PLC/IBC time at least 3 times/month for each team. The schedule allows for an additional 45 minutes of planning every 7 days. **Strategy's Expected Result/Impact:** Staff members will become more consistent and have a deeper understanding of the PLC process and how to use common assessments to analyze individual data. **Staff Responsible for Monitoring:** Instructional Coaches, Teams, Administration, Guiding Coalition **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: The Guiding Coalition will research and lead professional development to support meeting the needs of all students. These groups will be broken into: Tier 1 intervention, Tier 2 Intervention, Progress Monitoring and Enrichment. **Strategy's Expected Result/Impact:** Student Growth will be impacted with the intervention and re-teaching that comes from the common assessment data. Individual student growth in algebraic thinking. **Staff Responsible for Monitoring:** Guiding Coalition, Instructional Coaches, Teams, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work. **Strategy's Expected Result/Impact:** The school systematically identifies and provides appropriate learning support **Staff Responsible for Monitoring:** Guiding Coalition, Instructional Coaches, Teams, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. The last Wednesday of every month will be a data day to give teachers and staff the opportunity to analyze data and plan for next steps for individual student. **Strategy's Expected Result/Impact:** The result is that no student, classroom or student group is overlooked or underserved. **Staff Responsible for Monitoring:** Coaches and Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: By May 2025, 100% of eligible HB1416 students will be served. **Strategy's Expected Result/Impact:** Increase in STAAR scores by 5%. **Staff Responsible for Monitoring:** Classroom teachers, interventionists ESSR tutors and administration. **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** ESSER - State Compensatory Education (SCE) - $17,500			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: We will meet in a bilingual vertical PLC with classroom teachers, administration, ESL and coaches. The purpose will be to align teaching and learning practices vertically across the school. **Strategy's Expected Result/Impact:** coordinate targeted instruction that builds grade level to grade level, identify areas where there is a gap in learning **Staff Responsible for Monitoring:** Dr. Solano - AP			

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: By May 2025, all students will make at least one year's growth in Reading Comprehension as measured by Fountas and Pinnell and iReady Composite Comprehension Scores.

Evaluation Data Sources: iReady, District Assessments, Common Assessments, report card assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Teachers will follow the plans created during summer work to support daily instruction in phonics and phonemic awareness in grades K-3rd. **Strategy's Expected Result/Impact:** Students will leave the lower grade levels with a better understanding of phonics and phonological awareness to improve their overall reading. **Staff Responsible for Monitoring:** Coaches, Administration **Title I:** 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 Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: We will ensure that teachers in grades 3 through 5 have materials and training to support the instruction of reading comprehension. The focus of this support will be PD and coaching on students writing about their reading and co-creating criteria. **Strategy's Expected Result/Impact:** Student comprehension will increase based on iReady composite comprehension score **Staff Responsible for Monitoring:** teams, coaches, administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data. **Strategy's Expected Result/Impact:** The result is that no student, classroom or student group is overlooked or underserved. **Staff Responsible for Monitoring:** teams, coaches, interventionists, administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: By May 2025, 100% of eligible HB1416 students will be served. **Strategy's Expected Result/Impact:** Increase in STAAR scores by 5% **Staff Responsible for Monitoring:** interventionists, classroom teachers, administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: The classroom teachers will switch from DRA to Fountas and Pinnell as the BOY, MOY and EOY assessment tool to measure reading levels with an emphasis on comprehension. **Strategy's Expected Result/Impact:** A more accurate indicator of independent reading levels **Staff Responsible for Monitoring:** classroom teachers, interventionists, DLL, Reading Recover, Special Education **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy - Additional Targeted Support Strategy**			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: We will meet in a bilingual vertical PLC with classroom teachers, administration, ESL and coaches. The purpose will be to align teaching and learning practices vertically across the school. **Strategy's Expected Result/Impact:** coordinate targeted instruction that builds grade level to grade level, identify areas where there is a need for closing the gap **Staff Responsible for Monitoring:** Administration, bilingual teachers, IB Coordinator, ESL interventionist, World Language Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: Staff will implement IB research-based instructional strategies to continue the holistic development of IB learners and include the entire learning community of staff, students and families.

High Priority

Evaluation Data Sources: Reflection on planners

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Focus on collaboration of teaching and learning. This will include; common planning time once a week, additional PLC/IBC time every 7 days for 45 minutes, and providing subs for team planning days each sememster. **Strategy's Expected Result/Impact:** Increase teacher capacity of Trans-disciplinary Learning and maintain the fidelity of the IB programme across the entire school **Staff Responsible for Monitoring:** IB coordinator, Admin, teams and coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: The Learning Community will be invited to support the curriculum by participating in school lessons as guest interviews and members of panel discussions. **Strategy's Expected Result/Impact:** connections to transdisciplinary learning, real world connections, increased community understanding and participation of the IB Programme **Staff Responsible for Monitoring:** teams, IB coordinator, community members **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **- Targeted Support Strategy**			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Staff commitment to understanding/implementing the IB Policies- language, assessment, inclusion, academic **Strategy's Expected Result/Impact:** deeper connection to assessment and PLC work, differentiation and inclusion **Staff Responsible for Monitoring:** IB coordinator, admin, teams **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy**			

Strategy 4 Details	Formative Reviews		
	Formative		
Strategy 4: School wide/social media sharing of the IB Alerts/Reflection and evidence of IB learning every week **Strategy's Expected Result/Impact:** To inform the entire Learning Community (including families) of the elements of IB **Staff Responsible for Monitoring:** Social Media Committee, IB Coordinator and teams **Title I:** 2.4, 2.5, 2.6, 4.2 **- 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**	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: School wide focus on increasing the learning community's understanding of the Approaches to Learning with a specific focus on social and self management skills. **Strategy's Expected Result/Impact:** Decrease in disruptive behaviors, increase in the Learning Communities knowledge and implementation of the Approaches to Learning. **Staff Responsible for Monitoring:** teams, IB Coordinator, Admin **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Each grade level will take at least one Field Trip that is connected to the IB Units of Inquiry. **Strategy's Expected Result/Impact:** Students will be exposed to real world experiences to support instruction within the school setting. **Staff Responsible for Monitoring:** IB Coordinator, Grade levels **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	Dec	Mar	May

 No Progress Accomplished Continue/Modify Discontinue

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By Fall of 2025, student, staff and community engagement will increase by 5% with the inclusion of reflection, celebrations, events and surveys.

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

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Student Led conferences will be held in the Spring semester where each student will share their growth and learning. Grades PK-2nd grade will have grade level learning celebrations. Grades 3-5 will have individual learning conferences. **Strategy's Expected Result/Impact:** Stronger understanding of student learning by families. **Staff Responsible for Monitoring:** IB Coordinator and Teams **Title I:** 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: The use of surveys will offer a chance for the staff, community members and students to reflect on instruction, climate and practices. **Strategy's Expected Result/Impact:** Stronger culture in climate within the school and the community. **Staff Responsible for Monitoring:** Administration **Title I:** 2.5, 2.6, 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Work collaboratively with Communities in Schools to support families and individual student needs. **Strategy's Expected Result/Impact:** Student safety and learning will increase while needs are being addressed. **Staff Responsible for Monitoring:** CIS coordinator, counselors, nurse, IB coordinator and administration **Title I:** 2.4, 2.5, 2.6, 4.1 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Provide staff appreciation opportunities to maintain a strong campus culture. These will include: Staff "Shout Outs", Staff Member of the Month, Celebration of Staff on Social Media, Sonic drinks, treat days, food trucks and shared gatherings. **Strategy's Expected Result/Impact:** Positive school culture and retention of strong staff. **Staff Responsible for Monitoring:** Administration and Kindness Committee **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: Continue parent communication through virtual and in person conferences, weekly learning community newsletters, social media updates and positive notes home. **Strategy's Expected Result/Impact:** Increased learning community engagement and awareness **Staff Responsible for Monitoring:** teachers, administration, counselors, social media committee, IB Coordinator **Title I:** 2.6, 4.2 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy**	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: The Learning Community will begin to incorporate new practices to meet the needs of RDSPD program and students. **Strategy's Expected Result/Impact:** Students and Staff in the RDSPD program will integrate into the Newton Rayzor community. Students and staff will incorporate sign language into everyday school communication. **Staff Responsible for Monitoring:** All staff **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
	Formative		
Strategy 7: Each staff member will be part of a "Hive" that is made up of a group of 5 to 9 various staff members who form a group to celebrate each others' accomplishments, support each other in learning and encourage positive school culture. **Strategy's Expected Result/Impact:** increased support and recognition **Staff Responsible for Monitoring:** Mentor Liaison, Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Dec	Mar	May

No Progress

Accomplished

Continue/Modify

Discontinue

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	3	Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work.
1	1	4	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. The last Wednesday of every month will be a data day to give teachers and staff the opportunity to analyze data and plan for next steps for individual student.
1	1	5	By May 2025, 100% of eligible HB1416 students will be served.
1	2	1	Teachers will follow the plans created during summer work to support daily instruction in phonics and phonemic awareness in grades K-3rd.
1	2	2	We will ensure that teachers in grades 3 through 5 have materials and training to support the instruction of reading comprehension. The focus of this support will be PD and coaching on students writing about their reading and co-creating criteria.
1	2	3	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.
1	2	5	The classroom teachers will switch from DRA to Fountas and Pinnell as the BOY, MOY and EOY assessment tool to measure reading levels with an emphasis on comprehension.
1	3	2	The Learning Community will be invited to support the curriculum by participating in school lessons as guest interviews and members of panel discussions.
1	3	3	Staff commitment to understanding/implementing the IB Policies- language, assessment, inclusion, academic
1	3	4	School wide/social media sharing of the IB Alerts/Reflection and evidence of IB learning every week
1	3	5	School wide focus on increasing the learning community's understanding of the Approaches to Learning with a specific focus on social and self management skills.
2	1	5	Continue parent communication through virtual and in person conferences, weekly learning community newsletters, social media updates and positive notes home.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	The master schedule will have built in PLC/IBC time at least 3 times/month for each team. The schedule allows for an additional 45 minutes of planning every 7 days.
1	1	2	The Guiding Coalition will research and lead professional development to support meeting the needs of all students. These groups will be broken into: Tier 1 intervention, Tier 2 Intervention, Progress Monitoring and Enrichment.
1	1	3	Instructional coaches, interventionists, EXPO and administration will attend PLC's to help support the work.
1	1	4	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. The last Wednesday of every month will be a data day to give teachers and staff the opportunity to analyze data and plan for next steps for individual student.
1	1	5	By May 2025, 100% of eligible HB1416 students will be served.
1	2	1	Teachers will follow the plans created during summer work to support daily instruction in phonics and phonemic awareness in grades K-3rd.
1	2	2	We will ensure that teachers in grades 3 through 5 have materials and training to support the instruction of reading comprehension. The focus of this support will be PD and coaching on students writing about their reading and co-creating criteria.
1	2	3	The data wall will be a tool of reflection and a catalyst to answer the question, "How are we meeting each child's needs?". Staff will continue to collaborate on data analysis to form flexible intervention and acceleration groups. Each 9 weeks the administration, coaches, interventionists and team members will evaluate the data.
1	2	5	The classroom teachers will switch from DRA to Fountas and Pinnell as the BOY, MOY and EOY assessment tool to measure reading levels with an emphasis on comprehension.

State Compensatory

Budget for Newton Rayzor

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 1.3
Brief Description of SCE Services and/or Programs

Position/Resource Federal Fund Source FTE Amount Math Interventionist Title I 0.5 $40,173 Reading Interventionist Title I 0.5 $37,392 Math Interventionist SCE 0.5 $40,173 Reading Interventionist SCE 0.5 $37,392 Student Assistance Counselor Title I 1 $80,857 Subs for PD Title I N/A $19,951 Student Travel Title I N/A $6500 Communities In School Title I N/A $16,000

Personnel for Newton Rayzor

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

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	ESSER		$17,500.00
				Sub-Total	$17,500.00

Denton Independent School District

W.S. Ryan Elementary

2024-2025 Campus Improvement Plan

Mission Statement

Empowering students to become innovative thinkers and lifelong learners through problem solving, perseverance, and creativity.

Vision

We believe that in order to support our mission, we will collaborate as a Professional Learning Community to:

- Increase student engagement through the integration of STEM in our everyday learning.
- Foster a safe and welcoming school culture and climate.
- Promote high standards by encouraging our students to reach their highest potential.
- Engage in meaningful and ongoing professional development that will have a positive impact on student learning.

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

W.S. Ryan Elementary is a Title 1 campus serving grades PK - 5th Grade. Approximately 45% of our students are economically disadvantaged. Our campus has a One-Way Spanish Dual Language program PK-5th grade, as well as two self-contained Special Education Classes - the Academic & Functional Skills classroom serving grades 3-5, and the Functional Life Skills classroom serving grades K-5. We offer EXPO, our Gifted/Talented program, for grades K-5. We have two PreK classes - monolingual and bilingual (Spanish Dual Language)

After a rezoning at the end of the 2023-2024 school year, our enrollment dropped from 670 students to approximately 540 students. W.S. Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate.

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

- EXPO - 10%
- Special Education - 18%
- Dual Language (Bilingual) - 23%

Demographics Strengths

We have had a steady increase in the number of parents, grandparents, and community members who have signed up to volunteer on campus. Since the COVID shutdown, we have seen a gradual increase in family participation in engagement events.

WSR is a diverse campus. Our students speak at least 24 languages and are from 5 continents, and celebrate more than 29 holidays. There are at least 5 different religions represented, celebrating several holidays specific to their faith. Our staff values this diversity, and takes the initiative to learn about our families' cultures and traditions so we can honor and acknowledge the holidays and traditions they celebrate.

