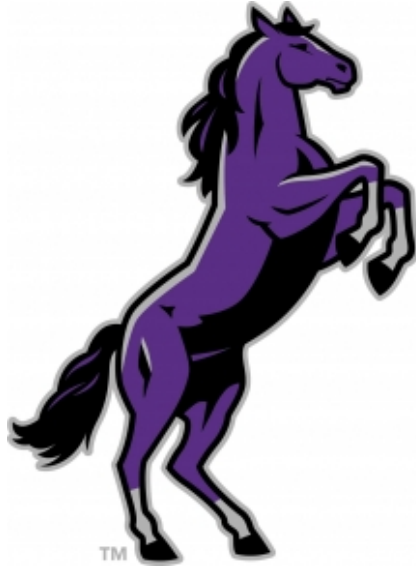


Denton Independent School District

Calhoun Middle School

2025-2026 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

Value Statement

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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Comprehensive Needs Assessment

Demographics

Demographics Summary

Calhoun Middle School, part of Denton ISD, serves approximately 793 students in grades 6–8. The student body is diverse, with 46% Hispanic, 33% White, 15% African American, 2% Asian, and 3% identifying as two or more races. The gender distribution is balanced at roughly 50% male and 50% female. Nearly 68% of students are economically disadvantaged, 38% are identified as at-risk, and close to 29% are English learners. The school also supports 14.8% of students through special education services and identifies 14.4% as gifted and talented. Chronic absenteeism affects about 15% of students, with rates varying across demographic groups.

Calhoun employs nearly 59 full-time teachers with an average of 10.5 years of experience. The teaching staff is ethnically diverse, with more than half identifying as White, 29% Hispanic, and 12% African American. A significant portion of staff hold advanced degrees, with 44% holding a master's. While middle schools do not track graduation or dropout rates, Calhoun's academic performance is highlighted by strong Algebra I results, with nearly 90% of students meeting or exceeding proficiency on the EOC exam, well above state averages. However, in the state's A–F accountability system, the school earned an overall rating of "C," reflecting challenges in achievement, progress, and closing gaps.

Overall, Calhoun Middle School reflects a vibrant and diverse student community with both strengths and areas for growth. Its high proportion of English learners and economically disadvantaged students underscores the need for strong instructional supports, while its above-average gifted participation and Algebra I outcomes demonstrate academic promise. The teaching staff brings valuable experience and advanced training to the classroom, positioning the campus to continue growing in academic performance and student success.

Demographics Strengths

Calhoun serves a richly diverse student population with nearly half of students identifying as Hispanic, one-third as White, and strong representation from African American and other groups. This diversity aligns well with the International Baccalaureate (IB) MYP focus on global-mindedness and prepares students to thrive in multicultural settings. The student body is evenly split between male and female students, allowing for balanced participation and equitable access to programs, leadership, and extracurricular opportunities. With 14.4% of students identified as Gifted and Talented, well above the state average of 8.5%, the campus demonstrates strong practices in recognizing and serving advanced learners.

Calhoun teachers average 10.5 years of teaching experience, and nearly half hold advanced degrees. This ensures students benefit from seasoned, well-prepared educators committed to professional growth.

Nearly 90% of students meet or exceed proficiency on the Algebra I EOC exam, outperforming district and state averages. This reflects both strong teacher capacity and high expectations for advanced learners.

Teacher diversity (29% Hispanic, 12% African American, 2% Asian) mirrors the student body more closely than in many schools, strengthening representation and cultural responsiveness.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The campus lacks strong intervention systems tailored to the needs of diverse student populations, resulting in persistent achievement gaps among demographic subgroups.

Root Cause: Intervention systems are inconsistent across grade levels due to limited training on targeted instructional strategies, inadequate use of data to identify and group students,

and insufficient structures for monitoring progress of diverse demographic subgroups.

Student Learning

Student Learning Summary

Student performance data indicates mixed results across content areas. While Calhoun Middle School demonstrates strength in advanced math, with nearly 90% of Algebra I students meeting or exceeding proficiency on the End-of-Course assessment, overall STAAR performance in math for grades 6–8 declined significantly in 2024, resulting in an overall accountability rating of “C.” ELA, science, and social studies data show similar gaps, particularly among at-risk and English Learner populations. Benchmark and local assessment results align with state data, highlighting a need for targeted interventions and consistent progress monitoring.

Special education students (14.8% of enrollment) and English learners (28.7%) continue to perform below their peers on grade-level assessments, reflecting ongoing challenges with differentiation and access to grade-level content. Chronic absenteeism (15.1%) further impacts student progress, particularly for subgroups with higher mobility. Despite these challenges, advanced course participation (Gifted and Talented 14.4%) and Algebra I success reflect the capacity of students to achieve at high levels when provided with rigorous instruction and supports.

Student Learning Strengths

Calhoun Middle School students demonstrate notable strengths in advanced learning and academic potential. Nearly 90% of students enrolled in Algebra I meet or exceed proficiency on the End-of-Course assessment, far surpassing district and state averages. This achievement highlights the campus’s ability to prepare students for rigorous coursework and reflects both effective teaching practices and strong student commitment. Additionally, 14% of students are identified as Gifted and Talented, a rate well above the state average, which underscores the school’s success in recognizing and nurturing advanced learners. The campus also serves a large population of bilingual and ESL students, with almost 29% of the student body receiving language support services, demonstrating the school’s commitment to meeting the needs of multilingual learners. Beyond standardized testing, benchmark and classroom assessment data indicate that students are capable of high performance when provided with targeted supports and differentiated instruction. Supported by an experienced and highly qualified teaching staff Calhoun students have a strong foundation for continued academic growth and success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although Calhoun Middle School demonstrates strong performance in advanced courses such as Algebra I , overall student achievement on state assessments has declined across core content areas. STAAR results in grades 6-8 math, ELA, and science indicate significant performance gaps, particularly among English Learners, students receiving special education services, and students identified as at-risk

Root Cause: Inconsistent implementation of data-driven instruction and interventions, combined with limited differentiation and progress monitoring for high-needs student groups, has led to achievement gaps.

School Processes & Programs

School Processes & Programs Summary

Calhoun Middle School implements a comprehensive set of programs and processes designed to support student learning, staff development, and schoolwide improvement. Our curriculum and instruction are guided by the Texas Essential Knowledge and Skills (TEKS) and aligned with the International Baccalaureate (IB) Middle Years Programme (MYP), which encourages students to engage in inquiry-based learning and make global connections. Instructional practices are supported by professional development that is both ongoing and targeted, with a strong emphasis on data-driven instruction, formative assessments, and strategies that build student resilience, effort, and perseverance.

The school's leadership and decision-making processes are collaborative and centered around the Campus Leadership Team (CLT) and Professional Learning Communities (PLCs). These structures ensure that instructional priorities, campus goals, and student needs are consistently addressed through collective input, progress monitoring, and alignment with district initiatives. Communication is fostered through regular staff meetings, parent newsletters, social media updates, and student-led conferences, helping to build trust and transparency with all stakeholders.

In terms of organization and scheduling, Calhoun provides a master schedule that supports academic interventions, enrichment opportunities, and teacher collaboration. The campus offers a range of support services and extracurricular and cocurricular opportunities such as athletics, fine arts, academic clubs, and service-learning projects, which contribute to the development of the whole child.

Technology is embedded across the campus through the district's 1:1 Chromebook initiative and integration of digital learning platforms like IXL and Google Classroom. Teachers receive ongoing training to enhance technology use for instruction, feedback, and assessment. These processes, combined with a focus on continuous improvement and innovation, provide a strong framework for achieving the campus mission of cultivating a culture where collaboration and student success are at the forefront.

School Processes & Programs Strengths

Calhoun Middle School has established a strong foundation of programs and processes designed to support student learning, teacher collaboration, and whole-child development. The Master Schedule is strategically designed to provide core subject teachers with a common conference period during the school day, fostering consistent collaboration, MYP unit development, and alignment of instructional practices. Additionally, the creation of an **advisory class** ensures compliance with HB1416 intervention requirements while also addressing students' social skills and social-emotional well-being.

Instruction is rooted in Texas TEKS, IB assessment criteria, and Approaches to Learning (ATLs), with teachers consistently integrating these frameworks into lessons and assessments. Common assessment data is analyzed in weekly PLTs, where teams review standards, develop instructional strategies, and adjust teaching based on student needs. PLTs meet weekly to evaluate student data, update curriculum, and ensure alignment with district expectations. Teachers track student progress using multiple data sources, collaborating within academic teams to address the needs of the whole child. Released STAAR materials are routinely utilized to increase rigor, while Reading and Writing Workshop models provide a foundation for literacy instruction.

Calhoun is committed to ongoing professional learning and leadership development. Teachers engage in continuous professional development, including the implementation of Assessment for Learning (AFL) and ATL strategies, while also leading campus-based PD sessions. The Guiding Coalition actively implements the 4 P's model to support schoolwide improvement, and staff demonstrate a strong willingness to integrate technology within lessons. The campus maintains a 1:1 Chromebook initiative, supported by skilled technology staff, while programs like IXL are leveraged to accelerate student growth.

Beyond academics, Calhoun fosters a supportive culture that extends to student engagement and supervision. Staff take collective ownership of campus supervision across the large, spread-out campus, ensuring safety and accountability. The school also works closely with Communities in Schools and the After School Center of Education (ACE) to provide enrichment, intervention, and wraparound support for at-risk students. Together, these processes highlight Calhoun's strengths in creating a collaborative, rigorous, and supportive environment that develops students academically, socially, and emotionally.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The campus has not fully developed data driven PLTs or implemented common formative assessments, reducing teachers' ability to monitor student progress effectively and adjust instruction in a timely manner.

Root Cause: Time for collaborative assessment design is limited, and teachers have not received consistent training in creating standards-aligned common formative assessments that generate actionable data.

Perceptions

Perceptions Summary

At Calhoun Middle School, we are committed to fostering a positive school culture where every stakeholder, students, staff, parents, and community partners, feels valued and engaged. Surveys, interviews, and parent feedback consistently highlight that CMS places student safety, acceptance, and inclusion at the forefront of our work. We believe all students should feel safe and supported at school; to ensure this, we actively work to remove the stigma associated with reporting problems. Tools such as STOP IT, an online anonymous reporting platform available to students and parents, reinforce our dedication to transparency and safety.

The school climate is also shaped by our emphasis on building strong relationships. Teachers and staff intentionally prioritize positive interactions with students as a daily practice, aligned with our values as an IB World School. The IB Learner Profile is promoted throughout the campus, guiding how students and staff interact with one another and reinforcing a culture of respect, inquiry, and global-mindedness.

Parent and community engagement remain key strengths for CMS. Families are encouraged to share input through surveys, open forums, and an ongoing open-door policy with administration. Parent participation is evident in events, conferences, and ongoing volunteer efforts. To strengthen student voice, CMS is implementing both a Student Principal's Council and an IB Student Ambassadors group, ensuring that student feedback directly informs school decisions and initiatives.

Staff feedback also informs campus priorities, with leadership fostering open communication through surveys, department meetings, and collaborative decision-making structures. Staff retention data suggests a positive climate, with teachers remaining committed to the mission of supporting students. Partnerships with organizations such as Communities in Schools and other community volunteers enhance both student support and family engagement.

Overall, Calhoun Middle School's processes and beliefs reflect a commitment to safety, inclusivity, open communication, and shared leadership, all of which strengthen our culture and ensure we conduct business in a way that aligns with our mission and values.

Perceptions Strengths

Calhoun Middle School is committed to fostering a safe, inclusive, and collaborative environment where communication, relationships, and shared responsibility are prioritized. Strong administrator and teacher communication ensures that families remain informed and connected to the learning process. Teachers send weekly communication to parents via email and consistently update weekly agendas that highlight MYP lessons, allowing families to remain engaged and aware of classroom learning.

Teachers take pride in the design and delivery of their IB MYP units and the promotion of the IB Learner Profile, which shapes the values, beliefs, and culture of the campus. This commitment extends beyond academics, as teachers and staff intentionally develop supportive relationships with both students and parents, reinforcing a culture of trust and partnership.

Most importantly, all teachers and staff share a united commitment to positive student achievement. This is reflected in their dedication to fostering student growth, maintaining open communication with families, and ensuring that every student feels valued and supported within the CMS community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus needs to increase student engagement, celebration, and motivation, as current practices are insufficient to build a strong culture of recognition and student ownership of learning.

Root Cause: Systems for recognizing and celebrating student success are not fully embedded in campus routines, and classroom practices rely heavily on teacher-directed instruction

rather than student-centered strategies that promote ownership and motivation.

Priority Problem Statements

Problem Statement 1: Although Calhoun Middle School demonstrates strong performance in advanced courses such as Algebra I , overall student achievement on state assessments has declined across core content areas. STAAR results in grades 6-8 math, ELA, and science indicate significant performance gaps, particularly among English Learners, students receiving special education services, and students identified as at-risk

Root Cause 1: Inconsistent implementation of data-driven instruction and interventions, combined with limited differentiation and progress monitoring for high-needs student groups, has led to achievement gaps.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The campus lacks strong intervention systems tailored to the needs of diverse student populations, resulting in persistent achievement gaps among demographic subgroups.

Root Cause 2: Intervention systems are inconsistent across grade levels due to limited training on targeted instructional strategies, inadequate use of data to identify and group students, and insufficient structures for monitoring progress of diverse demographic subgroups.

Problem Statement 2 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
- 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-PSS 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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: 100% of eligible HB 1416 students will be served by April 2026.

High Priority

Evaluation Data Sources: May 2025 STAAR results, IXL Diagnostic Data from BOY, MOY, EOY

Strategy 1 Details	Reviews			
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 progress will be monitored through individual progress reports and CFA data throughout the year. Strategy's Expected Result/Impact: Student growth in reading, and math for all students based on progress reports, comparisons of 2024 and 2025 STAAR, IXL BOY/MOY/EOY results, and report card grades. Staff Responsible for Monitoring: CMS Teachers, Administrators and Counselors ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By May 2026, the Guiding Coalition, IB Coordinator, and campus administration will ensure the full implementation of Denton ISD's written curriculum across all content areas. Implementation will be monitored at least twice per grading period using a standardized data collection tool to track evidence of instructional practices. Data collected will be used to provide timely feedback, targeted professional learning, and instructional support, resulting in a 10% increase in student proficiency on campus-based assessments and STAAR in core subject areas compared to 2025 results.

Evaluation Data Sources: Walkthrough Forms, Teacher feedback, Growth in Student Outcomes, CFAs, CA's and quick check data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Calhoun Middle School will continue developing as an IB-aligned Professional Learning Community (PLC) campus by embedding the four guiding questions into collaborative planning: What do we expect our students to learn? (Curriculum Goals/Expectations) How will we know they are learning? (Assessment & Data) How will we respond when they don't learn? (Intervention & Support) How will we respond if they already know it? (Enrichment & Extension) To achieve this, Professional Learning Teams (PLTs) will meet twice weekly for strategic planning, review of student progress, and sharing of best practices. In collaboration, the Guiding Coalition, IB Coordinator, and campus administration will conduct weekly classroom walkthroughs using the campus data collection tool to monitor the implementation of Denton ISD's written curriculum. Instructional evidence gathered will be analyzed alongside student performance data in PLTs, ensuring that instructional practices are adjusted, interventions are implemented, and enrichment opportunities are provided to meet the needs of all learners. Strategy's Expected Result/Impact: Increase student yearly growth by addressing gaps for all students based on Observation Reports, STAAR DATA, IXL BOY/MOY/EOY results, report card grades. Staff Responsible for Monitoring: Admin Teachers Teaching and Learning Staff (For added support when needed) IB Coordinator 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 - At-Risk (SCE) - \$5,216				

Strategy 2 Details	Reviews			
Strategy 2: Ongoing, professional development will be provided to strengthen Tier 1 instruction and ensure fidelity to Denton ISD's written curriculum. Teachers will be given dedicated time within the school day to collaborate in PLTs, analyze student performance data, and implement aligned instructional practices. Professional learning will be intentionally responsive and data-driven, guided by evidence gathered through classroom walkthroughs, the campus data collection tool, and student assessment results. This cycle of training, collaboration, and monitoring will ensure that instructional practices are continuously refined to meet identified student learning needs and to improve proficiency on campus and state assessments. 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 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: Provide subs for professional Development - At-Risk (SCE) - \$5,216	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: The campus will meet or exceed the district's defined minimum performance expectations by increasing the approaches percentage for 6th Grade RLA from 71% to 73%, 7th Grade RLA from 66% to 69%, and 8th Grade RLA from 72% to 77%.

High Priority
Evaluation Data Sources: IXL (BOY / MOY) , Common Formative Assessments, Common Summative Assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: ELA teachers, administrators, and the IB Coordinator will meet a minimum of twice weekly in Professional Learning Teams to: (1) design and administer bi-weekly common formative assessments aligned to essential standards, (2) analyze 2025 STAAR, IXL (BOY/MOY), and CFA data (3) document plans for upcoming instructional units (4) identify and record Tier 1 supports (5) select specific technology practices and IB ATL skills to embed in lessons. Results of each CFA will be entered into the campus progress-monitoring tool within 48 hours of administration and analyzed in the next PLT meeting to guide targeted interventions for students not yet meeting benchmarks and enrichment opportunities for students demonstrating mastery. Strategy's Expected Result/Impact: Student growth will be documented through formative and summative assessment outcomes Staff Responsible for Monitoring: English teachers, Administrators and IB Coordinator TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Calhoun Middle School will provide targeted intervention and reteaching through a dedicated advisory period for students identified as low-performing based on STAAR, benchmark, and common formative assessment (CFA) data. Within the first three weeks of each grading period, teachers will develop individualized intervention plans for 100% of identified students specifying priority standards, instructional strategies, and progress monitoring measures. Identified students will receive a 30 minutes daily intervention session focused on reteaching and skill-building aligned to their intervention plan. Teachers will progress-monitor student performance at least bi-weekly using CFA results, exit tickets, or digital learning platform reports (e.g., IXL), and update intervention plans accordingly. Strategy's Expected Result/Impact: Improved ELA academic achievement Staff Responsible for Monitoring: ELAR teachers IB Coordinator CMS Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Student Supplies - At-Risk (SCE) - \$2,000	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: Calhoun Middle School will strengthen student achievement in mathematics by raising the Approaches Grade Level performance on the STAAR assessment by 7% in 6th grade, 11% in 7th grade, and 10% in 8th grade, meeting the district's Tier 4 performance expectations across all grade levels.

Evaluation Data Sources: IXL data, STAAR, Common Formative Assessments, Common Summative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: By the end of each grading period, 100% of identified students performing below grade level will participate in at least two documented small-group or one-to-one math conferences focused on closing achievement gaps, setting academic goals, and accelerating learning. Each session will include direct feedback and targeted instruction aligned to priority TEKS, and progress will be tracked through student conference logs, intervention rosters, and growth on common formative assessments. Strategy's Expected Result/Impact: Provide for student feedback for academic improvement Staff Responsible for Monitoring: Math Teachers Math Intervention Teacher 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				

Strategy 2 Details	Reviews			
Strategy 2: Math teachers, administrators, and the IB Coordinator will meet a minimum of twice weekly in Professional Learning Teams to: (1) design and administer bi-weekly common formative assessments aligned to essential standards, (2) analyze 2025 STAAR, IXL (BOY/MOY), and CFA data (3) document plans for upcoming instructional units (4) identify and record Tier 1 supports (5) select specific technology practices and IB ATL skills to embed in lessons. Results of each CFA will be entered into the campus progress-monitoring tool within 48 hours of administration and analyzed in the next PLT meeting to guide targeted interventions for students not yet meeting benchmarks and enrichment opportunities for students demonstrating mastery. Strategy's Expected Result/Impact: Student growth will be documented through formative and summative assessment outcomes Staff Responsible for Monitoring: CMS Teachers IB Coordinator CMS Administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: The campus will host a minimum of one Family Content Night per semester for math enrichment. Each event will last at least 90 minutes and include three or more interactive, real-world academic activities aligned to current grade-level standards. Invitations will be sent to 100% of families at least three weeks in advance, and sign-in sheets will document attendance by grade level. Parent and student feedback surveys will be administered at the end of each event to gauge satisfaction and learning impact. Strategy's Expected Result/Impact: Increase Student Academic Achievement Campus leadership will review participation rates and survey results after each event to adjust future activities and track increases in student confidence and skills as measured by pre and post student self-assessments. Staff Responsible for Monitoring: CMS math teachers IB Coordinator CMS Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Calhoun Middle School will provide targeted intervention and reteaching through a dedicated advisory period for students identified as low-performing based on STAAR, benchmark, and common formative assessment (CFA) data. Within the first three weeks of each grading period, teachers will develop individualized intervention plans for 100% of identified students specifying priority standards, instructional strategies, and progress monitoring measures. Identified students will receive a 30 minutes daily intervention session focused on reteaching and skill-building aligned to their intervention plan. Teachers will progress-monitor student performance at least bi-weekly using CFA results, exit tickets, or digital learning platform reports (e.g., IXL), and update intervention plans accordingly. Strategy's Expected Result/Impact: Improved student math academic achievement Staff Responsible for Monitoring: CMS Teachers IB Coordinator CMS Admin TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

Performance Objective 7: By May 2026, all coordinated school health activities will align with the adopted Denton ISD Wellness Plan as written by the School Health Advisory Council.

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Calhoun Middle School will cultivate a positive, supportive culture that upholds social, emotional, and academic well-being for staff and students while fully complying with SB 12's requirements regarding parental rights and school programming.

Evaluation Data Sources: Campus Climate and Culture Survey

Progress will be measured utilizing staff and student satisfaction surveys to provide feedback for improvements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Communities In Schools (CIS) staff will identify and case-manage at least 85 at-risk students (target: 10% of total enrollment) each semester. Each identified student will receive an individualized support plan and documented services across all six CIS Model components: (1) supportive guidance and counseling, (2) health and human services, (3) parent and family engagement, (4) college and career readiness, (5) enrichment activities, and (6) academic support with a minimum of one documented contact per component per grading period. Service delivery, parent contacts, and student progress toward academic and behavioral goals will be logged in the CIS data system and reviewed by campus leadership at the end of each grading period to measure participation rates and impact on student attendance, behavior, and course performance. 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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Communities In Schools Case Manager - At-Risk (SCE) - \$30,000				
Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	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		Reviews			
Strategy 3: Calhoun Middle School will establish and implement a comprehensive IB Learner Profile Recognition Program to systematically honor students and staff who exemplify the IB attributes. During each grading period, every staff member will submit nominations identifying students who consistently demonstrate one or more IB Learner Profile traits and at least one colleague who models these attributes. Honorees will be formally celebrated through the Community Builder Project partnership, highlighted in school announcements, and featured on official campus social media channels. 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		Formative			Summative
		Dec	Mar	May	May
Strategy 4 Details		Reviews			
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		Formative			Summative
		Dec	Mar	May	May

Strategy 5 Details	Reviews			
Strategy 5: Calhoun Middle School will utilize the ACE program to extend academic, social, and enrichment opportunities for students beyond the regular school day. Each semester, the campus will, eligible students to participate and secure written parental consent for all enrollees in accordance with SB 12. Maintain a consent log for every student and activity. * Provide a minimum of three days per week of after school academic tutoring, homework support, and enrichment activities aligned to student needs identified by STAAR, benchmark, and CFA data. * Host at least two ACE Family Nights per semester that highlight program activities and resources, with sign-in sheets and parent feedback surveys collected at each event. * Track student attendance, academic progress (CFA/benchmark growth), and behavioral data for all ACE participants in a central database. Campus leadership and ACE staff will review participation and progress reports at the end of each grading period, aiming for at least a 10% increase in student mastery of targeted standards and a 90% parent satisfaction rate on feedback surveys. Strategy's Expected Result/Impact: Increased student academic achievement Staff Responsible for Monitoring: ACE staff CMS Admin CMS content teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May 2026, Calhoun Middle School will increase first-year teacher effectiveness and retention by implementing a comprehensive Teacher Academy program that includes monthly professional learning sessions, weekly coaching check-ins, and peer observations. At least 90% of first-year teachers will demonstrate growth of one or more proficiency levels on the TTESS rubric from their fall baseline to their spring evaluation, and first-year teacher retention will improve by 15% compared to the previous year.

- Evaluation Data Sources:** TTESS (Texas Teacher Evaluation and Support System) - Compare fall vs. spring rubric ratings for first-year teachers.
Classroom Walkthrough Data - Trends in instructional practices collected by campus leadership (frequency and quality of targeted look-fors).
Lesson Plan Reviews - Evidence of instructional planning and alignment over time.
Retention Rates - Compare first-year teacher retention from year to year.
Campus Climate/Engagement Surveys - Staff perceptions of support, culture, and professional growth opportunities.
Mentor Logs - Document frequency and focus of mentor meetings.
Coaching Action Plans - Track completion of individualized growth goals.

Strategy 1 Details	Reviews			
Strategy 1: Ongoing Professional Learning through the Teacher Academy Hold monthly after-school Teacher Academy sessions focused on high-impact practices (formative assessment, differentiation, IB ATL skills, technology integration). Use data from walkthroughs and TTESS to customize Teacher Academy topics to actual needs. Strategy's Expected Result/Impact: Creates a pipeline of highly skilled teachers who are aligned to IB MYP and Tier 1 instruction from the start. Accelerates first-year teacher growth, resulting in improved instructional quality and more consistent student outcomes. Staff Responsible for Monitoring: CMS Admin CMS teacher mentors 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	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Individualized Coaching & Mentorship Pair each first-year teacher with a trained campus mentor (veteran teacher with proven results) for weekly check-ins. Implement a coaching cycle: pre-observation conference - observation - feedback/debrief - follow-up support. Use growth plans with specific, measurable goals tied to TTESS dimensions. Strategy's Expected Result/Impact: Provides differentiated, e support so first-year teachers address weaknesses quickly. Improves TTESS ratings and retention because teachers feel supported and see measurable progress. Staff Responsible for Monitoring: CMS Admin CMS Teacher mentors 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	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

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

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

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	4	1	By the end of each grading period, 100% of identified students performing below grade level will participate in at least two documented small-group or one-to-one math conferences focused on closing achievement gaps, setting academic goals, and accelerating learning. Each session will include direct feedback and targeted instruction aligned to priority TEKS, and progress will be tracked through student conference logs, intervention rosters, and growth on common formative assessments.
1	4	4	Calhoun Middle School will provide targeted intervention and reteaching through a dedicated advisory period for students identified as low-performing based on STAAR, benchmark, and common formative assessment (CFA) data. Within the first three weeks of each grading period, teachers will develop individualized intervention plans for 100% of identified students specifying priority standards, instructional strategies, and progress monitoring measures. Identified students will receive a 30 minutes daily intervention session focused on reteaching and skill-building aligned to their intervention plan. Teachers will progress-monitor student performance at least bi-weekly using CFA results, exit tickets, or digital learning platform reports (e.g., IXL), and update intervention plans accordingly.

State Compensatory

Budget for Calhoun Middle School

Total SCE Funds: \$12,432.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

State Compensatory Education funds at Calhoun Middle School will be utilized to provide educational leave days for teachers dedicated to collaborative lesson planning and student data analysis. These structured planning opportunities will allow teachers to align instruction, develop targeted interventions, and monitor progress for students who are at risk of dropping out or who have not performed satisfactorily on STAAR exams. By strengthening instructional practices and ensuring that lessons are data-driven, these efforts will directly support the regular education program by improving academic achievement, providing timely interventions, and increasing the likelihood of success for our at-risk student populations.

Personnel for Calhoun Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth Newby	Intervention	1

Campus Leadership Team

Committee Role	Name	Position
Parent	Gail Aguilar	Parent
Parent	Martha Macias	Parent
Classroom Teacher	Zen Gamboa	Teacher
Classroom Teacher	Paula Celis	Teacher
Classroom Teacher	Gabriela Chavez	Teacher
Classroom Teacher	Kim Bock	Teacher
Non-classroom Professional	Nahir Vega	SAC Counselor
Non-classroom Professional	Ashly Sharp	IB Coordinator
Administrator	Kailan Bell	Assistant Principal
Administrator	John Curtis	Assistant Principal
Administrator	Jacqueline San Miguel	Principal

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Provide subs for professional Development		\$5,216.00
1	2	2	Provide subs for professional Development		\$5,216.00
1	3	2	Student Supplies		\$2,000.00
2	1	1	Communities In Schools Case Manager		\$30,000.00
Sub-Total					\$42,432.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Interventionist		\$81,544.00
Sub-Total					\$81,544.00

Denton Independent School District

Cheek Middle School

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pat Cheek Middle School opened in August 2023. We are the middle school feeder for part of Union Park Elementary, Martinez Elementary and Paloma Creek Elementary, and all of Savannah Elementary and Sandbrock Elementary schools. Our mascot is the Chargers. Our colors are grey and scarlet. Our vision and mission statements: Vision Statement-empower all students to discover their passions, cultivate their curiosity, build resilience, and achieve their full potential. Our Mission-Cheek Middle School promotes a supportive learning community through respect, integrity, and accountability. Approximately 80 staff members work with students every day. We currently serve 881 students who reflect the following demographics:

Population Demographics

African American	42.3%
Hispanic	22.5%
White (Non-Hispanic)	24.5%
Asian	8.8%
Indian (American)	1%

Students enrolled

6th Grade	291
7 th Grade	290
8 th Grade	300

Programming

Free or reduced lunch	49%
504	10.2%
Special Education	17.4%
Emergent Bilingual	10%

Demographics Strengths

Our daily attendance rate is 96.4%

Partnership of PTA and staff is strong. The two years we have existed, our PTA has earned the Golden Apple Award, denoting 100% of our staff joined the PTA.

Parent involvement at events such as athletic competitions, fine arts performances, Open House, and our Community Pep Rally where we had over 400 in attendance. This year, we will host a fall festival in October and another community pep rally this spring.

Staff involvement in decision making committees: Campus Improvement Committee; Guiding Coalition; DMTSS team; Attendance Committee; BERT (safety) team; Community Engagement Committee; Hype Squad; Branding Committee; Social Committee; Community Outreach Committee; Mission/Vision Committee

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): With a growing number of inexperienced staff and increased number of teachers seeking alternative certification, student achievement and student behavior is becoming a concern.

Root Cause: Difficult to recruit and retain teachers long term post COVID. Also, we border districts that pay teachers \$2000 to \$3000 more per year.

Student Learning

Student Learning Summary

This past year, Cheek Middle School experienced significant gains, based on STAAR data comparison from May 2024 and May 2025:

- Math 6, we made 6% gains in Approaches or higher
- Math 7, we made 2% gains in Approaches or higher
- Math 8, we made 14% gains in Approaches or higher
- Reading 6, we 3% gains in Approaches or higher
- Reading 7, we made 10% gains in Approaches or higher
- Reading 8, we made 8% gains in Approaches or higher
- Social Studies 8, we made 13% gains in Approaches or higher
- Science 8, we made we made 11% gains in Approaches or higher

Student Learning Strengths

Reading across all grade levels continues to be a strength for our students. Our students continue to grow, as demonstrated by their STAAR scores reflecting Meets and Masters.

- Reading 6-6% gains in Meets or Masters
- Reading 7-7% gains in Meets or Masters
- Reading 8-18% gains in Meets or Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While we are closing gaps in student literacy, fluency in reading and comprehension continues to be difficult for students.

Root Cause: Many students cite not enjoying reading and writing. It's difficult for them to be engaged at high levels with the dependency on technology.

Problem Statement 2 (Prioritized): Student achievement is improving; however, we are achieving below the threshold of Tier 3 minimum expectations in math, science, and social studies for grades 6-8,

Root Cause: Students are still struggling to overcome academic impact of COVID 19 pandemic. The achievement gaps between elementary and middle school are significant for many students.

School Processes & Programs

School Processes & Programs Summary

Recruitment and Retention: Student teachers, local universities, local job fairs, inter-campus transfers, posted positions through Denton ISD and Region XI, new hire orientations, New Teacher Academy, LEAD Denton, I Teach Denton, campus mentors, instructional coaching, professional staff development, goal setting, TTESS process

How we assign teachers to subjects and grade levels: Certification areas/grade levels, master schedule needs, student course requests, facilities, teacher input/requests

Hiring process: Hiring committees comprised of teachers, and support staff

Development of leadership: Team leads, department chairs, CLT, Guiding Coalition, professional learning teams, and committee service

Development of improvement plans: Campus needs assessment with feedback from staff and analysis of data

Progress tracking: STAAR data, common assessments, benchmarks, progress reports, report cards, IXL data, Scorecards for math and ELAR, TTESS appraisals, engagement surveys, CLT, PTA feedback, counseling

School Processes & Programs Strengths

Parents and staff have multiple opportunities for campus engagement. A few opportunities include:

- PTA
- Open House
- Charger Camp
- Transition Night
- Guest speakers
- Guiding Coalition
- CLT
- Team leads
- Department Chairs
- Mentoring
- Charge Time (Advisory and accelerated learning)
- UNT field trip
- Charger Day
- Charger of the Month (students and staff)
- Fine Arts concerts and events
- Athletic events
- Community Fall Festival
- Community Pep Rally
- 8th Grade Recognition

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent implementation of positive behavioral systems reduce student and teacher ownership in creating a positive learning and working environment.

Root Cause: Confusion on which practices to embrace and are most effective lead teachers to inconsistently utilize.

Problem Statement 2 (Prioritized): Some teachers struggle with how to provide differentiated instruction within the classroom setting.

Root Cause: Lack of understanding targeted tiered interventions has impacted teachers' abilities to provide these supports consistently and with fidelity.