Student Learning

Student Learning Summary

We have continued to see an increase in the number of students in grades PK-5th grade making at least one year's growth.

Beginning of the year common assessment data for this school year shows a specific continued need for growth in number sense in Math for grades K-2, Reading and Writing in grades 1-5, and English proficiency for our Emergent Bilingual students. We will provide continual support of ELL strategies to help our Emergent Bilingual students increase their English proficiency, while supporting the goal of being bilingual and bi-literate through the one-way Dual Language Program.

We have been using the Units of Study ELA curriculum in Reading, Writing, and Phonics for several years. Utilizing workshop model has allowed our teachers to maximize instructional time to provide critical tier 1 & 2 classroom intervention. Eighteen staff members have attended the Reading, Writing, Leadership, and Phonics Institutes at the Teachers' College Reading and Writing Project at Columbia University and the TCRWP Homegrown Program at Denton ISD, bringing back critical pd information to align with our literacy instruction.

This year we are using Title I funds to provide a part-time primary reading interventionist to help reach the goal of all students on grade level by 3rd grade. The biggest barrier teachers currently face is time; specifically, implementing the intensive requirements from HB 1416 during the regular school day in addition to providing the recommended amount of time for core content areas.. Being able to use Title 1 funds for Educational Leave for teachers is very helpful to give them the extra time they need to collaboratively plan through the PLC process.

Learning Walk observations show consistent implementation of workshop model. Our workshop pd focus this year will be Language Arts for newer teachers; we will also provide ongoing support and guidance in Science instruction during plc's. With a decline in our Science STAAR scores this year, we believe additional plc work and aligned instructional practices in PK - 5th grades will help improve that data.

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

Student Learning Strengths

- More than 50% of students in 3rd - 5th grade achieved the met standards in Math and Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Less than 80% of K-2 students were on level on their EOY Primary Numeracy Assessment. **Root Cause:** Teachers need to vertically align numeracy instructional practices PK - 2.

Problem Statement 2 (Prioritized): Less than 50% of our Emergent Bilingual students made one year's growth in their overall composite TELPAS rating. **Root Cause:** Students and parents may not be aware of the TELPAS goal and ELPS are not emphasized in their learning targets.

Problem Statement 3 (Prioritized): Less than 60% of 5th graders reached the Approaches, Meets, or Masters level of the Science STAAR. **Root Cause:** Science needs a dedicated time in each grade level's daily master schedule, as well as regular common formative assessments to progress monitor in each grade level.

School Processes & Programs

School Processes & Programs Summary

We are a PLC-driven campus; Common assessments are TEKS-based and used to drive instruction. We have been utilizing the Units of Study Reading and Writing Units for 7 years. 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 professional development for workshop model components, focusing on individual conferring and small groups.

Our master schedule is designed to maximize instructional time, allowing for large blocks of time in subject areas to implement an effective workshop model, as well as meet the HB 4545/ HB1416 intervention requirements.

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

Our Guiding Coalition consists of campus administrators, specialists, and teachers; the purpose of the Guiding Coalition team is to pursue advanced professional learning in curricular topics and present those to staff and provide ongoing instructional support to teachers. Our goal is to provide continued professional development opportunities, focused on strengthening our PLC culture, to develop and maintain our high-quality staff.

Our BERT (Building Emergency Response Team) meets as a part of the Faculty Advisory Council and runs safety drills regularly, and all staff are trained on our Building Emergency Operations Plan. We are also seeing an improvement in the number of filled absences on campus by substitutes.

Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year teachers. Our campus will continue to partner with local universities to provide mentors for their student-teaching interns, and has begun hosting UNT's residency program this year with resident (intern) teachers who will be with us from the first day of school till the last day of school. Our newer teachers will participate in the district's Beginning Teacher Academy and Texas' required Reading Academy.

Title funds are being utilized to provide a part-time primary reading interventionist and a part-time behavior specialist position to provide additional interventions to students.

We will continue to adjust our master schedule to meet student needs, meet the intensive requirements of HB 1416 and provide the time and support teachers need for effective collaborative planning.

Several teachers sponsor extra-curricular clubs after school, including Choir, Art Club, Yearbook, Green Team, Running Club, and STEM Club. Students in grades 3-5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests.

School Processes & Programs Strengths

- Our Guiding Coalition and Faculty Advisory Council provides much support and guidance for teachers to implement instructional best practices and follow appropriate health and safety protocols.
- Our Master Schedule is designed to allow teachers to maximize instructional time and provide effective tier 1, 2, and 3 interventions.
- All students have 1:1 Chromebook devices. Student classroom engagement is increased with the use of this technology.
- Our partnership with local universities has provided us with high-quality interns, some of whom have been hired onto our faculty and have shown success in the classroom. We have hired alternative certification candidates who have shown clear success in the classroom as well. We have continued to mentor interns this school year through the UNT Resident Teacher program.
- Walk-throughs and T-TESS appraisals show clear evidence of teachers implementing best practices and utilizing effective assessment for learning strategies.

- Our Guiding Coalition of teacher leaders is committed to providing a supportive and positive environment to staff to ensure high levels of learning for all students.
- We continue to have a high enrollment of students in our EXPO (gifted/talented) program through enhanced PD for teachers regarding identification of possible gifted/talented students and the referral process.

Perceptions

Perceptions Summary

We receive continuous positive feedback about the warm and welcoming climate at W.S. Ryan.

We have frequent celebrations of achievement and citizenship skills, through our Rockin' Wrangler program and Reading & Writing classroom celebrations, and welcome our parents to join us in many of these celebrations.

It is important to acknowledge and address the emotional needs of teachers and staff as they work through today's challenges in education. Our staff continues to work hard to develop strong working relationships with our parents. Providing support to our staff and maintaining a positive culture and climate is critical to staff recruitment and retention.

Several community members, organizations, and businesses have partnered with our campus this year to provide support such as meals for staff, clearing teacher wish lists, mentoring students, and providing snacks and supplies for students. We are proud to have such strong support from our PTA, and are so grateful for the assistance and family engagement they encourage at W.S. Ryan!

Perceptions Strengths

Parent/Community Engagement surveys and direct feedback have indicated the following strengths for our campus:

- STEM and Literacy Nights are valued, and have a high attendance rate, as do the two biggest PTA events - the Fall Festival and Spring Glow Dance.
- WSR has a welcoming environment.
- Our staff encourages student development and provides positive feedback to families.
- There is a high level of teacher/parent collaboration.
- WSR Leadership treats families with respect.
- WSR Leadership environment is trusting and open.
- We have a high rate of volunteers - parents, grandparents, and community members.
- WSR has several community partners who provide services and supplies throughout the year, such as PTA, The Parish church, and several local businesses.
- Staff feedback indicates they know what is expected of them, they feel they have the opportunity to do their best everyday, and they feel they are given opportunities to learn and grow.

Priority Problem Statements

Problem Statement 1: Less than 80% of K-2 students were on level on their EOY Primary Numeracy Assessment.
Root Cause 1: Teachers need to vertically align numeracy instructional practices PK - 2.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Less than 50% of our Emergent Bilingual students made one year's growth in their overall composite TELPAS rating.
Root Cause 2: Students and parents may not be aware of the TELPAS goal and ELPS are not emphasized in their learning targets.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Less than 60% of 5th graders reached the Approaches, Meets, or Masters level of the Science STAAR.
Root Cause 3: Science needs a dedicated time in each grade level's daily master schedule, as well as regular common formative assessments to progress monitor in each grade level.
Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

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

Performance Objective 1: By the end of the 2024-2025 school year, 100% of Kindergarten through 5th grade students will make at least one year's growth in reading and writing as measured with a campus score card incorporating all formative and summative assessments.

High Priority

Evaluation Data Sources: STAAR, BOY/MOY/EOY assessments, DRA/IRI, TX Kea, Benchmark, iReady, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: The campus master schedule will align to the district expectations of instructional minutes to provide time for quality Tier I instruction. Action: a) Grade levels will use the district's instructional minutes document to create their schedule and identify specific times for each component. b) Grade level teams will follow their grade level schedule with fidelity. All grade level teachers should be teaching the same content at the same time to reduce variation in instructional experience for students. c) Campus administrators will conduct walk throughs to ensure grade level schedules are being followed. d) Special Education and Interventionists will work with grade level teams to determine best time for student pull-out and push-in requirements to be met. **Strategy's Expected Result/Impact:** By the end of the 2024-2025 school year, all students will receive high-quality Tier 1 instruction and random variation of classroom schedules will not be evident. **Staff Responsible for Monitoring:** Campus Administration, Guiding Coalition **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $91,550			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May

Strategy 2: Grade level teams will participate in weekly PLCs using the four guided PLC questions:
1.) What do we want students to learn?
2.) How will we know when they have learned it?
3.) How will we respond when they don't learn it?
4.) How will we respond when they know it?

Actions:
a) Weekly grade level PLC agendas will be required.
b) Agendas will identify which question in the PLC process is being addressed, outcomes of the PLC, and notes.
c) A campus administrator will make every effort to be at weekly PLC meetings to monitor the meetings, provide input, and serve as a planning member of the team.
d) Invitation to campus interventionists, specialists, and special education team will be included when discussing data and planning for intervention and Tier Time.
e) Create monthly Guiding Coalition meetings to guide campus walkthrough, professional development, and progress monitoring.
f) Provide staff development for Guiding Coalition members in PLC processes in order to build their leadership capacity to lead the PLC process on campus

Strategy's Expected Result/Impact: Campus instruction will be aligned across grade levels in order to reduce variation of instructional setting within the campus evident through campus administration and guiding coalition walkthroughs.
All grade levels will have aligned schedules and pacing through all content areas as evident in campus administration and guiding coalition walkthroughs.

Staff Responsible for Monitoring: Campus Principal, Guiding Coalition Member

TEA Priorities:
Build a foundation of reading and math

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

Funding Sources: Registration for Professional Development - Title I, Part A - $6,000, Travel for Professional Development - Title I, Part A - $5,000

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: By the end of Spring 2025, Kindergarten through 5th grade will implement a 30-minute Tier Time to respond to individual learning needs of all students. Actions: a) PLC schedule and agendas will reflect planning for Tier Time. b) Planning document will be linked in PLC Agendas for each grade level to reflect TEKS being addressed and student schedule of pull-out or small group instruction during Tier Time. c) A part-time interventionist position will be used to provide additional intervention support to Kindergarten to 2nd grade. **Strategy's Expected Result/Impact:** At the end of a cohort student's 2nd grade school year, 90% of students will demonstrate reading on grade level as evidenced by district assessments, report card assessments, state assessments and early literacy indicators. At the end of the 2024-2025 school year, the "Closing the Gaps Domain" will reflect a 21-point component score increase up to 60 (up from 39) on campus accountability. **Staff Responsible for Monitoring:** Campus Administrator, Guiding Coalition **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Campus Interventionist - Title I, Part A - $39,471			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: By May of 2024, 100% of 4th and 5th grade students who qualify for HB4545/1416 will receive the required interventions by May 2025. Actions: a) Interventionists will schedule pull-out of students during grade level Tier Time. b) Interventionists will track student minutes for HB4545/1416 will be tracked in Edugence. **Strategy's Expected Result/Impact:** Students will receive accelerated instruction that will assist in closing the achievement gap and increase student growth measure on the Spring 2025 STAAR assessment in both Math and Reading. **Staff Responsible for Monitoring:** Campus Administrator, Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Interventionist - State Compensatory Education (SCE) - $91,550			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: By the end of the 2024-2025 school year, the implementation of a campus-wide vertical alignment PLC will investigate current campus practices and data focused on the constructed response component of TEKS. Actions: a) Identify a campus-wide strategy, scaffolded by grade level TEKS expectations, that will be used by all staff to guide instruction for constructed response. b) Create exemplar examples for each grade level. c) Create expectations for grade level display of student writing in the hallways (including what the display must look like, what must be posted, and frequency of display update) d) Create professional development plan to train staff on constructed response strategy and monitor implementation. e) Create and present professional development to staff. **Strategy's Expected Result/Impact:** The campus will have aligned strategies, professional development plan, and formative assessment scheduled for PK-5th grade to teach and respond to constructed response expectations. **Staff Responsible for Monitoring:** Campus Administration, Guiding Coalition **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Supplies for Professional Development - Title I, Part A - $1,500, Supplies for Professional Development - Title I, Part A - $1,500			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments Actions: a) align special education instructional practices to DISD curriculum expectations b) increase opportunities for collaboration between general education and special education teachers c) weekly PLC with Special Education Team and Assistant Principal, bi-weekly membership of Diagnostician in the meetings d) Special populations representation on the Guiding Coalition and Faculty Advisory Committee e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop) instruction in addition to a pullout program **Strategy's Expected Result/Impact:** At the end of the 2024-2025 school year, all students identified as receiving Special Education services will make more than one year's growth in reading and writing as measured by iReady and district progress measures. At the end of the 2024-2025 school year, the "Closing the Gaps Domain" will reflect a 21-point component score increase up to 60 (up from 39) on campus accountability. **Staff Responsible for Monitoring:** Campus Administration, Special Education Staff			

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: All emergent bilingual students will grow in at least one TELPAS composite score measure. **Strategy's Expected Result/Impact:** Students who are beginning will move to intermediate. Intermediate students will move up to advanced, and advanced students will move to advanced high. **Staff Responsible for Monitoring:** ESL/Bilingual Specialist, Principal			

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: By the end of the school year, prekindergarten teachers will utilize CLI Engage data and curriculum resources to meet their early childhood goals. **Strategy's Expected Result/Impact:** 90% of Pre-K students can name 20 or more alphabet letters. 75% of Pre-K students can produce 20 or more letters. 75% of Pre-K students can blend sounds to make words.			