Perceptions

Perceptions Summary

Based on staff and community survey data, it is clear our values are shared. The top three values as cited by staff and families are: respect, integrity, and accountability. Parents and staff have also articulated their need for consistent communication and transparency. Data sources we will count on this year to gather more input include: engagement surveys, community surveys, ongoing campus needs assessments through staff and student surveys.

Perceptions Strengths

The community support and recognition is strong. Within two years, we have demonstrated success in athletics, fine arts, and UIL academics. We have grown in student achievement in every state tested subject. With our growing reputation of excellence, many families not in our attendance zone seek to enroll their students at Cheek.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff experiences high levels of stress and frustration at work.

Root Cause: Demands on staff are great; they cite lack of adequate time, increased class sizes and student discipline as everyday stressors.

Problem Statement 2: Disruptive behavior of few students impacts student perceptions of feeling safe and able to learn in class.

Root Cause: Inconsistent expectations of behavior and lack of structure in some classes perpetuates the negative behaviors.

Priority Problem Statements

Problem Statement 1: With a growing number of inexperienced staff and increased number of teachers seeking alternative certification, student achievement and student behavior is becoming a concern.

Root Cause 1: Difficult to recruit and retain teachers long term post COVID. Also, we border districts that pay teachers \$2000 to \$3000 more per year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement is improving; however, we are achieving below the threshold of Tier 3 minimum expectations in math, science, and social studies for grades 6-8,

Root Cause 2: Students are still struggling to overcome academic impact of COVID 19 pandemic. The achievement gaps between elementary and middle school are significant for many students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent implementation of positive behavioral systems reduce student and teacher ownership in creating a positive learning and working environment.

Root Cause 3: Confusion on which practices to embrace and are most effective lead teachers to inconsistently utilize.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Some teachers struggle with how to provide differentiated instruction within the classroom setting.

Root Cause 4: Lack of understanding targeted tiered interventions has impacted teachers' abilities to provide these supports consistently and with fidelity.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Staff experiences high levels of stress and frustration at work.

Root Cause 5: Demands on staff are great; they cite lack of adequate time, increased class sizes and student discipline as everyday stressors.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: While we are closing gaps in student literacy, fluency in reading and comprehension continues to be difficult for students.

Root Cause 6: Many students cite not enjoying reading and writing. It's difficult for them to be engaged at high levels with the dependency on technology.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Compass Points

Revised/Approved: September 12, 2025

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: The Cheek Middle School students' Approaches rate on STAAR will meet or exceed the district's established minimum expectation for Tier 3 campuses of 71% in for math 6, 51% for math 7 and 70% for math 8 .

The Cheek Middle School students' Approaches rate on STAAR will meet or exceed the district's established minimum expectation for Tier 3 campuses of 73% in Approaches for science 8.

The Cheek Middle School students' Approaches rate on STAAR will meet or exceed the district's established minimum expectation for Tier 3 campuses of 59% in Approaches for social studies 8.

In alignment with the district's tiered minimum performance benchmarks, our goal is to exceed the Tier 3 minimum expectations by 5% in Approaches for 6-8 reading STAAR performance.

Evaluation Data Sources: IXL Level UP BOY, MOY, EOY data, IXL formative, grades, common assessments and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Develop a master schedule that provides common professional learning time for all core content courses. Strategy's Expected Result/Impact: Data from common assessments, benchmarks, IXL, and STAAR Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Department Chairs and Teachers Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize and continue to develop common assessments Strategy's Expected Result/Impact: Data in Edugence Staff Responsible for Monitoring: Administration, Teachers Problem Statements: Student Learning 2 Funding Sources: Publications printing - At-Risk (SCE) - \$1,600, Interventionist - State Compensatory Education (SCE) - \$67,500	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Guiding Coalition will lead Cheek in learning. They will utilize the district PLC days to assist staff in analysis of data and campus responses to data through the PLC process, as well as guiding the campus in developing and utilizing systems to support student learning. Strategy's Expected Result/Impact: Implementation of the PLC process Staff Responsible for Monitoring: Administration and Guiding Coalition Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2 Funding Sources: Staff Development Supplies - At-Risk (SCE) - \$1,390	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Accelerated learning time allocated in bell schedule for ELAR, math and science for identified students Strategy's Expected Result/Impact: IXL data tracked, Progress monitoring via Edugence documentation Staff Responsible for Monitoring: Administration, Teachers Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Provide math, ELAR, science, and social studies tutorials before and after school, during lunches and selected Saturday mornings for those students who need accelerated learning opportunities Strategy's Expected Result/Impact: Student academic growth indicated by IXL, MAP, common assessments Staff Responsible for Monitoring: Administration and teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 Funding Sources: Tutorials - At-Risk (SCE) - \$8,926	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: Cheek Middle School will strengthen its campus-wide reading culture by implementing Beanstack, a reading incentive software that uses gamification and modern accountability tools to motivate students. Strategy's Expected Result/Impact: Data indicates more time spent reading; increased reading fluency and comprehension Staff Responsible for Monitoring: Librarian, Library Aide Problem Statements: Student Learning 1 Funding Sources: Beanstack software program - At-Risk (SCE) - \$2,600	Formative			Summative
	Dec	Mar	May	May

Strategy 7 Details	Reviews			
Strategy 7: Each core content will engage in vertical alignment meetings after school once a month . Strategy's Expected Result/Impact: Essential standards identified or reinforced Staff Responsible for Monitoring: Teachers and Admin Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Dec	Mar	May	May
Strategy 8 Details	Reviews			
Strategy 8: Collaborate with district Teaching and Learning with all core content areas to reinforce best instructional practices through vertical alignment Strategy's Expected Result/Impact: Instructional practices in walk-through data will reveal teachers are implementing in their classrooms. Staff Responsible for Monitoring: Teachers and Admin Problem Statements: Student Learning 2 Funding Sources: Substitutes for PD - At-Risk (SCE) - \$1,900	Formative			Summative
	Dec	Mar	May	May
Strategy 9 Details	Reviews			
Strategy 9: Communicate student progress with parents after each IXL Level Up assessment, as well as breaking down historical STAAR data specific to each student at Cheek, along with implications for students as they move into high school. Strategy's Expected Result/Impact: Parents and students will receive the assessment scores Staff Responsible for Monitoring: Teachers and Admin Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Dec	Mar	May	May
Strategy 10 Details	Reviews			
Strategy 10: Teachers will invite parents to meet to discuss student goals and progress. Strategy's Expected Result/Impact: Attendance to meetings Staff Responsible for Monitoring: Teachers	Formative			Summative
	Dec	Mar	May	May
Strategy 11 Details	Reviews			
Strategy 11: Teachers will conduct peer walk-throughs, citing campus priorities and best practices observed. Strategy's Expected Result/Impact: Walk-through data and feedback. Staff Responsible for Monitoring: Teachers and admin	Formative			Summative
	Dec	Mar	May	May

Strategy 12 Details	Reviews			
Strategy 12: Engage in CER (claim, evidence, reading) writing focus across core content areas. Strategy's Expected Result/Impact: Walk-throughs from admin and peer to peer data Staff Responsible for Monitoring: Teachers, Guiding Coalition, Admin Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May
Strategy 13 Details	Reviews			
Strategy 13: Utilize small group math instruction during Tier 1 classroom time for math students performing below grade level in numeracy. Strategy's Expected Result/Impact: Increase student mastery of key TEKS-based math concepts through targeted instruction, leading to improved performance on IXL Level Up diagnostics, quick checks, common assessments, and STAAR Math for grades 6-8. Staff Responsible for Monitoring: Teachers, Guiding Coalition, Campus Administration Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With a growing number of inexperienced staff and increased number of teachers seeking alternative certification, student achievement and student behavior is becoming a concern. Root Cause: Difficult to recruit and retain teachers long term post COVID. Also, we border districts that pay teachers \$2000 to \$3000 more per year.
Student Learning
Problem Statement 1: While we are closing gaps in student literacy, fluency in reading and comprehension continues to be difficult for students. Root Cause: Many students cite not enjoying reading and writing. It's difficult for them to be engaged at high levels with the dependency on technology. Problem Statement 2: Student achievement is improving; however, we are achieving below the threshold of Tier 3 minimum expectations in math, science, and social studies for grades 6-8, Root Cause: Students are still struggling to overcome academic impact of COVID 19 pandemic. The achievement gaps between elementary and middle school are significant for many students.
School Processes & Programs
Problem Statement 2: Some teachers struggle with how to provide differentiated instruction within the classroom setting. Root Cause: Lack of understanding targeted tiered interventions has impacted teachers' abilities to provide these supports consistently and with fidelity.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Cheek Middle School will create an engaging, positive, safe, and rewarding working environment for all staff.

Evaluation Data Sources: Staff surveys, attendance data, and retention.

Strategy 1 Details	Reviews			
Strategy 1: Promote use of STOPit to facilitate a safe working environment for staff . Strategy's Expected Result/Impact: STOPit reports initiated; staff survey will reveal increased sense of safety/security at work. Staff Responsible for Monitoring: Administration and Counseling Team	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Charger of the Month recognizing outstanding contributions to the campus, as well as weekly published "Shout Outs" that celebrate little and big things we do to create a supportive, fun, and engaging workplace. Strategy's Expected Result/Impact: Nominations and recognition provided Staff Responsible for Monitoring: Staff and Administration	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Administration and counseling team will survey staff each nine weeks, addressing Q12 Gallup engagement questions and responses. Strategy's Expected Result/Impact: Survey data from school created and Gallup Q12 data will show higher levels of staff engagement. Staff Responsible for Monitoring: Administration, Counseling Team, and Teachers	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Continue to recruit staff members to serve on school committees such as Hype Squad, Community Outreach, and Branding to encourage leadership and ownership of campus climate and culture. Strategy's Expected Result/Impact: Participation Staff Responsible for Monitoring: Administration and Staff	Formative			Summative
	Dec	Mar	May	May

Strategy 5 Details	Reviews			
Strategy 5: Our counseling department will partner with our PTA to bring guest speakers to engage our staff and students in relevant learning opportunities specific to needs of at risk students. Strategy's Expected Result/Impact: Assemblies Staff Responsible for Monitoring: Counseling Team and Administration	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: We will provide coaching specific to classroom management and student behavior. Strategy's Expected Result/Impact: Decrease in classroom discipline referrals Staff Responsible for Monitoring: Administration, Counselors, and Teachers TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Dec	Mar	May	May
Strategy 7 Details	Reviews			
Strategy 7: Provide professional development on TIER 1 and TIER 2 interventions. Strategy's Expected Result/Impact: Teacher participation in the professional development Staff Responsible for Monitoring: Staff and Admin Problem Statements: School Processes & Programs 2	Formative			Summative
	Dec	Mar	May	May
Strategy 8 Details	Reviews			
Strategy 8: Staff will be provided access to Character Strong curriculum and instruction that facilitates building positive character traits among students. Strategy's Expected Result/Impact: Teachers will report increased positive interactions in their classrooms, discipline data will reflect fewer referrals and ISS/OSS assignments. Staff Responsible for Monitoring: Teachers and Counselors	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With a growing number of inexperienced staff and increased number of teachers seeking alternative certification, student achievement and student behavior is becoming a concern. Root Cause: Difficult to recruit and retain teachers long term post COVID. Also, we border districts that pay teachers \$2000 to \$3000 more per year.

School Processes & Programs

Problem Statement 1: Inconsistent implementation of positive behavioral systems reduce student and teacher ownership in creating a positive learning and working environment. **Root Cause:** Confusion on which practices to embrace and are most effective lead teachers to inconsistently utilize.

Problem Statement 2: Some teachers struggle with how to provide differentiated instruction within the classroom setting. **Root Cause:** Lack of understanding targeted tiered interventions has impacted teachers' abilities to provide these supports consistently and with fidelity.

Perceptions

Problem Statement 1: Staff experiences high levels of stress and frustration at work. **Root Cause:** Demands on staff are great; they cite lack of adequate time, increased class sizes and student discipline as everyday stressors.

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family and Community Partnerships

Performance Objective 1: Cheek Middle School will prioritize aligning campus programming with family and community needs.

Evaluation Data Sources: Survey data from campus/family events

Strategy 1 Details	Reviews			
Strategy 1: Cheek Middle School will utilize the district W.R.A.P. (Wilson Restorative Action Plan) as a restorative alternative/supplement to traditional discipline measures. Strategy's Expected Result/Impact: Reduction of time students spend in alternative disciplinary placement. Staff Responsible for Monitoring: Counselors, Administration, and Registrar	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Campus student organizations will partner with outside agencies to collect food, clothing, hygienic needs, and school supplies for students and families. Strategy's Expected Result/Impact: Student attendance will increase; student survey will reveal higher sense of belonging, connection with at least one adult on campus, and someone at school cares about them. Staff Responsible for Monitoring: Counselors, Administrators, Attendance Clerk	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Counselors will host family engagement nights focusing on topics related to student and family well-being. Strategy's Expected Result/Impact: StopIT reports may increase; families accessing resources such as outside counseling may increase; survey data will reveal greater trust in the school	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Cheek Middle School will distribute a resource needs survey to families who receive free or reduced lunches. Strategy's Expected Result/Impact: More families will access resources such as winter coats, LovePacs, school supplies, food, and more. Staff Responsible for Monitoring: Counselors	Formative			Summative
	Dec	Mar	May	May

Strategy 5 Details	Reviews			
Strategy 5: Cheek Middle School will solicit contributions from our staff, nonprofit organizations, and local community to maintain a clothing closet for students. Strategy's Expected Result/Impact: Increased donations from the community; greater student access and request of clothing. Staff Responsible for Monitoring: Counselors.	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: Cheek Middle School will host a fall festival and community pep rally, inviting families, local businesses, and nonprofit organizations to attend. Strategy's Expected Result/Impact: Attendance at events; survey data collected will reveal community needs/priorities, engagement survey will reveal increased family engagement. Staff Responsible for Monitoring: Staff, including teachers, counselors, paraprofessionals and administrators	Formative			Summative
	Dec	Mar	May	May
Strategy 7 Details	Reviews			
Strategy 7: Cheek Middle School will collaborate with our PTA to plan family game nights and holiday celebrations. Strategy's Expected Result/Impact: Attendance at the events will increase; surveys will reveal families have a voice and greater engagement.	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 3: Reciprocal Family and Community Partnerships

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

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

State Compensatory

Budget for Cheek Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Cheek Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawn Domasig	Reading and Math Interventionist	1

Campus Improvement Committee

Committee Role	Name	Position
Guiding Coalition	Jamie Williams	Teacher
Guiding Coalition	Michelle Biro	Teacher
Guiding Coalition	Randy Spain	Teacher
Guiding Coalition	Dee Fields	Teacher
Guiding Coalition	Chrissy Cates	Counselor
Guiding Coalition	Trisha Fiene-Spain	Counselor
Parent	Lori Kakashvili	Parent
Parent	Andrea Varnado	Parent
District-level Professional	Lesli Guajardo	Director of Student Services
Non-classroom Professional	Jade McClure	Librarian
Paraprofessional	Karina Hayes	Attendance Clerk
Classroom Teacher	Alex Chace	Teacher
Classroom Teacher	Tinika Harmon	Teacher
Classroom Teacher	Gregory Denson	Teacher
Classroom Teacher	Karla Cunningham	Teacher
Administrator	Beth Kelly	Principal

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Publications printing		\$1,600.00
1	1	3	Staff Development Supplies		\$1,390.00
1	1	5	Tutorials		\$8,926.00
1	1	6	Beanstack software program		\$2,600.00
1	1	8	Substitutes for PD		\$1,900.00
Sub-Total					\$16,416.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist		\$67,500.00
Sub-Total					\$67,500.00

Denton Independent School District

Crownover Middle School

2025-2026 Campus Improvement Plan



CROWNOVER
MIDDLE SCHOOL

Mission Statement

At Ronny Crownover Middle School, we are committed to providing a positive and safe learning environment that encourages students to become lifelong learners. We strive to partner with parents to model and teach leadership skills, academic skills, technology utilization, and good communication. We will promote good citizenship and decision making for our diverse population.

Vision

Dedicated to Students-Committed to Excellence

Value Statement

Collective Commitments

- We will build relationships with students and staff
- We will value the whole child
- We will operate with a collaborative mindset always
- We will take pride in our campus
- We will communicate effectively and keep open lines of communication with all stakeholders

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Crownover Middle School was established in 2002 and is named after Ronny Crownover, a local veterinarian and Texas state representative who was an advocate for public education.

Crownover is known for its friendly environment, which includes everything from hosting special events for our incoming 6th graders, spirit/school community days, Crownover staff going out into our community, and occasional “Maroon Outs” to showcase school spirit.

Crownover’s motto is “our students, our future” and it goes hand-in-hand with the school’s philosophy of student, family and staff involvement in education. Crownover students can enroll in gifted and talented courses, career and technology courses, and explore careers in a variety of industries.

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

Located in Corinth, Crownover was the first district middle school to be built outside the city of Denton.

Established: 2002

Mascot: Cowboys

Colors: Maroon and Silver Grey

Priorities:

- RCMS will continue to seek current professional development and programs that assist staff in meeting the academic, behavioral, and social/emotional needs of our growing diverse population.
- Continue to build close community relations with all stakeholders.
- Strengthen instructional practices to meet the varied needs of our diverse student population.
- Continue implementation of the Cowboy Coalition to provide increased teacher voice.

Student Groups	Count	Percent
All	886	100%
6th	306	34.54%
7th	263	29.68%

Student Groups	Count	Percent
8th	317	35.78%
African American	81	9.14%
Hispanic	278	31.38%
White	429	48.42%
Asian	65	7.34%
Other	33	3.72%
Economically Disadvantaged	296	33.41%
Section 504	176	19.86%
English Learners	145	16.37%
At-Risk	158	17.83%
Special Education	119	13.4%
Gifted and Talented	149	16.82%

Demographics Strengths

Strengths:

- Diverse student body make-up
- Strong feeder elementary campuses

- Great student exposure to cultures different than their own

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our changing demographics have lead to gaps in student achievement in some of our special population areas.

Root Cause: We've focused a lot on meeting the emotional and behavioral needs of our population of students, but we need to continue to focus on how our students learn best.

Student Learning

Student Learning Summary

Priorities

- RCMS will continue to utilize and monitor Professional Learning Community (PLC) processes to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a Meets level performance as measured by state assessments.
- Continue development and implementation of workshop/small group model strategies to best meet the individual needs and foster growth in our students.
- Implement more targeted intervention during the class period to better meet the needs of our students and address gaps.
- Utilize student half days to focus on intervention time for students that are lacking progress or have gaps in their learning.

Student Learning Strengths

Strengths:

- Increased used of common assessment and formative check data to drive instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR results show gaps in learning for our at-risk and economically disadvantaged students.

Root Cause: Some staff relying on old teaching practices. Need for more individualized data analyzation. Need for additional time to work on gaps.

Problem Statement 2 (Prioritized): In 7th math, we aren't reaching the minimum expectations for STAAR performance against our like campuses.

Root Cause: Greater need for student level data analysis and in the moment intervention.

Problem Statement 3 (Prioritized): In 8th grade social studies, we aren't reaching the minimum expectations for STAAR performance against our like campuses.

Root Cause: Need for greater alignment across the department to support the progression of learning and understanding of where students are in 8th grade and where to intervene.

School Processes & Programs

School Processes & Programs Summary

Priorities:

- RCMS will continue to improve in the area of communication, recognition, and community involvement for students, parents, and staff.
- Continue to utilize positive reinforcement through positive office referrals submitted by staff members.
- RCMS will utilize Professional Learning Community (PLC) process to ensure lesson development addresses students' needs, as well as, focus on instructional rigor level satisfying a Meets student proficiency level as measured by state assessments.
- Continue to strengthen staff capacity to serve as a first line of defense in dealing with student differences in behavior and emotional needs.

School Processes & Programs Strengths

Strengths:

- Strong PTA involvement.
- Well-developed community-based mental health support systems have been established.
- Teacher representation for TCC, EIC, Team, Department leader, and Cowboy Coalition team meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many students can't stay for tutorials as needed to fill gaps in real time or from previous year.

Root Cause: Lack of training centered on differences amongst our student body. Lack of exposure to students/situations of varied backgrounds.

Perceptions

Perceptions Summary

Priorities:

- Continue adult to student mentorship to improve student connectedness with Corinth PD partnerships.
- Continue weekly character-building promotion through student announcements and interactions in the classroom.
- Continue to offer after-school clubs.
- Continue to offer positive office referrals.
- Continue to improve in the area of communication and community involvement for students, parents, and staff as seen through the weekly campus community newsletters (both staff and parent/guardian) and RCMS Facebook.

Perceptions Strengths

Strengths:

- Students and parents feel that rules are reinforced.
- Students feel friendships and positive peer relationships are encouraged on campus.
- New students feel that RCMS is a friendly and welcoming environment - strengthened by student ambassador program.
- Students feel they are encouraged to learn skills such as empathy, decision making, problem-solving, communication, and conflict resolution.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to continue to promote and celebrate the differences on our campus including race and abilities.

Root Cause: Lack of exposure to other cultures or ways of life for both staff and students.

Problem Statement 2 (Prioritized): Although we have increased in this area, our staff recognition continues to be a lower score on our engagement survey.

Root Cause: Staff have different ways that they like to be recognized. Need to continue to raise awareness that recognition doesn't have to come just from admin. Need for additional opportunities for staff to be recognized in varying ways.

Priority Problem Statements

Problem Statement 1: Many students can't stay for tutorials as needed to fill gaps in real time or from previous year.

Root Cause 1: Lack of training centered on differences amongst our student body. Lack of exposure to students/situations of varied backgrounds.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: In 8th grade social studies, we aren't reaching the minimum expectations for STAAR performance against our like campuses.

Root Cause 2: Need for greater alignment across the department to support the progression of learning and understanding of where students are in 8th grade and where to intervene.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: STAAR results show gaps in learning for our at-risk and economically disadvantaged students.

Root Cause 3: Some staff relying on old teaching practices. Need for more individualized data analyzation. Need for additional time to work on gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In 7th math, we aren't reaching the minimum expectations for STAAR performance against our like campuses.

Root Cause 4: Greater need for student level data analysis and in the moment intervention.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Although we have increased in this area, our staff recongition continues to be a lower score on our engagement survey.

Root Cause 5: Staff have different ways that they like to be recognized. Need to continue to raise awareness that recognition doesn't have to come just from admin. Need for additional opportunities for staff to be recognized in varying ways.

Problem Statement 5 Areas: Perceptions

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Crownover will meet or exceed the district-defined minimum performance expectations for 7th Grade STAAR Math by increasing Approaches percentage from 54% to 65%.

Crownover will meet or exceed the district-defined minimum performance expectations for 8th Grade STAAR Social Studies by increasing Approaches percentage from 63% to 73%.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Reviews			
Strategy 1: All core content teachers will participate in PLT time by grade-level at least 2x/week to develop common lesson plans and assessments to ensure horizontal alignment. Strategy's Expected Result/Impact: Support for teachers, greater ability to reach needs of students and improved assessment results. Staff Responsible for Monitoring: Administrators, CORE departments (ELAR, Math, Science and Social Studies) teachers.	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: All core content teachers will contribute to their department scorecard while also tracking and analyzing data by individual students. Strategy's Expected Result/Impact: Greater understanding of where students are performing and their needs. Staff Responsible for Monitoring: Teachers, department heads, admin	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Core departments will meet as a PLT at least every other week to analyze data, identify trends, collaborate on student support and ensure vertical alignment. Strategy's Expected Result/Impact: Aligned practices; greater student achievement Staff Responsible for Monitoring: Department heads, teachers and admin	Formative			Summative
	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Strengthen professional development opportunities around Tier 1 instruction, intervention opportunities and PLT practices. Strategy's Expected Result/Impact: Greater student achievement; stronger PLT collaboration; stronger Tier 1 instruction	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Crownover will close the achievement gap on our state assessments between our "all students" group and "at-risk" student group across all tests from 19% to 14%.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Reviews			
Strategy 1: Bi-weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all Core classes to reduce the achievement gap. Strategy's Expected Result/Impact: Increased student achievement by reducing the number of students on MTSS Tier 2 and Tier 3 targeted lists. Staff Responsible for Monitoring: Administrators, Counselors, DMTSS campus team, CORE content teachers	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Implement Cowboy Time 2x/week to meet the needs of the students in real time and close gaps. Strategy's Expected Result/Impact: Improved student achievement, closing of gaps. Staff Responsible for Monitoring: Teachers and admin	Formative			Summative
	Dec	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Improve staff engagement by 5% as measured by campus and district engagement surveys to create a positive culture with high staff morale.

Strategy 1 Details	Reviews			
Strategy 1: Expansion of quarterly (minimum) staff outings/events to foster collegiality. Strategy's Expected Result/Impact: Continue to strengthen the staff relationships. Staff Responsible for Monitoring: Admin and counselors	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Continuation and expansion in scope of work of Cowboy Coalition to offer input on decisions on campus and shared leadership. Strategy's Expected Result/Impact: With added teacher voice in decisions made across campus, staff will feel more engaged and empowered. Staff Responsible for Monitoring: Admin and Cowboy Coalition	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities for staff to be recognized by one another across the entire campus through different avenues to ensure all types of recognition are offered. Strategy's Expected Result/Impact: Great feeling of accomplishment by the staff and improved engagement. Staff Responsible for Monitoring: Teachers, paraprofessionals, counselors and admin	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: Improve family engagement by 5% as measured by campus and district engagement surveys to create a positive culture through events, programs, and timely and effective communication with families.

Evaluation Data Sources: District community survey and campus developed surveys

Strategy 1 Details	Reviews			
Strategy 1: Begin Coffee with the Counselors as a way to bring families into school to interact with staff and have exposure to resources. Strategy's Expected Result/Impact: Stronger family/school relationship; provide resources to meet needs Staff Responsible for Monitoring: Admin and counselors	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Facilitate events and activities in the neighborhoods of our community. Strategy's Expected Result/Impact: Stronger relationships with the families and school. Staff Responsible for Monitoring: Admin and counselors	Formative			Summative
	Dec	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Compass Point 3: Reciprocal Family & Community Partnerships

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

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

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Parent	Lauren Hilton	PTA Member
Classroom Teacher	Angela Harvey	Orchestra Director
Classroom Teacher	BJ Garcia	CTE Teacher
Classroom Teacher	Lauren Beck	ELAR Teacher
Classroom Teacher	Taylor Hotchkiss	ELAR Teacher
Non-classroom Professional	Billie Stone	Librarian
Classroom Teacher	Linda Williams	Math Teacher
Classroom Teacher	Sarah Erbele	Math Teacher
Paraprofessional	Tanya Temple	Principal Administrative Assistant
Classroom Teacher	Emily Graf	Science Teacher
Classroom Teacher	Zsuzanna Ratliff-Johnson	ELAR Teacher
Classroom Teacher	Morgan West	SS Teacher
Administrator	Chad Kirchoff	Assistant Principal
Administrator	Lacey Hailey	Principal
Administrator	Tania Seda	Assistant Principal

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category												
													1		2		3		4						
Number	Percent	Numerical Representations and Relationships											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy								
Students Tested	304																		98						
Students Not Tested																									
Absent	5	2																							
Other	1	0																							
Total Documents Submitted	310	100																							
Legend													Number of Points Possible												
--- = No Data Reported For Fewer Than Five Students													11		15		7		10						
													Avg. # of Points / % Achieved												
			#	%	#	%	#	%	#	%	#	%													
All Students	304	1708	82	27	222	73	111	37	32	11	5.8	52	7.3	48	3.4	49	5.5	55							
Male	147	1715	40	27	107	73	56	38	15	10	5.9	54	7.4	49	3.5	50	5.4	54							
Female	157	1702	42	27	115	73	55	35	17	11	5.6	51	7.1	47	3.3	48	5.5	55							
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Hispanic/Latino	95	1655	38	40	57	60	19	20	4	4	4.9	45	6.1	41	2.9	41	4.6	46							
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Asian	21	1789	1	5	20	95	10	48	4	19	6.7	61	9.5	63	4.1	59	6.2	62							
Black or African American	28	1698	10	36	18	64	10	36	2	7	6.1	56	6.8	45	3.4	48	5.0	50							
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
White	158	1731	33	21	125	79	71	45	22	14	6.1	55	7.7	51	3.6	52	5.9	59							
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Economically Disadvantaged	Yes	92	1651	39	42	53	58	18	20	4	4.8	44	6.1	41	3.0	42	4.4	44							
	No	212	1733	43	20	169	80	93	44	28	6.2	56	7.8	52	3.6	52	5.9	59							
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Title I, Part A	Participants	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
	Nonparticipants	302	1709	81	27	221	73	111	37	32	5.8	52	7.3	48	3.4	49	5.5	55							
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
	No	303	1709	81	27	222	73	111	37	32	5.8	53	7.3	48	3.4	49	5.5	55							
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Identified as Emergent Bilingual (EB)		42	1624	25	60	17	40	5	12	1	2	4.5	40	5.4	36	2.7	38	4.0	40						
Monitored 1st Year (M1), reclassified from EB		12	1727	1	8	11	92	5	42	0	0	6.5	59	7.7	51	3.3	46	6.2	62						
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Monitored 3rd Year (M3), reclassified from EB		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Non-Emergent Bilingual (Non-EB)		248	1721	56	23	192	77	99	40	30	5.9	54	7.5	50	3.5	50	5.7	57							
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
	Nonparticipants	304	1708	82	27	222	73	111	37	32	5.8	52	7.3	48	3.4	49	5.5	55							
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
ESL	Participants	38	1629	23	61	15	39	5	13	1	3	4.6	42	5.4	36	2.7	39	4.1	41						
	Nonparticipants	266	1720	59	22	207	78	106	40	31	12	5.9	54	7.5	50	3.5	50	5.7	57						
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Special Education	Yes	41	1593	26	63	15	37	4	10	0	0	4.4	40	4.8	32	2.2	31	3.3	33						
	No	262	1727	55	21	207	79	107	41	32	12	6.0	54	7.6	51	3.6	52	5.8	58						
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Section 504	Yes	49	1675	12	24	37	76	12	24	3	6	5.3	49	6.4	43	3.2	45	5.1	51						
	No	255	1715	70	27	185	73	99	39	29	11	5.8	53	7.4	49	3.5	49	5.5	55						
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Gifted/Talented	Participants	50	1896	0	0	50	100	46	92	26	52	8.2	75	11.2	74	5.0	72	8.2	82						
	Nonparticipants	253	1672	81	32	172	68	65	26	6	2	5.3	48	6.5	43	3.1	44	4.9	49						
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
At-Risk	Yes	127	1623	66	52	61	48	13	10	2	2	4.6	42	5.5	37	2.6	37	3.9	39						
	No	176	1771	15	9	161	91	98	56	30	17	6.6	60	8.5	57	4.0	57	6.6	66						
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Grade 7 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													1		2					
Number	Percent	Reading											Writing							
Students Tested	266														99					
Students Not Tested																				
Absent	2														1					
Other	0	0																		
Total Documents Submitted													268	100	Number of Points Possible					
Legend													29		27					
--- = No Data Reported For Fewer Than Five Students													Avg. # of Points / % Achieved							
													#	%	#	%	#	%	#	%
All Students													266	1731	39	15	227	85	178	67
Male			135	1700	25	19	110	81	82	61	44	33	18.2	63	16.2	60				
Female			131	1762	14	11	117	89	96	73	65	50	19.8	68	18.9	70				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino			84	1670	23	27	61	73	43	51	22	26	16.8	58	15.0	55				
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian			24	1888	1	4	23	96	22	92	19	79	23.5	81	22.8	84				
Black or African American			33	1663	6	18	27	82	18	55	8	24	17.0	59	15.5	58				
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
White			124	1759	9	7	115	93	94	76	59	48	20.1	69	18.8	70				
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged			Yes	78	1656	24	31	54	69	34	44	19	24	16.2	56	14.3	53			
			No	188	1762	15	8	173	92	144	77	90	48	20.1	69	18.9	70			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A			Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---			
			Nonparticipants	265	1731	39	15	226	85	178	67	109	41	19.0	66	17.5	65			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---			
			No	262	1734	38	15	224	85	177	68	109	42	19.1	66	17.7	65			
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Identified as Emergent Bilingual (EB)			31	1558	17	55	14	45	6	19	2	6	13.3	46	10.0	37				
Monitored 1st Year (M1), reclassified from EB			8	1842	0	0	8	100	8	100	6	75	23.1	80	22.3	82				
Monitored 2nd Year (M2), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 3rd Year (M3), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 4th Year (M4), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---				
Former EB (Post Monitoring)			5	1930	0	0	5	100	5	100	5	100	23.2	80	24.6	91				
Non-Emergent Bilingual (Non-EB)			218	1742	22	10	196	90	155	71	92	42	19.5	67	18.1	67				
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---			
			Nonparticipants	266	1731	39	15	227	85	178	67	109	41	19.0	66	17.5	65			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL			Participants	28	1553	15	54	13	46	5	18	1	4	13.0	45	9.9	37			
			Nonparticipants	238	1752	24	10	214	90	173	73	108	45	19.7	68	18.4	68			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education			Yes	37	1555	17	46	20	54	8	22	2	5	12.8	44	10.3	38			
			No	226	1762	21	9	205	91	170	75	107	47	20.1	69	18.9	70			
No Information Provided			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Section 504			Yes	54	1721	7	13	47	87	37	69	24	44	19.6	68	17.2	64			
			No	208	1737	31	15	177	85	140	67	85	41	18.9	65	17.8	66			
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Gifted/Talented			Participants	52	1930	0	0	52	100	51	98	48	92	24.8	85	24.3	90			
			Nonparticipants	210	1685	38	18	172	82	126	60	61	29	17.7	61	16.0	59			
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
At-Risk			Yes	103	1607	36	35	67	65	36	35	13	13	14.9	51	12.6	47			
			No	159	1815	2	1	157	99	141	89	96	60	21.8	75	20.9	77			
No Information Provided			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