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: By the end of the 2024-2025 school year, 100% of Kindergarten through 5th grade students will make at least one year's growth in mathematics as measured with a campus score card incorporating all formative and summative assessments.

High Priority

Evaluation Data Sources: STAAR, BOY/MOY/EOY assessments, DRA/IRI, TX Kea, Benchmark, iReady, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: The campus master schedule will align to the district expectations of instructional minutes to provide time for quality Tier I instruction. Action: a) Grade levels will use the district's instructional minutes document to create their schedule and identify specific times for each component. b) Grade level teams will follow their grade level schedule with fidelity. All grade level teachers should be teaching the same content at the same time to reduce variation in instructional experience for students. c) Campus administrators will conduct walk throughs to ensure grade level schedules are being followed. d) Special Education and Interventionists will work with grade level teams to determine best time for student pull-out and push-in requirements to be met. **Strategy's Expected Result/Impact:** By the end of the 2024-2025 school year, all students will receive high-quality Tier 1 instruction and random variation of classroom schedules will not be evident. **Staff Responsible for Monitoring:** Campus Administration, Guiding Coalition			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May

Strategy 2: Grade level teams will participate in weekly PLCs using the four guided PLC questions:
1.) What do we want students to learn?
2.) How will we know when they have learned it?
3.) How will we respond when they don't learn it?
4.) How will we respond when they know it?

Actions:
a) Weekly grade level PLC agendas will be required.
b) Agendas will identify which question in the PLC process is being addressed, outcomes of the PLC, and notes.
c) A campus administrator will make every effort to be at weekly PLC meetings to monitor the meetings, provide input, and serve as a planning member of the team.
d) Invitation to campus interventionists, specialists, and special education team will be included when discussing data and planning for intervention and Tier Time.

Strategy's Expected Result/Impact: Campus instruction will be aligned across grade levels in order to reduce variation of instructional setting within the campus evident through campus administration and guiding coalition walkthroughs.
All grade levels will have aligned schedules and pacing through all content areas as evident in campus administration and guiding coalition walkthroughs.

Staff Responsible for Monitoring: Campus Principal, Guiding Coalition Member

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: By the end of Spring 2025, Kindergarten through 5th grade will implement a 30-minute Tier Time to respond to individual learning needs of all students. Actions: a) PLC schedule and agendas will reflect planning for Tier Time. b) Planning document will be linked in PLC Agendas for each grade level to reflect TEKS being addressed and student schedule of pull-out or small group instruction during Tier Time. **Strategy's Expected Result/Impact:** At the end of the school year, 100% of students will reach their "target goal" and 70% of students will reach their "stretch goal" as measured by i-READY . At the end of the 2024-2025 school year, the "Closing the Gaps Domain" will reflect a 21-point component score increase up to 60 (up from) on-campus accountability. **Staff Responsible for Monitoring:** Campus Administrator, Guiding Coalition **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: By May of 2024, 100% of 4th and 5th grade students who qualify for HB4545/1416 will receive the required interventions by May 2025. Actions: a) Interventionists will schedule pull-out of students during grade level Tier Time. b) Interventionists will track student minutes for HB4545/1416 will be tracked in Edugence. **Strategy's Expected Result/Impact:** Students will receive accelerated instruction that will assist in closing the achievement gap and increase student growth measure on the Spring 2025 STAAR assessment in both Math and Reading. **Staff Responsible for Monitoring:** Campus Administrator, Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 5: By the end of the 2024-2025 school year, a create a campus vertical alignment PLC to analyze data and align instructional practices and academic vocabulary in math TEKS. Actions: a) Study scaffolded TEKS expectations across the campus b) Identify academic vocabulary that needs to be commonly used and explained across the campus. c) Create professional development plan to allow guiding coalition to lead vertical alignment PLC and monitor implementation. e) Create and present professional development to staff. **Strategy's Expected Result/Impact:** The campus will have aligned strategies, professional development plan, and formative assessment scheduled for PK-5th grade to teach and respond to constructed response expectations. **Staff Responsible for Monitoring:** Campus Administration, Guiding Coalition **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Classroom supplies - Title I, Part A - $3,611.89			

Strategy 6 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 6: Align the current instructional interventions provided for students with disabilities with Tier I priorities, curricular standards, and state and local assessments Actions: a) align special education instructional practices to DISD curriculum expectations b) increase opportunities for collaboration between general education and special education teachers c) weekly PLC with Special Education Team and Assistant Principal, bi-weekly membership of Diagnostician in the meetings d) Special populations representation on the Guiding Coalition and Faculty Advisory Committee e) intentionally design Tier I instruction so all under-performing student groups receive small group (guided reading and math workshop) instruction in addition to a pullout program **Strategy's Expected Result/Impact:** At the end of the 2024-2025 school year, all students identified as receiving Special Education services will make more than one year's growth in mathematics as measured by iReady and district progress measures. At the end of the 2024-2025 school year, the "Closing the Gaps Domain" will reflect a 21-point component score increase up to 60 (up from 39) on campus accountability. **Staff Responsible for Monitoring:** Campus Administration, Special Education Staff			

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: By the end of the school year, the Q12 staff engagement survey will average at least a 4.5 on all measurements.

Evaluation Data Sources: Q12 Staff Engagement Survey

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Create a Faculty Advisory Council that has representation from each grade level and department in the building to lead the operational and logistic decision-making on campus to ensure that all decisions are being made at the point closest to implementation. **Strategy's Expected Result/Impact:** Campus-wide decisions will support a positive school culture and climate due to the buy-in and participation of staff in the decision-making process. **Staff Responsible for Monitoring:** Faculty Advisory Council, AP, Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: By the end of the 2024-2025 school year, a peer-nominated Staff and Teacher of the Month will be recognized each month at a staff meeting. **Strategy's Expected Result/Impact:** Staff will feel connected to the campus, recognized for their hard work, and appreciate the affirmations from their colleagues. As the year progresses, we hope to see more nominations and recommendations from people looking for the great things happening throughout the building. **Staff Responsible for Monitoring:** Principal, Campus Secretary **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: By the end of the 2024-2025 school year, the Faculty Advisory Council will work in conjunction with grade level teams to implement the Denton ISD Core Behavioral Programming. **Strategy's Expected Result/Impact:** The campus will have aligned behavior expectations across all common areas, identified a campus-wide positive behavior intervention system, and create a behavior matrix. **Staff Responsible for Monitoring:** Administrators, Faculty Advisory Council			

No Progress

Accomplished

Continue/Modify

Discontinue

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

Performance Objective 2: By the end of the school year, the campus family engagement survey will average at least a 4.5 on all measurements.

Evaluation Data Sources: Family Engagement Survey

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Continue to offer numerous family engagement events and classroom/school celebrations in order to maintain the school, home, and family connection. Examples include the PTA's Fall Festival, Open House, Classroom celebrations, and Family STEM Night/Literacy Night/Fine Arts Nights. **Strategy's Expected Result/Impact:** Families feel connected to the campus and students enjoy being at school. **Title I:** 4.1, 4.2			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: All parents will be invited to a parent-teacher conference during the Fall semester to review their children's progress and learning goals. **Strategy's Expected Result/Impact:** All parents will be informed of their children's progress and engaged in their learning. This will also encourage an increase in communication between parents and teachers throughout the year. **Staff Responsible for Monitoring:** Classroom teacher **Title I:** 4.2			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: All classroom teachers will stand at their doors to greet students as they arrive, and will begin their day with morning class meetings to include all students. All non-homeroom teachers/staff will be assigned morning arrival duty so that all students will have the chance to be greeted by multiple staff members before they enter their classroom. **Strategy's Expected Result/Impact:** Students will feel welcomed and safe in class, and will increase their engagement and achievement. **Staff Responsible for Monitoring:** Assistant Principal, Individual Staff on Duty			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Create increased opportunities for student recognition at the end of each quarter. **Strategy's Expected Result/Impact:** More students will be recognized for their campus leadership, perfect attendance, and academic effort. **Staff Responsible for Monitoring:** Principal, Counselor **Title I:** 4.2			

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for W.S. Ryan Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2.5
Brief Description of SCE Services and/or Programs

SCE provides the staffing funding for our Reading Interventionist, Math Interventionist, Reading Recovery Teacher, and DLL Teacher (Bilingual Reading Recovery).

Personnel for W.S. Ryan Elementary

Name	Position	FTE
Ann Winkle	Reading Interventionist	0.5
Ann Winkle	Math Interventionist	0.5
Sulema Flores	DLL	0.5
Terisa Tenbrook	Reading Recovery	1

Title I

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan, once approved by the Board of Trustees, is posted on our campus webpage in pdf format to allow parents and community to review our goals and needs. We also review this at each Campus Leadership Team and Guiding Coalition meeting. This is also reviewed at the campus annual Title 1 meeting.

3.1: Annually evaluate the schoolwide plan

The CIP is reviewed at every Campus Leadership Team and Guiding Coalition meeting throughout the year, and reviewed at the annual Title 1 campus meeting.

4.1: Develop and distribute Parent and Family Engagement Policy

The policy is posted on the campus webpage, available for parents and community members to review.

4.2: Offer flexible number of parent involvement meetings

We hold an annual Title 1 meeting for parents and the community, as well as at least one parent-teacher conference for each student.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Interventionist		$91,550.00
1	1	4	Interventionist		$91,550.00
				Sub-Total	$183,100.00

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Registration for Professional Development		$6,000.00
1	1	2	Travel for Professional Development		$5,000.00
1	1	3	Campus Interventionist		$39,471.00
1	1	5	Supplies for Professional Development		$1,500.00
1	1	5	Supplies for Professional Development		$1,500.00
1	2	5	Classroom supplies		$3,611.89
				Sub-Total	$57,082.89

Addendums

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	83	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	83	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		83	1515	10	12	73	88	49	59	26	31	17.4	67	13.5	52
Male		43	1508	5	12	38	88	25	58	14	33	16.9	65	13.6	52
Female		40	1522	5	13	35	88	24	60	12	30	18.0	69	13.3	51
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		32	1482	3	9	29	91	17	53	6	19	17.1	66	11.9	46
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		43	1543	6	14	37	86	29	67	18	42	17.8	68	14.9	57
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	38	1486	4	11	34	89	18	47	8	21	17.1	66	12.0	46
	No	45	1539	6	13	39	87	31	69	18	40	17.7	68	14.8	57
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	83	1515	10	12	73	88	49	59	26	31	17.4	67	13.5	52
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	81	1517	9	11	72	89	48	59	25	31	17.5	67	13.6	52
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		18	1465	0	0	18	100	6	33	2	11	16.2	62	11.3	43
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		65	1529	10	15	55	85	43	66	24	37	17.8	68	14.1	54
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	10	1476	0	0	10	100	4	40	1	10	16.3	63	12.3	47
	Nonparticipants	73	1520	10	14	63	86	45	62	25	34	17.6	68	13.6	52
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	6	1468	0	0	6	100	2	33	1	17	17.2	66	10.2	39
	Nonparticipants	77	1519	10	13	67	87	47	61	25	32	17.4	67	13.7	53
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	17	1438	4	24	13	76	7	41	2	12	15.5	60	10.3	40
	No	65	1534	6	9	59	91	41	63	23	35	17.8	69	14.3	55
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	8	1427	3	38	5	63	2	25	2	25	14.4	55	9.8	38
	No	73	1526	6	8	67	92	46	63	23	32	17.8	68	14.0	54
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	10	1647	0	0	10	100	9	90	7	70	20.4	78	18.8	72
	Nonparticipants	71	1498	9	13	62	87	39	55	18	25	17.0	66	12.8	49
	No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	64	1474	9	14	55	86	31	48	13	20	16.5	64	11.7	45
	No	19	1652	1	5	18	95	18	95	13	68	20.4	78	19.6	75
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 3 Reading Language Arts