Report Date: JULY 2025
Date of Testing: SPRING 2025

25070201MA0700



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Grade 8 Reading Language Arts

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					1		2												
Number	Percent	Did Not Meet				Approaches				Meets		Masters		Reading		Writing			
													Number of Points Possible						
													30		26				
Legend					Avg. # of Points / % Achieved														
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%	#	%			
All Students	306	100			33	11	273	89	225	74	137	45	19.8	66	17.1	66			
Male	158	100			20	13	138	87	111	70	64	41	19.5	65	16.3	63			
Female	148	100			13	9	135	91	114	77	73	49	20.0	67	18.1	69			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---					
Hispanic/Latino	93	100	14	15	79	85	56	60	26	28	17.8	59	15.4	59					
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---					
Asian	25	100	0	0	25	100	24	96	17	68	23.3	78	20.5	79					
Black or African American	37	100	7	19	30	81	25	68	13	35	18.9	63	15.1	58					
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---					
White	149	100	11	7	138	93	120	81	81	54	20.6	69	18.3	70					
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---					
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---					
Economically Disadvantaged	Yes	98	17	17	81	83	59	60	25	26	17.2	57	14.4	56					
	No	208	16	8	192	92	166	80	112	54	20.9	70	18.4	71					
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---					
Title I, Part A	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---					
	Nonparticipants	303	32	11	271	89	224	74	136	45	19.8	66	17.2	66					
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---					
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---					
	No	303	31	10	272	90	224	74	136	45	19.8	66	17.2	66					
No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---					
Identified as Emergent Bilingual (EB)		44	11	25	33	75	21	48	9	20	16.3	54	12.8	49					
Monitored 1st Year (M1), reclassified from EB		10	0	0	10	100	10	100	5	50	20.9	70	19.4	75					
Monitored 2nd Year (M2), reclassified from EB		2	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 3rd Year (M3), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---					
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---					
Former EB (Post Monitoring)		6	0	0	6	100	6	100	4	67	23.2	77	20.3	78					
Non-Emergent Bilingual (Non-EB)		243	22	9	221	91	185	76	116	48	20.2	67	17.7	68					
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---					
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---					
	Nonparticipants	306	33	11	273	89	225	74	137	45	19.8	66	17.1	66					
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---					
ESL	Participants	43	10	23	33	77	21	49	9	21	16.4	55	13.1	50					
	Nonparticipants	263	23	9	240	91	204	78	128	49	20.3	68	17.8	68					
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---					
Special Education	Yes	43	17	40	26	60	15	35	3	7	14.5	48	10.2	39					
	No	262	15	6	247	94	210	80	134	51	20.6	69	18.3	71					
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---					
Section 504	Yes	61	3	5	58	95	41	67	21	34	19.6	65	16.7	64					
	No	244	29	12	215	88	184	75	116	48	19.8	66	17.3	67					
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---					
Gifted/Talented	Participants	49	0	0	49	100	47	96	44	90	24.1	80	22.4	86					
	Nonparticipants	256	32	13	224	88	178	70	93	36	19.0	63	16.2	62					
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---					
At-Risk	Yes	143	32	22	111	78	73	51	28	20	16.7	56	13.4	52					
	No	163	1	1	162	99	152	93	109	67	22.4	75	20.4	78					
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---					



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Mathematics

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category														
													1		2		3		4								
Number	Percent	Numerical Representations and Relationships											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy										
													Number of Points Possible														
3		17											20		8												
													Avg. # of Points / % Achieved														
Legend		#											%	#	%	#	%	#	%	#	%	#	%	#	%		
--- = No Data Reported For Fewer Than Five Students																											
All Students													308	1905	51	17	257	83	177	57	70	23	1.4	48	10.5	62	10.1
Male			152	1906	28	18	124	82	89	59	34	22	1.4	47	10.4	61	10.0	50	5.4	68							
Female			156	1905	23	15	133	85	88	56	36	23	1.5	49	10.6	62	10.1	51	5.3	66							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Hispanic/Latino			91	1856	24	26	67	74	41	45	15	16	1.2	39	9.5	56	8.5	42	4.8	61							
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Asian			31	2076	0	0	31	100	29	94	21	68	2.5	83	13.2	77	15.2	76	7.0	88							
Black or African American			36	1849	10	28	26	72	13	36	5	14	1.1	37	9.3	55	8.3	42	4.6	57							
Native Hawaiian or Other Pacific Islander			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
White			147	1916	16	11	131	89	93	63	29	20	1.5	50	10.8	64	10.5	52	5.5	69							
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Economically Disadvantaged			Yes	99	1845	29	29	70	71	38	38	11	11	1.1	38	9.1	53	8.1	41	4.8	60						
			No	209	1934	22	11	187	89	139	67	59	28	1.6	53	11.2	66	11.0	55	5.6	70						
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Title I, Part A			Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
			Nonparticipants	305	1907	50	16	255	84	176	58	70	23	1.5	49	10.5	62	10.1	51	5.4	67						
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
			No	306	1907	49	16	257	84	177	58	70	23	1.5	49	10.5	62	10.1	51	5.4	67						
No Information Provided			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Identified as Emergent Bilingual (EB)			38	1808	14	37	24	63	12	32	3	8	0.9	32	8.1	48	7.4	37	4.3	54							
Monitored 1st Year (M1), reclassified from EB			12	1997	1	8	11	92	11	92	6	50	1.8	61	11.9	70	13.3	67	6.5	81							
Monitored 2nd Year (M2), reclassified from EB			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Monitored 3rd Year (M3), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Former EB (Post Monitoring)			6	1975	0	0	6	100	5	83	2	33	2.3	78	11.7	69	12.5	63	5.7	71							
Non-Emergent Bilingual (Non-EB)			249	1911	36	14	213	86	146	59	56	22	1.5	49	10.7	63	10.2	51	5.4	68							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
			Nonparticipants	308	1905	51	17	257	83	177	57	70	23	1.4	48	10.5	62	10.1	50	5.3	67						
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
ESL			Participants	37	1814	13	35	24	65	12	32	3	8	1.0	32	8.3	49	7.5	37	4.5	56						
			Nonparticipants	271	1918	38	14	233	86	165	61	67	25	1.5	50	10.8	64	10.4	52	5.5	68						
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Special Education			Yes	41	1766	23	56	18	44	8	20	3	7	1.0	34	6.6	39	6.6	33	3.5	43						
			No	266	1928	27	10	239	90	169	64	67	25	1.5	51	11.1	65	10.6	53	5.7	71						
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Section 504			Yes	67	1889	10	15	57	85	35	52	12	18	1.4	47	10.3	60	9.6	48	5.5	69						
			No	240	1911	40	17	200	83	142	59	58	24	1.5	49	10.6	62	10.2	51	5.3	67						
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Gifted/Talented			Participants	60	2092	0	0	60	100	55	92	38	63	2.3	78	13.9	82	15.3	76	6.7	83						
			Nonparticipants	247	1861	50	20	197	80	122	49	32	13	1.2	41	9.7	57	8.8	44	5.0	63						
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
At-Risk			Yes	139	1812	47	34	92	66	47	34	12	9	1.0	35	8.5	50	7.3	37	4.5	56						
			No	169	1982	4	2	165	98	130	77	58	34	1.8	59	12.2	72	12.3	62	6.1	76						
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Social Studies

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																						
					Number Percent		Did Not Meet				Approaches				Meets				Masters				1		2		3
Students Tested		306			100													History				Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society	
Students Not Tested																											
Absent		1			0																						
Other		0			0																						
Total Documents Submitted		307			100																						
Legend																											
--- = No Data Reported For Fewer Than Five Students																											
All Students		306			3782	112	37	194	63	98	32	46	15	10.8	57	5.0	50	5.1	39	4.0	57						
Male		158			3827	52	33	106	67	57	36	28	18	11.1	58	5.1	51	5.4	41	4.0	57						
Female		148			3735	60	41	88	59	41	28	18	12	10.4	55	4.9	49	4.8	37	3.9	56						
No Information Provided		0			---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---						
Hispanic/Latino		93	3609	51	55	42	45	21	23	9	10	9.5	50	4.4	44	4.3	33	3.6	51								
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Asian		25	4110	2	8	23	92	12	48	7	28	12.9	68	6.1	61	6.7	51	4.5	64								
Black or African American		37	3649	15	41	22	59	7	19	5	14	9.8	51	4.5	45	4.6	36	3.6	52								
Native Hawaiian or Other Pacific Islander		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
White		149	3873	43	29	106	71	58	39	25	17	11.4	60	5.3	53	5.5	42	4.2	60								
Two or More Races		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Economically Disadvantaged		Yes	98	3494	59	60	39	40	14	14	6	8.7	46	4.1	41	3.8	29	3.3	48								
		No	208	3918	53	25	155	75	84	40	19	11.7	62	5.4	54	5.7	44	4.3	61								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Title I, Part A		Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
		Nonparticipants	303	3792	109	36	194	64	98	32	46	15	10.8	57	5.0	50	5.1	40	57								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Migrant		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
		No	303	3788	110	36	193	64	97	32	46	15	10.8	57	5.0	50	5.1	39	57								
No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Identified as Emergent Bilingual (EB)		44	3478	27	61	17	39	6	14	2	5	8.5	44	4.0	40	4.2	32	3.0	43								
Monitored 1st Year (M1), reclassified from EB		10	3931	1	10	9	90	4	40	0	0	12.4	65	5.5	55	5.0	38	4.8	69								
Monitored 2nd Year (M2), reclassified from EB		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Monitored 3rd Year (M3), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Former EB (Post Monitoring)		6	3981	0	0	6	100	2	33	0	0	12.8	68	5.7	57	5.7	44	4.5	64								
Non-Emergent Bilingual (Non-EB)		243	3817	84	35	159	65	83	34	42	17	11.0	58	5.1	51	5.2	40	4.1	58								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
		Nonparticipants	306	3782	112	37	194	63	98	32	46	15	10.8	57	5.0	50	5.1	39	57								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
ESL		Participants	43	3486	26	60	17	40	6	14	2	5	8.5	45	4.1	41	4.2	32	44								
		Nonparticipants	263	3831	86	33	177	67	92	35	44	17	11.1	59	5.1	51	5.3	41	59								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Special Education		Yes	43	3370	30	70	13	30	5	12	2	5	7.5	40	3.5	35	3.7	28	43								
		No	262	3855	81	31	181	69	93	35	44	17	11.3	60	5.3	53	5.4	41	59								
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Section 504		Yes	61	3676	26	43	35	57	13	21	6	10	10.0	53	4.7	47	4.7	36	52								
		No	244	3815	85	35	159	65	85	35	40	16	11.0	58	5.1	51	5.2	40	58								
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Gifted/Talented		Participants	49	4384	1	2	48	98	38	78	20	41	14.8	78	6.9	69	7.9	61	77								
		Nonparticipants	256	3673	110	43	146	57	60	23	26	10	10.0	53	4.6	46	4.6	35	53								
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
At-Risk		Yes	143	3461	87	61	56	39	13	9	4	3	8.5	45	4.0	40	3.7	29	44								
		No	163	4064	25	15	138	85	85	52	42	26	12.8	67	5.9	59	6.3	49	67								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

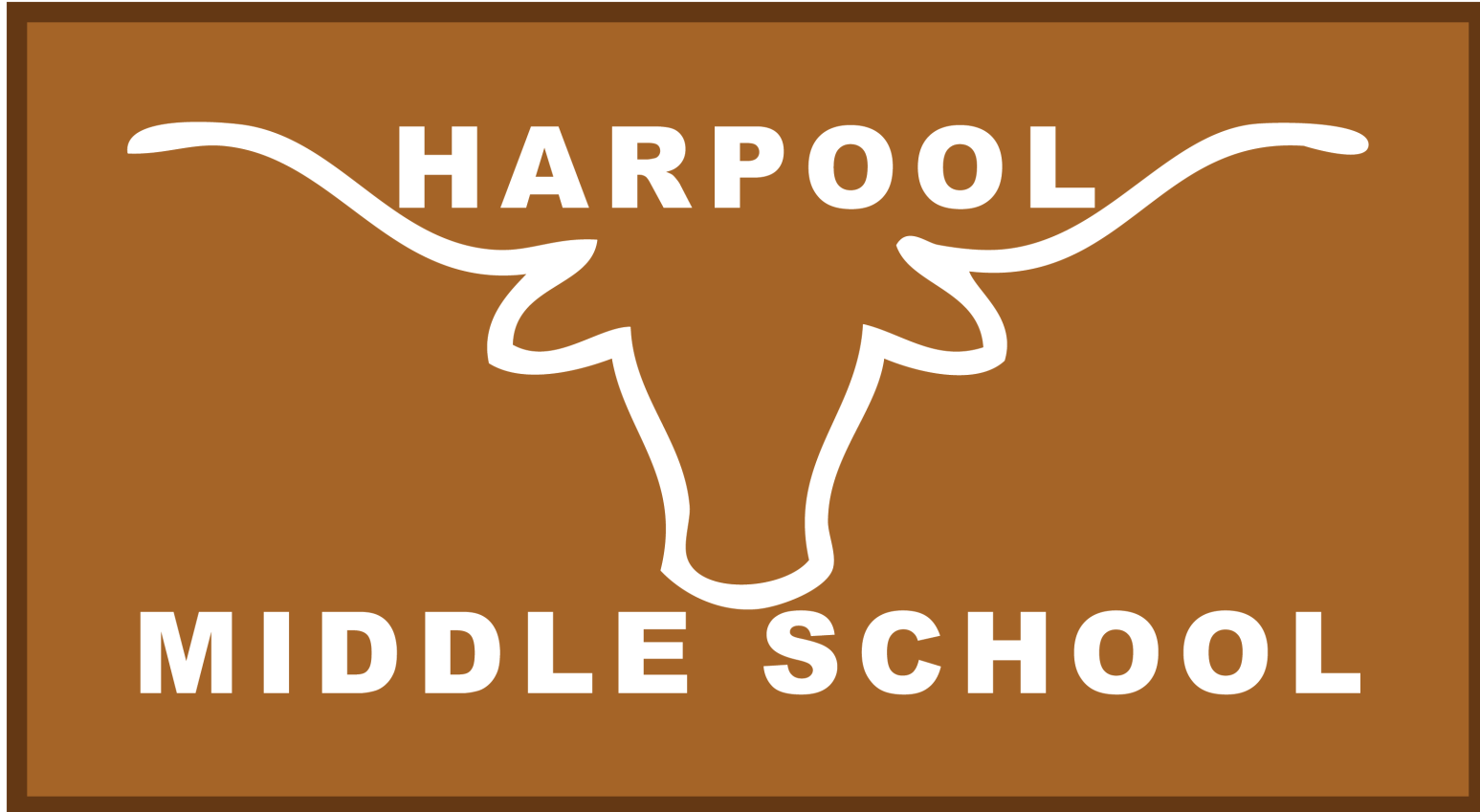
Grade 8 Science

District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: JULY 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category															
													1		2		3		4									
Number	Percent	Matter and Energy											Force, Motion, and Energy		Earth and Space		Organisms and Environments											
Students Tested	305																		99									
Students Not Tested																												
Absent	1																		0									
Other	1	0																										
Total Documents Submitted	307	100																										
Legend																												
--- = No Data Reported For Fewer Than Five Students													#	%	#	%	#	%	#	%	Avg. # of Points / % Achieved							
All Students	305	4168											57	19	248	81	180	59	81	27	6.7	61	5.3	48	7.9	66	7.2	60
Male	158	4251	26	16	132	84	104	66	45	28	6.7	61	5.8	52	8.3	69	7.6	63										
Female	147	4078	31	21	116	79	76	52	36	24	6.7	61	4.8	44	7.6	63	6.8	57										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Hispanic/Latino	92	3867	28	30	64	70	40	43	11	12	5.8	52	4.4	40	6.7	56	6.2	51										
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Asian	25	4514	0	0	25	100	20	80	11	44	8.2	75	6.0	55	9.6	80	8.3	69										
Black or African American	37	3990	11	30	26	70	20	54	8	22	6.1	55	4.9	45	7.5	63	6.4	53										
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
White	149	4348	17	11	132	89	100	67	51	34	7.3	66	5.9	53	8.5	71	7.9	66										
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---										
Economically Disadvantaged	Yes	98	3780	35	36	63	64	32	33	8	8	5.2	47	4.0	36	6.6	55	5.9	49									
	No	207	4351	22	11	185	89	148	71	73	35	7.4	68	5.9	54	8.6	71	7.8	65									
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Title I, Part A	Participants	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
	Nonparticipants	302	4175	54	18	248	82	180	60	81	27	6.8	61	5.3	48	7.9	66	7.2	60									
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
	No	302	4172	55	18	247	82	179	59	81	27	6.7	61	5.3	48	7.9	66	7.2	60									
No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Identified as Emergent Bilingual (EB)		43	3789	18	42	25	58	17	40	6	14	4.9	45	4.4	40	6.8	57	5.8	48									
Monitored 1st Year (M1), reclassified from EB		10	4342	0	0	10	100	7	70	3	30	7.4	67	5.9	54	8.8	73	8.3	69									
Monitored 2nd Year (M2), reclassified from EB		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Monitored 3rd Year (M3), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Former EB (Post Monitoring)		6	4183	0	0	6	100	4	67	1	17	7.5	68	5.2	47	7.2	60	8.2	68									
Non-Emergent Bilingual (Non-EB)		243	4217	39	16	204	84	149	61	68	28	7.0	63	5.4	49	8.1	67	7.3	61									
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
	Nonparticipants	305	4168	57	19	248	81	180	59	81	27	6.7	61	5.3	48	7.9	66	7.2	60									
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
ESL	Participants	42	3796	17	40	25	60	17	40	6	14	5.0	45	4.5	41	6.8	57	5.9	49									
	Nonparticipants	263	4227	40	15	223	85	163	62	75	29	7.0	64	5.4	49	8.1	68	7.4	62									
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Special Education	Yes	43	3585	24	56	19	44	10	23	4	9	4.3	39	3.4	31	6.3	53	4.7	39									
	No	261	4266	32	12	229	88	170	65	77	30	7.1	65	5.6	51	8.2	68	7.6	64									
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Section 504	Yes	61	4072	11	18	50	82	31	51	12	20	6.4	58	4.9	45	7.5	63	7.1	59									
	No	243	4194	45	19	198	81	149	61	69	28	6.8	62	5.4	49	8.0	67	7.2	60									
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Gifted/Talented	Participants	49	4877	0	0	49	100	46	94	34	69	8.9	81	7.8	71	9.9	83	9.4	78									
	Nonparticipants	255	4034	56	22	199	78	134	53	47	18	6.3	57	4.8	44	7.5	63	6.8	57									
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
At-Risk	Yes	142	3764	51	36	91	64	47	33	11	8	5.1	47	3.9	36	6.7	56	5.7	48									
	No	163	4519	6	4	157	96	133	82	70	43	8.1	74	6.5	59	9.0	75	8.5	71									
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									

Denton Independent School District
Harpool Middle School
2025-2026 Campus Improvement Plan



Mission Statement

Lead with integrity.

Act with compassion.

Strive for excellence.

Together.

Vision

Harpool Middle School will be a safe, respectful, and united community that supports one another in the pursuit of excellence.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Overall, Harpool performs well above the state average on all STAAR assessments. We have a high parent engagement level with many parents volunteering consistently throughout the year. Student surveys indicate a high number of negative peer to peer interactions. Student surveys also indicate they feel as though their teachers support them in their academic growth. Student attendance hovers around 96% consistently throughout the year. Employee engagement has increased over the past couple of years and teachers report they feel supported in their professional growth.

Demographics

Demographics Summary

Harpool Middle School was established in 2008 and is named after Tom Harpool, a local businessman and Denton High graduate who consistently gave back to the schools and community. Mr. Harpool, who also was a huge proponent of clean water and preserving nature, also has a water treatment facility in Denton County named after him. Harpool is known for its inviting atmosphere and its encouragement of student initiatives.

Harpool is “the home of the Longhorns” and the family-like interaction between students, parents and staff create an environment that feels like home. Students at Harpool can enroll in gifted and talented courses, career and technology courses, and take part in a variety of activities to find their niche on campus.

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

Located in Argyle, Harpool is the southernmost middle school in the district. It’s a hub for Denton ISD parents who live in the Lantana community. At Harpool, our staff are working to align with the 4 elementary feeder schools that send us students, as well as Guyer High School, where we send our students once they have completed 8th grade. We are in year 3 of implementation of our mission statement that is: Lead with integrity. Act with compassion. Strive for excellence. Together. This mission statement was developed in the summer of 2022 after the campus needs assessment was complete.

At Harpool, we have a highly engaged parent community rich with support. On the last published TAPR report, our student demographics were: 7% African American, 20% Hispanic, 65% white, 6% Asian, and 3% two or more races. 13% of our students were coded economically disadvantaged. 20% of our students were coded gifted and talented, and 12% were coded Special Education. Our emergent bilingual percentage is 5% and we had a 7% mobility rate.

At Harpool, we have a low rate of teacher turnover of 15%, and many experienced teachers on staff. As a staff we are working on modeling being lifelong learners as we try to meet the needs of our students.

Demographics Strengths

We have a highly supportive, engaged parent community. Our teachers have access to resources needed in order to best support their students. As a whole, most of our parents are actively engaged in their child's learning and want to participate in supporting their learning. Because of the strong foundation of early childhood education most of our students have, many of them come to us performing on grade level. Many of our students have educated parents and attend strong elementary schools, so they are set up for success in middle school. Many of our students are motivated to learn and have a desire to perform well. Many of our students are involved in extracurricular activities including fine arts, athletics and various clubs and organizations. 83% of our students report that there is at least one staff member in the school that cares about them. This speaks to how our staff build connections with their students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 44% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2024-2025 school year.

Root Cause: This is the result of a lack of relationships with others that are different than they are or a lack of empathy or compassion.

Student Learning

Student Learning Summary

Students at Harpool score well above the district average on state and local assessments (see addendums). Harpool historically falls within the middle range in the TEA comparable groups for each tested subject. Teachers work within the district scope and sequence and work with collaborative teams on lesson design and planning. The district curriculum departments have identified essentials for each grade level and some departments have developed lessons for teachers to utilize. An intervention and enrichment time exists for teachers so they could intervene (or extend) lessons as necessary based on student data.

See addendums for specific data.

Student Learning Strengths

Most students at Harpool are eager to learn and possess some degree of intrinsic motivation. Additionally, most students are able to access materials at home or attend tutoring before and after school. For the 24-25 school year, the failure rate on all STAAR assessments was below 10% with the exception of 7th grade math, 8th Social Studies and 8th Science. For each STAAR assessment, we had anywhere from 5%-73% of students earn mastery on the STAAR assessments, with the highest percentage being 73% for the Algebra assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): For 7th math, we missed what is now a minimum expectation by 5%. Our results were 72% passing and we are expected to be at 77% passing.
Root Cause: This percentage of students are struggling with essential standards in mathematics and would benefit from targeted timely intervention.

Problem Statement 2 (Prioritized): For 8th social studies, we missed what is now a minimum expectation by 7%. Our results were 79% passing and we are expected to be at 86%.
Root Cause: This percentage of students are struggling with essential standards in social studies and would benefit from targeted timely intervention.

School Processes & Programs

School Processes & Programs Summary

*Teachers at Harpool Middle School are supported by the district teaching and learning team.

*Teachers engaged in professional learning prior to the 25-26 school year that was focused on the following: various campus systems including MTSS, enrichment, PLCs, discipline management, and data digging.

*Harpool has a CLT and a Guiding Coalition. The CLT is composed of team leaders and department chairs. The guiding coalition is composed of teacher leaders who are passionate about bringing positive change to our campus.

*Harpool sends a weekly newsletter home to parents that includes grade level plans for the week, as well as general announcements and information.

*Bi-weekly PLC Department Data Meetings for each content.

*Master schedule built off of course requests.

Here is a snapshot of our professional learning plan:

25-26 PL Plan

Goals:

1. Enhancing Tier 1 instruction, focusing on using data effectively during with PLT's
2. Building relationships with the community emphasizing phone calls over emails
3. Character Strong Professional Learning and Implementation

Roadmap:

July 25th: GC Meeting-Planning professional developments

August 4th: **Character Strong PD**

August 8th: **Are you Digging it? Data Digging and Response PD**

August 9th: **Ditch The Email, Make the Call - Communicating with Parents PD**

October 25th: GC Meeting plan for continued PD

*PD will continue from here as follow-up "Mini-sessions" given at staff meetings after school.

-Sept 10

-Oct 8

-Nov 12

-Dec 10

-Jan 14

-Feb 11

- Mar 18
- Apr 8
- May 13

CLT Meetings:

- Sep 24
- Oct 29
- Nov 19
- Dec 17
- Jan 28
- Feb 25
- Mar 25
- Apr 22
- May 20

School Processes & Programs Strengths

Harpool's master schedule is conducive to the teachers meeting with their content partner for the purpose of collaborative planning and student progress monitoring. Each core teacher has at least one planning period off with their partner. Teacher leaders are being trained in the practices of professional learning communities and the four essential questions of 1) What do we want students to learn? 2) How will we know if they have learned it? 3) How will we respond if they didn't learn it? 4) How will we respond if they did learn it? The 24-25 school year we implemented a teacher scorecard developed by the teachers and their teams that have essential standards identified. We are utilizing the teacher scorecard again this year 25-26, with refinement from last year.

Embedded in the master schedule this year is department time where all core teachers are off with their department. We will utilize this time to focus on standards and alignment across grade levels, in addition to looking at student data and progress monitoring.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers are collecting data on students but struggling to respond to the data.

Root Cause: This is because teachers we are building teachers' capacity on HOW to respond to data.

Perceptions

Perceptions Summary

We have a high percentage of parent volunteers every year. Our parents will volunteer for PTA, Longhorn Day, Renaissance rewards, in addition to various athletic and fine art opportunities. Our parents report that Harpool is a welcoming place when they come into the office.

Two years ago, we began having monthly "coffee talk" meetings with parents that covered topics related to transitioning well to middle school, counseling topics, safety, etc. While allowing parent input, it also allows parents to see our campus culture first-hand.

For student of the month, we work with the Lantana Fire Department. We provide breakfast for our students of the month and parents are invited to attend.

We have a high staff retention rate at Harpool, with approximately 12 staff members that are original staff members from when Harpool opened.

Some parts of our community do not feel we address student issues adequately enough. This is informal data based off of social media pages such as Facebook.

Staff fill out surveys at middle of the year and end of the year to share how they feel the administration and counselors are doing. Overall, the Harpool staff feel as they though are valued, heard, and cared for. They do feel as though more is added to their plates consistently.

Perceptions Strengths

Our community views our environment as welcoming and friendly. The front office staff are engaging, welcoming, and warm.

We have used grade level newsletters to better update parents on what is happening in the classroom. We have also added a paper agenda to be filled out in each class weekly to help with parent communication.

Parents are being welcomed to our campus in as many ways as we can come up with. This includes Career Day, monthly Coffee Talk meetings, Volunteer Opportunities, Longhorn Day, etc.

We are viewed as a successful school within our district based off of test scores.

Our staff report that the admin and counseling team listen to them and take their opinions into account.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some parents feel that the school does not address student issues appropriately.

Root Cause: Lack of understanding and knowledge from parents about how and what discipline looks like when offenses occur.

Problem Statement 2 (Prioritized): Teachers feel as though more is added to their plate and students are taking less and less responsibility. This can result in feeling underappreciated and overworked.

Root Cause: There have been a lack of systems at Harpool and the current administration has been implementing many systems and changes. Some teachers do not understand the reason or need for changing the existing processes.

Problem Statement 3 (Prioritized): 44% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2024-2025 school year.

Root Cause: This is the result of a lack of relationships with others that are different than they are or a lack of empathy or compassion.

Priority Problem Statements

Problem Statement 1: 44% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2024-2025 school year.

Root Cause 1: This is the result of a lack of relationships with others that are different than they are or a lack of empathy or compassion.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: For 7th math, we missed what is now a minimum expectation by 5%. Our results were 72% passing and we are expected to be at 77% passing.

Root Cause 2: This percentage of students are struggling with essential standards in mathematics and would benefit from targeted timely intervention.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: For 8th social studies, we missed what is now a minimum expectation by 7%. Our results were 79% passing and we are expected to be at 86%.

Root Cause 3: This percentage of students are struggling with essential standards in social studies and would benefit from targeted timely intervention.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers are collecting data on students but struggling to respond to the data.

Root Cause 4: This is because teachers we are building teachers' capacity on HOW to respond to data.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Some parents feel that the school does not address student issues appropriately.

Root Cause 5: Lack of understanding and knowledge from parents about how and what discipline looks like when offenses occur.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Teachers feel as though more is added to their plate and students are taking less and less responsibility. This can result in feeling underappreciated and overworked.

Root Cause 6: There have been a lack of systems at Harpool and the current administration has been implementing many systems and changes. Some teachers do not understand the reason or need for changing the existing processes.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: The campus will meet or exceed the district-defined minimum performance expectations for 7th Math STAAR by increasing the Approaches percentage from 72% to 75%.

High Priority

Evaluation Data Sources: 23-24 STAAR Performance Data
Minimum Performance Expectations by Campus

Strategy 1 Details	Reviews			
Strategy 1: Core intervention time offered 3 days a week during the school day. Additional time could be before or after school as needed. Targeted student-specific intervention by campus interventionist. Strategy's Expected Result/Impact: Targeted intervention by standard. Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Interventionist - State Compensatory Education (SCE) - \$80,025	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Each content team will develop an individual teacher scorecard by student. Strategy's Expected Result/Impact: Teachers will know areas of growth for each student so that targeted intervention can occur. Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will engage in professional learning centered around professional learning communities, enrichment and responding to data. Strategy's Expected Result/Impact: Teachers will continue to grow in professional practices that improve student success. Staff Responsible for Monitoring: Administrators and Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1 Funding Sources: Professional Learning and Development - LEF Grant Funds - \$15,000	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: The campus will engage in learning mosaic walks modeled for PLTs. Strategy's Expected Result/Impact: Teachers will have an opportunity to observe other teachers teaching and see different instructional practices. Staff Responsible for Monitoring: Administration and department heads. TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Core departments will meet at least every other week to discuss horizontal and vertical alignment and analyze essential standards. Strategy's Expected Result/Impact: Increase collaboration and rigor within the department. Staff Responsible for Monitoring: Administrators and Department Chairs ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: For 7th math, we missed what is now a minimum expectation by 5%. Our results were 72% passing and we are expected to be at 77% passing. Root Cause : This percentage of students are struggling with essential standards in mathematics and would benefit from targeted timely intervention.
School Processes & Programs
Problem Statement 1: Teachers are collecting data on students but struggling to respond to the data. Root Cause: This is because teachers we are building teachers' capacity on HOW to respond to data.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Students will increase positive peer interactions from 56% to 61% per the End of Year Student Feedback Survey question: "Students in my school respect each other's differences (for example, gender, race, culture, disability, learning difference, etc.)"

High Priority

Evaluation Data Sources: Student survey data

Strategy 1 Details	Reviews			
Strategy 1: At least 2 meetings per semester with student advisory council that provides ideas for engaging student body in mutual respect. Strategy's Expected Result/Impact: Ideas to build a mutually respectful environment. Staff Responsible for Monitoring: Administration and counseling Problem Statements: Demographics 1 - Perceptions 3	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: We will celebrate 12 students each month, 4 from each grade level that represent each value in our mission statement, for student of the month. Students will select one teacher to attend. Parents are welcome to attend. Strategy's Expected Result/Impact: Celebrate and grow positive student leadership. Staff Responsible for Monitoring: Administration and counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 3 Funding Sources: Food for celebrations - LEF Grant Funds - \$500	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Character Strong Implementation during Enrichment periods. Problem Statements: Demographics 1 - Perceptions 3 Funding Sources: Character Strong Program - LEF Grant Funds - \$3,000	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 44% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2024-2025 school year. Root Cause: This is the result of a lack of relationships with others that are different than they are or a lack of empathy or compassion.
Perceptions
Problem Statement 3: 44% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2024-2025 school year. Root Cause: This is the result of a lack of relationships with others that are different than they are or a lack of empathy or compassion.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: The campus will meet or exceed the district-defined minimum performance expectations for 8th Social Studies STAAR by increasing the Approaches percentage from 79% to 86%.