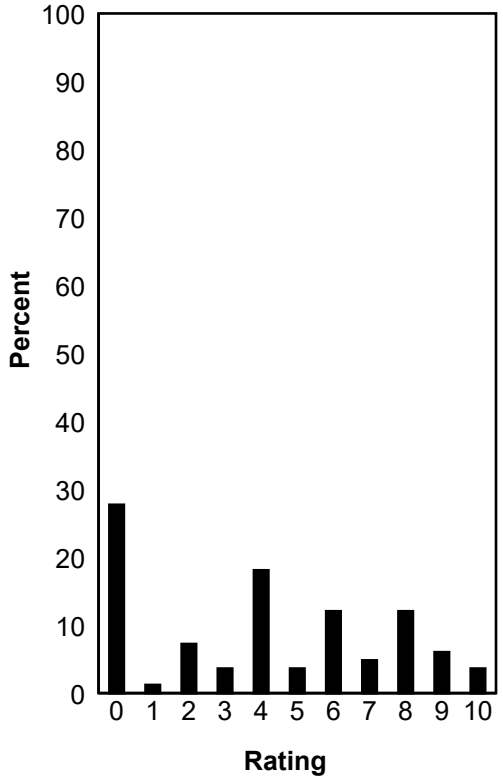
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	23	28
1	1	1
2	6	7
3	3	4
4	15	18
5	3	4
6	10	12
7	4	5
8	10	12
9	5	6
10	3	4
Total	83	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	90	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	90	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											10		15		7		5	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	90	1550	10	11	80	89	61	68	32	36	6.7	67	9.2	61	4.3	61	3.7	75
Male	46	1578	6	13	40	87	34	74	20	43	7.1	71	9.8	65	4.5	65	3.8	76
Female	44	1521	4	9	40	91	27	61	12	27	6.4	64	8.6	57	4.0	58	3.7	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	39	1531	4	10	35	90	26	67	10	26	6.6	66	8.7	58	4.2	60	3.7	74
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	43	1580	4	9	39	91	31	72	19	44	6.8	68	9.9	66	4.5	64	3.9	78
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	44	1526	6	14	38	86	27	61	13	30	6.6	66	8.5	57	4.1	58	3.8	75
No	46	1573	4	9	42	91	34	74	19	41	6.9	69	9.8	65	4.5	64	3.7	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	90	1550	10	11	80	89	61	68	32	36	6.7	67	9.2	61	4.3	61	3.7	75
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	88	1552	9	10	79	90	60	68	31	35	6.8	68	9.3	62	4.3	62	3.7	75
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	25	1529	2	8	23	92	17	68	7	28	6.8	68	8.7	58	4.4	62	3.6	71
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	65	1559	8	12	57	88	44	68	25	38	6.7	67	9.4	63	4.3	61	3.8	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	17	1559	0	0	17	100	14	82	5	29	7.4	74	9.2	61	4.8	68	3.7	74
Nonparticipants	73	1548	10	14	63	86	47	64	27	37	6.6	66	9.2	61	4.2	60	3.7	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	6	1458	2	33	4	67	2	33	2	33	5.5	55	7.3	49	3.7	52	3.0	60
Nonparticipants	84	1557	8	10	76	90	59	70	30	36	6.8	68	9.3	62	4.3	62	3.8	76
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	19	1462	6	32	13	68	8	42	3	16	5.6	56	7.4	49	3.0	43	3.8	76
No	70	1573	4	6	66	94	52	74	28	40	7.0	70	9.7	65	4.6	66	3.7	74
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	9	1489	2	22	7	78	5	56	2	22	6.0	60	7.4	50	4.6	65	3.4	69
No	79	1560	7	9	72	91	55	70	29	37	6.8	68	9.5	63	4.3	61	3.8	75
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	12	1765	0	0	12	100	12	100	10	83	9.3	93	12.4	83	6.0	86	4.6	92
Nonparticipants	76	1519	9	12	67	88	48	63	21	28	6.4	64	8.8	58	4.0	58	3.6	72
No Information Provided	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	71	1507	9	13	62	87	43	61	17	24	6.3	63	8.4	56	4.0	57	3.6	72
No	19	1712	1	5	18	95	18	95	15	79	8.5	85	12.3	82	5.3	76	4.3	85
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	7	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	7	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
Male		3	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	6	S-1336	4	67	2	33	1	17	1	17	12.5	48	11.0	42
	No	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1355	3	60	2	40	1	20	1	20	12.4	48	12.4	48
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	6	S-1362	4	67	2	33	1	17	1	17	13.3	51	11.7	45
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1302	4	80	1	20	0	0	0	0	11.6	45	9.4	36
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	7	S-1330	5	71	2	29	1	14	1	14	12.1	47	10.9	42
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Extended Constructed Responses Summary Report

Grade 3 Reading Language Arts

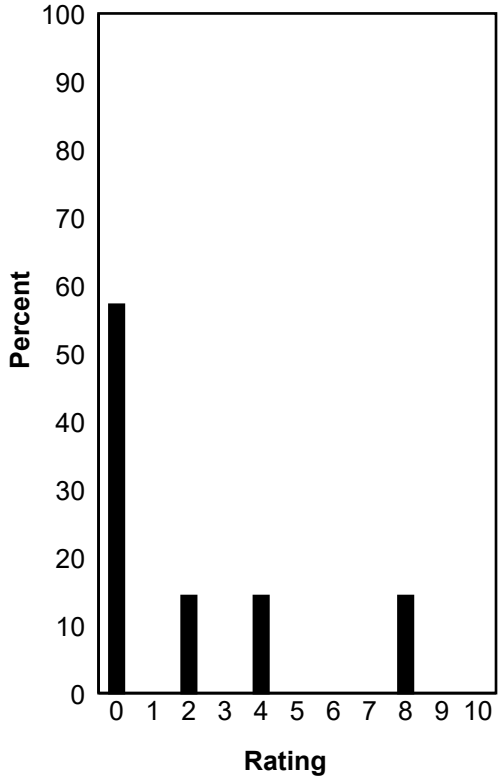
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	4	57
1	0	0
2	1	14
3	0	0
4	1	14
5	0	0
6	0	0
7	0	0
8	1	14
9	0	0
10	0	0
Total	7	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	96	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	96	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
											1		2	
											Reading		Writing	
											Points Possible			
											26		26	
											Avg. # of Points / % Achieved			
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	96	1600	12	13	84	88	54	56	34	35	15.7	60	14.4	55
Male	48	1568	9	19	39	81	24	50	11	23	14.6	56	13.1	50
Female	48	1632	3	6	45	94	30	63	23	48	16.8	65	15.7	60
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	35	1551	4	11	31	89	15	43	9	26	13.9	53	12.9	49
American Indian or Alaska Native	2	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	5	1645	0	0	5	100	4	80	2	40	17.4	67	16.8	65
Black or African American	12	1523	3	25	9	75	5	42	2	17	12.8	49	12.3	47
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---
White	41	1653	4	10	37	90	28	68	19	46	17.8	68	15.7	61
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	32	1532	5	16	27	84	12	38	5	16	12.7	49	12.6	48
No	64	1634	7	11	57	89	42	66	29	45	17.2	66	15.3	59
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	96	1600	12	13	84	88	54	56	34	35	15.7	60	14.4	55
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No	92	1600	12	13	80	87	51	55	33	36	15.7	60	14.4	55
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	21	1545	3	14	18	86	8	38	4	19	13.0	50	13.1	50
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	74	1615	9	12	65	88	45	61	30	41	16.4	63	14.7	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	20	1531	3	15	17	85	7	35	3	15	12.5	48	12.6	48
Nonparticipants	76	1618	9	12	67	88	47	62	31	41	16.5	64	14.8	57
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	95	1597	12	13	83	87	53	56	33	35	15.6	60	14.3	55
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	11	1440	5	45	6	55	2	18	0	0	10.2	39	8.4	32
No	81	1622	7	9	74	91	49	60	33	41	16.4	63	15.2	58
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	11	1498	2	18	9	82	4	36	0	0	13.0	50	10.2	39
No	82	1614	10	12	72	88	48	59	33	40	16.0	62	14.9	57
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	13	1818	0	0	13	100	13	100	13	100	22.6	87	22.3	86
Nonparticipants	80	1567	12	15	68	85	39	49	21	26	14.6	56	13.2	51
No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	40	1500	11	28	29	73	11	28	5	13	11.9	46	10.9	42
No	52	1678	1	2	51	98	40	77	28	54	18.6	71	17.1	66
No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 4 Reading Language Arts

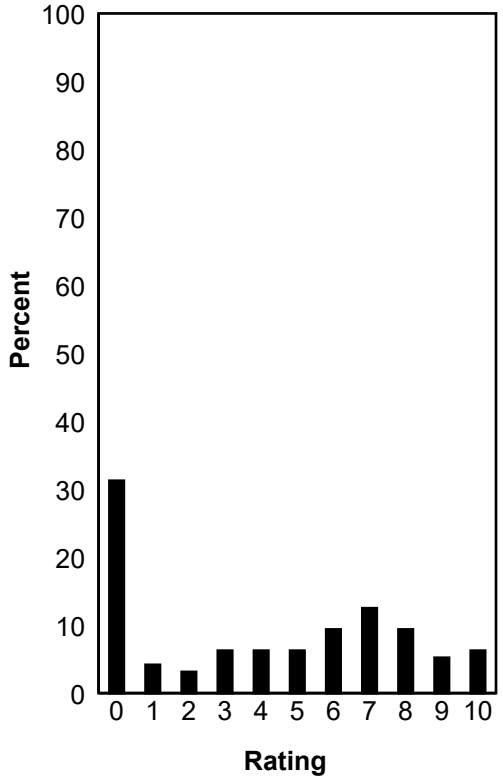
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	30	31
1	4	4
2	3	3
3	6	6
4	6	6
5	6	6
6	9	9
7	12	13
8	9	9
9	5	5
10	6	6
Total	96	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	97	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	97	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
												1		2		3		4	
												Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
												Points Possible							
												12		13		11		4	
												Avg. # of Points / % Achieved							
				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students		97	1636	10	10	87	90	68	70	32	33	8.5	71	8.2	63	6.6	60	2.9	72
Male		48	1637	6	13	42	88	32	67	17	35	8.5	71	8.3	63	6.5	59	2.8	69
Female		49	1635	4	8	45	92	36	73	15	31	8.5	71	8.2	63	6.7	61	3.0	76
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		36	1613	4	11	32	89	24	67	9	25	8.1	68	8.1	62	6.1	55	2.9	72
American Indian or Alaska Native		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		5	1739	0	0	5	100	5	100	3	60	9.4	78	11.0	85	8.2	75	3.0	75
Black or African American		12	1565	1	8	11	92	5	42	3	25	8.3	69	6.8	53	5.2	47	2.6	65
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White		41	1674	4	10	37	90	32	78	17	41	8.9	74	8.7	67	7.4	67	3.0	75
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	33	1584	4	12	29	88	20	61	6	18	7.9	66	7.5	57	5.6	51	2.8	70
	No	64	1663	6	9	58	91	48	75	26	41	8.8	73	8.6	66	7.1	64	2.9	73
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	96	1639	9	9	87	91	68	71	32	33	8.5	71	8.3	64	6.6	60	2.9	73
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	92	1639	9	10	83	90	65	71	30	33	8.6	71	8.3	64	6.6	60	2.9	72
	No Information Provided	5	1590	1	20	4	80	3	60	2	40	7.2	60	6.6	51	6.8	62	3.2	80
Identified as Emergent Bilingual/English Learner		22	1621	3	14	19	86	15	68	7	32	8.3	69	8.2	63	6.0	55	3.0	75
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		74	1641	7	9	67	91	52	70	25	34	8.6	72	8.2	63	6.8	62	2.9	72
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	20	1619	2	10	18	90	14	70	6	30	8.4	70	8.4	64	6.0	54	3.0	75
	Nonparticipants	76	1644	7	9	69	91	54	71	26	34	8.6	71	8.3	64	6.8	62	2.9	72
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	95	1636	9	9	86	91	67	71	31	33	8.5	71	8.3	64	6.6	60	2.9	72
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	12	1476	7	58	5	42	4	33	2	17	6.3	52	4.9	38	3.6	33	2.4	60
	No	81	1660	3	4	78	96	61	75	28	35	8.9	74	8.7	67	7.0	64	2.9	73
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	11	1538	2	18	9	82	5	45	1	9	6.6	55	7.1	55	5.2	47	2.4	59
	No	82	1651	7	9	75	91	61	74	29	35	8.8	73	8.5	65	6.8	61	3.0	74
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	13	1861	0	0	13	100	13	100	13	100	11.5	96	11.5	89	9.6	87	3.8	94
	Nonparticipants	80	1604	9	11	71	89	53	66	18	23	8.1	68	7.8	60	6.1	56	2.8	69
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	41	1562	8	20	33	80	20	49	7	17	7.3	61	7.1	55	5.3	48	2.7	67
	No	52	1694	2	4	50	96	45	87	23	44	9.6	80	9.1	70	7.6	69	3.0	75
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	6	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	6	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
Male		2	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		4	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1423	2	40	3	60	2	40	0	0	15.2	58	11.2	43
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	4	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1423	2	40	3	60	2	40	0	0	15.2	58	11.2	43
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1423	2	40	3	60	2	40	0	0	15.2	58	11.2	43
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	6	S-1428	2	33	4	67	2	33	0	0	15.5	60	11.3	44
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Extended Constructed Responses Summary Report

Grade 4 Reading Language Arts

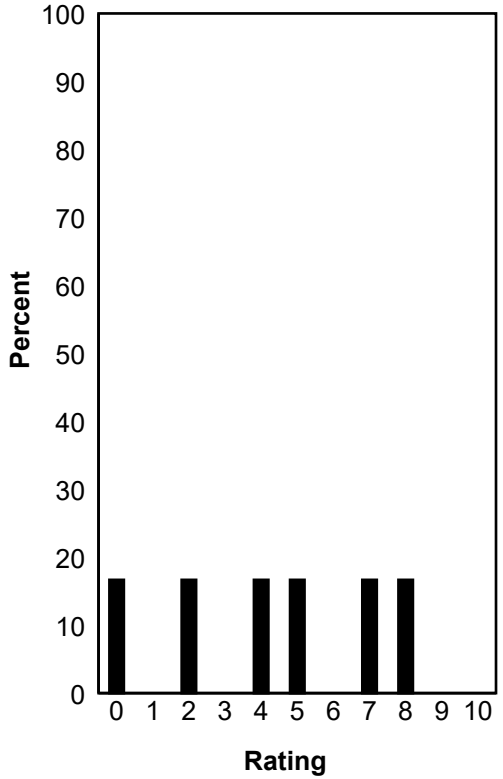
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	1	17
1	0	0
2	1	17
3	0	0
4	1	17
5	1	17
6	0	0
7	1	17
8	1	17
9	0	0
10	0	0
Total	6	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	6	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	6	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											12		13		11		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
Male	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	1475	1	20	4	80	1	20	0	0	4.8	40	5.2	40	4.2	38	3.0	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	5	1475	1	20	4	80	1	20	0	0	4.8	40	5.2	40	4.2	38	3.0	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	5	1475	1	20	4	80	1	20	0	0	4.8	40	5.2	40	4.2	38	3.0	75
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	6	1475	1	17	5	83	1	17	0	0	4.8	40	5.3	41	4.0	36	3.0	75
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	81	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	81	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		81	1636	8	10	73	90	58	72	30	37	18.5	71	15.2	59
Male		36	1637	2	6	34	94	26	72	11	31	18.7	72	15.3	59
Female		45	1635	6	13	39	87	32	71	19	42	18.4	71	15.2	58
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		23	1623	3	13	20	87	16	70	10	43	17.7	68	15.2	58
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		8	1732	0	0	8	100	8	100	5	63	21.4	82	19.4	75
Black or African American		7	1598	1	14	6	86	6	86	0	0	18.6	71	13.0	50
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		42	1628	4	10	38	90	27	64	14	33	18.3	70	14.8	57
Two or More Races		1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	19	1603	3	16	16	84	11	58	8	42	17.3	66	14.2	55
	No	62	1645	5	8	57	92	47	76	22	35	18.9	73	15.5	60
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	81	1636	8	10	73	90	58	72	30	37	18.5	71	15.2	59
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	81	1636	8	10	73	90	58	72	30	37	18.5	71	15.2	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		13	1640	1	8	12	92	9	69	6	46	17.6	68	16.6	64
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		67	1634	7	10	60	90	48	72	24	36	18.6	72	14.9	57
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	9	1619	1	11	8	89	6	67	4	44	16.7	64	16.0	62
	Nonparticipants	72	1638	7	10	65	90	52	72	26	36	18.7	72	15.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	5	1668	0	0	5	100	4	80	2	40	18.8	72	17.6	68
	Nonparticipants	76	1633	8	11	68	89	54	71	28	37	18.5	71	15.1	58
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	8	1492	3	38	5	63	2	25	0	0	13.8	53	9.4	36
	No	73	1651	5	7	68	93	56	77	30	41	19.0	73	15.9	61
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	9	1604	2	22	7	78	6	67	2	22	17.2	66	14.3	55
	No	72	1639	6	8	66	92	52	72	28	39	18.7	72	15.3	59
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	15	1737	0	0	15	100	14	93	11	73	20.3	78	20.2	78
	Nonparticipants	66	1613	8	12	58	88	44	67	19	29	18.1	70	14.1	54
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	26	1584	5	19	21	81	15	58	8	31	16.5	63	13.5	52
	No	55	1660	3	5	52	95	43	78	22	40	19.5	75	16.1	62
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 5 Reading Language Arts

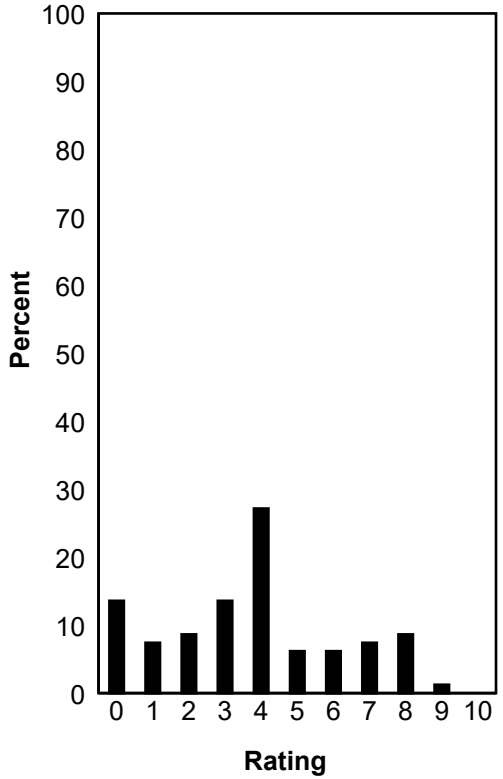
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	11	14
1	6	7
2	7	9
3	11	14
4	22	27
5	5	6
6	5	6
7	6	7
8	7	9
9	1	1
10	0	0
Total	81	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	85	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	85	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											9		20		9		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	1703	6	7	79	93	55	65	26	31	6.1	68	13.2	66	4.9	55	2.7	68
Male	40	1721	1	3	39	98	27	68	12	30	6.4	71	13.9	70	5.1	56	2.8	69
Female	45	1687	5	11	40	89	28	62	14	31	5.9	66	12.6	63	4.8	53	2.7	67
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	27	1648	2	7	25	93	15	56	6	22	5.6	62	11.9	59	4.5	50	2.6	66
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	1863	0	0	8	100	8	100	5	63	7.1	79	17.0	85	7.0	78	3.1	78
Black or African American	7	1642	0	0	7	100	5	71	0	0	5.7	63	12.1	61	4.4	49	2.1	54
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	42	1720	4	10	38	90	27	64	15	36	6.4	71	13.7	69	4.9	55	2.8	70
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	23	1628	2	9	21	91	13	57	2	9	5.3	59	11.4	57	4.1	46	2.4	61
No	62	1730	4	6	58	94	42	68	24	39	6.4	72	13.9	70	5.2	58	2.8	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	85	1703	6	7	79	93	55	65	26	31	6.1	68	13.2	66	4.9	55	2.7	68
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	85	1703	6	7	79	93	55	65	26	31	6.1	68	13.2	66	4.9	55	2.7	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	17	1643	1	6	16	94	10	59	2	12	5.3	59	12.2	61	4.5	50	2.4	60
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	67	1715	5	7	62	93	44	66	23	34	6.3	70	13.4	67	5.0	55	2.8	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	13	1632	1	8	12	92	7	54	1	8	4.8	54	11.6	58	4.6	51	2.5	63
Nonparticipants	72	1716	5	7	67	93	48	67	25	35	6.4	71	13.5	68	5.0	55	2.8	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	5	1674	0	0	5	100	4	80	1	20	6.2	69	13.6	68	4.6	51	2.0	50
Nonparticipants	80	1705	6	8	74	93	51	64	25	31	6.1	68	13.2	66	4.9	55	2.8	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	8	1596	2	25	6	75	2	25	1	13	4.4	49	9.5	48	4.5	50	2.3	56
No	77	1714	4	5	73	95	53	69	25	32	6.3	70	13.6	68	5.0	55	2.8	69
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	9	1717	1	11	8	89	6	67	3	33	6.4	72	13.4	67	4.9	54	2.8	69
No	76	1701	5	7	71	93	49	64	23	30	6.1	68	13.2	66	4.9	55	2.7	68
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	15	1898	0	0	15	100	15	100	13	87	7.7	85	17.9	89	7.5	84	3.4	85
Nonparticipants	70	1661	6	9	64	91	40	57	13	19	5.8	65	12.2	61	4.4	48	2.6	65
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	30	1608	4	13	26	87	11	37	2	7	4.9	54	10.9	54	3.7	41	2.4	59
No	55	1754	2	4	53	96	44	80	24	44	6.8	76	14.5	73	5.6	62	2.9	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	85	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	85	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
											Points Possible							
											6		9		11		13	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	3912	20	24	65	76	39	46	16	19	3.4	57	5.4	60	4.9	45	9.5	73
Male	40	3964	10	25	30	75	21	53	9	23	3.5	58	5.7	64	5.0	46	9.8	75
Female	45	3865	10	22	35	78	18	40	7	16	3.4	56	5.2	58	4.8	44	9.3	71
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	27	3712	9	33	18	67	5	19	2	7	2.9	48	4.7	52	4.1	37	8.9	68
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	4411	0	0	8	100	7	88	4	50	4.5	75	7.4	82	6.9	63	11.1	86
Black or African American	7	3785	1	14	6	86	3	43	0	0	3.0	50	5.3	59	4.0	36	9.4	73
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	42	3962	10	24	32	76	23	55	10	24	3.6	60	5.6	62	5.2	47	9.6	74
Two or More Races	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	23	3676	9	39	14	61	5	22	2	9	2.7	46	4.5	50	4.0	36	8.7	67
No	62	3999	11	18	51	82	34	55	14	23	3.7	61	5.8	64	5.3	48	9.8	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	85	3912	20	24	65	76	39	46	16	19	3.4	57	5.4	60	4.9	45	9.5	73
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	85	3912	20	24	65	76	39	46	16	19	3.4	57	5.4	60	4.9	45	9.5	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	17	3712	8	47	9	53	4	24	2	12	2.8	46	4.5	50	4.4	40	8.6	67
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	67	3955	12	18	55	82	34	51	13	19	3.6	59	5.6	63	5.0	46	9.7	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	13	3548	7	54	6	46	1	8	0	0	2.3	38	3.9	44	3.8	34	8.1	62
Nonparticipants	72	3977	13	18	59	82	38	53	16	22	3.6	60	5.7	63	5.1	47	9.8	75
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	5	4146	1	20	4	80	3	60	2	40	3.8	63	5.8	64	6.2	56	10.4	80
Nonparticipants	80	3897	19	24	61	76	36	45	14	18	3.4	56	5.4	60	4.9	44	9.4	73
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	8	3615	5	63	3	38	3	38	1	13	3.6	60	3.8	42	3.4	31	8.4	64
No	77	3942	15	19	62	81	36	47	15	19	3.4	56	5.6	62	5.1	46	9.6	74
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	9	4008	1	11	8	89	5	56	2	22	3.2	54	5.3	59	5.9	54	10.1	78
No	76	3900	19	25	57	75	34	45	14	18	3.4	57	5.4	61	4.8	44	9.4	72
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	15	4366	0	0	15	100	14	93	7	47	4.6	77	7.5	84	6.0	55	11.4	88
Nonparticipants	70	3814	20	29	50	71	25	36	9	13	3.2	53	5.0	55	4.7	43	9.1	70
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	30	3693	14	47	16	53	10	33	3	10	2.8	46	4.3	48	4.4	40	8.6	66
No	55	4031	6	11	49	89	29	53	13	24	3.8	63	6.0	67	5.2	48	10.0	77
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	6	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	6	100

Legend
--- = No Data Reported For Fewer Than Five Students

		Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category			
												1		2	
												Reading		Writing	
												Points Possible			
												26		26	
												Avg. # of Points / % Achieved			
				#	%	#	%	#	%	#	%	#	%	#	%
All Students		6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
Male		4	---	---	---	---	---	---	---	---	---	---	---	---	---
Female		2	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino		6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---
White		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	*Yes*	6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	*Participants*	6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	*Participants*	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	6	S-1462	2	33	4	67	2	33	0	0	16.7	64	9.3	36
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	*Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	*Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	*Yes*	5	S-1513	1	20	4	80	2	40	0	0	19.0	73	10.4	40
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Extended Constructed Responses Summary Report

Grade 5 Reading Language Arts

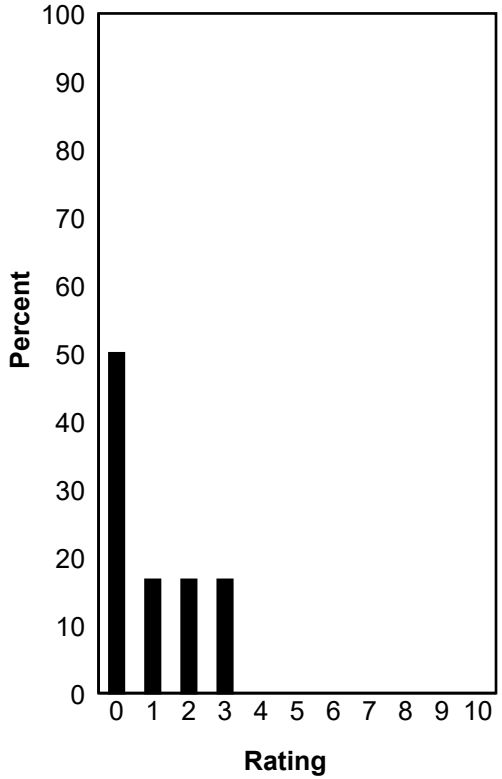
District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	3	50
1	1	17
2	1	17
3	1	17
4	0	0
5	0	0
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
Total	6	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	2	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	2	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy	
											Points Possible							
											9		20		9		4	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS SPANISH

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary	Number	Percent
Students Tested	2	100
Students Not Tested		
Absent	0	0
Other	0	0
Total Documents Submitted	2	100