High Priority

Evaluation Data Sources: 23-24 STAAR Performance Data
Minimum Performance Expectations by Campus

High Priority

Strategy 1 Details	Reviews			
Strategy 1: The campus will engage in learning mosaic walks modeled for PLTs. Strategy's Expected Result/Impact: Teachers will have an opportunity to observe other teachers teaching and see different instructional practices. Staff Responsible for Monitoring: Administration and guiding coalition TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Core departments will meet at least every other week to discuss horizontal and vertical alignment and analyze essential standards. Strategy's Expected Result/Impact: Increase collaboration and rigor within the department. Staff Responsible for Monitoring: Administrators and Department Chairs ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Each content team will develop an individual teacher scorecard by student. Strategy's Expected Result/Impact: Teachers will know areas of growth for each student so that targeted intervention can occur. Staff Responsible for Monitoring: Teachers and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers will engage in professional learning centered around professional learning communities, enrichment and responding to data. Strategy's Expected Result/Impact: Teachers will continue to grow in professional practices that improve student success. Staff Responsible for Monitoring: Administrators and Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: For 8th social studies, we missed what is now a minimum expectation by 7%. Our results were 79% passing and we are expected to be at 86%. Root Cause : This percentage of students are struggling with essential standards in social studies and would benefit from targeted timely intervention.
School Processes & Programs
Problem Statement 1: Teachers are collecting data on students but struggling to respond to the data. Root Cause: This is because teachers we are building teachers' capacity on HOW to respond to data.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Harpool staff will increase feeling valued and appreciated by measure of the Gallup Engagement survey question "Q04: Recognition In the last seven days, I have received recognition or praise for doing good work." This will increase from a 3.77 current mean in 2024 to a 4.0 current mean in 2025.

High Priority
Evaluation Data Sources: Q12 Gallup survey, Campus surveys

Strategy 1 Details	Reviews			
Strategy 1: We will celebrate a staff and teacher of the month, nominated by their colleagues. Strategy's Expected Result/Impact: Help with positive recognition of staff. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Administrators will provide informal positive personal feedback to each employee at least once a quarter. Strategy's Expected Result/Impact: Promote a culture of valuing employees and their contributions Staff Responsible for Monitoring: Administrators. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Biweekly Harpool Hoorays Strategy's Expected Result/Impact: Provide a place for staff to recognize one another on a consistent basis. ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Teachers feel as though more is added to their plate and students are taking less and less responsibility. This can result in feeling underappreciated and overworked. **Root Cause:** There have been a lack of systems at Harpool and the current administration has been implementing many systems and changes. Some teachers do not understand the reason or need for changing the existing processes.

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: Harpool Middle School will boost community engagement, raising the Gallup Home Engagement "School Communications" score from 3.96 to 4.0.

Evaluation Data Sources: Harpool Facebook Page Engagement
Community Engagement Survey

Strategy 1 Details	Reviews			
Strategy 1: Admin team + Website Lead will post at least 3 times a week on Harpool Facebook. Strategy's Expected Result/Impact: This will increase our social media presence to highlight things our students are doing. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 1	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Admin and PTA will work together to bring parents into the building at multiple school events including: "Tall Cop", "Dodgeball Night", and "Longhorn Day". Strategy's Expected Result/Impact: This will foster open communication between administration and parents to help build trust. It will also help the community feel involved. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 1	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Staff will engage in PD at least 3 times this year addressing and practicing effective communication between staff and parents. Strategy's Expected Result/Impact: Parents will engage in reciprocal communication with staff beyond just emails. Staff Responsible for Monitoring: Admin + Guiding Coalition Problem Statements: Perceptions 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Some parents feel that the school does not address student issues appropriately. Root Cause: Lack of understanding and knowledge from parents about how and what discipline looks like when offenses occur.

Compass Point 3: Reciprocal Family & Community Partnerships

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

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

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Meghan Aaron	Sped Dept
Community Member	Leslie Carroll	Community Member
Parent	Janet Childs	PTA
Classroom Teacher	Lindsay Futrell	7th Team Lead
Classroom Teacher	Mike Gibson	SS Dept
Classroom Teacher	Stephanie Hall	8th Team Lead
Classroom Teacher	Kari Holland	ELAR Dept
Non-classroom Professional	Hope Lewis	Counselor
Classroom Teacher	Anna Melka	Science Dept
Administrator	Amy Miller	Assistant Principal
Classroom Teacher	Lauren Murphy	7th Team Lead
Administrator	Ashley Ogal	Assistant Principal
Non-classroom Professional	Misti Price	Counselor
Classroom Teacher	Charley Saiz	Math Dept
Non-classroom Professional	Sara Sartor	Counselor
Classroom Teacher	Jamie Shockley	8th Team Lead
Administrator	Dylan Taylor	Principal
Classroom Teacher	Brenda Turrubiarte	6th Team Lead
Classroom Teacher	Brittany Welch	6th Team Lead

Campus Funding Summary

State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist		\$80,025.00
Sub-Total					\$80,025.00
LEF Grant Funds					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Learning and Development		\$15,000.00
1	2	2	Food for celebrations		\$500.00
1	2	3	Character Strong Program		\$3,000.00
Sub-Total					\$18,500.00

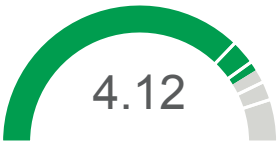
Addendums

2024 Denton ISD Employee Engagement Survey

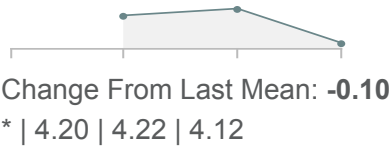
Direct | Grindle, Colleen | All - All

Sep 30, 2024 - Oct 15, 2024 | Total Respondents : 70 | Participation: 92%

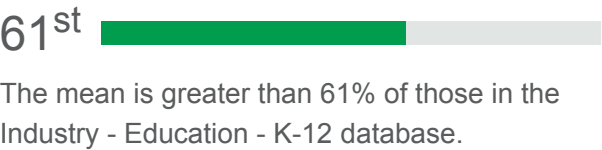
Engagement Mean



Trended Mean



Percentile Rank



Respondents

70

Highest Q¹² Items

Q06. Development



Q12. Learn and Grow



Lowest Q¹² Items

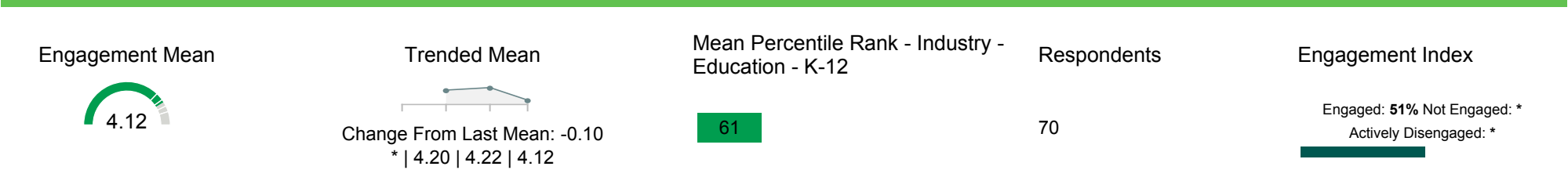
Q01. Know What's Expected



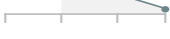
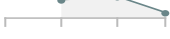
Q02. Materials and Equipment



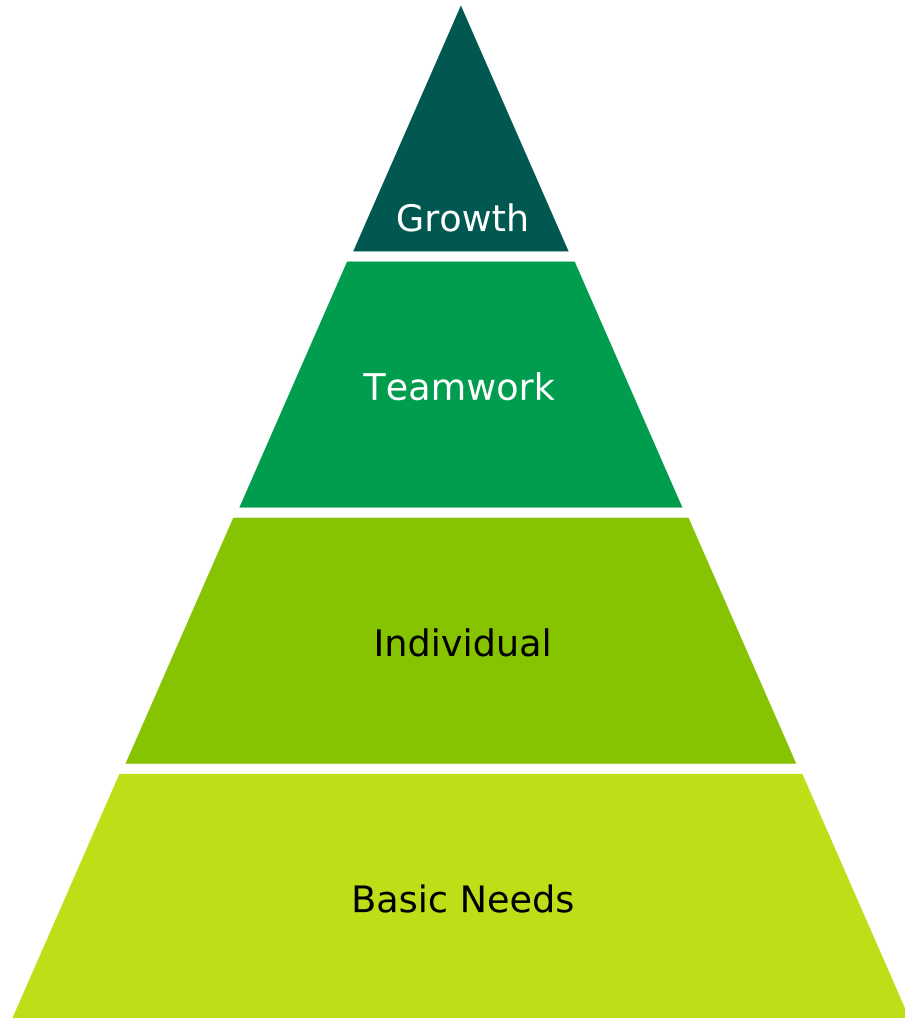
Mean Scores compared to Industry - Education - K-12 Database: ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile



	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	69	3.90	4.14	↓ -0.24	54	3.85
Q01: I know what is expected of me at work.	70	4.33	4.52	-0.19	40	4.39
Q02: I have the materials and equipment I need to do my work right.	70	4.13	4.35	↓ -0.22	52	3.93
Q03: At work, I have the opportunity to do what I do best every day.	70	4.19	4.45	↓ -0.26	54	4.15
Q04: In the last seven days, I have received recognition or praise for doing good work.	69	3.77	3.72	0.05	61	3.51
Q05: My supervisor, or someone at work, seems to care about me as a person.	70	4.46	4.58	-0.12	63	4.26
Q06: There is someone at work who encourages my development.	69	4.25	4.39	-0.14	65	4.05
Q07: At work, my opinions seem to count.	70	3.83	4.03	↓ -0.20	58	3.72
Q08: The mission or purpose of my organization makes me feel my job is important.	70	4.09	4.29	↓ -0.20	49	4.04
Q09: My associates or fellow employees are committed to doing quality work.	70	4.06	4.25	-0.19	39	4.14
Q10: I have a best friend at work.	66	3.77	3.83	-0.06	56	3.77
Q11: In the last six months, someone at work has talked to me about my progress.	65	4.15	4.05	0.10	63	3.69
Q12: This last year, I have had opportunities at work to learn and grow.	68	4.40	4.25	0.15	73	4.12

	Trended Mean	Past Report 3		Past Report 2		Past Report 1		Current Report	
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?		*	*	4.02	65	4.14	66	3.90	69
Q01: I know what is expected of me at work.		*	*	4.43	65	4.52	66	4.33	70
Q02: I have the materials and equipment I need to do my work right.		*	*	4.31	65	4.35	66	4.13	70
Q03: At work, I have the opportunity to do what I do best every day.		*	*	4.43	65	4.45	65	4.19	70
Q04: In the last seven days, I have received recognition or praise for doing good work.		*	*	3.71	65	3.72	64	3.77	69
Q05: My supervisor, or someone at work, seems to care about me as a person.		*	*	4.65	65	4.58	66	4.46	70
Q06: There is someone at work who encourages my development.		*	*	4.38	65	4.39	66	4.25	69
Q07: At work, my opinions seem to count.		*	*	4.05	65	4.03	66	3.83	70
Q08: The mission or purpose of my organization makes me feel my job is important.		*	*	4.26	65	4.29	65	4.09	70
Q09: My associates or fellow employees are committed to doing quality work.		*	*	4.05	65	4.25	64	4.06	70
Q10: I have a best friend at work.		*	*	4.08	62	3.83	64	3.77	66
Q11: In the last six months, someone at work has talked to me about my progress.		*	*	3.78	64	4.05	62	4.15	65
Q12: This last year, I have had opportunities at work to learn and grow.		*	*	4.23	64	4.25	61	4.40	68

Engagement Hierarchy



Growth - How can I grow?

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

Teamwork - Do I belong here?

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

Individual - What do I give?

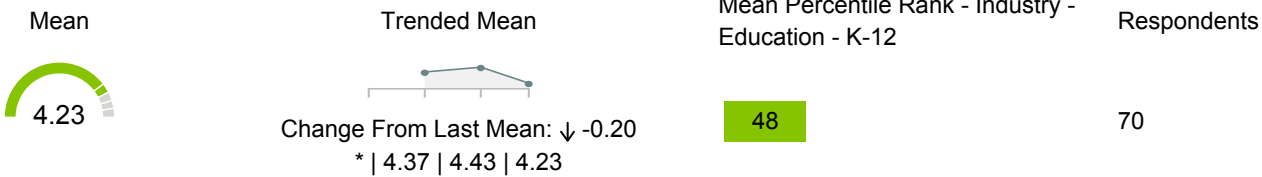
Employees want to know about their individual contributions and their worth to the organization. Manager support is especially important during this stage because managers typically define and reinforce value.

Basic Needs - What do I get?

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

ENGAGEMENT HIERARCHY

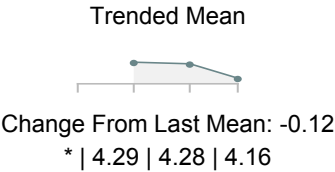
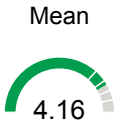
Basic Needs - What do I get?



	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	70	4.33	4.52	-0.19	40	4.39
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	70	4.13	4.35	↓ -0.22	52	3.93

ENGAGEMENT HIERARCHY

Individual - What do I give?



Mean Percentile Rank - Industry - Education - K-12

Respondents

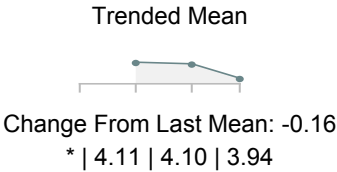
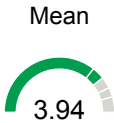
61

70

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	70	4.19	4.45	↓ -0.26	54	4.15
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	69	3.77	3.72	0.05	61	3.51
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	70	4.46	4.58	-0.12	63	4.26
Q06: Development There is someone at work who encourages my development.	69	4.25	4.39	-0.14	65	4.05

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?



Mean Percentile Rank - Industry - Education - K-12

Respondents

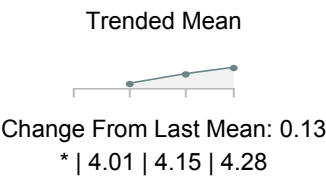
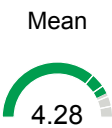
51

70

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	70	3.83	4.03	↓ -0.20	58	3.72
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	70	4.09	4.29	↓ -0.20	49	4.04
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	70	4.06	4.25	-0.19	39	4.14
Q10: Best Friend I have a best friend at work.	66	3.77	3.83	-0.06	56	3.77

ENGAGEMENT HIERARCHY

Growth - How can I grow?



Mean Percentile Rank - Industry - Education - K-12	Respondents
66	69

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	65	4.15	4.05	0.10	63	3.69
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	68	4.40	4.25	0.15	73	4.12

Engagement Index

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

	%	Past %
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	51%	61%

Additional Questions

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
69	4.14	4.45	↓ -0.31	56	3.99

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
69	4.12	4.27	-0.15	70	3.81

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
66	4.27	4.50	↓ -0.23	43	4.16

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Industry - Education - K-12	Company Overall Current Mean
69	3.84	4.30	↓ -0.46	65	3.78

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
70	2.64	3.29	↓ -0.65	16	3.08

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
70	3.24	3.86	↓ -0.62	50	3.37

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

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
31	*	28	*

Trended Report Details

Past Report 3:	Past Report 2:	Past Report 1:	Current Report:
2021 Denton ISD Employee Engagement Survey	2022 Denton ISD Employee Engagement Survey	2023 Denton ISD Employee Engagement Survey	2024 Denton ISD Employee Engagement Survey
Oct 25, 2021 - Nov 08, 2021	Oct 17, 2022 - Oct 31, 2022	Oct 02, 2023 - Oct 16, 2023	Sep 30, 2024 - Oct 15, 2024

FOOTNOTES

- * - Scores are not available due to data suppression.
- Questions with zero responses for the selected team and/or reporting group do not appear on the report.
- Respondents can select multiple responses for multi-select questions.
- Not shown if n < 4 for all Means, Top Box, and Verbatim Responses; n < 10 for Frequency; or data are unavailable.
- An arrow indicates a meaningful change of 0.2 or more between surveys. Depending on the survey's date, meaningful change is 0.1 or more when n ≥ 1000.
- Percentile Rank in Industry - Education - K-12 Database ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ ≥ 90th Percentile
- Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.
- Sentiment Distribution ■ Positive ■ Negative ■ Neutral ■ Mixed
- Sentiment Distribution is not available when n<50
- All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

“Don’t know” or “Does not apply”.

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

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

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

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

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

COMPARISONS

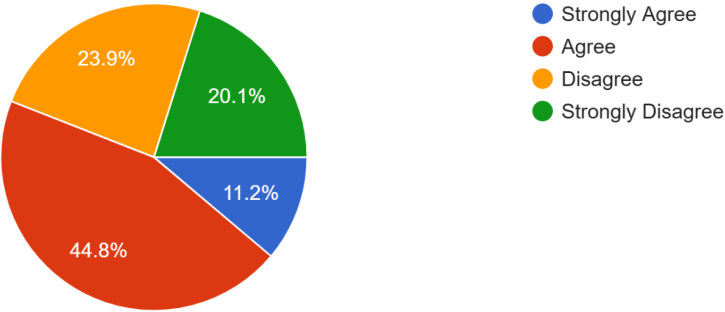
EXTERNAL BENCHMARKING: (Industry - Education - K-12): Used as a benchmark to determine how your team’s results compare to other workgroups within the Industry - Education - K-12 of clients.

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

Campus Name	SES Tier	STAAR MATH 3 GOAL	2025 Results	Difference	STAAR MATH 4	2025 Results	Difference	STAAR MATH 5	2025 Results	Difference	STAAR RLA 3	2025 Results	Difference	STAAR RLA 4	2025 Results	Difference	STAAR RLA 5	2025 Results	Difference	STAAR SCIENCE 5	2025 Results	Difference						
		STAAR MATH 6	2025 Results	Difference	STAAR MATH 7	2025 Results	Difference	STAAR MATH 8	2025 Results	Difference	STAAR EOC ALG I (MS)	2025 Results	Difference	STAAR RLA 6	2025 Results	Difference	STAAR RLA 7	2025 Results	Difference	STAAR RLA 8	2025 Results	Difference	STAAR SCIENCE 8	2025 Results	Difference	STAAR SOC STUD 8	2025 Results	Difference
Harpool MS	Tier 1	90%	91%	1%	77%	72%	-5%	89%	92%	3%	100%	100%	0%	92%	92%	0%	92%	90%	-2%	95%	92%	-3%	91%	86%	-5%	86%	79%	-7%

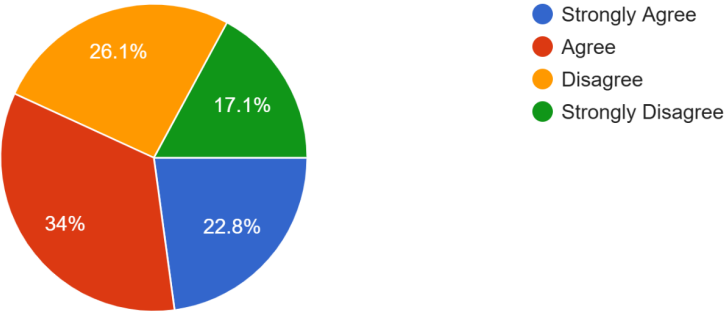
Students in my school respect each other's differences (for example, gender, race, culture, disability, learning difference, etc.)

556 responses

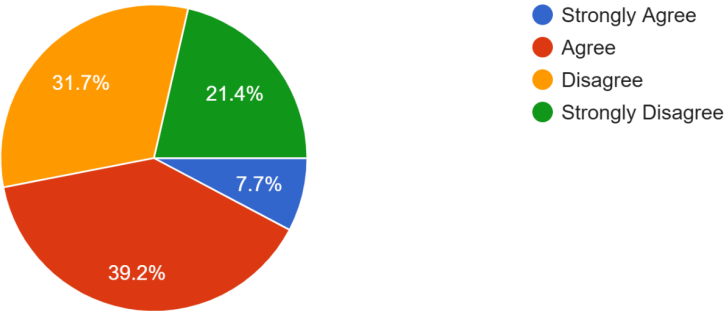


I have been insulted, teased, or harassed more than once in my school.

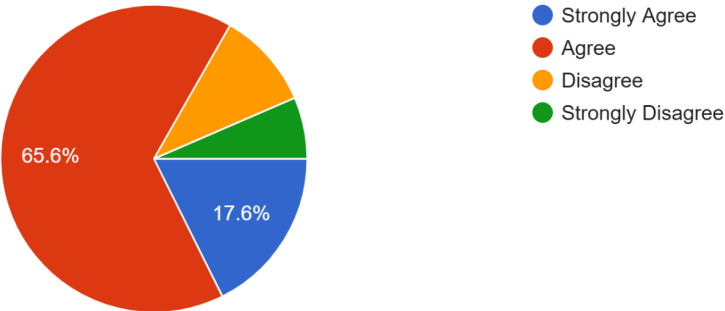
556 responses



The students in my school will try to stop other students from threatening or harassing others.
556 responses



I feel safe at school.
556 responses



GALLUP FAMILY ENGAGEMENT

FAMILY INVOLVEMENT WITH AND ENTHUSIASM FOR SCHOOL

Denton Independent School District

YOUR RESULTS: TOM HARPOOL MIDDLE SCHOOL

DECEMBER 2024

TOTAL N = 326

INTRODUCTION

Engaged families do more than participate in school or classroom-related activities, such as attending a family-teacher conference or asking their child about their day at school. **Engaged families experience a strong feeling of pride for the school and serve as the school's advocate** when discussing it with friends and neighbors. In short, engaged families **have a positive and emotional relationship** with their child's school.

TABLE OF CONTENTS

- 1** HOW DO YOU MEASURE FAMILY ENGAGEMENT?
WHAT CATEGORIES DO YOUR FAMILIES APPEAR IN?
- 2** THE FIVE DRIVERS OF FAMILY ENGAGEMENT
YOUR FIVE DRIVERS RESULTS
HOW DOES FAMILY ENGAGEMENT RELATE TO THE FIVE DRIVERS?
- 3** HOW DO YOUR RESULTS COMPARE TO OTHERS?
- 4** SCHOOL ENVIRONMENT AND ACADEMIC STANDARDS
- 5** STRENGTH AND DEVELOPMENT AND SCHOOL COMMUNICATIONS
- 6** SCHOOL LEADERSHIP AND LENGTH OF RESIDENCE

GALLUP®

HOW DO YOU MEASURE FAMILY ENGAGEMENT?

Gallup's measure of school engagement gets to the heart of a family's emotional connection with their child's school. Three key items help measure their engagement:

SCHOOL ENGAGEMENT MEAN
(Average response to all THREE family engagement items, based on a 1-5 scale).

4.14

YOUR THREE KEY ENGAGEMENT ITEM RESULTS

YOUR ITEM MEANS
The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES
STRONGLY DISAGREE % 1 % 2 % 3 % 4 STRONGLY AGREE % 5

2024 CHANGE

My child's school always delivers on what it promises.		4.16	+0.08	
I feel proud to be a parent/guardian at my child's school.		4.24	-0.01	
This school is perfect for my child.		3.96	+0.07	

HOW DO THE ABOVE ITEMS HELP ME KNOW MORE ABOUT MY FAMILIES?

Based on families' answers to the three key questions above, Gallup categorizes families into **three distinct groups**:

Fully engaged families are emotionally attached and rationally loyal to their child's school. They are strong ambassadors of the school, and they'll go above and beyond to promote and support the school.

Indifferent families are emotionally and rationally neutral. While not necessarily negative about the school, they lack the positive energy that is found with fully engaged families.

Actively disengaged families are emotionally detached from their child's school. When given a choice, they would be more likely to send their child to another school. If changing schools is not an option, they may voice their negativity about the school to others.

WHAT CATEGORIES DO YOUR FAMILIES APPEAR IN?

FULLY ENGAGED



30%

INDIFFERENT



57%

ACTIVELY
DISENGAGED



14%

Family engagement is not fixed; instead, it is something that school leaders can intentionally measure and improve over time.

The following pages identify **five key drivers** of family engagement, suggesting specific actions school leaders can take to improve their relationships with families.

THE FIVE DRIVERS OF FAMILY ENGAGEMENT

To better understand the factors that inspire family engagement, Gallup conducted a large national study with thousands of families and identified five drivers that lead to success in promoting family engagement.

SCHOOL ENVIRONMENT

In an era where three in 10 U.S. families worry about their child's safety at school, families focus on key aspects of the school environment very closely. Schools should be places where students are **always treated with respect** and where **appropriate discipline is in place**. Families also **seek a welcoming school environment**. Fully engaged families believe that schools should be a place where their **child looks forward to spending their days**.

ACADEMIC STANDARDS

Families are seeking schools that are committed to high academic standards. They believe that **schools should challenge students** appropriately in class and with homework. Families appreciate when the school provides **opportunities for each student to achieve success** in a way that fits how they learn best.

STRENGTH AND DEVELOPMENT

Families are looking for an environment where **teachers and staff know their child's individual strengths and needs**. They want their child to have the opportunity to **do what they do best every day** in an environment that identifies and appreciates student strengths. They believe that successful schools are places where their **child's development is paramount** and where **teachers make connections** that help students know their schoolwork is important. These key factors not only encourage family engagement; they are also associated with increased student engagement.

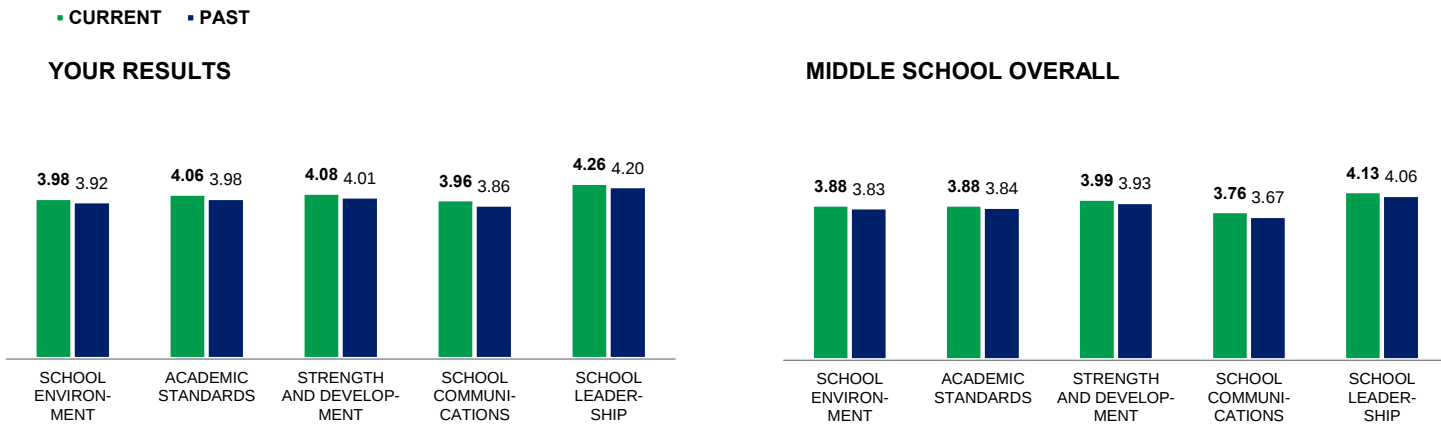
SCHOOL COMMUNICATIONS

In too many schools, communication with families consists of a newsletter and the occasional urgent message alerting families to a security issue or weather delay. Engaged families **want meaningful communication** that goes beyond this. They appreciate positive feedback about their child and **want to work with teachers** to ensure their child's success. Great schools **build a culture that encourages open communication** and that **invites families to become involved by playing an active role** in their child's education.

SCHOOL LEADERSHIP

Families appreciate when principals and other school leaders are **in touch with the needs** of the students and community and **respond appropriately** to those needs as they arise. They are looking for leaders who **create a respectful, open and trusting environment**. Families are more likely to be engaged when the school is led in a way that makes them **excited about the future**.

YOUR FIVE DRIVERS RESULTS



HOW DOES FAMILY ENGAGEMENT RELATE TO THE FIVE DRIVERS?

When families are very satisfied with **at least one** of these five drivers, **58% are fully engaged**, Gallup analysis shows. But if families are very satisfied with **all five drivers**, **84% are fully engaged** -- and **none are actively disengaged**. Though promoting family engagement requires intentional effort from school leaders, focusing on the five drivers previously mentioned typically doesn't require additional funding or an extensive time investment. Leaders are encouraged to consider each of these drivers as they work to increase levels of family engagement at their schools.

YOUR RESULTS SUMMARY

YOUR RESULTS				MIDDLE SCHOOL OVERALL			YOUR RESULTS - MIDDLE SCHOOL OVERALL DIFFERENCE
2024 CHANGE				2024 CHANGE			
SCHOOL ENGAGEMENT		4.14	0.05		3.98	0.05	0.16
Delivers on promises		4.16	+0.08		4.00	+0.05	+0.16
Feel proud		4.24	-0.01		4.11	+0.03	+0.13
Perfect for my child		3.96	+0.07		3.80	+0.08	+0.16
SCHOOL ENVIRONMENT		3.98	0.06		3.88	0.05	0.10
Welcoming environment		4.24	+0.02		4.08	+0.06	+0.16
Enjoys being at school		3.96	+0.05		3.87	+0.02	+0.09
Treated with respect		3.91	+0.15		3.81	+0.04	+0.10
Appropriate discipline		3.77	+0.03		3.73	+0.07	+0.04
ACADEMIC STANDARDS		4.06	0.08		3.88	0.04	0.18
High academic standards		4.27	+0.05		4.00	+0.06	+0.27
Appropriately challenged		4.21	+0.07		4.01	+0.05	+0.20
Homework is about right		4.00	+0.16		3.85	+0.03	+0.15
Opportunities to choose how they learn		3.73	+0.00		3.67	+0.05	+0.06
STRENGTH AND DEVELOPMENT		4.08	0.07		3.99	0.06	0.09
Make child feel schoolwork is important		4.21	+0.05		4.06	+0.02	+0.15
Someone who encourages development		4.17	+0.08		4.13	+0.08	+0.04
Opportunity to do best every day		3.97	+0.02		3.92	+0.07	+0.05
School is committed to building the strengths		3.98	+0.10		3.85	+0.07	+0.13
SCHOOL COMMUNICATIONS		3.96	0.10		3.76	0.09	0.20
School provides positive feedback		3.75	+0.19		3.66	+0.10	+0.09
School provides ways for parents/guardians to be involved		4.13	-0.09		3.84	+0.05	+0.29
Teachers and parents/guardians work together		3.99	+0.20		3.80	+0.07	+0.19
Communication is perfect for me		3.97	+0.13		3.72	+0.08	+0.25
SCHOOL LEADERSHIP		4.26	0.06		4.13	0.07	0.13
Always treats me with respect		4.54	+0.14		4.39	+0.09	+0.15
Creates environment that is trusting and open		4.26	+0.05		4.12	+0.07	+0.14
Are responsive to community concerns		4.15	-0.05		4.06	+0.05	+0.09
Makes me enthusiastic about the future		4.08	+0.06		3.91	+0.08	+0.17

SCHOOL ENVIRONMENT



(Average response to all FOUR items, based on a 1-5 scale).

3.98

YOUR SCHOOL ENVIRONMENT ITEM RESULTS		YOUR ITEM MEANS The average response to an item based on a 1-5 scale.	2024	CHANGE	YOUR ITEM RESPONSES				
					STRONGLY DISAGREE		STRONGLY AGREE		
					% 1	% 2	% 3	% 4	% 5
My child's school is a welcoming environment.		4.24		+0.02	3	14	35	47	
My child enjoys being at school.		3.96		+0.05	4	5	19	37	35
My child is always treated with respect at school.		3.91		+0.15	4	5	19	39	33
There is appropriate discipline at my child's school.		3.77		+0.03	4	8	22	37	29

ACADEMIC STANDARDS



(Average response to all FOUR items, based on a 1-5 scale).

4.06

YOUR ACADEMIC STANDARDS ITEM RESULTS		YOUR ITEM MEANS The average response to an item based on a 1-5 scale.	2024	CHANGE	YOUR ITEM RESPONSES				
					STRONGLY DISAGREE		STRONGLY AGREE		
					% 1	% 2	% 3	% 4	% 5
My child's school has high academic standards.		4.27		+0.05		13	39	45	
My child is appropriately challenged in their classes.		4.21		+0.07	3	13	39	44	
The amount of homework my child receives is about right.		4.00		+0.16	7	16	37	38	
My child has opportunities at school to choose how they learn.		3.73		+0.00	3	11	23	37	26

▼▲ Notes meaningful growth or decline (±0.30 change).
Numeric values shown on 5-point-scale charts when percentages are 3% or higher.
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STRENGTH AND DEVELOPMENT



(Average response to all FOUR items, based on a 1-5 scale).