Legend
--- = No Data Reported For Fewer Than Five Students

	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
											1		2		3		4	
											Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments	
											Points Possible							
											6		9		11		13	
											Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Male	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Black or African American	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged *Yes*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A *Participants*	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual *Participants*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504 *Yes*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented *Participants*	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk *Yes*	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		83	73	88	7	2	29	90	75	83
Male		43	38	88	3	---	---	46	39	85
Female		40	35	88	4	---	---	44	36	82
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		32	29	91	7	2	29	39	31	79
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		3	---	---	0	---	---	3	---	---
Black or African American		4	---	---	0	---	---	4	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		43	37	86	0	---	---	43	37	86
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	38	34	89	6	2	33	44	36	82
	No	45	39	87	1	---	---	46	39	85
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	83	73	88	7	2	29	90	75	83
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	81	72	89	7	2	29	88	74	84
	No Information Provided	2	---	---	0	---	---	2	---	---
Identified as Emergent Bilingual/English Learner		18	18	100	7	2	29	25	20	80
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		65	55	85	0	---	---	65	55	85
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	10	10	100	7	2	29	17	12	71
	Nonparticipants	73	63	86	0	---	---	73	63	86
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	6	6	100	0	---	---	6	6	100
	Nonparticipants	77	67	87	7	2	29	84	69	82
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	17	13	76	2	---	---	19	13	68
	No	65	59	91	5	2	40	70	61	87
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	8	5	63	1	---	---	9	5	56
	No	73	67	92	6	2	33	79	69	87
	No Information Provided	2	---	---	0	---	---	2	---	---
Gifted/Talented	*Participants*	10	10	100	2	---	---	12	11	92
	Nonparticipants	71	62	87	5	1	20	76	63	83
	No Information Provided	2	---	---	0	---	---	2	---	---
At-Risk	*Yes*	64	55	86	7	2	29	71	57	80
	No	19	18	95	0	---	---	19	18	95
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		90	80	89	0	---	---	90	80	89
Male		46	40	87	0	---	---	46	40	87
Female		44	40	91	0	---	---	44	40	91
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		39	35	90	0	---	---	39	35	90
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---
Asian		3	---	---	0	---	---	3	---	---
Black or African American		4	---	---	0	---	---	4	---	---
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		43	39	91	0	---	---	43	39	91
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	44	38	86	0	---	---	44	38	86
	No	46	42	91	0	---	---	46	42	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	90	80	89	0	---	---	90	80	89
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	88	79	90	0	---	---	88	79	90
	No Information Provided	2	---	---	0	---	---	2	---	---
Identified as Emergent Bilingual/English Learner		25	23	92	0	---	---	25	23	92
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		65	57	88	0	---	---	65	57	88
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	17	17	100	0	---	---	17	17	100
	Nonparticipants	73	63	86	0	---	---	73	63	86
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	6	4	67	0	---	---	6	4	67
	Nonparticipants	84	76	90	0	---	---	84	76	90
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	19	13	68	0	---	---	19	13	68
	No	70	66	94	0	---	---	70	66	94
	No Information Provided	1	---	---	0	---	---	1	---	---
Section 504	*Yes*	9	7	78	0	---	---	9	7	78
	No	79	72	91	0	---	---	79	72	91
	No Information Provided	2	---	---	0	---	---	2	---	---
Gifted/Talented	*Participants*	12	12	100	0	---	---	12	12	100
	Nonparticipants	76	67	88	0	---	---	76	67	88
	No Information Provided	2	---	---	0	---	---	2	---	---
At-Risk	*Yes*	71	62	87	0	---	---	71	62	87
	No	19	18	95	0	---	---	19	18	95
	No Information Provided	0	---	---	0	---	---	0	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		96	84	88	6	4	67	102	88	86
Male		48	39	81	2	---	---	50	40	80
Female		48	45	94	4	---	---	52	48	92
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		35	31	89	6	4	67	41	35	85
American Indian or Alaska Native		2	---	---	0	---	---	2	---	---
Asian		5	5	100	0	---	---	5	5	100
Black or African American		12	9	75	0	---	---	12	9	75
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		41	37	90	0	---	---	41	37	90
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	32	27	84	6	4	67	38	31	82
	No	64	57	89	0	---	---	64	57	89
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	96	84	88	6	4	67	102	88	86
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	92	80	87	5	3	60	97	83	86
	No Information Provided	4	---	---	1	---	---	5	5	100
Identified as Emergent Bilingual/English Learner		21	18	86	6	4	67	27	22	81
Monitored 1st Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		74	65	88	0	---	---	74	65	88
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	20	17	85	6	4	67	26	21	81
	Nonparticipants	76	67	88	0	---	---	76	67	88
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	1	---	---	0	---	---	1	---	---
	Nonparticipants	95	83	87	6	4	67	101	87	86
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	11	6	55	1	---	---	12	6	50
	No	81	74	91	4	---	---	85	77	91
	No Information Provided	4	---	---	1	---	---	5	5	100
Section 504	*Yes*	11	9	82	0	---	---	11	9	82
	No	82	72	88	5	3	60	87	75	86
	No Information Provided	3	---	---	1	---	---	4	---	---
Gifted/Talented	*Participants*	13	13	100	0	---	---	13	13	100
	Nonparticipants	80	68	85	5	3	60	85	71	84
	No Information Provided	3	---	---	1	---	---	4	---	---
At-Risk	*Yes*	40	29	73	6	4	67	46	33	72
	No	52	51	98	0	---	---	52	51	98
	No Information Provided	4	---	---	0	---	---	4	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		97	87	90	6	5	83	103	92	89
Male		48	42	88	2	---	---	50	43	86
Female		49	45	92	4	---	---	53	49	92
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		36	32	89	6	5	83	42	37	88
American Indian or Alaska Native		2	---	---	0	---	---	2	---	---
Asian		5	5	100	0	---	---	5	5	100
Black or African American		12	11	92	0	---	---	12	11	92
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---
White		41	37	90	0	---	---	41	37	90
Two or More Races		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	33	29	88	6	5	83	39	34	87
	No	64	58	91	0	---	---	64	58	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	96	87	91	6	5	83	102	92	90
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	1	---	---	0	---	---	1	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	92	83	90	5	4	80	97	87	90
	No Information Provided	5	4	80	1	---	---	6	5	83
Identified as Emergent Bilingual/English Learner		22	19	86	6	5	83	28	24	86
Monitored 1st Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		74	67	91	0	---	---	74	67	91
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	20	18	90	6	5	83	26	23	88
	Nonparticipants	76	69	91	0	---	---	76	69	91
	No Information Provided	1	---	---	0	---	---	1	---	---
ESL	*Participants*	1	---	---	0	---	---	1	---	---
	Nonparticipants	95	86	91	6	5	83	101	91	90
	No Information Provided	1	---	---	0	---	---	1	---	---
Special Education	*Yes*	12	5	42	1	---	---	13	5	38
	No	81	78	96	4	---	---	85	82	96
	No Information Provided	4	---	---	1	---	---	5	5	100
Section 504	*Yes*	11	9	82	0	---	---	11	9	82
	No	82	75	91	5	4	80	87	79	91
	No Information Provided	4	---	---	1	---	---	5	4	80
Gifted/Talented	*Participants*	13	13	100	0	---	---	13	13	100
	Nonparticipants	80	71	89	5	4	80	85	75	88
	No Information Provided	4	---	---	1	---	---	5	4	80
At-Risk	*Yes*	41	33	80	6	5	83	47	38	81
	No	52	50	96	0	---	---	52	50	96
	No Information Provided	4	---	---	0	---	---	4	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		81	73	90	6	4	67	87	77	89
Male		36	34	94	4	---	---	40	37	93
Female		45	39	87	2	---	---	47	40	85
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		23	20	87	6	4	67	29	24	83
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		7	6	86	0	---	---	7	6	86
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	38	90	0	---	---	42	38	90
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	19	16	84	6	4	67	25	20	80
	No	62	57	92	0	---	---	62	57	92
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	81	73	90	6	4	67	87	77	89
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	81	73	90	5	4	80	86	77	90
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		13	12	92	5	4	80	18	16	89
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		67	60	90	1	---	---	68	60	88
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	9	8	89	5	4	80	14	12	86
	Nonparticipants	72	65	90	1	---	---	73	65	89
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	5	5	100	0	---	---	5	5	100
	Nonparticipants	76	68	89	6	4	67	82	72	88
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	8	5	63	0	---	---	8	5	63
	No	73	68	93	5	4	80	78	72	92
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	9	7	78	0	---	---	9	7	78
	No	72	66	92	5	4	80	77	70	91
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	66	58	88	5	4	80	71	62	87
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	26	21	81	5	4	80	31	25	81
	No	55	52	95	0	---	---	55	52	95
	No Information Provided	0	---	---	1	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		85	79	93	2	---	---	87	80	92
Male		40	39	98	0	---	---	40	39	98
Female		45	40	89	2	---	---	47	41	87
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		27	25	93	2	---	---	29	26	90
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		7	7	100	0	---	---	7	7	100
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	38	90	0	---	---	42	38	90
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	23	21	91	2	---	---	25	22	88
	No	62	58	94	0	---	---	62	58	94
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	85	79	93	2	---	---	87	80	92
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	85	79	93	1	---	---	86	80	93
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		17	16	94	1	---	---	18	17	94
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		67	62	93	1	---	---	68	62	91
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	13	12	92	1	---	---	14	13	93
	Nonparticipants	72	67	93	1	---	---	73	67	92
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	5	5	100	0	---	---	5	5	100
	Nonparticipants	80	74	93	2	---	---	82	75	91
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	8	6	75	0	---	---	8	6	75
	No	77	73	95	1	---	---	78	74	95
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	9	8	89	0	---	---	9	8	89
	No	76	71	93	1	---	---	77	72	94
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	70	64	91	1	---	---	71	65	92
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	30	26	87	1	---	---	31	27	87
	No	55	53	96	0	---	---	55	53	96
	No Information Provided	0	---	---	1	---	---	1	---	---

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
Grade 5 Science

District: 061-901 DENTON ISD
Campus: 113 RYAN EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend
--- = No Data Reported For Fewer Than Five Students

		STAAR			STAAR SPANISH			TOTAL		
		Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %	Number of Students Tested	Approaches #	Approaches %
All Students		85	65	76	2	---	---	87	66	76
Male		40	30	75	0	---	---	40	30	75
Female		45	35	78	2	---	---	47	36	77
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		27	18	67	2	---	---	29	19	66
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		8	8	100	0	---	---	8	8	100
Black or African American		7	6	86	0	---	---	7	6	86
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		42	32	76	0	---	---	42	32	76
Two or More Races		1	---	---	0	---	---	1	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged	*Yes*	23	14	61	2	---	---	25	15	60
	No	62	51	82	0	---	---	62	51	82
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	*Participants*	85	65	76	2	---	---	87	66	76
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	*Yes*	0	---	---	0	---	---	0	---	---
	No	85	65	76	1	---	---	86	66	77
	No Information Provided	0	---	---	1	---	---	1	---	---
Identified as Emergent Bilingual/English Learner		17	9	53	1	---	---	18	10	56
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	0	---	---	1	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		67	55	82	1	---	---	68	55	81
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	*Participants*	13	6	46	1	---	---	14	7	50
	Nonparticipants	72	59	82	1	---	---	73	59	81
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	*Participants*	5	4	80	0	---	---	5	4	80
	Nonparticipants	80	61	76	2	---	---	82	62	76
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	*Yes*	8	3	38	0	---	---	8	3	38
	No	77	62	81	1	---	---	78	63	81
	No Information Provided	0	---	---	1	---	---	1	---	---
Section 504	*Yes*	9	8	89	0	---	---	9	8	89
	No	76	57	75	1	---	---	77	58	75
	No Information Provided	0	---	---	1	---	---	1	---	---
Gifted/Talented	*Participants*	15	15	100	0	---	---	15	15	100
	Nonparticipants	70	50	71	1	---	---	71	51	72
	No Information Provided	0	---	---	1	---	---	1	---	---
At-Risk	*Yes*	30	16	53	1	---	---	31	17	55
	No	55	49	89	0	---	---	55	49	89
	No Information Provided	0	---	---	1	---	---	1	---	---

Denton Independent School District

Ann Windle School for Young Children

2024-2025 Campus Improvement Plan

Windle
School for Young Children

Mission Statement

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

Vision

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

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Guiding Outcome 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 16
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The largest needs that surfaced from the committee meetings during 2023-2024 revolved around continued work on student behavior, as well as the need to address academic equity across the campus. The committee determined that our campus behavioral framework needs to include families going into year 2 of implementation. This will promote consistency between the school and home communities. With regard to academics, the committee determined that campus-wide learning needs to occur on instructional elements such as selecting essentials, implementing effective strategies, and differentiating instruction for needs especially in literacy.

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

Demographics

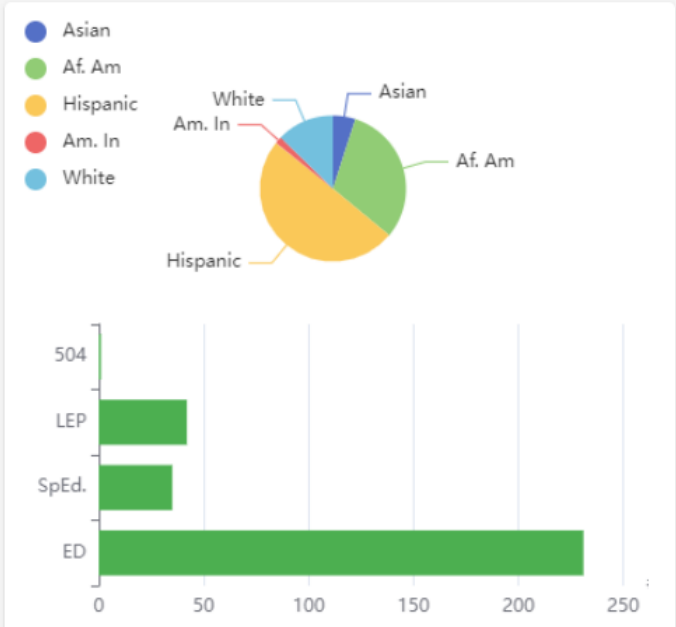
Demographics Summary

The Ann Windle campus serves approximately 285 Pre-Kindergarten age students each year. We currently house 17 classrooms, which are composed of 5 bilingual gen ed, 10 monolingual gen ed, and 2 special education learning environments. Of our 300 students, 193 qualify for Head Start, which is a federally funded program. Head Start eligibility differs from that of PK eligibility, as the purpose of the program is to serve those who are truly in need of a "Head Start." The majority of our students qualify through verified income (at or below the poverty guidelines level or receive government assistance), are homeless, or are in foster care. 11 of our 17 classrooms at Windle serve our Head Start program. Each classroom at Windle serves a mixture of 3 and 4-year-old students.

Our Co-Created Campus Mission is "To grow independent lifelong learners in a supportive environment."

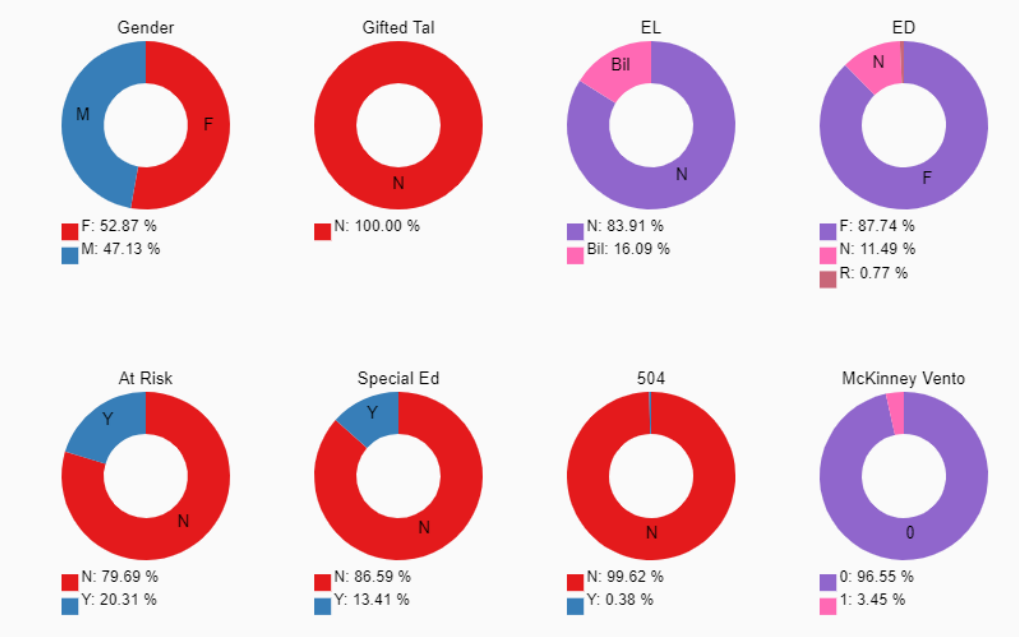
Our Co-Created Campus Vision states "In partnership with our families and community, our focus is to develop the whole child so they reach their fullest potential."

For the 2024-2025 school year, our current enrollment is 260 students. Our current demographic breakdown of our student population is as follows:



We have 13 Asian students, 81 African American students, 4 American Indian students, 33 Caucasian students, and 130 students of Hispanic ethnicity. We also have an average of over 96% this current year for our attendance rate.

Additional demographic information for 2024-2025 is as follows:



For the 2023-2024 school year, Ann Windle had over 90% of its population qualify for free and/or reduced lunch. As a result of this percentage, this campus is participating in the Community Eligibility Provision (CEP) over the next four years, which means all students on the campus will receive free breakfast and lunch.

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: We do have a higher mobility rate for students enrolled in our Head Start versus PK Program. **Root Cause:** Many of our families are in homeless situations or live on poverty level income. This creates more need to move based on where support can be provided by friends and/or family members.

Student Learning

Student Learning Summary

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

During the 2023-2024 school year, our campus learning revolved around establishing a behavioral framework for the campus that aligned with the work of Denton ISD. These specific strategies helped drive skill development for all our students as related to self-regulation and allowed the learning in the classroom setting to increase.

Student Learning Strengths

Academic gains for students enrolled in Year 1 - many are at-risk upon enrollment and move well into "progressing" by the end of the year. MTSS documentation also assists with trying to get the best academic supports in place for the child.

Continued academic growth with students who attend two years in Pre-Kindergarten at Windle.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all classes are progressing at an equitable rate for students at Windle, particularly in literacy. This creates a gap for some of our students in being "Kindergarten Ready" in their educational skills. We are not seeing the campus offering a guaranteed and viable curriculum with regard to strategy implementation across the campus. **Root Cause:** The teachers at Windle have not had training on quality Tier 1 instruction, nor have they had opportunities to build their capacity as a PLT.

Problem Statement 2 (Prioritized): Behavior can impede learning, quite specifically at the beginning of the year or as students enroll later in the year and systems have been established. **Root Cause:** Many students do not possess regulation skills upon enrollment into a Windle program. They have not had the modeling or exposure to these skills, nor do the parents feel equipped to help support this development at home.

School Processes & Programs

School Processes & Programs Summary

During the 2023-2024 school year, we continued our growth in collecting data for our MTSS conversations and meetings. The overarching need based on the 2022-2023 school year was behavior support, so we spent all of 2023-2024 building that capacity and need for our staff. We spent the whole year working through Conscious Discipline, which is already aligned with Denton ISD. This behavioral framework promoted collective understanding about behavior while also allowed for campus-wide consistency in strategy implementation. Our framework centered around the "umbrellas" of Safety, Development, Empathy, Consistency, Kindness, and Connection. Having this campus-wide system in place not only created positive opportunities for students, but it also kept the MTSS conversations focused on specific goals and data for students. This promoted purposeful and intentional support for our struggling students.

School Processes & Programs Strengths

Campus-Wide structures in place for staff with regard to safety, communication, and organization.

Implementation of a campus-wide behavioral framework that promotes consistency and capacity building.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student behavior drives much of our initial work at Windle, as the students have not been exposed to self-regulation strategies at home. **Root Cause:** The lack of parent education can create a disconnect in how to support behavior at home. This lack of education does impact the school-home partnership.

Perceptions

Perceptions Summary

Our guiding coalition and met throughout regularly throughout the 2023-2024 school year. The purpose of these meetings was to progress monitor our Campus Improvement Goals and determine the largest needs for our campus. During these meetings, the data sources that were reviewed included campus employee engagement surveys, Head Start parent surveys, campus surveys regarding behavior, attendance data, volunteer data, report card/assessment data, and Head Start community assessment data. In April, overarching campus needs were determined and prioritized, and in May, goals were established.

Perceptions Strengths

The following strengths were determined from the data reviewed:

- Increase in attendance rates during second semester
- Employee Engagement increased on every question from the 2022-2023 school year to the 2023-2024 school year
- Decrease in behavior intervention needs through MTSS meetings
- Increased campus-wide implementation of behavioral framework, which promoted positive student behavior
- Increased academic achievement from EOY assessment data 2023 to EOY assessment data 2024

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Participation in Head Start Parent Survey decreased in 2023. **Root Cause:** The survey was not sent out until half way through the year. For many parents, they are only at Windle one year.

Priority Problem Statements

Problem Statement 1: Student behavior drives much of our initial work at Windle, as the students have not been exposed to self-regulation strategies at home.

Root Cause 1: The lack of parent education can create a disconnect in how to support behavior at home. This lack of education does impact the school-home partnership.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Not all classes are progressing at an equitable rate for students at Windle, particularly in literacy. This creates a gap for some of our students in being "Kindergarten Ready" in their educational skills. We are not seeing the campus offering a guaranteed and viable curriculum with regard to strategy implementation across the campus.

Root Cause 2: The teachers at Windle have not had training on quality Tier 1 instruction, nor have they had opportunities to build their capacity as a PLT.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Behavior can impede learning, quite specifically at the beginning of the year or as students enroll later in the year and systems have been established.

Root Cause 3: Many students do not possess regulation skills upon enrollment into a Windle program. They have not had the modeling or exposure to these skills, nor do the parents feel equipped to help support this development at home.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

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

Performance Objective 1: Through the implementation of high quality Tier 1 instruction, Windle will see a 10% increase in specific literacy report card competencies from May 2024 to May 2025. This will result in 90% of 4-year old students naming 20 or more alphabet letters, 75% of 4-year old students producing 20 or more letter sounds, and 75% of 4-year old students will blend sounds to make words.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Determine content strands for campus and allow staff to select their respective learning group for 2024-2025.	Formative		
Strategy's Expected Result/Impact: Formation of Campus Learning Groups in Literacy (Reading, Writing, Phonemic Awareness); Increased Collaboration to Promote Guaranteed and Viable Curriculum; Increase in Quality Tier 1 Practices & Strategies Campus-Wide **Staff Responsible for Monitoring:** Administration	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Attend AFL Conference for Literacy in PLCs and develop professional development plan in alignment with DISD Guidelines for PLT (Building Capacity for Selecting Essentials)	Formative		
Strategy's Expected Result/Impact: Aligned Professional Development Plan; Deepen understand of PLC Work for Campus **Staff Responsible for Monitoring:** Administration	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement routine and consistent phonics instruction to assist with larger needs and gap filling among student population.	Formative		
Strategy's Expected Result/Impact: Increased on-level results in report card competencies and CLI **Staff Responsible for Monitoring:** Administration	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide on-going professional development for the campus in alignment to Tier 1 instructional strategies and practices.	Formative		
Strategy's Expected Result/Impact: Increased student achievement on report card competencies **Staff Responsible for Monitoring:** Administration **Problem Statements:** Student Learning 1	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Create classroom "look for" documents to note implementation of various strategies throughout the year to provide feedback on campus learning and conduct regular classroom walkthroughs to observe implementation of strategies with students.	Formative		
Strategy's Expected Result/Impact: Creation of "Look For" Documents; Effective Strategies Utilized in Tier I Instruction; Increased on-level ratings on respective literacy report card competencies **Staff Responsible for Monitoring:** Administration; Instructional Coach; Educational Specialist	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Create master schedule to ensure PK, Head Start, Special Education, and Bilingual Teachers have common planning/collaboration time with a content partner	Formative		
Strategy's Expected Result/Impact: Protected time for collaboration on strategies **Staff Responsible for Monitoring:** Administration	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Conduct monthly learning meetings with staff to continue collective understanding of quality instructional strategies, collaborate, and reflect on current implementation, and hold celebrations.	Formative		
Staff Responsible for Monitoring: Administration **Problem Statements:** Student Learning 1	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Provide modeling and coaching for teachers and co-teachers to support their growth and development in strategy implementation. **Staff Responsible for Monitoring:** PK Instructional Coach; Educational Specialist; Administration **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** PK Instructional Coach - Title I, Part A - $85,000	Formative		
	Dec	Mar	May

Strategy 9 Details	Formative Reviews		
Strategy 9: Implement monthly MTSS meetings and hold quarterly progress monitoring of report card/MTSS data to evaluate effectiveness and implementation of instructional strategies. **Strategy's Expected Result/Impact:** Increase in Quality Tier 1 Practices & Strategies Campus-Wide; Decrease in MTSS Meetings for Needed Intervention; Increased on-level ratings on respective literacy report card competencies **Staff Responsible for Monitoring:** Administration	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
Strategy 10: Ensure that classrooms have supplemental instructional materials to best meet the needs of students. **Strategy's Expected Result/Impact:** Increased on-level ratings on respective report card competencies **Staff Responsible for Monitoring:** Classroom Teachers; Administration **Title I:** 2.4, 2.6 **Funding Sources:** Student Materials/Supplies - Title I, Part A - $8,362.81	Formative		
	Dec	Mar	May

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Not all classes are progressing at an equitable rate for students at Windle, particularly in literacy. This creates a gap for some of our students in being "Kindergarten Ready" in their educational skills. We are not seeing the campus offering a guaranteed and viable curriculum with regard to strategy implementation across the campus. **Root Cause**: The teachers at Windle have not had training on quality Tier 1 instruction, nor have they had opportunities to build their capacity as a PLT.

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

Performance Objective 1: In continuation of, and alignment to, the campus need for our behavioral framework, we will see increased parent involvement for the 2024-2025 school year through the implementation of targeted parent education and communication. This alignment will support consistency between the home and school communities. Evidence of the implementation will be measured by a 10% increase in Seesaw engagement, a 10% increase in parent attendance for education classes offered, and a 10% decrease of MTSS meetings for Tier 2 or 3 intervention for behavior from May 2024 to May 2025.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct an initial Parent Survey in July/August for Head Start to determine what the greatest needs are for resources, classes, and trainings.	Formative		
Strategy's Expected Result/Impact: List to determine top needs across the campus for families. **Staff Responsible for Monitoring:** Administration; Head Start Program Team	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Hold Head Start Parent Orientation (set out parent committee, policy council, and PAW Program forms) and Academic Information Nights in August. These events will also include information on behavioral framework and implementation of specific strategies, as well as the report competencies for this area.	Formative		
Strategy's Expected Result/Impact: Build relationships and discuss involvement opportunities for the school year **Staff Responsible for Monitoring:** Administration; Head Start Program Team; Teachers	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Work with community groups such as United Way to plan parent education classes based on parent needs/surveys.	Formative		
Strategy's Expected Result/Impact: Creation of Parent Education Class Calendar **Staff Responsible for Monitoring:** Administration; Head Start Program Team	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers conduct weekly posts on Seesaw to communicate classroom and campus events.	Formative		
Strategy's Expected Result/Impact: Higher level of engagement of Seesaw and involvement in events. **Staff Responsible for Monitoring:** Classroom Teachers **Problem Statements:** School Processes & Programs 1	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
Strategy 5: Work with campus SEL committee to determine resources, articles, and strategies to share with families from Windle behavior framework.	Formative		
Strategy's Expected Result/Impact: Increased engagement and consistency with families on behavior strategies with students. **Staff Responsible for Monitoring:** SEL Committee Members; Classroom Teachers **Problem Statements:** School Processes & Programs 1	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: The campus behavioral paraprofessional position will assist with the implementation of Core Behavioral Programming	Formative		
Strategy's Expected Result/Impact: Decrease in MTSS meetings for Tier 2 & 3 behavior intervention **Staff Responsible for Monitoring:** Administration **Title I:** 2.6 **Problem Statements:** Student Learning 2 **Funding Sources:** Behavior Aide - Title I, Part A - $25,525	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
Strategy 7: Implement campus-wide Conscious Discipline strategies in alignment with PK Expectations for 2024-2025.	Formative		
Strategy's Expected Result/Impact: Campus-wide consistency and implementation of strategies **Staff Responsible for Monitoring:** Classroom Teachers; Administration	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 8: Continue on-going professional development for our behavioral framework as a collective campus. **Strategy's Expected Result/Impact:** More successful implementation of strategies campus-wide **Staff Responsible for Monitoring:** Administration			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Behavior can impede learning, quite specifically at the beginning of the year or as students enroll later in the year and systems have been established. **Root Cause**: Many students do not possess regulation skills upon enrollment into a Windle program. They have not had the modeling or exposure to these skills, nor do the parents feel equipped to help support this development at home.
School Processes & Programs
Problem Statement 1: Student behavior drives much of our initial work at Windle, as the students have not been exposed to self-regulation strategies at home. **Root Cause**: The lack of parent education can create a disconnect in how to support behavior at home. This lack of education does impact the school-home partnership.