4.08

YOUR STRENGTH AND DEVELOPMENT ITEM RESULTS		YOUR ITEM MEANS The average response to an item based on a 1-5 scale.	2024	CHANGE	YOUR ITEM RESPONSES				
					STRONGLY DISAGREE		STRONGLY AGREE		
					% 1	% 2	% 3	% 4	% 5
Teachers make my child feel that their school work is important.		4.21		+0.05	3	14	39	43	
There is someone at school who encourages my child's development.		4.17		+0.08	4	16	32	46	
At school, my child has the opportunity to do what they do best every day.		3.97		+0.02	4	23	37	34	
My child's school is committed to building the strengths of each student.		3.98		+0.10	6	24	34	36	

SCHOOL COMMUNICATIONS



(Average response to all FOUR items, based on a 1-5 scale).

3.96

YOUR SCHOOL COMMUNICATIONS ITEM RESULTS		YOUR ITEM MEANS The average response to an item based on a 1-5 scale.	2024	CHANGE	YOUR ITEM RESPONSES				
					STRONGLY DISAGREE		STRONGLY AGREE		
					% 1	% 2	% 3	% 4	% 5
My child's school provides positive feedback about my child.		3.75		+0.19	6	12	18	30	35
My child's school provides a variety of ways for parents/guardians to become involved.		4.13		-0.09	5	17	35	42	
Teachers and parents/guardians work together for student success at my child's school.		3.99		+0.20	6	20	35	37	
The communication I receive from my child's school is perfect for me.		3.97		+0.13	3	6	21	31	39

▼▲ Notes meaningful growth or decline (±0.30 change).
Numeric values shown on 5-point-scale charts when percentages are 3% or higher.
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SCHOOL LEADERSHIP



(Average response to all FOUR items, based on a 1-5 scale).

4.26

YOUR SCHOOL LEADERSHIP
ITEM RESULTS

YOUR ITEM MEANS
The average response to an item based on a 1-5 scale.

YOUR ITEM RESPONSES

STRONGLY DISAGREE STRONGLY AGREE
% 1 % 2 % 3 % 4 % 5

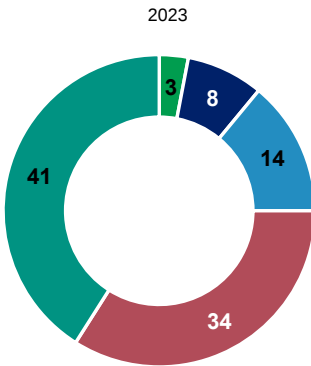
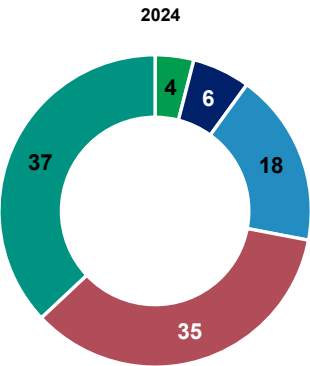
2024 CHANGE

The leadership at my child's school always treats me with respect.		4.54	+0.14		6	26	65		
The leadership at my child's school creates an environment that is trusting and open.		4.26	+0.05		4	11	31	52	
Leaders at my child's school are responsive to community concerns.		4.15	-0.05		3	4	15	29	48
The leadership at my child's school makes me enthusiastic about the future.		4.08	+0.06		3	6	16	31	44

ADDITIONAL QUESTIONS

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

- Less than one year
- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years



Denton Independent School District

McMath Middle School

2025-2026 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.

Value Statement

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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Comprehensive Needs Assessment

Revised/Approved: July 30, 2025

Demographics

Demographics Summary

See Addendums

Demographics Strengths

See Addendums

Problem Statements Identifying Demographics Needs

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 2025 STAAR test, the percentage of students at the approaches level for 7th Grade RLA, 7th Grade Math and Algebra I were below the minimum expectation set forth by the district.

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 2025 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): MTSS and RTI implementation is inconsistent across the campus.

Root Cause: Lack of a standardized secondary MTSS framework, limited staff training on data analysis and tiered intervention and no clear accountability structure for follow-through

Problem Statement 2 (Prioritized): Despite scheduled collaboration time, the campus has struggled to implement effective Professional Learning Community (PLC) practices that result in improved instruction and student outcomes.

Root Cause: Lack of a clear and shared understanding of PLC expectations, insufficient training or modeling of high-quality PLC processes, limited trust or collaboration and a lack of administrative support/accountability.

Perceptions

Perceptions Summary

See Addendums

Perceptions Strengths

See Addendums

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A large percentage of students do not feel fully safe or have a strong sense of belonging at school. In addition, students indicate that peer conflict and behavioral issues impact the learning environment.

Root Cause: A lack of uniform behavior expectations across all classrooms and a need for peer conflict resolution to be proactively taught or modeled campuswide. In addition, some students report the presence of drugs and fighting, suggesting a need for stronger behavior management systems and prevention education.

Problem Statement 2 (Prioritized): Some students report feeling disconnected from their learning environment or lack a strong sense of belonging, 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. Students also expressed a perceived gap in cultural recognition and community events.

Problem Statement 3 (Prioritized): Teachers report needing more support with student discipline in order to allow for more productive instructional time.

Root Cause: Inconsistent application of campus-wide discipline procedures and a need for improved behavioral intervention strategies.

Problem Statement 4 (Prioritized): Staff engagement levels are lower than expected, as evidenced by results from the district's Q12 survey. This lack of engagement negatively impacts the campus's ability to maintain a positive culture and climate that supports student learning and achievement.

Root Cause: The root cause of decreased staff engagement is a combination of continued struggles in public education as a whole and competing initiatives/mandates that contribute to staff feeling overwhelmed, which reduces their ability to remain actively engaged in campus improvement efforts.

Priority Problem Statements

Problem Statement 1: A large percentage of students do not feel fully safe or have a strong sense of belonging at school. In addition, students indicate that peer conflict and behavioral issues impact the learning environment.

Root Cause 1: A lack of uniform behavior expectations across all classrooms and a need for peer conflict resolution to be proactively taught or modeled campuswide. In addition, some students report the presence of drugs and fighting, suggesting a need for stronger behavior management systems and prevention education.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Some students report feeling disconnected from their learning environment or lack a strong sense of belonging, 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. Students also expressed a perceived gap in cultural recognition and community events.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: On the 2025 STAAR test, the percentage of students at the approaches level for 7th Grade RLA, 7th Grade Math and Algebra I were below the minimum expectation set forth by the district.

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 2025 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: MTSS and RTI implementation is inconsistent across the campus.

Root Cause 5: Lack of a standardized secondary MTSS framework, limited staff training on data analysis and tiered intervention and no clear accountability structure for follow-through

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

Problem Statement 8: Despite scheduled collaboration time, the campus has struggled to implement effective Professional Learning Community (PLC) practices that result in improved instruction and student outcomes.

Root Cause 8: Lack of a clear and shared understanding of PLC expectations, insufficient training or modeling of high-quality PLC processes, limited trust or collaboration and a lack of administrative support/accountability.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Teachers report needing more support with student discipline in order to allow for more productive instructional time.

Root Cause 9: Inconsistent application of campus-wide discipline procedures and a need for improved behavioral intervention strategies.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Staff engagement levels are lower than expected, as evidenced by results from the district's Q12 survey. This lack of engagement negatively impacts the campus's ability to maintain a positive culture and climate that supports student learning and achievement.

Root Cause 10: The root cause of decreased staff engagement is a combination of continued struggles in public education as a whole and competing initiatives/mandates that contribute to staff feeling overwhelmed, which reduces their ability to remain actively engaged in campus improvement efforts.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: By the end of the 2025-2026 school year, the McMath students' Approaches percentage rate on 7th Grade Math STAAR will meet or exceed the district's established minimum expectation for Tier 4 campuses of 51%.

High Priority

HB3 Compass Point

Evaluation Data Sources: 2025-2026 STAAR Performance Data

Strategy 1 Details	Reviews			
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 2 Funding Sources: Substitutes - Guiding Coalition Planning Days - At-Risk (SCE) - \$2,000	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Provide targeted math 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	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
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	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: On the 2025 STAAR test, the percentage of students at the approaches level for 7th Grade RLA, 7th Grade Math and Algebra I were below the minimum expectation set forth by the district. 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 2025 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 2: Despite scheduled collaboration time, the campus has struggled to implement effective Professional Learning Community (PLC) practices that result in improved instruction and student outcomes. **Root Cause:** Lack of a clear and shared understanding of PLC expectations, insufficient training or modeling of high-quality PLC processes, limited trust or collaboration and a lack of administrative support/accountability.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By the end of the 2025-2026 school year, ALL STUDENTS will demonstrate at least one year of academic growth as measured by STAAR and the IXL Diagnostic.

High Priority

HB3 Compass Point

Evaluation Data Sources: IXL Diagnostic and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	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 2 - School Processes & Programs 1				
Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Utilize the MTSS process to meet the academic, behavioral and social emotional needs of all students and to ensure that students receive timely, documented and effective interventions that result in measurable academic improvements. 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 - Additional Targeted Support Strategy Problem Statements: School Processes & Programs 1				

Strategy 3 Details	Reviews			
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 2	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
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 2 - School Processes & Programs 2 - Perceptions 4	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Increase student achievement in science by ensuring all 6th grade students who did not meet standard on the 5th grade STAAR Science test receive supplemental science instruction via 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 2 Funding Sources: Teacher Tutors - At-Risk (SCE) - \$1,250	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

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 2: On the 2025 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: MTSS and RTI implementation is inconsistent across the campus. **Root Cause:** Lack of a standardized secondary MTSS framework, limited staff training on data analysis and tiered intervention and no clear accountability structure for follow-through

Problem Statement 2: Despite scheduled collaboration time, the campus has struggled to implement effective Professional Learning Community (PLC) practices that result in improved instruction and student outcomes. **Root Cause:** Lack of a clear and shared understanding of PLC expectations, insufficient training or modeling of high-quality PLC processes, limited trust or collaboration and a lack of administrative support/accountability.

Perceptions

Problem Statement 4: Staff engagement levels are lower than expected, as evidenced by results from the district's Q12 survey. This lack of engagement negatively impacts the campus's ability to maintain a positive culture and climate that supports student learning and achievement. **Root Cause:** The root cause of decreased staff engagement is a combination of continued struggles in public education as a whole and competing initiatives/mandates that contribute to staff feeling overwhelmed, which reduces their ability to remain actively engaged in campus improvement efforts.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of the 2025-2026 school year, McMath will meet or exceed the district-defined minimum performance expectations for 7th Grade RLA STAAR by increasing the Approaches percentage from 65% to at least 69%.

High Priority

HB3 Compass Point

Evaluation Data Sources: 2025-2026 STAAR Performance Data

Strategy 1 Details	Reviews			
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: 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 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted reading 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 Problem Statements: Student Learning 1, 2 Funding Sources: Reading Intervention Teacher - State Compensatory Education (SCE) - \$68,660	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details		Reviews			
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 - Perceptions 2		Formative			Summative
		Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: On the 2025 STAAR test, the percentage of students at the approaches level for 7th Grade RLA, 7th Grade Math and Algebra I were below the minimum expectation set forth by the district. 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 2025 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 2: Despite scheduled collaboration time, the campus has struggled to implement effective Professional Learning Community (PLC) practices that result in improved instruction and student outcomes. Root Cause: Lack of a clear and shared understanding of PLC expectations, insufficient training or modeling of high-quality PLC processes, limited trust or collaboration and a lack of administrative support/accountability.
Perceptions
Problem Statement 2: Some students report feeling disconnected from their learning environment or lack a strong sense of belonging, 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. Students also expressed a perceived gap in cultural recognition and community events.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026, McMath will increase overall student engagement and positive student behaviors as measured by a 10% decrease in discipline referrals and improved student survey results.

Evaluation Data Sources: End of the Year Students Surveys and Discipline Data.

Strategy 1 Details	Reviews			
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, 3	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: 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: Perceptions 2 Funding Sources: CIS Social Worker - At-Risk (SCE) - \$20,000	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Implement a 9th Period "ZAP" program (Zeroes Aren't Permitted) to hold students accountable and provide academic support. Strategy's Expected Result/Impact: Increased student achievement and reduced number of failures each grading period. Staff Responsible for Monitoring: Admin and Guiding Coalition. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2 - Perceptions 2 Funding Sources: After school Tutoring - At-Risk (SCE) - \$6,000	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: On the 2025 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.
Perceptions
Problem Statement 1: A large percentage of students do not feel fully safe or have a strong sense of belonging at school. In addition, students indicate that peer conflict and behavioral issues impact the learning environment. Root Cause: A lack of uniform behavior expectations across all classrooms and a need for peer conflict resolution to be proactively taught or modeled campuswide. In addition, some students report the presence of drugs and fighting, suggesting a need for stronger behavior management systems and prevention education. Problem Statement 2: Some students report feeling disconnected from their learning environment or lack a strong sense of belonging, 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. Students also expressed a perceived gap in cultural recognition and community events. Problem Statement 3: Teachers report needing more support with student discipline in order to allow for more productive instructional time. Root Cause: Inconsistent application of campus-wide discipline procedures and a need for improved behavioral intervention strategies.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May 2026, McMath will increase staff engagement by 10% as measured by the campus and district engagement surveys to ensure a positive school culture with high staff morale.

Evaluation Data Sources: End of the Year Staff CNA Surveys and the District Q12 Engagement Survey.

Strategy 1 Details	Reviews			
Strategy 1: Implement our McMath staff "commitments" that guide how we plan, teach, and create a safe and welcoming environment for all students and staff. Strategy's Expected Result/Impact: Increased positive school culture where both staff and students feel supported, challenged and inspired to grow. Staff Responsible for Monitoring: Guiding Coalition. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 3, 4	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
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 4	Formative			Summative
	Dec	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: On the 2025 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 2: Despite scheduled collaboration time, the campus has struggled to implement effective Professional Learning Community (PLC) practices that result in improved instruction and student outcomes. **Root Cause:** Lack of a clear and shared understanding of PLC expectations, insufficient training or modeling of high-quality PLC processes, limited trust or collaboration and a lack of administrative support/accountability.

Perceptions

Problem Statement 3: Teachers report needing more support with student discipline in order to allow for more productive instructional time. **Root Cause:** Inconsistent application of campus-wide discipline procedures and a need for improved behavioral intervention strategies.

Problem Statement 4: Staff engagement levels are lower than expected, as evidenced by results from the district's Q12 survey. This lack of engagement negatively impacts the campus's ability to maintain a positive culture and climate that supports student learning and achievement. **Root Cause:** The root cause of decreased staff engagement is a combination of continued struggles in public education as a whole and competing initiatives/mandates that contribute to staff feeling overwhelmed, which reduces their ability to remain actively engaged in campus improvement efforts.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By May 2026, McMath will increase family and community engagement by 5% as measured by campus and district engagement surveys to ensure all stakeholders feel respected, valued and included.

Evaluation Data Sources: End of the Year Parent CNA Surveys and the District Parent Engagement Survey.

Strategy 1 Details	Reviews			
Strategy 1: Increase consistent communication via Tiger Times, social media, school website and school messenger. 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: Demographics 1	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
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	Formative			Summative
	Dec	Mar	May	May
 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.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 4: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

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

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

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	2	Provide targeted math 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.

Guiding Coalition

Committee Role	Name	Position
Administrator	Brett Moore	Principal
Administrator	Jenell Kenny	Assistant Principal
Administrator	Michelle Duck	Assistant Principal
Administrator	Jessica Sapp	Assistant Principal
Teacher	Laura Threlfall	Science
Teacher	Amanda Stevener	Dance
Teacher	Shelley Swafford	Choir Director
Teacher	Sonia Hernandez	ESL
Teacher	Esmeralda Olguin	Spanish
Teacher	Esther Bourgeois	Special Education
Teacher	Michelle Duesman	Social Studies
Teacher	Kelsey Gaskill	Band Director

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes - Guiding Coalition Planning Days		\$2,000.00
1	2	5	Teacher Tutors		\$1,250.00
2	1	2	CIS Social Worker		\$20,000.00
2	1	3	After school Tutoring		\$6,000.00
Sub-Total					\$29,250.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Reading Intervention Teacher		\$68,660.00
Sub-Total					\$68,660.00

Denton Independent School District

Myers Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

We are committed to empowering our students to achieve excellence in an ever changing world, while providing EVERYONE SUCCESS EVERYDAY.

Vision

Excellence is our daily standard! Everyday day counts, every student counts, every employee counts.

Value Statement

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bettye Myers Middle School opened its doors in 2013 and proudly carries the name of Dr. Bettye Myers, a distinguished professor at Texas Woman's University, a passionate advocate for public education, and a dedicated leader in the Denton community. Dr. Myers also served on the Denton ISD Board of Trustees, including a term as Board President, leaving a lasting legacy of service and leadership.

As Denton ISD's seventh middle school, we are located in the town of Shady Shores and serve families in the Ryan High School attendance zone.

Our school community takes pride in our Titans/Lady Titans mascot and our school colors of red, navy blue, and white.

At Myers Middle School, our mission is to empower students to achieve excellence in an ever-changing world by ensuring that every student experiences success each day. Guided by our school motto, *"Enter to Learn, Leave to Achieve,"* students are encouraged to explore diverse academic opportunities while also engaging in extracurricular and co-curricular programs that enrich their middle school experience.

For the 2025–2026 school year, our theme is "Titans Rise." This theme reflects our commitment to growth, resilience, and achievement—encouraging every student to rise to their full potential academically, socially, and personally.

We offer a wide range of activities, including fine arts programs such as band, orchestra, choir, and art, as well as cheerleading and athletics—with opportunities in volleyball, football, basketball, and track and field for both girls and boys. Beyond the classroom, students can take part in strong traditions and leadership opportunities through programs such as Teach Denton, National Junior Honor Society, Student Council, and other clubs and organizations that foster growth, service, and community spirit.

For the 2025–2026 school year, Myers Middle School proudly serves approximately 830 students. Please see the table below for a detailed breakdown of enrollment and program participation.



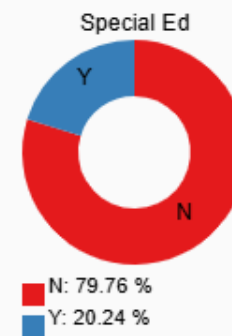
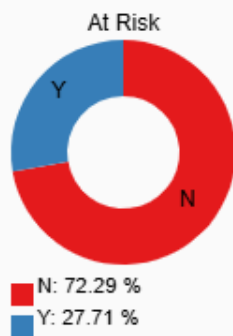
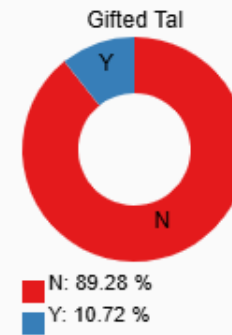
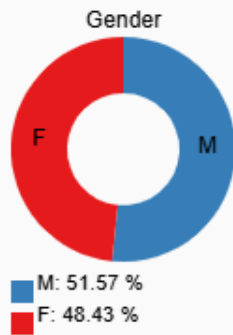
Summary

Course

AP

Dual Credit

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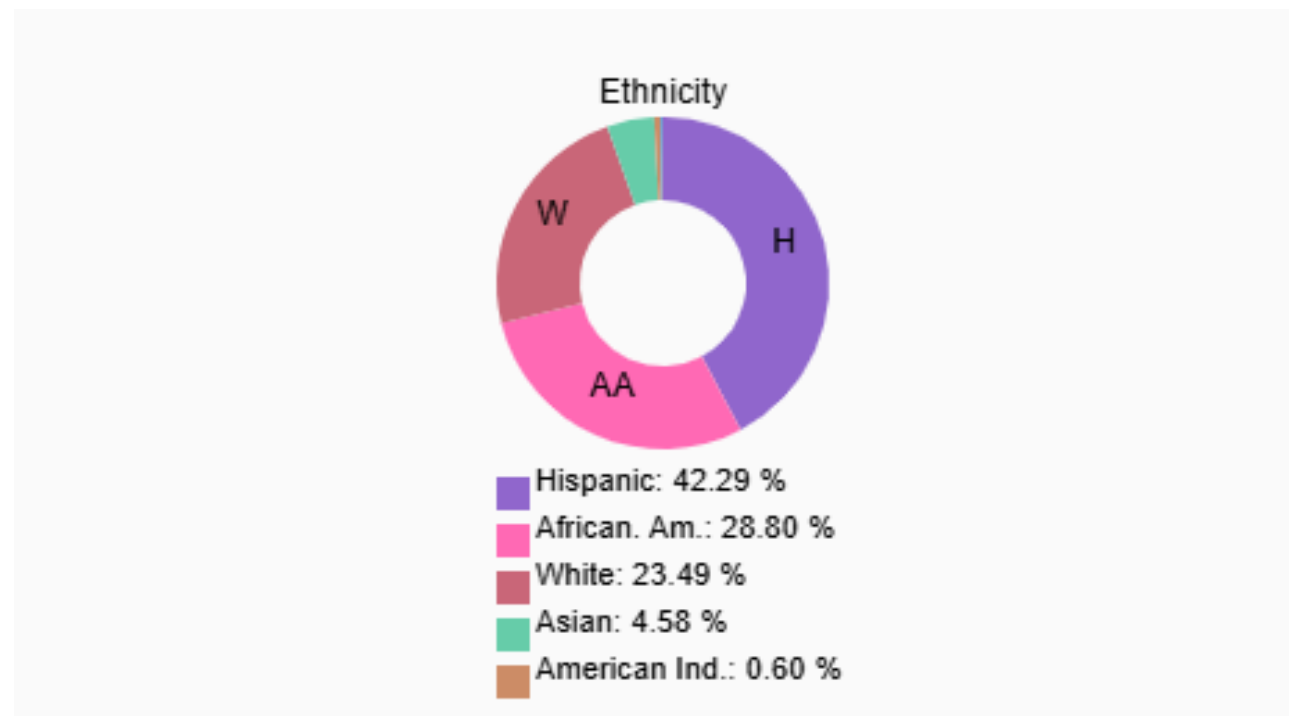


Data Sources Reviewed: [TEA 2023-2024](#), [Denton ISD Edugence Report](#)

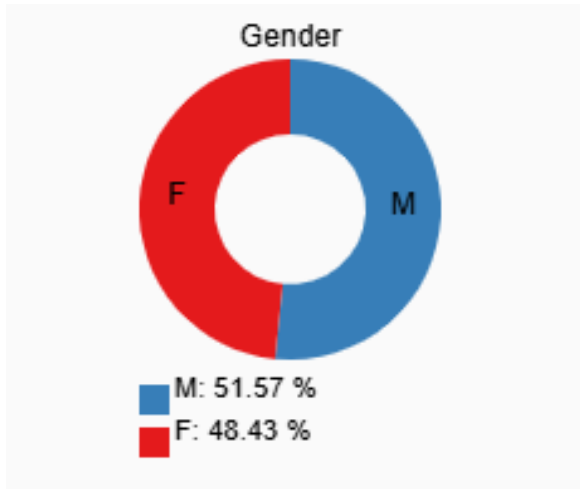
Enrollment: (25-26 SY): 830

Attendance: 97.4%

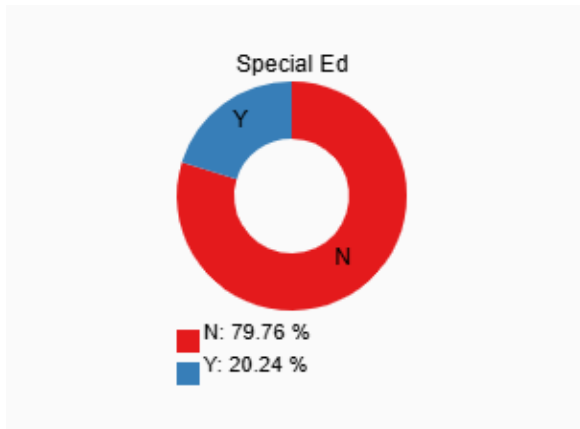
Ethnicity Groups:



Gender Breakdown:



Special Education



Special Program Participation:

Bilingual/ESL Education - 230 (28%)

Gifted and Talented - 89 (10.7%)

Special Education - 168 (20.24%)

Demographics Strengths

Diverse Student Body

At Myers Middle School, we celebrate the strength of our diverse student population. We believe that students' varied cultural perspectives and life experiences enrich our learning environment, foster inclusivity, and promote global awareness.

Student-Centered Focus

Our students are at the heart of everything we do. Myers offers a wide range of enrichment opportunities, specialized programs, and extracurricular activities that support academic growth, personal development, and student leadership.

Communities In Schools Partnership

We are proud to partner with **Communities In Schools of Denton ISD**, an affiliate of the national nonprofit dedicated to dropout prevention. This program helps reduce dropout rates, increase promotion to the next grade level, and ensure that more students graduate from high school prepared for future success.

Strategic Academic Planning

Through intentional academic planning and targeted interventions, we provide students with the support they need to thrive. Our approach ensures that every Titan has access to the resources and guidance necessary to rise to their fullest potential.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Rising student mobility and a high percentage of economically disadvantaged students in special programs present opportunities for targeted support to ensure consistent academic progress and equitable access to resources.

Root Cause: Students often experience transitions that may disrupt continuity in learning and access to resources. These factors contribute to greater academic and social-emotional support needs, requiring the campus to implement consistent interventions, responsive programming, and strong relationship-building practices.

Student Learning

Student Learning Summary

STAAR Data Spring 2025

Red = Decrease from previous SY

Green = Increase from previous SY

Year	6th Grade Reading (DNM)	6th Grade Reading (Approaches)	6th Grade Reading (Meets)	6th Grade Reading (Masters)	6th Grade Math (DNM)	6th Grade Math (Approaches)	6th Grade Math (Meets)	6th Grade Math (Masters)
2025	34%	66%	44%	19%	43%	57%	23%	6%
2024	34%	66%	46%	7%	46%	54%	21%	5%
2023	23%	77%	52%	17%	36%	64%	25%	4%
Year	7th Grade Reading (DNM)	7th Grade Reading (Approaches)	7th Grade Reading (Meets)	7th Grade Reading (Masters)	7th Grade Math (DNM)	7th Grade Math (Approaches)	7th Grade Math (Meets)	7th Grade Math (Masters)
2025	40%	60%	39%	23%	70%	30%	11%	0%
2024	31%	69%	46%	24%	82%	18%	5%	1%
2023	19%	81%	53%	20%	39%	61%	30%	8%
Year	8th Grade Reading (DNM)	8th Grade Reading (Approaches)	8th Grade Reading (Meets)	8th Grade Reading (Masters)	8th Grade Math (DNM)	8th Grade Math (Approaches)	8th Grade Math (Meets)	8th Grade Math (Masters)
2025	24%	76%	52%	23%	41%	59%	33%	7%
2024	28%	72%	43%	20%	40%	60%	22%	5%
2023	22%	78%	51%	23%	43%	57%	23%	1%

Student Learning Strengths

Myers Middle School is committed to continuous growth in student achievement across all tested subjects. Through targeted interventions and focused instruction, we have improved our state accountability rating from a “D” to a “C” in one calendar school year. This year, we aim to increase assessment scores by 10%, with a focus on Math, Reading, and closing achievement gaps among specific student subgroups to further strengthen our rating. Student progress is monitored using STAAR assessments, MAP scores, common assessments, and report cards, which guide instructional planning and targeted supports.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Emergent Bilingual (EB) students require targeted academic interventions to support their unique learning needs and ensure equitable access to grade-level instruction.

Root Cause: EB students face additional learning challenges related to language development and varied educational experiences. Factors such as prior schooling, access to resources, and opportunities for language support highlight the need for intentional instructional strategies and targeted interventions.

Problem Statement 2 (Prioritized): Despite efforts to expand Honors course enrollment, some students who have the potential to thrive in advanced classes may not be identified or provided with the supports needed to succeed, limiting opportunities for academic growth and enrichment.

Root Cause: Challenges in equitable enrollment stem from inconsistent use of performance and readiness data, gaps in staff collaboration, limited student and parent awareness of available opportunities, and insufficient structures to prepare and support students for advanced coursework.

Problem Statement 3 (Prioritized): The current use of student data has not consistently translated into actionable strategies to guide instruction and support student growth.

Root Cause: Limited analysis of available data, unclear goals, minimal collaboration among stakeholders, inconsistent communication, and insufficient training impede the development of effective, targeted strategies. Strengthening these areas is essential for monitoring progress and improving student outcomes.

Problem Statement 4 (Prioritized): Opportunities for professional development for teachers and staff need to be expanded and strengthened, with a focus on best instructional practices, STAAR preparation, and accelerated learning strategies.

Root Cause: Current challenges include limited access to high-quality training, inconsistent campus support for applying new strategies, and insufficient follow-up or feedback, which reduce the overall effectiveness of professional learning.

School Processes & Programs

School Processes & Programs Summary

Potential Data Sources:		
	Teacher Certification/Qualification Data	
	Paraprofessional and Other Staff Qualifications	
	Staff Effectiveness in Relation to Student Achievement	
	TTESS and/or Other Staff Effectiveness Data (walkthroughs)	
	Staff Mobility/Stability	
	Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.	
	Professional Development Data	
	Teacher-Student Ratios	
	Graduation, Completion, Dropout, and GED rates	
	Course/Class Completions, Grades, and Other Data	
	Recruitment and Retention Strategies and Other Data	
	Teacher Interviews	Teacher Demographics
	Staff Degrees & Certification	Grade Reports
	Special Programs Certifications	Teacher - Student Ratios

School Processes & Programs Strengths

Diverse teaching staff		
Opportunities for leadership		
PLC		
Guiding Coalition		
Campus Leadership Team		
Hiring Committees		
Highly Qualified Staff		

Diverse teaching staff
Strengths with Staff
Number of teachers seeking advanced degrees, professional development
Staff Highlight Strength Videos

- **Diverse and Experienced Teaching Staff** – Our staff represents a variety of backgrounds, experiences, and expertise, contributing to a rich learning environment for students.
- **Opportunities for Leadership** – Teachers and staff have multiple pathways to lead, including department leads, grade-level chairs, and special project coordinators.
- **Professional Learning Communities (PLC/PLT)** – Regular collaborative planning sessions support instructional alignment, data analysis, and best practices.
- **Guiding Coalition** – A collaborative team of staff, parents, and community members guiding campus improvement and strategic planning efforts.
- **Campus Leadership Team (CLT)** – Core administrative and teacher leadership team focused on instructional oversight, professional development, and school operations.
- **Hiring Committees** – Inclusive recruitment process ensuring highly qualified staff and alignment with campus culture and instructional priorities.
- **Highly Qualified Staff** – Commitment to staff excellence with a focus on certifications, training, and teaching effectiveness.
- **Staff Strengths and Expertise** – Recognition and utilization of individual staff talents and instructional strengths to enhance teaching and learning.
- **Advanced Degrees and Professional Development** – Many teachers pursue advanced degrees and participate in ongoing professional development to strengthen instructional practice.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): During the 2025-2026 school year, the campus will continue to prioritize addressing student discipline concerns, building on lessons learned from the previous year. Targeted interventions will be implemented to promote positive behavior, strengthen student support systems, and improve the overall school climate.
Root Cause: During the 2024-2025 school year, discipline issues were influenced by the ongoing need to strengthen consistency in behavior expectations across settings, expand social-emotional supports for students, and continue building staff capacity in proactive classroom management. While improvements were made, these areas remain key opportunities for continued growth.

Problem Statement 2 (Prioritized): Opportunities remain to strengthen campus professional development and ensure consistency in teacher feedback and support. By aligning training with classroom needs and providing ongoing coaching, educators can continue to refine their skills and positively impact student performance.
Root Cause: Opportunities remain to strengthen campus professional development and ensure consistency in teacher feedback and support. By aligning training with classroom needs and providing ongoing coaching, educators can continue to refine their skills and positively impact student performance.

Problem Statement 3 (Prioritized): New teachers and those new to the campus benefit from additional orientation, mentoring, and tailored professional development to help them transition smoothly and build confidence in instructional practices.
Root Cause: Current onboarding and mentoring structures are not yet fully comprehensive or differentiated to meet the varied needs of new staff, which can make the adjustment period more challenging.

Perceptions

Perceptions Summary

Potential data sources include but are not limited to:

- Teachers and staff surveys
- Parent surveys
- Climate and culture surveys
- Counselor surveys
- Focus groups and committees
- Classroom walkthrough data
- Parent conferences and meetings

Perceptions Strengths

Campus strengths and priorities include, but are not limited to:

- Students participating in multiple extracurricular activities
- Teachers and staff supporting students at extracurricular events
- The Communities in Schools mentoring program
- Student recognition through assemblies and Student of the Month awards
- Bi-weekly campus newsletter shared to teachers and parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Previous years' survey data indicates that parents have had limited opportunities to engage in campus events and participate in their child's education. Expanding these opportunities remains important for strengthening home-school connections, increasing parental support, and fostering a more collaborative educational environment.

Root Cause: Survey feedback suggests that campus outreach efforts and event structures have not always aligned with families' diverse schedules, communication preferences, and needs, which has limited consistent parent participation.

Problem Statement 2 (Prioritized): There is an opportunity to strengthen staff and student appreciation and recognition through more structured programs. Enhancing recognition efforts can help boost morale, engagement, and overall school climate.

Root Cause: Existing appreciation and recognition practices are informal and inconsistent, which limits their overall impact on staff and student motivation.

Priority Problem Statements

Problem Statement 1: Rising student mobility and a high percentage of economically disadvantaged students in special programs present opportunities for targeted support to ensure consistent academic progress and equitable access to resources.