Campus Funding Summary

Title I, Part A					
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	PK Instructional Coach		$85,000.00
1	1	10	Student Materials/Supplies		$8,362.81
2	1	6	Behavior Aide		$25,525.00
				Sub-Total	$118,887.81

Denton Independent School District

Gonzales School for Young Children

2024-2025 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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Guiding Outcome 2: Opportunities for Students In pursuit of excellence, we will: * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life. 21
Guiding Outcome 3: Culture & Climate In pursuit of excellence, we will: * Create a positive learning environment for all students, parents, and staff. * Create a culture that is centered around student learning * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 23
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Gonzalez SYC is an early childhood campus that serves between 280 - 300 students each school year. Our campus consists of 16 classrooms: 4 bilingual classes, 4 Special Education self-contained classrooms, 2 blended classrooms (general education and special education), and 6 monolingual classes. Bilingual and monolingual classes can have an enrollment up to 18 four year-old students and 5 three year-old. self contained classes can have and enrollment of 13 students, and blended classrooms an enrollment of 6 students in special education and 16 students in general education.

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

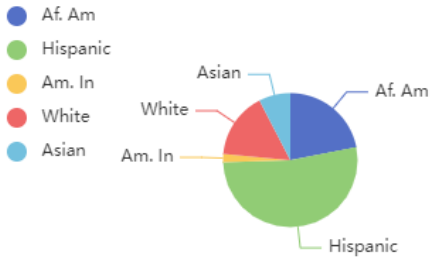
We have a diverse, highly qualified staff that has a passion for working with children. They are skilled in educating our youngest learners and believe in the importance of early intervention. They are committed to working with our families and creating positive relationships with all stakeholders.

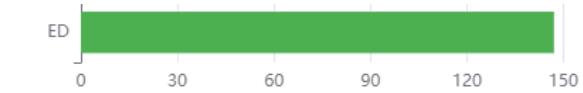
Our campus has a high retention rate of staff. We have a strong campus demographics that welcomes all state qualified students. Our staff are all highly qualified with the needed training and certifications. The paraprofessionals on our campus meet the district required training.

For general education classrooms, our campus adheres to the state ratio of 22 max students in a classroom with one teacher and one assistant teacher. Our school aims to have an equal number of males and females in each classroom. Our campus offers all students the opportunity to ride a bus to and from school if needed. Our campus has an attendance committee that regularly discusses any issues, addresses concerns and provides help if needed. Our campus follows and is highly trained in Conscious Discipline practices. Each classroom adheres to this model of discipline, in addition to campus and district guidelines.

All PreK 4 students are eligible for graduation and are qualified to advance to Kindergarten at their home campus. While we do not have CCMR on our campus due to the age of our students, we do promote career readiness. We have career week on campus each year.

For the 2024-2025 school year, our enrollment is 251.





Enrollment - 251

GONZALEZ SCHOOL FOR YOUNG CHILDREN - STUDENT INFORMATION			
Campus Program	One-Way Dual Language	**Total Enrollment**	251
ENROLLMENT BY RACE/ETHNICITY		**ENROLLMENT BY TYPE**	
African American	55	**Economically Disadvantaged**	74%
Asian	19		
Hispanic	132	**Emergent Bilinguals**	42%
American India	5	**Special Education**	16%
White	40		

GONZALEZ SCHOOL FOR YOUNG CHILDREN – STAFF INFORMATION			
Professional Staff	26	**Paraprofessional Staff**	24
PROFESSIONAL STAFF BY TYPE		**PARAPROFESSIONAL STAFF BY TYPE**	
Teachers	18	**Teacher Aids**	20
Librarian	1	**Clerical Personnel**	3
Counselor	1	**Technological Support**	1
Nurse	1		
Campus Leadership	1		
Special Programs	4		

About 55% of the students qualify for free and reduced lunch and 5% qualify for reduced lunch. Due to that 60%, the campus is part of the Community Eligibility Provision (CEP) program. With this program all students enrolled at Gonzalez SYC will receive a free breakfast and lunch.

Demographics Strengths

A demographic strength of our school is our ability to aim to have a diverse population of students in each classroom. Our campus has a variety of demographics that allow our student populations to interact and learn about different cultures and people groups. One way we do this is by hosting a Multicultural Event wherein families of different demographics are welcome to attend, host and table of their home country, and share about their culture. Another way we accomplish this in the way our classrooms are assigned in each Pod. Each POD aims to have at least one (1) SPED, one (1) monolingual, one (1) dual language.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Afterschool childcare is limited. **Root Cause:** Extended School Day offered after school care for our students. They were only able to take 8-12 students due to staff/student ratios. ESD can enroll students that are 4 year-old and potty trained only. We had several students who withdrew from our school due to a lack of childcare availability.

Problem Statement 2: Chronic Absenteeism and large amount of tardiness affect the learning process and environment. **Root Cause:** Parents and families were sent documentation about attendance and tardiness issues. Nevertheless, minimal consequences or actions for improvement can be implemented at Pre Kinder level.

Student Learning

Student Learning Summary

Gonzalez SYC strives to provide early learning experiences that promote their cognitive, social, emotional, and physical development. It serves as a bridge between home and formal schooling, preparing students for the structure and expectations of kindergarten and beyond.

Our teachers introduce students to foundational academic concepts, such as basic math, literacy, and language skills, in a playful and engaging way. It helps to build early numeracy, letter recognition, and vocabulary.

Through intentional and planned play students at Gonzalez SYC learn to interact with peers and adults outside their family circle. This helps them develop important social skills such as sharing, cooperation, problem-solving, and empathy. Our staff supports students in developing emotional regulation, confidence, and independence. Through structured play and classroom routines, children learn how to manage emotions, take turns, and deal with conflicts.

The daily learning routines involve activities that promote fine and gross motor skills. From arts and crafts to outdoor play, students work on hand-eye coordination, balance, and physical fitness.

Students learning is assessed formally with CLI and the quarterly report card assessment. MTSS progress was measured three times throughout the year and all students were successful in showing progress or had modifications and support provided for them as needed and appropriate in academic areas. Staff modified instructional practices to meet the needs of each child, more so this year, than in the past for social and emotional learning. Teachers implemented individualized and group emotion regulation strategies at an increased level than the previous year.

The academic and socio-emotional instruction that we provide to students help them familiarize with the classroom environment, routines, and expectations, making the transition to kindergarten smoother. It helps them adapt to structured learning and develop attention spans, listening skills, and the ability to follow directions.

Overall, our Pre kinder program is designed to nurture a love for learning and build a strong foundation for future academic success.

Student Learning Strengths

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

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

Students that are with us for 2 years show academic and socio-emotional growth.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: Low SEL affects student academic performance. **Root Cause:** Lack of socialization at home. Maturity, specifically 3 year-old. Attendance.

Problem Statement 3: Number of students that are not potty trained has increased **Root Cause:** Lack of structure and routine at home.

School Processes & Programs

School Processes & Programs Summary

Instructional Leadership Team (ILT) collaborates on campus-wide decisions for instruction, family engagement, and campus events; communicates decisions with staff.
Guiding Coalition sets campus goals and tracks data using staff, community, and parent input
Planning groups for general education, special education, and bilingual programs meet bi-weekly to collaborate on classroom instruction and intervention
Support services for students include speech therapy, counseling, licensed school psychology, physical therapy, occupational therapy, adaptive PE, vision impaired services, and one-way dual language and ESL students who are Limited English Proficient.

Our students are provided with a full day of instruction, which reflects recommendations from TEA and the district curriculum department. The staff uses the district curriculum, Three Cheers for Pre-K, as well as the updated pacing guides and UbD units.

All of our staff meets the highly qualified standards and are experienced. Our teachers are trained in working with our youngest learners and all curricular items and materials are age and developmentally appropriate. We utilize SeeSaw 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.

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

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

School Processes & Programs Strengths

Specialize in early childhood developmental stages.
Committees that focus on specific areas.
Research-based, comprehensive curriculum (including supplemental tools for instruction)
Variety of services to meet diverse student needs
Electronic-based system (Seesaw) for family communication

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The same people serving on multiple committees. Staff covering multiple duties. Students served in 2 classrooms with long-term substitute teachers. **Root Cause:** We are shorts staffed.

Problem Statement 2: Student recognitions were not implemented consistently throughout the year. **Root Cause:** Attendance rates were very low, so fewer students had perfect attendance. Inconsistent classroom implementation of curricular or academic celebrations occurred.

Perceptions

Perceptions Summary

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

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

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

The following are the programs that we have at Gonzalez SYC

ECSE

Dual Language - One Way

PTA

ESD

VIPP

The following are the events that we have at Gonzalez SYC:

Family Nights

Fall Festival

Multicultural Night

Egg Hunt

Winter Festival

Informational Night

Graduations

Pickles and Popcorn

Perceptions Strengths

Home and school connection is a huge part of what we do. We try to include parents as much as possible - even if its projects at home to be returned.

Campus wide implementation and use of SeeSaw.

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

Facebook has been used consistently to help with communication and to inform parents of the events and activities at Gonzalez SYC.

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have some parents that consider Gonzalez SYC a daycare facility. **Root Cause:** Some parents do not understand or see the value of early childhood education.

Problem Statement 2: Increase PTA membership campus wide. **Root Cause:** We lose families each year and were not able to create longevity with board members and membership.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

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

Performance Objective 1: By May 2025, 90% of 4 year old students will name 20 or more alphabet letters, 75% of 4 year old students will produce 20 or more letter sounds, and 75% of 4 year old will blend sounds to make words as evidenced ,in their report card.

High Priority

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

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

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Gonzalez SYC staff will continue with the implementation of Conscious Discipline as the classroom management model to integrate social-emotional learning, discipline, and self-regulation. **Strategy's Expected Result/Impact:** Students will learn alternatives for resolving conflicts and communicating their needs and feelings verbally, and will begin to develop and maintain productive relationships with other children. **Staff Responsible for Monitoring:** Administrators School Counselor District Coaches **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 3 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 3: Gonzalez SYC staff will utilize Baby Doll Circle Time, a component of Conscious Discipline program, to enhance the social and emotional teaching and learning. **Strategy's Expected Result/Impact:** Improve teacher/student and student/student relationships. Reduce the stress of out-of-home care and utilize attachment, attunement and social play to wire the brain for optimal development. Help children develop healthy blueprints for self-regulation, relationships and sense of self. **Staff Responsible for Monitoring:** Administrators School Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 4: Implement and reinforce a school Behavior Matrix **Staff Responsible for Monitoring:** Administrators ILT **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 5 Details	Formative Reviews		
	Formative		
Strategy 5: School Counselor will provide guidance lessons and developmentally appropriate activities to support students in their psychological and social development. **Strategy's Expected Result/Impact:** Deliver school counseling programs and supports to improve student outcomes. **Staff Responsible for Monitoring:** Administrators School Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
	Formative		
Strategy 6: Gonzalez SYC will use the Bucket Filler philosophy and classroom treatment agreements. **Strategy's Expected Result/Impact:** Promote positive peer interactions, self-reflection, and learning to express kindness. **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 7: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, EB, Migrant and at-risk students as identified) in all educative areas. Through effective PLC and DMTSS process, Gonzalez SYC will track the progress of scores in students' report cards. Teachers will attend PLC professional development. **Strategy's Expected Result/Impact:** Teachers will actively participate in PLC's to create and implement data-driven lessons including specific intervention to increase each students' academic and socio emotional performance. **Staff Responsible for Monitoring:** Administrators PLC DMTSS Committee **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 2: Opportunities for Students
In pursuit of excellence, we will:
* Advocate for public education across the state and nation
* Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life.

Performance Objective 1: By May 2025, 100% of teachers will implement a DMTSS process, that will track student progress and provide interventions according to student specific needs, in the areas of academics, social emotional learning, and attendance.

High Priority

Evaluation Data Sources: DMTSS process
Intervention tracking forms
PLC

Strategy 1 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 1: Implement MTSS process to track academic and social emotional progress for all students. **Staff Responsible for Monitoring:** Administrators DMTSS Committee **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Gonzalez SYC students will be provided prescriptive intervention and instruction to meet all students' individual academic and socio-emotional needs (age appropriate). **Staff Responsible for Monitoring:** Administrators DMTSS School Counselor **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction			

No Progress

Accomplished

Continue/Modify

Discontinue

Guiding Outcome 3: Culture & Climate

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

Performance Objective 1: By May 2025 we will have developed a minimum of two opportunities per semester for parent/guardian education, to increase their understanding of the value and importance of parental involvement within their child's education.

High Priority

Evaluation Data Sources: Parent Liaison
Administrator
Parent reviews
Parent and community Surveys

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

Strategy 2 Details	Formative Reviews		
	Formative		
	Dec	Mar	May
Strategy 2: Expand outreach services (based on research) to all parents and family members and implement programs, activities and procedures for the engagement of parents, families, community members and volunteers. **Staff Responsible for Monitoring:** Administrators Parent Liaison **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture			

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for Gonzales School for Young Children

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

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