Root Cause 1: Students often experience transitions that may disrupt continuity in learning and access to resources. These factors contribute to greater academic and social-emotional support needs, requiring the campus to implement consistent interventions, responsive programming, and strong relationship-building practices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Emergent Bilingual (EB) students require targeted academic interventions to support their unique learning needs and ensure equitable access to grade-level instruction.

Root Cause 2: EB students face additional learning challenges related to language development and varied educational experiences. Factors such as prior schooling, access to resources, and opportunities for language support highlight the need for intentional instructional strategies and targeted interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Despite efforts to expand Honors course enrollment, some students who have the potential to thrive in advanced classes may not be identified or provided with the supports needed to succeed, limiting opportunities for academic growth and enrichment.

Root Cause 3: Challenges in equitable enrollment stem from inconsistent use of performance and readiness data, gaps in staff collaboration, limited student and parent awareness of available opportunities, and insufficient structures to prepare and support students for advanced coursework.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The current use of student data has not consistently translated into actionable strategies to guide instruction and support student growth.

Root Cause 4: Limited analysis of available data, unclear goals, minimal collaboration among stakeholders, inconsistent communication, and insufficient training impede the development of effective, targeted strategies. Strengthening these areas is essential for monitoring progress and improving student outcomes.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Opportunities for professional development for teachers and staff need to be expanded and strengthened, with a focus on best instructional practices, STAAR preparation, and accelerated learning strategies.

Root Cause 5: Current challenges include limited access to high-quality training, inconsistent campus support for applying new strategies, and insufficient follow-up or feedback, which reduce the overall effectiveness of professional learning.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: During the 2025-2026 school year, the campus will continue to prioritize addressing student discipline concerns, building on lessons learned from the previous year. Targeted interventions will be implemented to promote positive behavior, strengthen student support systems, and improve the overall school climate.

Root Cause 6: During the 2024-2025 school year, discipline issues were influenced by the ongoing need to strengthen consistency in behavior expectations across settings, expand social-emotional supports for students, and continue building staff capacity in proactive classroom management. While improvements were made, these areas remain key

opportunities for continued growth.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Opportunities remain to strengthen campus professional development and ensure consistency in teacher feedback and support. By aligning training with classroom needs and providing ongoing coaching, educators can continue to refine their skills and positively impact student performance.

Root Cause 7: Opportunities remain to strengthen campus professional development and ensure consistency in teacher feedback and support. By aligning training with classroom needs and providing ongoing coaching, educators can continue to refine their skills and positively impact student performance.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: New teachers and those new to the campus benefit from additional orientation, mentoring, and tailored professional development to help them transition smoothly and build confidence in instructional practices.

Root Cause 8: Current onboarding and mentoring structures are not yet fully comprehensive or differentiated to meet the varied needs of new staff, which can make the adjustment period more challenging.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Previous years' survey data indicates that parents have had limited opportunities to engage in campus events and participate in their child's education. Expanding these opportunities remains important for strengthening home-school connections, increasing parental support, and fostering a more collaborative educational environment.

Root Cause 9: Survey feedback suggests that campus outreach efforts and event structures have not always aligned with families' diverse schedules, communication preferences, and needs, which has limited consistent parent participation.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is an opportunity to strengthen staff and student appreciation and recognition through more structured programs. Enhancing recognition efforts can help boost morale, engagement, and overall school climate.

Root Cause 10: Existing appreciation and recognition practices are informal and inconsistent, which limits their overall impact on staff and student motivation.

Problem Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Federal Report Card and accountability 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline 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

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Math:

In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 4 minimum expectation score in "Approaches" for 6th-8th grade Math STAAR performance scores for the following grade levels:

6th Grade: 64% (from 57%)

7th Grade: 51% (from 30%)

8th Grade: 68% (from 59%)

Algebra I: 100% (Maintain)

ELA:

In alignment with the district's tiered minimum performance benchmarks, our goal is to meet or exceed the Tier 4 minimum expectation score in "Approaches" for 6th-8th grade ELA STAAR performance scores for the following grade levels:

6th Grade: 73% (from 66%)

7th Grade: 69% (from 60%)

8th Grade: 77% (from 76%)

High Priority

Evaluation Data Sources: STAAR Data (2022-2025)

BOY, MOY, EOY Data

PLC & Team Lead meetings

Attendance data.

Instructional walk data

Strategy 1 Details		Reviews			
Strategy 1: Teachers will collaborate closely with district curriculum coordinators and campus instructional support personnel to enhance instructional design and delivery, with the goal of increasing student engagement and achievement. Strategy's Expected Result/Impact: Increase student growth in Math and Reading for all students by using data from previous years' STAAR assessments, MAP results, and student report cards to guide instruction and targeted interventions. The goal is for at least 10% of students to demonstrate measurable growth in STAAR and MAP scores by the end of the school year, with ongoing progress monitored through quarterly benchmark assessments and grade-level performance on report cards. Staff Responsible for Monitoring: Curriculum Coordinators, Department Chairs, Bettye Myers Administration ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy Funding Sources: Student Supplies - At-Risk (SCE) - \$3,062		Formative			Summative
		Dec	Mar	May	May
Strategy 2 Details		Reviews			
Strategy 2: We currently have a structured Student Advisory period in which core content teachers serve as mentors and provide targeted academic support to students. During this period, students identified as needing intervention in specific TEKS standards receive personalized tutoring using IXL to reinforce and remediate skills, while students ready for advanced learning engage in accelerated instruction through IXL's enrichment activities. This advisory period is held twice a week, providing consistent opportunities for skill reinforcement, individualized growth, and mastery of grade-level objectives. Strategy's Expected Result/Impact: Enhance student learning and academic outcomes by increasing performance in Math and Reading through targeted instruction, intervention programs, and enrichment opportunities. This initiative aims to improve student engagement, foster stronger teacher-student relationships, and create a supportive and inclusive learning environment, particularly for at-risk students. Progress will be monitored using STAAR and MAP assessment data, classroom performance, and participation metrics to ensure measurable growth and continuous improvement. Staff Responsible for Monitoring: Bettye Myers Administration CIS counselor Guidance Counselors Targeted Support Strategy Funding Sources: Teacher - State Compensatory Education (SCE) - \$68,659		Formative			Summative
		Dec	Mar	May	May

Strategy 3 Details		Reviews			
Strategy 3: Continue to utilize Edugence and other content-specific data in collaboration with core content staff to actively engage teachers in analyzing individual student performance and making data-driven decisions to guide instructional planning and intervention strategies. Regular data analysis sessions continue to be integrated into the agendas for the Guiding Coalition Team and Department PLC meetings, ensuring that instructional design is informed by real-time student progress, areas of need, and opportunities for enrichment. This ongoing process promotes teacher ownership of student outcomes, fosters collaboration, and supports continuous improvement in teaching and learning. Strategy's Expected Result/Impact: As a result of this strategy, at least 10% of students who were previously below grade level are expected to demonstrate measurable growth on STAAR, MAP, and benchmark assessments by the end of the school year, reflecting improved academic performance and mastery of key TEKS standards. Staff Responsible for Monitoring: Curriculum Coordinators Department Chairs Administration Team Leads Targeted Support Strategy Funding Sources: Subs for Planning - At-Risk (SCE) - \$2,500		Formative			Summative
		Dec	Mar	May	May
Strategy 4 Details		Reviews			
Strategy 4: Last year, we introduced dedicated time for Guiding Coalition members to observe and mentor teachers, supporting the implementation of effective instructional strategies such as differentiation, engagement with at-risk students, higher-level questioning, and providing positive feedback. This year, we are continuing this practice through structured learning walks, ensuring ongoing support for teachers and enhancing data-driven, targeted instruction for all students, with a particular focus on those at risk. Strategy's Expected Result/Impact: As a result, at least 80% of teachers observed during learning walks are expected to demonstrate consistent use of these strategies, contributing to measurable growth in student engagement and academic performance on benchmark assessments. Staff Responsible for Monitoring: Bettye Myers Administration Dept. Chairs Guiding Coalition Curriculum Coordinators Targeted Support Strategy Funding Sources: Substitutes for PD - At-Risk (SCE) - \$2,500, PD Registration, Supplies and Travel - At-Risk (SCE) - \$850		Formative			Summative
		Dec	Mar	May	May

Strategy 5 Details	Reviews			
Strategy 5: Build upon our partnership with Communities In Schools (CIS) to provide mentors for at-risk students, offering consistent academic, social, and emotional support to help them succeed. Additionally, expand parent engagement through education sessions held on and off campus, equipping families with strategies and resources to support their child's learning and well-being. This ongoing effort strengthens student support networks, fosters positive home-school connections, and contributes to improved student engagement, attendance, and academic outcomes. Strategy's Expected Result/Impact: We aim to increase parent engagement, expand the number of campus mentors, and improve student achievement. By fostering stronger family-school partnerships and providing additional mentorship support, we seek to create a supportive learning environment that promotes academic growth, social-emotional development, and overall student success. Staff Responsible for Monitoring: Administration Counselors CIS Teachers Funding Sources: Communities in Schools Case Management - At-Risk (SCE) - \$30,000	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By May 2026, 100% of eligible HB1416 students have participated in academic intervention and accelerated instruction programs, including intervention classes, student advisory sessions, and Saturday school accelerated learning opportunities. Participation was tracked using attendance data, with 90% of students attending regularly, demonstrating strong engagement in the interventions.

High Priority

Evaluation Data Sources: Student Advisory, Assessment data, STAAR testing, district common assessments

Strategy 1 Details	Reviews			
Strategy 1: Students in grades 6-8 who were not successful on the ELAR STAAR assessment will receive accelerated instruction in English Language Arts and Reading during the regular 90-minute class period. This targeted support is designed to strengthen foundational skills, address gaps in learning, and accelerate mastery of grade-level TEKS standards. Strategy's Expected Result/Impact: By implementing these strategies, we will foster a supportive and effective learning environment that equips students with the skills and confidence needed to succeed in English Language Arts and Reading (ELAR) and achieve higher performance on the STAAR assessments. These targeted interventions aim to close learning gaps, reinforce essential skills, and promote consistent academic growth across all grade levels. Staff Responsible for Monitoring: Bettye Myers Administration Counselors Diagnostician Dyslexia staff Teachers 504 Coordinator Guiding Coalition Targeted Support Strategy	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Provide before- and after-school tutorials, as well as Saturday school sessions, to deliver targeted academic support in Math and English Language Arts/Reading for students in grades 6-8. These additional instructional opportunities are designed to reinforce foundational skills, address learning gaps, and provide individualized support tailored to each student's needs. By offering extended learning time, this initiative aims to enhance student proficiency, build confidence, and improve overall academic performance, particularly for students who are below grade-level expectations. Progress will be monitored through attendance, classroom performance, and benchmark assessments to ensure measurable growth and continued skill development. Strategy's Expected Result/Impact: Improved student learning and outcomes will result in higher academic performance in Math and Reading, increased student engagement, and strengthened teacher-student relationships. Together, these improvements will foster a supportive and inclusive learning environment, particularly benefiting at-risk students by providing the guidance, encouragement, and resources they need to succeed academically and socially. Staff Responsible for Monitoring: Bettye Myers Administration Guidance Counselors Diagnostician Dyslexia staff Teachers 504 Coordinator Guiding Coalition Targeted Support Strategy Funding Sources: Extra Duty Pay for Teachers and Transportation Costs - At-Risk (SCE) - \$4,000, Snacks for Tutoring - At-Risk (SCE) - \$100	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By the end of the 2025-2026 school year, student attendance will increase by 2% and the percentage of students with fewer than 10 absences will increase by 10% compared to 2024-2025, supported by campus-wide engagement initiatives, parent communication systems, and targeted attendance interventions.

High Priority

Evaluation Data Sources: Staff Climate Surveys

Teacher Retention and Turnover Data

Professional Development and PLC Participation Records

Staff Recognition and Awards Program Participation

Exit Interview Feedback

Collaboration Logs or Meeting Minutes

Participation in Campus Initiatives and Events

Observation of Collaborative Practices

Mentorship or Coaching Program Engagement

Student Attendance Records (Edugence, ESchool, PEIMS)

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: We are actively enhancing the campus environment and overall culture by fostering a safe, healthy, and positive social, emotional, and academic atmosphere. Ongoing events and programs are designed to build collegiality and strengthen connections among all stakeholders, including students, staff, and families. To date, participation in these initiatives has increased, and surveys indicate that students and staff feel more connected and supported. These results demonstrate measurable progress toward creating a more collaborative, inclusive, and supportive school community, while providing a foundation for continued growth and engagement throughout the campus.

High Priority

- Evaluation Data Sources:** Club rosters
Meeting Agendas
Master Schedule
Staff Development
Academic Assemblies and pep rallies
Discipline data
Counselor referrals
Mentor sign-in
School Messenger reports
Family Engagement Nights
Leadership Opportunities
Leadership Committees,
T-TESS appraisals
Daily announcements
Student led activities
Student surveys
Diverse school decorations

Strategy 1 Details		Reviews			
Strategy 1: Foster authentic positive relationships and a supportive campus culture through cooperative learning, regular student recognition, and reinforcement of efforts. Teachers will greet students at the door, create social contracts, and prioritize positive relationships at the start of each class. The Student Advisory schedule will continue this school year, focusing on literacy, academic intervention, social-emotional learning, and study skills. Strategy's Expected Result/Impact: We aim to increase student achievement while reducing discipline referrals. Staff Responsible for Monitoring: Teachers Counselors Bettye Myers Administration		Formative			Summative
		Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that assist students in transitioning to 6th and 9th grades. Increase communication with 5th and 9th grade teachers and engage parents in elementary feeder schools to help prepare students for this transition. Additionally, provide transitional preparation programs for parents of current 5th and 8th grade students. Strategy's Expected Result/Impact: Improved communication between 5th and 9th grade teachers and increased parental involvement, ultimately enhancing student readiness for the challenges of middle and high school. Additionally, parents will be better equipped with the knowledge and resources needed to support their children during this critical time, resulting in greater student confidence and engagement. Staff Responsible for Monitoring: Bettye Myers Administration Teachers Guidance Counselors Funding Sources: Printing Supplies - At-Risk (SCE) - \$200	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Ensure all students are College, Career, and Military Ready by the end of 8th grade by hosting career nights, visiting the LaGrone Technology Center, Counselors delivering CCMR lessons, and touring the University of North Texas campus and classrooms. Strategy's Expected Result/Impact: Implementing targeted programs and support systems, will increase in students attending post-secondary schools. Staff Responsible for Monitoring: Teachers Counselors Bettye Myers Administration	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Enhance staff recognition through our campus Teacher of the Month program and participating in a broader teacher recognition initiative. Additionally, acknowledge teachers with support from the campus PTA and the Sunshine Committee. Strategy's Expected Result/Impact: Enhancing teacher recognition and engagement will improve staff morale and job satisfaction, creating a more positive school culture. Staff Responsible for Monitoring: Counselors Bettye Myers Administration Department Chairs Team Leaders Sunshine Committee Guiding Coalition	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By the end of the 2025-2026 school year, the campus will increase staff retention by 5% compared to 2024-2025, as measured by end-of-year staffing reports, and at least 85% of staff will report feeling valued and supported on the annual district climate survey. Progress will be supported through recognition initiatives, consistent communication, and opportunities for teacher leadership.

High Priority

Evaluation Data Sources: Staff Climate Surveys

Teacher Retention and Turnover Data

Professional Development and PLC Participation Records

Exit Interview Feedback

Participation in Campus Initiatives and Events

Mentorship or Coaching Program Engagement

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: By May 2026, all instructional staff will engage in at least two cross-curricular or grade-level collaboration sessions per semester, with a minimum of 90% of teachers reporting improved opportunities for professional collaboration and growth on both the mid-year and end-of-year surveys.

High Priority

Evaluation Data Sources: Staff Climate Surveys

Teacher Retention and Turnover Data

Professional Development and PLC Participation Records

Collaboration Logs or Meeting Minutes

Participation in Campus Initiatives and Events

Observation of Collaborative Practices

Mentorship or Coaching Program Engagement

Compass Point 2: Exceptional Workplace Environment

Performance Objective 4: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

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

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

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Teachers will collaborate closely with district curriculum coordinators and campus instructional support personnel to enhance instructional design and delivery, with the goal of increasing student engagement and achievement.
1	1	2	We currently have a structured Student Advisory period in which core content teachers serve as mentors and provide targeted academic support to students. During this period, students identified as needing intervention in specific TEKS standards receive personalized tutoring using IXL to reinforce and remediate skills, while students ready for advanced learning engage in accelerated instruction through IXL's enrichment activities. This advisory period is held twice a week, providing consistent opportunities for skill reinforcement, individualized growth, and mastery of grade-level objectives.
1	1	3	Continue to utilize Edugence and other content-specific data in collaboration with core content staff to actively engage teachers in analyzing individual student performance and making data-driven decisions to guide instructional planning and intervention strategies. Regular data analysis sessions continue to be integrated into the agendas for the Guiding Coalition Team and Department PLC meetings, ensuring that instructional design is informed by real-time student progress, areas of need, and opportunities for enrichment. This ongoing process promotes teacher ownership of student outcomes, fosters collaboration, and supports continuous improvement in teaching and learning.
1	1	4	Last year, we introduced dedicated time for Guiding Coalition members to observe and mentor teachers, supporting the implementation of effective instructional strategies such as differentiation, engagement with at-risk students, higher-level questioning, and providing positive feedback. This year, we are continuing this practice through structured learning walks, ensuring ongoing support for teachers and enhancing data-driven, targeted instruction for all students, with a particular focus on those at risk.
1	2	1	Students in grades 6-8 who were not successful on the ELAR STAAR assessment will receive accelerated instruction in English Language Arts and Reading during the regular 90-minute class period. This targeted support is designed to strengthen foundational skills, address gaps in learning, and accelerate mastery of grade-level TEKS standards.
1	2	2	Provide before- and after-school tutorials, as well as Saturday school sessions, to deliver targeted academic support in Math and English Language Arts/Reading for students in grades 6-8. These additional instructional opportunities are designed to reinforce foundational skills, address learning gaps, and provide individualized support tailored to each student's needs. By offering extended learning time, this initiative aims to enhance student proficiency, build confidence, and improve overall academic performance, particularly for students who are below grade-level expectations. Progress will be monitored through attendance, classroom performance, and benchmark assessments to ensure measurable growth and continued skill development.

Guiding Coalition

Committee Role	Name	Position
Classroom Teacher	Amy Panduro	Teacher
Campus Administrator	Jason Harned	Assistant Principal
Campus Administrator	Jasmin Logan	Assistant Principal
Classroom teacher	Tiffany Raven	Teacher
Classroom teacher	Kim Randolph	Teacher
Classroom teacher	Caroline Bridges	Teacher
Classroom teacher	Jeffrey Nemec	Teacher
Classroom teacher	Shannon Martin	Teacher
Classroom teacher	Leslie Dodson	Teacher
Classroom teacher	Shea Graham	Teacher
Classroom teacher	Andrew Russell	Teacher
Classroom teacher	Carrie Atkins	Teacher
Classroom teacher	Jill Pennington	Teacher
Classroom teacher	Tamyrha McCoy	Teacher
Classroom teacher	Jason Alexander	Teacher
Classroom teacher	Katrina Kronawitter	Teacher
Classroom teacher	Meghan Lenert	Teacher

Campus Based Leadership Team

Committee Role	Name	Position
Parent/ Business representative	Vacant Vacant	Parent/ Business representative
Paraprofessional	Gladys Hurley	Campus Attendance Clerk
Campus Administrator	Ron Sterling	Principal
Campus Administrator	Jasmin Logan	Assistant Principal
Non-Classroom professional	Emily Valenta	Guidance Counselor
Classroom Teacher	Shannon Martin	Math
Classroom Teacher	Jason Alexander	CTE
Business Representative	Danielle Martinez	CIS
Classroom Teacher	Josh Johnson	Special Education

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Supplies		\$3,062.00
1	1	3	Subs for Planning		\$2,500.00
1	1	4	PD Registration, Supplies and Travel		\$850.00
1	1	4	Substitutes for PD		\$2,500.00
1	1	5	Communities in Schools Case Management		\$30,000.00
1	2	2	Extra Duty Pay for Teachers and Transportation Costs		\$4,000.00
1	2	2	Snacks for Tutoring		\$100.00
2	1	2	Printing Supplies		\$200.00
Sub-Total					\$43,212.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher		\$68,659.00
Sub-Total					\$68,659.00

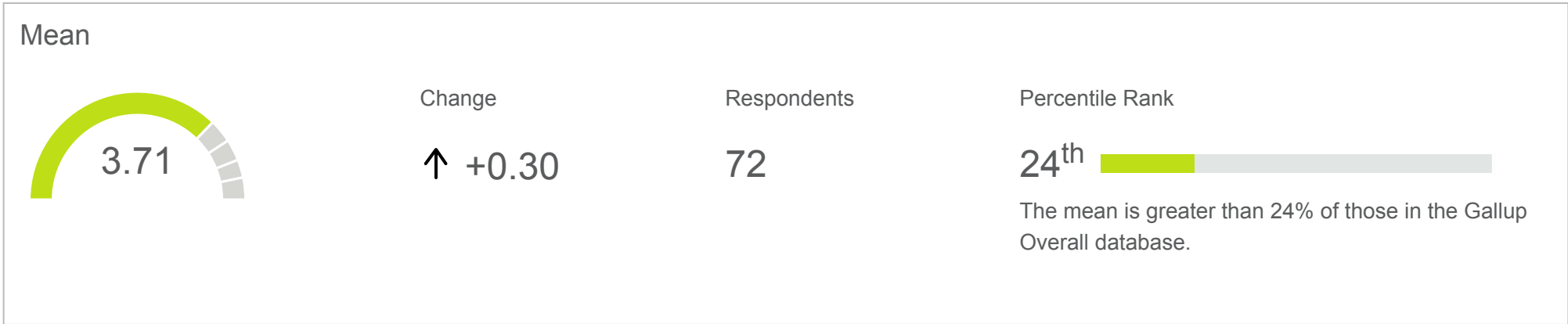
Addendums

EMPLOYEE ENGAGEMENT REPORT

2022 Denton ISD Employee Engagement Survey

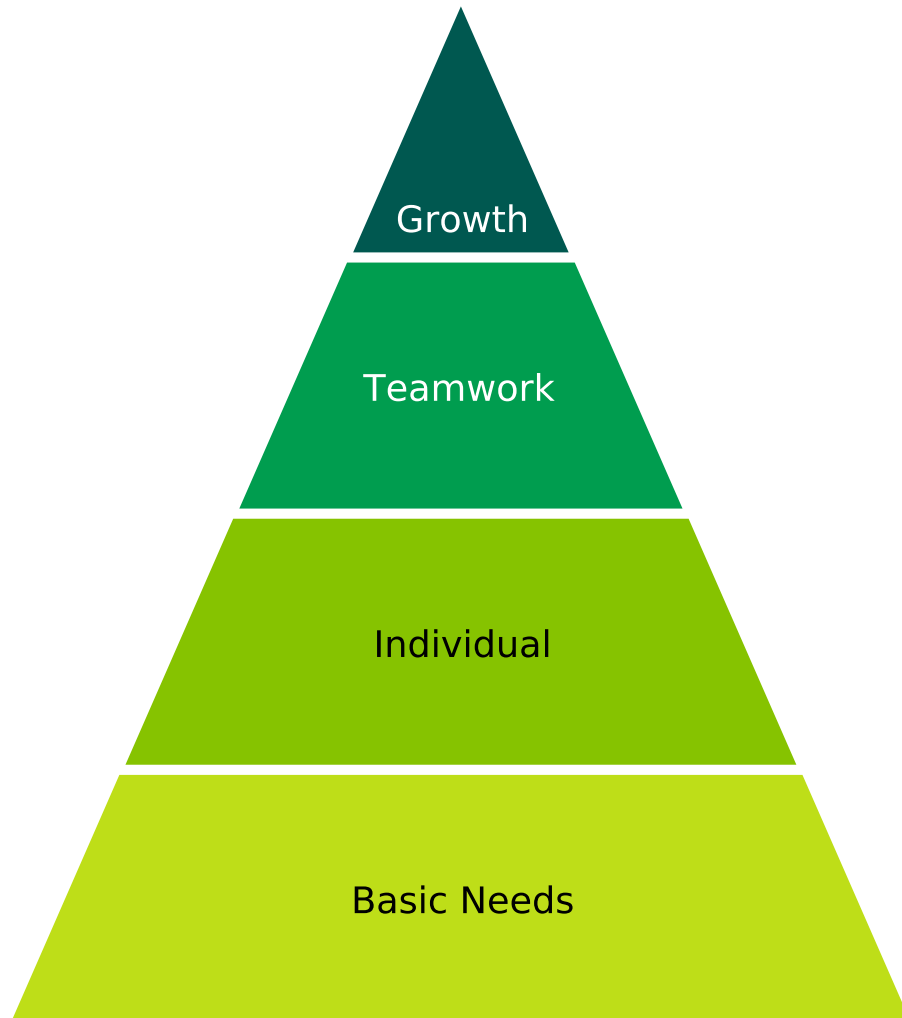
Direct | PEDEN, DONALD | All - All

Oct 17, 2022 - Oct 31, 2022 | Total Respondents : 72



Engagement Mean	Change	Mean Percentile Rank - Gallup Overall		Respondents	Engagement Index	
 3.71	↑ + 0.30	24		72	Engaged: 37% Not Engaged: * Actively Disengaged: *	
	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	72	3.47	3.32	0.15	14	3.94
Q01: I know what is expected of me at work.	72	4.17	4.14	0.03	22	4.46
Q02: I have the materials and equipment I need to do my work right.	72	3.60	3.67	-0.07	16	4.09
Q03: At work, I have the opportunity to do what I do best every day.	72	3.81	3.89	-0.08	26	4.18
Q04: In the last seven days, I have received recognition or praise for doing good work.	71	3.03	2.64	↑ +0.39	19	3.46
Q05: My supervisor, or someone at work, seems to care about me as a person.	72	4.13	3.66	↑ +0.47	37	4.28
Q06: There is someone at work who encourages my development.	71	3.86	3.28	↑ +0.58	38	4.09
Q07: At work, my opinions seem to count.	70	3.40	2.83	↑ +0.57	21	3.77
Q08: The mission or purpose of my organization makes me feel my job is important.	70	3.76	3.39	↑ +0.37	24	4.08
Q09: My associates or fellow employees are committed to doing quality work.	69	3.87	3.72	0.15	27	4.19
Q10: I have a best friend at work.	71	3.80	3.41	↑ +0.39	54	3.71
Q11: In the last six months, someone at work has talked to me about my progress.	64	3.22	2.77	↑ +0.45	16	3.68
Q12: This last year, I have had opportunities at work to learn and grow.	65	3.89	3.48	↑ +0.41	34	4.18

Engagement Hierarchy



Growth - How can I grow?

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

Teamwork - Do I belong here?

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

Individual - What do I give?

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

Basic Needs - What do I get?

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

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?		Current Mean		Change	Mean Percentile Rank - Gallup Overall	Respondents
		 3.88		-0.02	18	72
	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	72	4.17	4.14	0.03	22	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	72	3.60	3.67	-0.07	16	4.09

ENGAGEMENT HIERARCHY

Individual - What do I give?	Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	3.70	↑ + 0.33	28	72

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	72	3.81	3.89	-0.08	26	4.18
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	71	3.03	2.64	↑ +0.39	19	3.46
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	72	4.13	3.66	↑ +0.47	37	4.28
Q06: Development There is someone at work who encourages my development.	71	3.86	3.28	↑ +0.58	38	4.09

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?	Current Mean	Change	Mean Percentile Rank - Gallup Overall	Respondents
	 3.71	↑ + 0.37	31	71

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	70	3.40	2.83	↑ +0.57	21	3.77
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	70	3.76	3.39	↑ +0.37	24	4.08
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	69	3.87	3.72	0.15	27	4.19
Q10: Best Friend I have a best friend at work.	71	3.80	3.41	↑ +0.39	54	3.71

ENGAGEMENT HIERARCHY

Growth - How can I grow?		Current Mean		Change		Mean Percentile Rank - Gallup Overall		Respondents	
		3.56		↑ + 0.43		22		68	
		Respondents	Current Mean	Last Mean	Change		Mean Percentile Rank - Gallup Overall	Company Overall Current Mean	
Q11: Progress									
In the last six months, someone at work has talked to me about my progress.		64	3.22	2.77	↑ +0.45		16	3.68	
Q12: Learn and Grow									
This last year, I have had opportunities at work to learn and grow.		65	3.89	3.48	↑ +0.41		34	4.18	

Engagement Index

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

	%		Past %
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	37%		28%

My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
70	3.70	3.31	↑ +0.39	19	4.05

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
71	3.59	3.14	↑ +0.45	31	3.85

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
66	3.92	3.62	↑ +0.30	21	4.24

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
71	3.35	*	*	14	3.86

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
72	2.76	*	*	22	3.11

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
70	3.21	*	*	29	3.47

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

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
48	*	*	*

FOOTNOTES

- * - Scores are not available due to data suppression.
- Questions with zero responses for the selected team and/or reporting group do not appear on the report.
- Respondents can select multiple responses for multi-select questions.
- Not shown if n < 4 for Mean, Top Box, Verbatim Responses, and Sentiment, n < 10 for Frequency, or data is unavailable.
- Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.
- Percentile Rank in Gallup Overall Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  >= 90th Percentile
- Percent Engaged available when n ≥ 30. All categories available when n ≥ 100.
- Sentiment Distribution  Positive  Negative  Neutral  Mixed
- Sentiment Distribution is not available when n<50
- All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

“Don’t know” or “Does not apply”.

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

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

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

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

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

COMPARISONS

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

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

Observation Number:	Date of Observation:	Learning Target/Warm Up:	Lesson and Engagement:	Exit Ticket/Final Product:	Evidence/Artifacts:
1	08/28/2023			Adding/subtracting fractions; students grouped in 4s	ticket form for each student; 11/15-4/15=7/15
2	08/28/2023	defining real numbers		What is the same/different? $-3(2x-1)=15$	each student has a math journal to make entries
3	08/29/2023	prime factorization with exponents			I will take notes and practice sum of digits = 4; units do not = 2; value is even; my digit is >10
4	08/29/2023	multiplication chart			I will create a multiplication chart on paper using numbers and color
5	08/30/2023	art shading and highlighting		Individual drawings of object that is life-like on manila paper.	Turn in object drawing; extension activity to write in a sketch book art start
6	08/30/2023	analyze parts of a story characterization			
7	09/05/2023	summarize a fictional story		Write a summary in your own words on an exit ticket	Turn in the summary paper when you leave
8	09/05/2023	identify the parts of a summary			Label and highlight the different parts of a summary; characters, time, place, problem, action, and ending
9	09/06/2023	drawing a life-like figure from a picture		Students will continue drawing a life-like sports figure or team	Turn in a whole sheet with the drawing of a sports team or figure...a drawing with pencils and color.
10	09/07/2023	Students will identify the author's purpose in a story.		Using a chart in their journal, students will identify techniques the	Write in their journal the author's technique and answer why the author uses that particular device.
11	09/11/2023	Students will classify and characterize a solid		In their journal, students create a chart to classify different solids	Students analyze and classify different types of cereal in table groups. They discuss different properties and determine how to group them together.
12	09/12/2023	Students will use inferences to investigate articles in journalism.			Students define and describe a term that begins with "G". Glorious is the term. As a group, students define and discuss.
13	09/12/2023	Lesson in Canvas. If done, pull up IXL.			Student showed his grades and IXL work to do. Students were lined up outside after bell rang.
14	09/12/2023	Compare political, economic, religious, and social reasons for the establishment of colonies.			Video " Salty Colonial Dissenters"
15	09/13/2023	Students will correct/identify punctuation of sentences. Capitalization, commas, and end punctuation.			Students type errors in IXL on their computers.
16	09/13/2023	Students will use their own questions to interview a partner on their favorite memory from middle school.			Students informally interview a partner from questions they created. They will type the questions and answers in a doc on their computer. Shared out as a discussion at the end of class.
17	09/14/2023	Students will listen to a short story and identify the beginning, middle, and end.			Class discussion about the story...students describe the beginning and ending.
18	09/14/2023	Students will evaluate different careers and tell what kind of school/degree do you need for this job and how much money you c			Turn in a sheet with you top three career choices based on research done using the computer.

School		6th Reading	6th Math	7th Reading	7th Math	8th Reading	8th Math	8th Science	8th Social Studies	Our Numbers (out of 8)
Calhoun		63	66	78	61	77	51	66	48	6th Grade Reading = 5
Strickland		71	64	85	66	84	45	71	55	6th Grade Math = 4 (tie with Calhoun)
McMath		71	72	78	56	76	54	73	54	7th Grade Reading = 8
Crownover		83	81	92	76	89	78	85	76	7th Grade Math = 8
Navo*		58	58	82	58	77	58	60	48	8th Grade Reading = 5
Harpool		92	96	94	84	97	92	95	89	8th Grade Math = 6 *excludes Algebra
Myers		70	66	73	50	80	52	72	52	8th Grade Science = 4
Rodriguez*		61	54	77	51	83	57	63	64	
*now Cheek		59	56	79	55	80	57	61	56	

Denton Independent School District
Navo Middle School
2025-2026 Campus Improvement Plan



N A V O M I D D L E S C H O O L

Mission Statement

Navo Middle School's Mission is to eempower our students to make a positive contribution to society by providing a challenging comprehensive educational experience.

Vision

Navo Middle School's vision is to foster an environment of excellence where all students thrive.

Value Statement

Campus Goals:

Offer all students a variety of educational opportunities that create a richer college, career, military, and life readiness experience that better prepares them for high school and beyond.

Establish a schoolwide culture of college readiness that aligns with the AVID framework.

Close the opportunity gaps by ensuring students have access to the most rigorous courses and advanced academics pathways.

Create a track of high academic achievement from Navo Middle School to Braswell High School through exposure to advanced academics, extracurricular clubs and organizations, and fine arts experiences.

Navo Middle School's Core Values:

- Every student matters.
- Every student. Every day. Every time
- Our staff learns and grows together.
- We celebrate our successes.

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

The needs assessment for Navo Middle School was developed through the review of multiple data sources, including state accountability results, local assessment data, student demographics, perception surveys, and program evaluations. Analysis of academic performance highlighted areas of strength in reading and social studies, while math achievement continues to show gaps, particularly in 7th grade. Attendance rates, while stable, remain slightly below district expectations, impacting student success. Perception data from parents, staff, and students revealed positive growth in school culture and community engagement, but also identified opportunities to strengthen parent and community involvement.

Program evaluations emphasized the importance of consistent implementation of PLCs, CHAMPS, and AVID strategies across classrooms, while also pointing to the need for continued support for new teachers and alignment of instructional practices with district goals. The demographic profile of the campus, with a majority of students identified as economically disadvantaged and a significant number receiving special education services, further underscores the need for targeted interventions and inclusive practices.

Demographics

Demographics Summary

Navo Middle School serves a diverse student population with African American students representing the majority at 55.07 percent, followed by Hispanic students at 19.4 percent, White students at 17.1 percent, Asian students at 6.12 percent, American Indian students at 1.79 percent, and Pacific Islander students at 0.6 percent. In addition, 57.76 percent of students are identified as economically disadvantaged, 6.72 percent are English Language Learners, and 16.12 percent receive special education services. This diversity reflects the unique strengths and needs of the campus community, guiding instructional practices and support systems to ensure success for all learners.

Our enrollment by Race/Ethnicity is as follows:

African American	55.07%
Hispanic	19.4%
White	17.1%
American Indian	1.79%
Asian	6.12%
Pacific Islander	.6%

Our enrollment by Student Group is as follows:

Economically Disadvantaged	57.76%
English Language Learners	6.72%
Special Education	16.12%

Demographics Strengths

A demographic strength of Navo Middle School is the rich diversity of its student population, which provides opportunities for students to learn from and with peers from varied cultural, linguistic, and socioeconomic backgrounds. This diversity also creates meaningful opportunities for parental involvement, as families bring unique experiences, traditions, and perspectives that strengthen the school community and support student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Parent and community involvement at Navo Middle School is not as strong or consistent as needed to fully support student achievement and campus initiatives. While some families and community members participate in school events and activities, overall engagement levels remain limited. This lack of broad and consistent involvement reduces opportunities to build strong home-school connections, limit

Root Cause: Barriers such as competing family schedules, limited awareness of school involvement opportunities, and external factors like work commitments and transportation challenges have hindered parents and community members from engaging consistently with the school.

Student Learning

Student Learning Summary

Reading (Grades 6–8)

- **6th grade:** Stable performance at 77% Approaches, 48% Meets, and 19% Masters, close to 2023–2024 outcomes.
- **7th grade:** Slight growth at Approaches (70% vs. 68% last year) but small declines at Meets and Masters.
- **8th grade:** Strong gains from 2023–2024, rising to 80% Approaches, 56% Meets, and 29% Masters.

Overall: Reading shows positive momentum, especially in 8th grade, with 7th grade needing targeted support at higher performance levels.

Math (Grades 6–8)

- **6th grade:** Improved across all levels (63% Approaches, 24% Meets, 6% Masters) compared to last year's 53% / 20% / 3%.
- **7th grade:** Significant drop, with Approaches falling from 39% to 25%, Meets from 16% to 6%, and Masters from 2% to 0%.
- **8th grade:** Substantial gains, especially at Meets (54% vs. 28% last year), with Approaches at 65% and Masters at 11%.

Overall: Math performance is uneven. Growth in 6th and 8th grades is encouraging, but 7th grade represents a critical area of concern.

Social Studies (Grade 8)

- Improvement from 47% Approaches, 22% Meets, 7% Masters in 2023–2024 to 56% / 41% / 15% in 2024–2025.
- Gains are consistent across all performance levels.
- Large increases from 49% Approaches, 21% Meets, 7% Masters in 2023–2024 to 65% / 55% / 10% in 2024–2025.
- Represents a strong rebound toward prior high performance levels.
- 2024–2025: 100% Approaches, 42% Meets, 58% Masters.
- Slight decrease at *Meets* compared to 2023–2024 (81%), but Masters held steady at 58%.

Student Learning Strengths

Navo Middle School students demonstrated notable academic strengths during the 2024–2025 school year. Reading achievement showed consistent growth, with 8th grade making strong gains at the *Meets* and *Masters* levels. Math performance improved significantly in 6th and 8th grades, with 8th grade more than doubling its *Meets* level outcomes from the prior year. Science scores reflected substantial progress, with more than half of students meeting grade-level standards compared to just over one-fifth the previous year. Social Studies outcomes also strengthened, particularly at the *Meets* level, indicating improved content mastery. Algebra I students sustained high levels of success, with 100% of students achieving *Approaches* and strong performance at the *Masters* level. Navo Middle School students have increased in the area of IRL in the from the 6th, 7th, and 8th grades as evidenced by the STAAR assessment.

100% of the students who took the algebra 1 EOC achieved approaches while 83% achieved meets as evidenced by the STAAR assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement in mathematics at Navo Middle School is below district and state expectations, as evidenced by performance on STAAR assessments and classroom-based data. A significant percentage of students are not meeting grade-level proficiency standards, which limits their access to advanced coursework and hinders overall academic progress.

Root Cause: A root cause of low mathematics achievement is students' foundational gaps in number sense and calculation skills, which impact their ability to engage with grade-level content. Many students enter middle school with below-grade-level math fluency and computational proficiency, resulting in a cumulative learning gap that widens over time and limits their confidence and success in problem-solving a

School Processes & Programs

School Processes & Programs Summary

Navo Middle School has strengthened its systems of support to ensure both students and teachers have the tools they need to succeed. A Teacher Support Team has been established to provide targeted assistance with classroom management and instructional strategies, helping staff create effective learning environments. In addition, a Campus Instructional Team works closely with teachers to integrate research-based best practices into daily instruction, ensuring high-quality teaching across all content areas.

Navo Middle School is closely supported by the Denton ISD Curriculum and Instruction team, which conducts regular meetings with Navo's core departments and guiding coalition to maintain alignment with district goals and priorities.

To further support staff, Navo has developed a New-to-Navo Teacher Support System that pairs each new staff member with a mentor and hosts monthly meetings to foster professional growth and acclimation to the campus culture. Teachers also continue to participate in meaningful professional development. Prior to the start of the 2025–2026 school year, staff engaged in training focused on Professional Learning Communities (PLC), CHAMPS, and AVID. Embedded professional learning in these areas remains an integral part of ongoing development.

Navo Middle School maintains multiple leadership structures to guide decision-making and improvement, including a Guiding Coalition, Campus Improvement Team, and Hiring Committee. The master schedule includes embedded time for collaborative teams to meet three times a week, reinforcing the school's commitment to PLC practices and collective responsibility for student learning.

Finally, Navo Middle School provides robust opportunities for student involvement. Every student has the opportunity to participate in a UIL activity or campus club, promoting engagement, leadership, and school pride beyond the classroom.

School Processes & Programs Strengths

Navo Middle School has developed strong processes and programs that support both staff and students. Teachers benefit from a support team that assists with classroom management and instructional practices, as well as a campus instructional team that promotes research-based strategies. New staff members are supported through a mentorship system with monthly check-ins, while all teachers engage in professional learning focused on PLC, CHAMPS, and AVID. The master schedule includes embedded time for collaborative planning twice a week, and leadership is distributed through the guiding coalition, campus improvement team, and hiring committee. In addition, Navo maintains a strong partnership with the Denton ISD Curriculum and Instruction team to ensure alignment with district priorities. Students are provided with diverse opportunities to engage in UIL activities and clubs, which fosters involvement, leadership, and school pride.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student behavior at Navo Middle School presents ongoing challenges that disrupt the learning environment and impact academic and social-emotional growth. Discipline data and teacher feedback indicate a high number of behavior incidents, particularly among 6th and 7th grade students, that hinder instructional time and school culture.

Root Cause: A key root cause of these behavior issues is the difficulty students face transitioning from the highly structured environment of elementary school to the more independent setting of middle school. Additionally, inconsistent implementation of behavioral expectations across classrooms contributes to student confusion and a lack of accountability, making it harder to reinforce positive behaviors sch

Perceptions

Perceptions Summary

Navo Middle School continues to evaluate perceptions of our campus through a variety of measures, including surveys, interviews, and focus groups with students, staff, and parents. Parent engagement feedback indicates that families value our communication systems and the opportunities provided to partner with the school, though participation levels show room for continued growth. Parent evaluations of events such as Cub Camp, Panther Day, and extracurricular activities highlight strong appreciation for the sense of community fostered by the school.

Culture and climate data reflect that students and staff recognize the importance of Panther Nation values, with surveys pointing to a welcoming environment and strong relationships with teachers. Student feedback emphasizes the positive impact of extracurricular opportunities and recognition programs, while also suggesting the need for continued support in fostering belonging and academic confidence.

Community partnerships and volunteer data demonstrate growing support from local organizations, with sponsors, Panther Patrol, and alumni outreach contributing to student success. Staff surveys indicate satisfaction with professional learning communities and distributed leadership opportunities, though they also highlight the need for additional time and resources to support instruction. Retention rates remain stable, suggesting that staff feel invested in the mission and vision of the campus.

Communication data shows that multiple platforms—email, phone calls, social media, and newsletters—are effectively reaching families. However, survey responses suggest that some parents would appreciate more personalized communication regarding student academic progress and growth opportunities.

Overall, perceptions of Navo Middle School reflect pride in the campus's progress, recognition of its strong culture of support, and commitment to continuous improvement in collaboration, community involvement, and student success.

Perceptions Strengths

Navo Middle School demonstrated notable improvement in academic performance as reflected in the state accountability system. The campus accountability rating increased from a "D" to a "C," signaling progress toward meeting performance targets. Additionally, Navo earned Distinctions in Reading and Social Studies, highlighting areas of academic strength and student achievement.

Stakeholder feedback also reflects positive perceptions of the school's growth and climate. Parent surveys and engagement data show increased participation in campus events and

improved communication between home and school. Staff surveys indicate stronger collaboration within professional learning teams and a growing sense of shared responsibility for student success. Student feedback emphasizes a supportive and inclusive environment where academic expectations are clear. Community partnerships and volunteer participation continue to strengthen the school's connection with families and local organizations, contributing to an overall positive culture and climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students across all grade levels at Navo Middle School are demonstrating low proficiency in writing, as reflected in district benchmarks, STAAR performance, and classroom assessments. This deficit affects their ability to communicate effectively, organize their thoughts, and demonstrate understanding across all content areas.

Root Cause: A primary root cause of low writing performance is the limited and inconsistent integration of writing across the curriculum. Students are not regularly exposed to meaningful, content-based writing opportunities beyond their English Language Arts classrooms, which limits their ability to develop and apply writing skills in various academic contexts.

Problem Statement 2 (Prioritized): Student attendance rates at Navo Middle School are slightly below district and state expectations. If attendance rates are not improved, even a slight deficit can contribute to learning gaps, chronic

Root Cause: Although campus systems are in place to address attendance, some students continue to demonstrate low motivation and inconsistent prioritization of daily attendance. Contributing factors include outside influences such as family obligations, health-related issues, and lack of student engagement in school activities, which hinder the effectiveness of current attendance initiatives.

Problem Statement 3 (Prioritized): At Navo Middle School, 46% of the professional staff have missed more than seven instructional days, reducing consistency in instruction and impacting student achievement and classroom culture.

Root Cause: A contributing root cause to high staff absenteeism is a lack of sustained engagement and recognition. When staff feel undervalued, a lack of motivation and commitment to daily attendance may decrease, leading to increased time away from the classroom.

Priority Problem Statements

Problem Statement 1: Students across all grade levels at Navo Middle School are demonstrating low proficiency in writing, as reflected in district benchmarks, STAAR performance, and classroom assessments. This deficit affects their ability to communicate effectively, organize their thoughts, and demonstrate understanding across all content areas.

Root Cause 1: A primary root cause of low writing performance is the limited and inconsistent integration of writing across the curriculum. Students are not regularly exposed to meaningful, content-based writing opportunities beyond their English Language Arts classrooms, which limits their ability to develop and apply writing skills in various academic contexts.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Student achievement in mathematics at Navo Middle School is below district and state expectations, as evidenced by performance on STAAR assessments and classroom-based data. A significant percentage of students are not meeting grade-level proficiency standards, which limits their access to advanced coursework and hinders overall academic progress.

Root Cause 2: A root cause of low mathematics achievement is students' foundational gaps in number sense and calculation skills, which impact their ability to engage with grade-level content. Many students enter middle school with below-grade-level math fluency and computational proficiency, resulting in a cumulative learning gap that widens over time and limits their confidence and success in problem-solving.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: At Navo Middle School, 46% of the professional staff have missed more than seven instructional days, reducing consistency in instruction and impacting student achievement and classroom culture.

Root Cause 3: A contributing root cause to high staff absenteeism is a lack of sustained engagement and recognition. When staff feel undervalued, a lack of motivation and commitment to daily attendance may decrease, leading to increased time away from the classroom.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student attendance rates at Navo Middle School are slightly below district and state expectations. If attendance rates are not improved, even a slight deficit can contribute to learning gaps, chronic

Root Cause 4: Although campus systems are in place to address attendance, some students continue to demonstrate low motivation and inconsistent prioritization of daily attendance. Contributing factors include outside influences such as family obligations, health-related issues, and lack of student engagement in school activities, which hinder the effectiveness of current attendance initiatives.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parent and community involvement at Navo Middle School is not as strong or consistent as needed to fully support student achievement and campus initiatives. While some families and community members participate in school events and activities, overall engagement levels remain limited. This lack of broad and consistent involvement reduces opportunities to build strong home-school connections, limit

Root Cause 5: Barriers such as competing family schedules, limited awareness of school involvement opportunities, and external factors like work commitments and transportation challenges have hindered parents and community members from engaging consistently with the school.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Compass Points

Revised/Approved: August 4, 2025

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Navo Middle School students will show an increase in student achievement in ELAR, Math, Science, and Social Studies as evidenced in STAAR assessment.

Math:

Navo Middle School will meet the established minimum expectation of 100% Approaches for algebra EOC assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

85% of students will achieve the Meets level on the Algebra EOC.

65% of students will achieve the Masters level on the Algebra EOC.

Navo Middle School will meet or exceed the established minimum expectation of 71% Approaches for 6th grade math STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

35% or more of 6th Grade Navo students will achieve the meets level on the Math assessment.

15% or more of 6th Grade Navo students will achieve the masters level on the Math assessment.

Navo Middle School will meet or exceed the established minimum expectation of 51% Approaches for 7th grade math STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

30% or more of 7th Grade Navo students will achieve the meets level on the Math assessment.

10% or more of 7th Grade Navo students will achieve the masters level on the Math assessment.

Navo Middle School will meet or exceed the established minimum expectation of 70% Approaches for 8th grade math STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

55% or more of 8th Grade Navo students will achieve the meets level on the Math assessment.

15% or more of 6th Grade Navo students will achieve the masters level on the Math assessment.

ELAR:

Navo Middle School will meet or exceed the established minimum expectation of 78% Approaches for 6th grade ILA STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

60% or more of 6th Grade Navo students will achieve the Meets level on the STAAR ILA assessment.

35% or more of 6th Grade Navo students will achieve the Masters level on the STAAR ILA assessment.

Navo Middle School will meet or exceed the established minimum expectation of 76% Approaches for 7th grade ILA STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

55% or more of 7th Grade Navo students will achieve the Meets level on the STAAR ILA assessment.

25 % or more of 7th Grade Navo students will achieve the Meets level on the STAAR ILA assessment.

Navo Middle School will meet or exceed the established minimum expectation of 81% Approaches for 8th grade ILA STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

65% or more of 8th Grade Navo students will achieve the Meets level on the STAAR ILA assessment.

35% or more of 8th Grade Navo students will achieve the Masters level on the STAAR ILA assessment.

Social Studies:

Navo Middle School will meet or exceed the established minimum expectation of 59% Approaches for 8th grade social studies STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

55% or more of Navo 8th grade students will achieve the Meets level on the STAAR Social Studies assessment.

20% or more of Navo 8th grade students will achieve the Masters level on the STAAR Social Studies assessment.

Science:

Navo Middle School will meet or exceed the established minimum expectation of 73% Approaches for 8th grade science STAAR assessment, as defined by the district's established STAAR/EOC minimum expectation performance goals.

60% or more of Navo 8th grade students will achieve the Meets level on the STAAR Science assessment.

15% or more of Navo 8th grade students will achieve the Masters level on the STAAR Science assessment.

High Priority

Evaluation Data Sources: STAAR Assessment Data

IXL Diagnostic Data

Common Assessments

Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Conduct a comprehensive analysis of student achievement data--including STAAR scores, IXL scores, Common Formative Assessments (CFAs), and Campus-Based Assessments (CBAs)--to strategically align student needs in core content areas with teacher strengths, ensuring targeted instruction that supports academic growth. Strategy's Expected Result/Impact: Improved student performance in core content areas as evidenced by increased proficiency rates on STAAR, growth on IXL diagnostic assessments, and higher scores on CBAs and CFAs. Additionally, more targeted instructional practices will lead to greater student engagement, reduced learning gaps, and increased teacher efficacy in meeting the diverse academic needs of students. Staff Responsible for Monitoring: Building Principal Assistant Principals Instructional Leadership Team TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: To address academic gaps and support student growth across reading, math, science, and social studies, Navo Middle School will implement a schoolwide Multi-Tiered System of Support (MTSS) focused on targeted Tier 2 interventions embedded into the instructional day. Students demonstrating academic risk will be identified through progress monitoring tools such as IXL diagnostic assessment growth, district benchmarks, and classroom assessments. These students will be assigned to intervention groups during a dedicated period within the school schedule (e.g., Power Hour or Intervention Block), ensuring access to focused instruction without missing core content. Intervention will be content-specific and aligned to prioritized learning standards, with small-group instruction delivered by content area teachers and supported by instructional aides and specialists. All interventions will be monitored biweekly using data trackers and reteach assessments to ensure students are progressing. Student groupings and supports will be adjusted regularly based on data, and PLCs will use this data to drive targeted instructional planning and support. Strategy's Expected Result/Impact: As a result of implementing a structured, data-driven Tier 2 intervention system embedded within the school day, Navo Middle School will see increased student achievement across reading, math, science, and social studies. Specifically, students receiving Tier 2 support will demonstrate measurable growth on IXL diagnostic assessment growth, district benchmarks, and classroom assessments, with at least 75% of students meeting or exceeding their projected growth targets. Consistent progress monitoring and targeted instruction will narrow academic gaps, improve overall classroom performance, and increase student confidence Staff Responsible for Monitoring: Building Principal Instructional Coach Guiding Coalition MTSS - Assistant Principal Classroom Teachers PLTs Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Interventionist - State Compensatory Education (SCE) - \$82,841, Professional Development for MTSS - At-Risk (SCE) - \$5,300	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Establish and maintain a consistent schedule of ongoing, focused, and collaborative meetings with embedded professional development--such as Professional Learning Team (PLT) meetings and Guiding Coalition meetings--that embed job-embedded professional development to build teacher capacity and improve instructional practices. These collaborative forums will center on data-driven decision making, curriculum alignment, and evidence-based strategies for increasing student achievement in all core content areas. Meetings will be grounded in the continuous analysis of student data (e.g., STAAR scores, IXL scores, CBAs, and CFAs) to identify learning gaps, align interventions, and adjust Tier 1 instruction. Strategy's Expected Result/Impact: Improved instructional quality and increased student achievement across all core areas, as evidenced by gains in STAAR, IXL, and local assessment data. Strengthened teacher collaboration and professional growth will lead to more responsive and targeted instruction. Staff Responsible for Monitoring: Guiding coalition Administrative team. Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Professional Development Registrations for Guiding Coalition - At-Risk (SCE) - \$6,000	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Ensure implementation of the district's written curriculum. * Align classroom instruction to the curriculum's content, context, and cognitive demand. * Teachers use course overviews/storyboards, and Instructional Strategy Cards as guides during planning and observation. * Use 80% of the district common assessments and monitor results to adjust for instruction. Strategy's Expected Result/Impact: By ensuring full implementation of the district's written curriculum, aligning instruction to its content and rigor, using planning tools with fidelity, and analyzing results from common assessments to guide reteaching, the expected result is improved student mastery of standards, greater consistency in learning experiences across classrooms, and reduced achievement gaps, ultimately leading to stronger academic growth for all students. Staff Responsible for Monitoring: Campus principal and assistant principals Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Student achievement in mathematics at Navo Middle School is below district and state expectations, as evidenced by performance on STAAR assessments and classroom-based data. A significant percentage of students are not meeting grade-level proficiency standards, which limits their access to advanced coursework and hinders overall academic progress. **Root Cause:** A root cause of low mathematics achievement is students' foundational gaps in number sense and calculation skills, which impact their ability to engage with grade-level content. Many students enter middle school with below-grade-level math fluency and computational proficiency, resulting in a cumulative learning gap that widens over time and limits their confidence and success in problem-solving a

Perceptions

Problem Statement 1: Students across all grade levels at Navo Middle School are demonstrating low proficiency in writing, as reflected in district benchmarks, STAAR performance, and classroom assessments. This deficit affects their ability to communicate effectively, organize their thoughts, and demonstrate understanding across all content areas. **Root Cause:** A primary root cause of low writing performance is the limited and inconsistent integration of writing across the curriculum. Students are not regularly exposed to meaningful, content-based writing opportunities beyond their English Language Arts classrooms, which limits their ability to develop and apply writing skills in various academic contexts.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: By the end of the 2025-2026 school year, 100% of teachers at Navo Middle School will implement weekly writing opportunities using strategies such as Talk, Read, Talk, Write, sentence stems, WICOR strategies, and summarizing techniques, resulting in a 10% increase in students' writing proficiency as measured by district writing rubrics, STAAR constructed response scores, and campus-based writing samples.

High Priority

Evaluation Data Sources: Campus-Based Writing Samples

Teacher Lesson Plans and Walkthrough Data

Student Work Samples

PLC Documentation

STAAR Constructed Response Scores

Strategy 1 Details	Reviews			
Strategy 1: Provide staff training on the Read, Talk, Read, Write (RTRW) protocol to promote structured discussion and writing across disciplines. Offer ongoing PD on the use of sentence stems, summarizing techniques, and discipline-specific writing prompts. Teachers will be intentional about embedding at least one writing task per week using RTRW or similar structures. Incorporate sentence stems and summarizing tasks (e.g., Somebody-Wanted-But-So, GIST summaries) in core and elective classes. The Guiding Coalition will model lessons and provide feedback on the implementation of writing strategies during walkthroughs. Develop and share a cross-curricular writing strategy toolkit for staff. The Guiding Coalition will collect evidence of writing integration during PLCs and monitor student work samples. Include writing integration as part of the campus instructional observation tool. Create student writing showcases or publishing opportunities across disciplines (e.g., science lab reflections, social studies position papers, math process explanations). Strategy's Expected Result/Impact: Improved student writing fluency, clarity, and content understanding, as evidenced by writing samples, classroom assessments, and improved performance on STAAR and district benchmarks. Staff Responsible for Monitoring: Core and elective teachers. TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: Student Supplies - At-Risk (SCE) - \$2,000	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Student achievement in mathematics at Navo Middle School is below district and state expectations, as evidenced by performance on STAAR assessments and classroom-based data. A significant percentage of students are not meeting grade-level proficiency standards, which limits their access to advanced coursework and hinders overall academic progress. **Root Cause:** A root cause of low mathematics achievement is students' foundational gaps in number sense and calculation skills, which impact their ability to engage with grade-level content. Many students enter middle school with below-grade-level math fluency and computational proficiency, resulting in a cumulative learning gap that widens over time and limits their confidence and success in problem-solving a

Perceptions

Problem Statement 1: Students across all grade levels at Navo Middle School are demonstrating low proficiency in writing, as reflected in district benchmarks, STAAR performance, and classroom assessments. This deficit affects their ability to communicate effectively, organize their thoughts, and demonstrate understanding across all content areas. **Root Cause:** A primary root cause of low writing performance is the limited and inconsistent integration of writing across the curriculum. Students are not regularly exposed to meaningful, content-based writing opportunities beyond their English Language Arts classrooms, which limits their ability to develop and apply writing skills in various academic contexts.

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: Navo Middle School will increase students' college, career, military, and life readiness by providing intentional instruction, exploration opportunities, and skill-building experiences that promote goal setting, real-world awareness, and the development of essential academic and interpersonal skills.

Evaluation Data Sources: AVID documentation

Strategy 1 Details	Reviews			
Strategy 1: Through the AVID program, host family engagement nights focused on college, career, and military readiness. Share regular updates through newsletters, social media, and the school website that highlight student opportunities, resources. Strategy's Expected Result/Impact: Families will be more informed and actively involved in their students' postsecondary planning. Increased awareness will lead to better student preparedness, participation in readiness programs, and stronger alignment between student interests and academic pathways. Staff Responsible for Monitoring: Navo counselors, AVID teachers and Building principal. Problem Statements: Student Learning 1 - Perceptions 1	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Coordinate college campus visits for all grade levels, virtual tours, guest speakers, and career exploration events (e.g., Career Day, College Day). Students will engage with professionals from a variety of industries and begin identifying areas of interest. Strategy's Expected Result/Impact: Students will gain early exposure to diverse postsecondary options, increasing motivation and goal clarity. This exposure will support informed decision-making around endorsements, elective choices, and long-term planning. Staff Responsible for Monitoring: Administration AVID Site Team Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: PD for AVID Schoolwide Implementation - At-Risk (SCE) - \$1,216	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details		Reviews			
Strategy 3: Recruit a broader range of students into the AVID elective and provide staff development to incorporate AVID strategies--such as focused note-taking, inquiry-based discussions, organization, and goal-setting--across all content areas. Strategy's Expected Result/Impact: Students will develop strong academic habits, communication skills, and a college-going mindset. Increased AVID participation and campus-wide WICOR strategy implementation will support student achievement and readiness for high school and beyond. Staff Responsible for Monitoring: AVID Site Team Problem Statements: Perceptions 1		Formative			Summative
		Dec	Mar	May	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Student achievement in mathematics at Navo Middle School is below district and state expectations, as evidenced by performance on STAAR assessments and classroom-based data. A significant percentage of students are not meeting grade-level proficiency standards, which limits their access to advanced coursework and hinders overall academic progress. Root Cause: A root cause of low mathematics achievement is students' foundational gaps in number sense and calculation skills, which impact their ability to engage with grade-level content. Many students enter middle school with below-grade-level math fluency and computational proficiency, resulting in a cumulative learning gap that widens over time and limits their confidence and success in problem-solving a
Perceptions
Problem Statement 1: Students across all grade levels at Navo Middle School are demonstrating low proficiency in writing, as reflected in district benchmarks, STAAR performance, and classroom assessments. This deficit affects their ability to communicate effectively, organize their thoughts, and demonstrate understanding across all content areas. Root Cause: A primary root cause of low writing performance is the limited and inconsistent integration of writing across the curriculum. Students are not regularly exposed to meaningful, content-based writing opportunities beyond their English Language Arts classrooms, which limits their ability to develop and apply writing skills in various academic contexts.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Navo MS will be proactive in building positive relationships with the families, community members, and the business community to ensure their support and to increase the opportunities for them to become full partners in the education of Navo MS students.

High Priority

Evaluation Data Sources: Climate surveys, increase in parent volunteers, and an increase in community partnerships.

Strategy 1 Details	Reviews			
Strategy 1: Develop a formal program, Panther Partnership Program, to invite local businesses and organizations to support the school through sponsorship, mentoring, career days, and academic partnerships. Strategy's Expected Result/Impact: The Panther Partnership Program will increase community involvement and expand access to resources that support student achievement, college and career readiness, and overall school improvement. Through sustained collaboration with local businesses and organizations, students will benefit from real-world learning experiences, mentorship opportunities, and exposure to career pathways. Additionally, the program will foster a stronger sense of community ownership and pride in Navo Middle School, leading to increased sponsorship, volunteerism, and long-term partnerships that enhance the educational environment Staff Responsible for Monitoring: Building Principal Volunteer liaison. - Assistant Principal Problem Statements: Demographics 1	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Create a centralized digital hub (via Remind, email newsletters, and the school website) to consistently communicate important updates, celebrate achievements, and share volunteer opportunities. Strategy's Expected Result/Impact: Creating a centralized digital hub will enhance communication between the school and families, ensuring timely and consistent delivery of important updates, celebrations, and opportunities for involvement. As a result, families will feel more informed, connected, and empowered to participate in their child's education. Increased transparency and engagement are expected to lead to higher rates of parent involvement in school events, improved student attendance, and stronger school-home partnerships that contribute to a positive campus culture and student success. Staff Responsible for Monitoring: Building Principal Librarian Problem Statements: Demographics 1	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Parent and community involvement at Navo Middle School is not as strong or consistent as needed to fully support student achievement and campus initiatives. While some families and community members participate in school events and activities, overall engagement levels remain limited. This lack of broad and consistent involvement reduces opportunities to build strong home-school connections, limit **Root Cause:** Barriers such as competing family schedules, limited awareness of school involvement opportunities, and external factors like work commitments and transportation challenges have hindered parents and community members from engaging consistently with the school.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: Navo Middle School will recruit and hire highly qualified and effective staff. Navo MS will consider the potential talent and role fit of each candidate for hire, and use this data to create a climate where all students are motivated and challenged to meet their full educational potential.

Evaluation Data Sources: Staff retention.

Increase in staff involvement in leadership roles.

Strategy 1 Details	Reviews			
Strategy 1: To recruit and retain highly qualified staff who align with Navo Middle School's mission, vision, and goals, we will develop and implement a structured hiring rubric that ensures candidates are evaluated based on their alignment with our campus values and instructional priorities. Strategy's Expected Result/Impact: The implementation of a mission-aligned hiring rubric will lead to more consistent and objective hiring practices, ensuring that all selected candidates embody Navo's core values and instructional priorities. Over time, this will result in a stronger, more cohesive staff who are better equipped to collaborate within PLCs, deliver high-quality Tier 1 instruction, and foster a positive, student-centered campus culture Staff Responsible for Monitoring: Building Principal Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 3	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: To ensure consistent, equitable, and mission-aligned hiring decisions, Navo Middle School will establish a standing hiring committee trained to effectively use the Navo Hiring Rubric. The committee will be composed of campus administrators, department heads, team leaders, and other staff members who reflect the diversity, professionalism, and instructional priorities of the school Strategy's Expected Result/Impact: A well-trained hiring committee will ensure that every candidate is evaluated fairly, consistently, and in alignment with Navo's expectations for instructional excellence and cultural fit. This will lead to higher-quality hiring decisions, greater ownership in the hiring process, and a more intentional building of a staff that reflects the values and priorities of the campus. Staff Responsible for Monitoring: Building Principal. TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 3	Formative			Summative
	Dec	Mar	May	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 3: At Navo Middle School, 46% of the professional staff have missed more than seven instructional days, reducing consistency in instruction and impacting student achievement and classroom culture. **Root Cause:** A contributing root cause to high staff absenteeism is a lack of sustained engagement and recognition. When staff feel undervalued, a lack of motivation and commitment to daily attendance may decrease, leading to increased time away from the classroom.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: Navo Middle School will implement targeted programs, mentorship opportunities, and professional development to support new staff, first-year teachers, and campus transfers, with the goal of fostering high-quality instructional practices across all classrooms.

High Priority

Evaluation Data Sources: Staff survey data.

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted staff development for all staff new to Navo Middle School to review Denton ISD and campus-specific procedures, build relationships, and celebrate individual and collective successes as part of a positive on-boarding experience. Strategy's Expected Result/Impact: New staff will develop a strong understanding of district and campus procedures, feel welcomed and supported as part of the Navo community, and demonstrate increased confidence and competence in their roles. This will result in improved instructional implementation, stronger staff retention, and a more cohesive campus culture. Staff Responsible for Monitoring: Building Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details		Reviews			
Strategy 2: Assign trained mentor teachers to all staff new to the Navo campus, including first-year teachers, experienced hires, and internal transfers. Mentors will be selected based on instructional strength, leadership qualities, and positive campus involvement. Each mentor will be responsible for providing regular check-ins, modeling effective practices, and supporting the professional and emotional well-being of their mentee throughout the school year. Strategy's Expected Result/Impact: New staff will receive consistent, personalized support that fosters instructional growth, professional confidence, and a sense of belonging. Mentor relationships will promote retention, accelerate acclimation to Navo's culture and expectations, and contribute to a collaborative, high-performing school environment. Staff Responsible for Monitoring: Building Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3		Formative			Summative
		Dec	Mar	May	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: At Navo Middle School, 46% of the professional staff have missed more than seven instructional days, reducing consistency in instruction and impacting student achievement and classroom culture. Root Cause: A contributing root cause to high staff absenteeism is a lack of sustained engagement and recognition. When staff feel undervalued, a lack of motivation and commitment to daily attendance may decrease, leading to increased time away from the classroom.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 4: Navo Middle School will implement targeted attendance initiatives and intervention strategies to increase the Average Daily Attendance (ADA) rate to at least 95.9% by the end of the 2025 - 2026 school year.

High Priority

Evaluation Data Sources: Weekly Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Promote the importance of daily attendance through student incentives, parent communication, visual displays, and weekly recognition for individuals and grade levels with improved or outstanding attendance. Strategy's Expected Result/Impact: Students will be more motivated to attend school consistently due to increased recognition and positive reinforcement. Parents will become more aware of attendance expectations and their impact on academic success. As a result, the campus will experience a measurable increase in daily attendance rates and a reduction in unexcused absences. Staff Responsible for Monitoring: Attendance clerk. Assistant Principal. Building Principal Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize real-time attendance data to identify students with emerging or chronic attendance issues. Assign staff to conduct parent outreach, hold attendance conferences, and develop improvement plans tailored to individual student needs. Strategy's Expected Result/Impact: Students will be more motivated to attend school consistently due to increased recognition and positive reinforcement. Parents will become more aware of attendance expectations and their impact on academic success. As a result, the campus will experience a measurable increase in daily attendance rates and a reduction in unexcused absences. Staff Responsible for Monitoring: Attendance clerk. Assistant Principal. Building Principal Counselors House Leaders Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Collaborate with counselors to address barriers to attendance, such as transportation, health concerns, or family challenges, while reinforcing the school-home connection. Strategy's Expected Result/Impact: By addressing external barriers and strengthening the support network around students, more families will be equipped to prioritize consistent school attendance. Enhanced collaboration will lead to increased trust between home and school, reduced absenteeism related to non-academic challenges, and sustained improvement in student attendance. Staff Responsible for Monitoring: Attendance clerk. Assistant Principal. Building Principal Counselors Problem Statements: Perceptions 2	Formative			Summative
	Dec	Mar	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: Student attendance rates at Navo Middle School are slightly below district and state expectations. If attendance rates are not improved, even a slight deficit can contribute to learning gaps, chronic Root Cause: Although campus systems are in place to address attendance, some students continue to demonstrate low motivation and inconsistent prioritization of daily attendance. Contributing factors include outside influences such as family obligations, health-related issues, and lack of student engagement in school activities, which hinder the effectiveness of current attendance initiatives.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 5: Navo Middle School will implement a consistent recognition system to ensure that all staff members are acknowledged for their contributions at least once every seven school days.

Evaluation Data Sources: Staff engagement survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: Create a campus-wide recognition plan that ensures staff are acknowledged on a consistent basis. This calendar will include rotating weekly shout-outs in the staff newsletter, "Panther Spotlight" features for teachers and support staff, birthday and work anniversary celebrations, and a rotating "Staff Member of the Week" recognition. Incorporate themed appreciation days (e.g., "Treat Yourself Tuesday" or "Feel-Good Friday") to keep recognition fresh and engaging. All activities will be tracked to ensure every staff member is celebrated regularly. Strategy's Expected Result/Impact: Staff will feel consistently seen and appreciated through predictable, campus-wide recognition efforts. This routine acknowledgment will contribute to higher morale, increased job satisfaction, and a more positive school climate. Staff Responsible for Monitoring: Navo Admin Team Campus Leadership Team House Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3				
Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 2: Launch a peer recognition system such as "Panther Praise" cards or a digital shout-out board where staff can submit quick notes of appreciation to one another. These will be highlighted during weekly staff meetings, posted on a dedicated bulletin board, and/or shared in email blasts. Monthly drawings or small incentives (e.g., coffee, lunch vouchers, spirit gear) can be tied to peer nominations to boost participation. Strategy's Expected Result/Impact: A culture of mutual respect and encouragement will grow as staff members take ownership in celebrating each other's contributions. This will lead to stronger team cohesion, improved collaboration, and a more supportive working environment. Problem Statements: Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Campus leaders, including administrators, house leaders, and guiding coalition members, will participate in weekly staff celebrations by recognizing exceptional instructional practices, positive impact on students, and contributions to campus culture. Recognition may include personalized notes, classroom pop-ins with praise, shout-outs on social media, and leadership-hosted appreciation events each grading period. Strategy's Expected Result/Impact: Visible and genuine recognition from campus leaders will strengthen relationships between staff and administration, reinforce a culture of gratitude, and enhance teacher motivation and retention. Staff Responsible for Monitoring: Campus leadership team. Problem Statements: Perceptions 3	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 3: At Navo Middle School, 46% of the professional staff have missed more than seven instructional days, reducing consistency in instruction and impacting student achievement and classroom culture. Root Cause: A contributing root cause to high staff absenteeism is a lack of sustained engagement and recognition. When staff feel undervalued, a lack of motivation and commitment to daily attendance may decrease, leading to increased time away from the classroom.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 6: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

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

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

Plan Notes

Navo Middle School: *Where Excellence is the Standard!*

Theme: 20 Years: Our Vision is Clear

Navo Middle School Mission: Empowering our students to make a positive contribution to society by providing a challenging comprehensive educational experience.

Navo Middle School Vision: *To foster an environment of excellence where all students thrive.*

Campus Goals:

Offer all students a variety of educational opportunities that create a richer college, career, military, and life readiness experience that better prepares them for high school and beyond.

Establish a schoolwide culture of college readiness that aligns with the AVID framework.

Close the opportunity gaps by ensuring students have access to the most rigorous courses and advanced academics pathways.

Create a track of high academic achievement from Navo Middle School to Braswell High School through exposure to advanced academics, extracurricular clubs and organizations, and fine arts experiences.

Navo Middle School Values:

- ***Every student matters.***
- ***Every student. Every day. Every time***
- ***Our staff learns and grows together.***
- ***We celebrate our successes.***

Campus Shared Decision Making Committee

Committee Role	Name	Position
Counselor	Tiffany Hall	Counselor
Classroom Teacher	Ja'Corey Anderson	Team Leader
Classroom Teacher	Samm McAlister	Special Education Teacher
Administrator	Michelle Miller Jackson	Assistant Principal
Classroom Teacher	Tiffany Bassett	Classroom Teacher
Parent	Tiffini Watson	Parent
Classroom Teacher	Brooke Irby	Band Director
District-level Professional	Jairia Diggs	Director of Federal Programs and School Improvement
Classroom Teacher	Cheryl Covington	Team Leader
Paraprofessional	Jennifer McQueen	ISS Monitor
Classroom Teacher	Evonne English	Classroom Teacher
Administrator	Clint Marion	Assistant Principal
Administrator	Toni Goodman	Principal

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Professional Development for MTSS		\$5,300.00
1	1	3	Professional Development Registrations for Guiding Coalition		\$6,000.00
1	2	1	Student Supplies		\$2,000.00
1	6	2	PD for AVID Schoolwide Implementation		\$1,216.00
Sub-Total					\$14,516.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Interventionist		\$82,841.00
Sub-Total					\$82,841.00

Denton Independent School District

Rodriguez Middle School

2025-2026 Campus Improvement Plan



Mission Statement

MISSION

Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

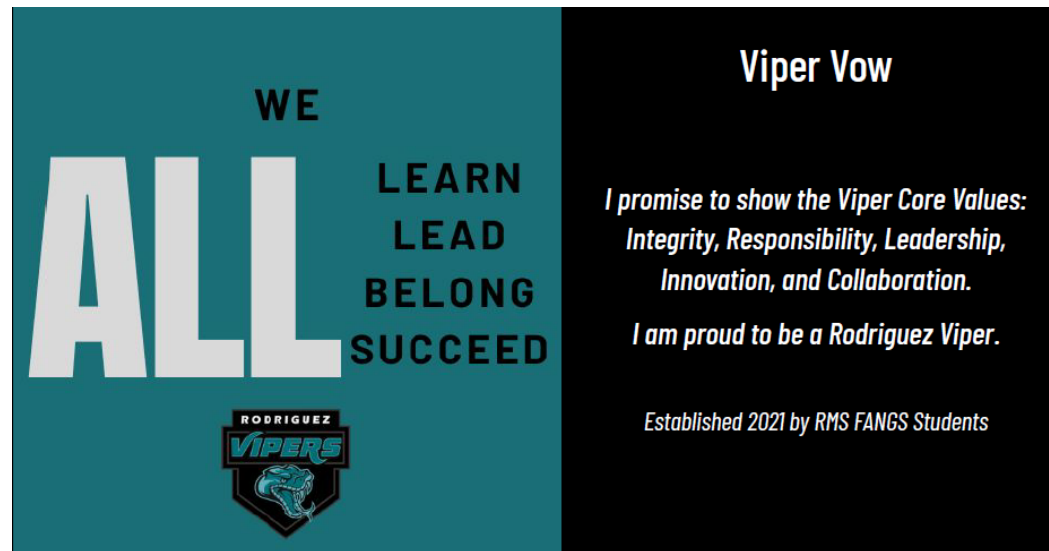


Vision

VISION

"WE ARE COMMITTED TO CREATING A CULTURE THAT CELEBRATES DIVERSITY, ENCOURAGES SOCIAL AND EMOTIONAL STUDENT GROWTH, EMPOWERS RESILIENT LEARNERS, AND GENERATES AUTHENTIC LEARNING EXPERIENCES. THROUGH LEADERSHIP AND COLLABORATION, WE WILL CULTIVATE AN ENVIRONMENT WHERE STUDENTS, STAFF, AND COMMUNITY BELONG AND ALL DECISION-MAKING WILL BE IN THE BEST INTEREST OF STUDENTS."

Value Statement



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Comprehensive Needs Assessment

Revised/Approved: September 12, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

Rodriguez Middle School conducted a comprehensive needs assessment using STAAR results, MAP Growth Data, student and staff perception surveys, discipline trends, demographic data, and program evaluations. The CLT team collaborated to analyze performance trends, root causes, and system effectiveness, using the Compass Points structure to guide reflection and planning.

Compass Point 1 – Excellence in Student Outcomes

State assessment data indicates a significant gap in mathematics achievement, most notably in 7th Grade Math, where only 25% of students achieved *Approaches Grade Level* compared to the Tier 4 target of 51%. Similarly, 8th Grade Math performance (61%) fell short of the Tier 4 benchmark of 68%, and 8th Grade Social Studies (52%) missed the 54% target.

By contrast, RMS exceeded or met Tier 4 benchmarks in most Reading Language Arts grade levels, Science 8, and Algebra I, indicating relative instructional strengths in those areas.

Root causes of underperformance include:

- Gaps in foundational numeracy skills in intermediate grades
- Inconsistent alignment between instruction and state standards
- Limited differentiation in math classrooms
- Lack of student ownership and goal tracking in math

Compass Point 2 – Reciprocal Family & Community Partnerships

Campus feedback data and stakeholder input reflect a need for deeper two-way communication. While RMS offers a range of family events and regular communication via Remind, newsletters, and social media, structured collection of family feedback occurs at fewer than 75% of engagement events.

Parents and caregivers have expressed a desire for:

- More opportunities to provide input
- Increased relevance of events to student learning
- Accessible communication formats (multilingual, flexible schedules)

Root causes include the absence of a formal process to collect event feedback and limited structures to connect family insights to program planning.

Compass Point 3 – Exceptional Workplace Environment

Staff climate survey results from Spring 2025 indicated that only 31.2% of staff reported “always feeling valued” at RMS. While collegiality and professional learning are seen as strengths, areas of concern include:

- Lack of formal recognition systems
- Limited input opportunities in campus decisions
- Staff fatigue and morale concerns post-pandemic

The root cause is a lack of consistent, intentional structures for recognition, shared leadership, and wellness.

Compass Point 4 – Responsible Fiscal Stewardship

A review of Title I and State Compensatory Education (SCE) budget usage revealed that while funds are directed toward instructional improvement, there is a need for:

- More visible alignment between funded strategies and CIP priorities
- Structured monitoring and documentation of impact

- Increased staff awareness of how resources support student outcomes

Currently, documentation systems are being refined to meet audit and compliance standards.

Demographics

Demographics Summary

Rodriguez Middle School, located in the Braswell Zone of Denton ISD, serves students in grades 6–8 and enters the 2025-26 school year with an enrollment of 628 students. The school remains the most diverse in the district, with students representing a wide range of racial and ethnic backgrounds: 43% Black or African American, 26% Hispanic/Latino, 23% White, and smaller percentages identifying as Asian, American Indian/Alaska Native, or Pacific Islander. Twenty-one different languages are spoken at home, including Spanish, Urdu, Panjabi, Swahili, Turkish, and Sinhalese, reflecting a truly multilingual learning environment.

Over half of the student population (56.8%) qualifies as Economically Disadvantaged, and 332 students are identified as At Risk. Other special populations include 113 students receiving Special Education services (IEPs), 69 Section 504 students, and 52 English Learners. The school's daily attendance rate is 94.49%, the highest among Denton ISD middle schools, though challenges persist with tardiness. Despite a 27% reduction in tardies, 171 students still have more than 10, and a few students have accrued over 100.

Disciplinary data show that 591 total referrals were submitted—down from 693 the previous year. Notably, 203 students had at least one offense, with 77 students accounting for three or more. There remain disproportionalities in referrals among Economically Disadvantaged (341), At Risk (334), and Special Education (88) students, although these numbers improved over the prior year.

Staff demographics reflect a continued effort toward diversity and inclusivity, with a wide range of experience and certification pathways represented. However, gender imbalance persists, with fewer male staff, and there is an identified need to increase ESL-certified teachers.

Rodriguez Middle School continues to adapt to a growing and diverse student body, with a strong attendance rate, improved discipline data, and targeted goals to support at-risk and multilingual learners. Ongoing needs include reducing tardiness, enhancing bilingual supports, and ensuring equitable discipline practices across student groups.

Demographics Strengths

- Rodriguez MS has the highest attendance rate (94.49%) among all middle schools in Denton ISD.
- The school serves a highly diverse and multilingual student body, with 21 languages spoken at home.
- Enrollment has stabilized at 623 students, with strong representation from each grade level (6–8).
- Tardiness has improved significantly, with a 27% reduction and 171 students having zero tardies.
- The campus maintains a strong focus on supporting special populations, including ESL, SpEd, and At Risk students.
- Staff reflects diverse certification routes and teaching experience, contributing to a varied instructional skill set.
- Ongoing efforts are in place to align staffing needs with student demographics, particularly in language support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a disproportionate number of discipline referrals among Economically Disadvantaged, At Risk, and Special Education students.

Root Cause: Inconsistent implementation of culturally responsive behavior supports and lack of early intervention strategies for high-needs student groups.

Problem Statement 2: A significant portion of students (56.8%) are identified as Economically Disadvantaged.

Root Cause: Local community economic challenges combined with a growing number of families qualifying under expanded income thresholds.

Problem Statement 3: There is an ongoing gender imbalance in staffing, with fewer male teachers and role models on campus.

Root Cause: Recruitment pipelines and applicant pools show limited male representation in middle school education positions.

Problem Statement 4: Tardies remain a persistent issue, with over 100 students logging 10+ tardies, and a small number reaching over 100.

Root Cause: Inconsistent consequences and lack of targeted intervention or incentives for timeliness among chronically tardy students.

Student Learning

Student Learning Summary

Rodriguez Middle School student learning data reveals mixed trends in academic performance, progress, and subgroup equity. While Reading STAAR scores improved in both 6th and 7th grade, Math scores showed a notable decline in 7th grade and remain below district and state averages. Current STAAR outcomes place most students at the Approaches level, with significant work needed to increase “Meets” and “Masters” level performance in core content areas.

MAP-to-STAAR projections for 2024–2025 predicted that:

- Only 34.9% of students will meet grade level in Math, and just 8.9% will reach Masters.
- In Reading, 15.7% are expected to meet grade level, with 4.7% projected for Masters—indicating a larger gap in reading comprehension.

Subgroup data shows that African American students, Special Education students, and Economically Disadvantaged students consistently perform below the campus average in STAAR and MAP results. While subgroup variation was less pronounced in 7th grade than in 6th, the data reinforces a need for increased instructional differentiation and responsive interventions for special populations.

Advanced academic opportunities exist, including Honors classes, EXPO, AVID, and 8th grade PSAT testing. However, campus-wide PSAT results indicate that Math remains an area of concern, and participation levels reflect an opportunity for broader access and success tracking. The school’s Career & Technical Education (CTE) and AVID enrollment also support College, Career, and Military Readiness (CCMR), but no dual credit or high school credit data is yet available at the middle school level.

To support struggling learners, RMS has implemented a comprehensive intervention framework that includes double block Math, tiered MTSS supports, Boot Camps, in-class small group instruction, and counselor conferencing. In response to retention risks, students failing two or more classes are referred for goal setting and intervention. Tutorials, Canvas access, and Viper U provide structured opportunities for re-teaching and content mastery, especially for chronically absent or failing students.

While Rodriguez MS offers a wide array of instructional supports, the data suggests a need for increased instructional alignment, subgroup-focused interventions, and academic culture building to support deeper learning and improved STAAR/MAP performance.

Student Learning Strengths

- 6th and 7th grade Reading STAAR scores improved from the prior year, with 7th grade aligning with the district average.
- Subgroup performance gaps narrowed in 7th grade, showing positive movement toward equity in that cohort.
- Multi-tiered interventions (MTSS) are in place, including double block Math, Saturday and After-School Boot Camps, and Tier 2/Tier 3 supports.
- RMS implements structured systems to support students with academic gaps, including Canvas access, in-class small group reteaching, and counselor conferencing for students failing multiple classes.
- AVID, Honors courses, and EXPO offer advanced academic pathways to support rigorous learning for high-achieving students.
- The campus supports early college and career readiness through 8th grade PSAT and CTE exposure, preparing students for long-term postsecondary goals.
- RMS has a culture of recognizing academic achievement through Honor Roll, Power Cards, and grade-level celebrations.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Math performance, particularly in 7th grade, has declined and remains below both district and state averages.

Root Cause: Students lack foundational numeracy skills, and Tier 1 instruction is not consistently differentiated based on formative assessment data. Current Math interventions are in place but may not be targeted enough to address individual learning gaps.

Problem Statement 2: MAP to STAAR projections show fewer than 35% of students are expected to meet grade level in both Reading and Math.

Root Cause: Instructional pacing and student support structures are not tightly aligned to the level of academic rigor required for STAAR. Intervention systems are robust but may not be consistently implemented or effectively monitored for impact.

Problem Statement 3 (Prioritized): Students in African American, Special Education, and Economically Disadvantaged subgroups continue to perform below campus averages on both state and local assessments.

Root Cause: Although interventions and academic supports are provided, they are not yet fully individualized or culturally responsive to the needs of these specific student groups.

Problem Statement 4: Student participation in tutorials and academic support opportunities is inconsistent, especially for those most in need.

Root Cause: Communication and follow-through on academic supports vary by teacher and grade level, and there is limited student accountability or incentive for utilizing available supports like Boot Camp, Viper U, or tutorials.

School Processes & Programs

School Processes & Programs Summary

Rodriguez Middle School implements a variety of academic, behavioral, enrichment, and leadership programs designed to support student success in a comprehensive and inclusive learning environment. Core instructional processes are supported by district-aligned curriculum and collaborative PLCs that meet weekly by grade level and subject area. The school is refining its use of data-informed Tier 1 instruction, supported by professional development in WICOR strategies, differentiation, and classroom management.

Academic support systems include Viper U (advisory/intervention period), double-blocked Math, Saturday and after-school STAAR Boot Camps, and targeted intervention classes. Students access digital learning platforms like Canvas, and teachers implement cross-curricular planning, differentiated small group reteaching, and goal-setting conferences for failing students. The MTSS system (academic and behavior) is used to track and respond to student needs, with counselor involvement and administrative oversight for chronic absences and academic gaps.

RMS offers a rich selection of high school credit courses (CTE, Algebra, Spanish) and college & career readiness (CCMR) supports through AVID, PSAT testing, and field trips to local colleges. A shift in 2025–2026 will require all students to take at least one CTE course prior to 9th grade, aligning with endorsement pathways. Career exploration is further supported through SchoolLinks, guest speakers, and student mentoring programs such as UNT Tutors and Heroes Mentors.

Behavioral and SEL supports include Essential 8, Viper of the Month, Power Cards, guidance lessons, and small group counseling. While these are valued, staff identified inconsistencies in discipline practices, dress code enforcement, and Viper U accountability, which affect schoolwide expectations and follow-through. As a response, new walkthrough systems and clarified protocols are being explored for 2025–2026.

Extracurricular opportunities are robust, including UIL Fine Arts, athletics, clubs, and upcoming peer mentorship programs. Student voice and leadership are growing through STUCO, NJHS, AVID leaders, cheerleading, and new mentoring roles.

Technology integration includes Canvas, Google Suite, and classroom use of SSO, HAC, and other digital tools. However, students report challenges with digital navigation and foundational tech skills (e.g., resetting passwords, checking grades, or accessing tutorials), which Viper U is now addressing through weekly “Tech How-To” sessions.

Staff culture and retention have improved due to enhanced mentor programs, committee-led events, and ongoing efforts to celebrate both students and teachers. Still, feedback indicates a need for more clarity, consistency, and communication across processes to sustain a unified campus culture.

Rodriguez MS continues to grow its capacity to serve all students through well-rounded programming, responsive interventions, and a whole-child approach that values academics, social-emotional development, and community connection.

School Processes & Programs Strengths

- RMS provides a wide range of academic support structures, including Viper U, Boot Camps, double-blocked Math, and targeted intervention classes for students needing Tier 2 and Tier 3 supports.
- Students have access to high school credit courses (CTE, Algebra, Spanish) and participate in college and career readiness experiences through AVID, CCMR Fairs, PSAT, and campus visits to local universities.
- Professional learning communities (PLCs) meet regularly by subject and grade level, strengthening curriculum alignment and collaboration.
- The school offers a robust multi-tiered system of supports (MTSS) for both academics and behavior, with counselor involvement, small group guidance, and administrator-led

goal-setting conferences.

- Community and family engagement is strong, with events such as Trunk or Treat, Family Nights, Multicultural Fairs, and Food Truck Fridays that build a connected school culture.
- RMS supports student leadership and connectedness through clubs, STUCO, NJHS, peer mentorship programs, and extracurricular opportunities such as cheerleading, Step Team, and Fine Arts competitions.
- Technology is embedded in instruction through Canvas, SSO, and Google platforms, and students receive structured tech-skills support via Viper U "Think About It Thursday" lessons.
- A positive staff culture has been fostered through the mentor program, Guiding Coalition, and committee-led celebrations and events that promote retention and teacher collaboration.
- RMS is committed to continuous improvement, actively reviewing campus policies, walkthrough systems, and program accountability measures to strengthen implementation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent implementation of campus policies and procedures (e.g., dress code, Viper U participation, hallway passes) contributes to confusion among students and staff.

Root Cause: Lack of clearly communicated and consistently reinforced expectations; varying interpretations of procedures by new and returning staff.

Problem Statement 2: Some instructional and intervention programs lack fidelity in implementation and monitoring, limiting their impact on student achievement.

Root Cause: While structures (e.g., MTSS, Boot Camps, Viper U) are in place, expectations and accountability measures for implementation vary by team or individual teacher.

Problem Statement 3: Students demonstrate limited digital literacy skills necessary to navigate learning platforms, school systems, and self-advocacy tools.

Root Cause: Foundational training in tech literacy is not embedded early or often enough; students are expected to use digital systems without structured onboarding or support.

Problem Statement 4: Enrollment in AVID and Fine Arts programs is declining due to scheduling shifts and increased emphasis on CTE.

Root Cause: Recent policy changes requiring all students to take CTE courses before high school have reduced elective flexibility and inadvertently impacted AVID and Fine Arts enrollment.

Problem Statement 5: Teacher leadership and morale are unevenly distributed, with the same staff members often carrying the bulk of campus duties.

Root Cause: Lack of a clearly defined structure for rotating responsibilities and distributing leadership opportunities equitably among all staff members.

Perceptions

Perceptions Summary

Rodriguez Middle School continues to prioritize building a culture of safety, respect, and inclusion through expanded student, staff, and community engagement. The student climate survey response rate increased from 47 to 369 students, allowing for a much clearer understanding of how students experience life at school.

65.6% of students agree that they feel safe at RMS, a promising indicator of general campus security and adult presence. Students credited staff visibility and consistent routines in classrooms as contributing factors. Still, open responses highlighted concerns about locker room supervision, restroom cleanliness, and some inconsistent behavioral management practices, suggesting areas where perceptions of safety could be further strengthened.

In terms of relationships and equity, over 70% of students report feeling respected by their teachers most of the time, though only 33.1% selected “always.” A standout concern is that 66.9% of students do not feel all students are treated fairly, suggesting significant equity gaps in classroom practices, peer interactions, and discipline implementation.

Importantly, 84.6% of students report having at least one trusted adult on campus, a powerful protective factor linked to student well-being, behavior, and academic performance. Students requested increased opportunities for connection with staff beyond the classroom through events, hallway presence, and extracurricular involvement.

Staff survey participation also improved, growing from 16 to 77 responses. While 59.7% of staff report a strong sense of purpose in their work, only 31.2% report always feeling valued. Staff feedback emphasized a desire for more meaningful recognition, shared leadership, and systems to support wellness and morale. In response, the school has expanded initiatives like Viper of the Month, themed socials, birthday celebrations, and Sunshine Committee events to foster a more connected adult community.

Parent and community engagement remains strong through well-attended events such as Multicultural Night, Family Nights, Trunk or Treat, and Resource Fairs. While community involvement is evident, formal systems to gather and analyze family feedback are still emerging, creating a potential opportunity for growth in responsiveness and inclusion.

Communication tools like Canvas, newsletters, and SSO platforms support transparency between home and school. However, students reported varying levels of clarity in campus expectations and academic processes, suggesting an ongoing need for consistent communication structures at the classroom and school-wide level.

Overall, Rodriguez MS is making clear progress toward cultivating a climate rooted in safety, connection, equity, and inclusion. Perception data shows strong adult-student relationships and a generally positive sense of safety. Areas for continued growth include perceived fairness, structured family feedback systems, and a consistent culture of adult recognition and shared expectations.

Perceptions Strengths

- 65.6% of students report feeling safe at school, reflecting improvement in adult visibility, classroom structure, and overall campus security.
- 84.6% of students report having at least one trusted adult at RMS, supporting strong relational capacity across the campus.
- Over 70% of students feel respected by their teachers most of the time, indicating positive classroom cultures across many instructional settings.
- Student voice is increasingly represented, with survey participation expanding from 47 to 369 student responses, improving the accuracy and usefulness of feedback.
- Staff participation in the campus climate survey increased nearly fivefold, rising from 16 to 77 responses, allowing for broader insight into staff experiences.
- 59.7% of staff report showing up to work with a sense of purpose, reflecting strong internal motivation and connection to students.

- RMS staff-led initiatives—including Viper of the Month, birthday recognitions, themed social events, and mentor systems—support morale and appreciation.
- Community engagement remains a strong campus asset, as demonstrated by Trunk or Treat, Family Nights, Resource Fairs, and Multicultural Night, all of which draw active family and community participation.
- Student requests for stronger adult-student relationships outside the classroom reflect a positive desire for deeper engagement, not disengagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 66.9% of students report not feeling that all students are treated fairly on campus.

Root Cause: Inconsistent classroom expectations and discipline practices across teachers and teams contribute to student perceptions of inequity and favoritism.

Problem Statement 2: Only 33.1% of students report always feeling respected by teachers.

Root Cause: Variability in classroom management approaches, relational capacity, and culturally responsive practices may lead to inconsistent student-teacher relationships.

Problem Statement 3: Only 31.2% of staff report always feeling valued.

Root Cause: While celebrations and recognitions exist, they are not consistently distributed or meaningfully connected to staff input, leading to uneven perceptions of appreciation and inclusion.

Problem Statement 4: RMS does not have a formal, consistent system for collecting and analyzing parent and community feedback.

Root Cause: Although family and community events are well-attended, the campus lacks structured tools (e.g., post-event surveys, parent focus groups) to document and act on stakeholder perceptions.

Priority Problem Statements

Problem Statement 1: There is a disproportionate number of discipline referrals among Economically Disadvantaged, At Risk, and Special Education students.

Root Cause 1: Inconsistent implementation of culturally responsive behavior supports and lack of early intervention strategies for high-needs student groups.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in African American, Special Education, and Economically Disadvantaged subgroups continue to perform below campus averages on both state and local assessments.

Root Cause 2: Although interventions and academic supports are provided, they are not yet fully individualized or culturally responsive to the needs of these specific student groups.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent implementation of campus policies and procedures (e.g., dress code, Viper U participation, hallway passes) contributes to confusion among students and staff.

Root Cause 3: Lack of clearly communicated and consistently reinforced expectations; varying interpretations of procedures by new and returning staff.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 66.9% of students report not feeling that all students are treated fairly on campus.

Root Cause 4: Inconsistent classroom expectations and discipline practices across teachers and teams contribute to student perceptions of inequity and favoritism.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: STAAR Math performance, particularly in 7th grade, has declined and remains below both district and state averages.

Root Cause 5: Students lack foundational numeracy skills, and Tier 1 instruction is not consistently differentiated based on formative assessment data. Current Math interventions are in place but may not be targeted enough to address individual learning gaps.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification 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 benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Revised/Approved: September 12, 2025

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Rodriguez Middle School will increase the percentage of students achieving Approaches Grade Level on the 7th Grade Math STAAR from 25% in 2025 to at least 51% in 2026, meeting the Tier 4 minimum performance expectation.

High Priority

HB3 Compass Point

Evaluation Data Sources: STAAR 7th Grade Math, IXL Level Up Diagnostics, Common Assessments, Campus Benchmark Results, MTSS Tracking

Strategy 1 Details		Reviews			
Strategy 1: Implement daily small group math instruction during Tier 1 classroom time and extended learning opportunities (before/after school) for 7th grade students performing below grade level in numeracy. Strategy's Expected Result/Impact: Increase student mastery of key TEKS-based math concepts through targeted instruction, leading to improved performance on IXL Level Up diagnostics and STAAR 7th Grade Math. Staff Responsible for Monitoring: Math Department Chair, 7th Grade Math Teachers, Assistant Principal of Instruction Title I: 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: Tutoring materials, math manipulatives, intervention personnel extended learning sessions - At-Risk (SCE) - \$600, Teacher - State Compensatory Education (SCE) - \$62,497		Formative			Summative
		Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Strengthen Tier 1 math instruction by providing teachers with protected PLC time and targeted coaching focused on lesson internalization, data analysis, and effective small group instruction using TEKS-aligned resources. Strategy's Expected Result/Impact: Teachers will increase alignment and effectiveness of math instruction, leading to improved student outcomes on formative assessments and increased STAAR Approaches rates. Staff Responsible for Monitoring: Instructional Coach, Math Department Chair, Campus Administrators Title I: 2.533, 2.535 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: coaching, subs for PLCs - At-Risk (SCE) - \$600	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Implement a campus-wide system for goal setting and progress monitoring in 7th grade math using IXL Level Up diagnostics and classroom data trackers, allowing students to regularly reflect on their growth and target specific TEKS. Strategy's Expected Result/Impact: Increased student ownership of learning will lead to greater engagement, more targeted interventions, and improved STAAR outcomes in 7th Grade Math. Staff Responsible for Monitoring: 7th Grade Math Teachers, Instructional Coach, Assistant Principal Title I: 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: STAAR Math performance, particularly in 7th grade, has declined and remains below both district and state averages. **Root Cause:** Students lack foundational numeracy skills, and Tier 1 instruction is not consistently differentiated based on formative assessment data. Current Math interventions are in place but may not be targeted enough to address individual learning gaps.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Rodriguez Middle School will increase the percentage of students achieving Approaches Grade Level on the 8th Grade Math STAAR from 61% in 2025 to at least 68% in 2026, meeting the Tier 4 minimum performance expectation.

HB3 Compass Point
Evaluation Data Sources: STAAR 8th Grade Math, IXL Level Up Diagnostics, Common Assessments, MTSS Tier 2/3 Data

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted support to struggling 8th grade math students through daily Math Lab intervention classes using individualized IXL Level Up skill plans and TEKS-aligned materials. Strategy's Expected Result/Impact: Students will demonstrate measurable growth in math proficiency, leading to increased STAAR Approaches performance and stronger foundational skills for Algebra I readiness. Staff Responsible for Monitoring: Math Teacher, 8th Grade Math PLC, Assistant Principal Title I: 2.531, 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Facilitate weekly data-driven PLC meetings focused on unpacking assessment results, identifying student misconceptions, and planning reteach strategies using TEKS-aligned resources and instructional best practices. Strategy's Expected Result/Impact: Collaborative planning and real-time instructional adjustments will lead to improved student understanding and increased STAAR Approaches performance in 8th Grade Math. Staff Responsible for Monitoring: Instructional Coach, Math Department Chair, Campus Administrators Title I: 2.533, 2.535 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 1 Funding Sources: substitutes for PD - At-Risk (SCE) - \$600, PD Registration, Supplies & Travel - At-Risk (SCE) - \$2,980	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Implement student data trackers and goal-setting protocols in 8th Grade Math classrooms to build student ownership of progress on TEKS-aligned skills, classroom assessments, and IXL Level Up diagnostics. Strategy's Expected Result/Impact: Empowering students to monitor their own growth will increase engagement, close learning gaps more effectively, and boost overall STAAR performance in 8th Grade Math. Staff Responsible for Monitoring: 8th Grade Math Teachers, Instructional Coach, Assistant Principal Title I: 2.534 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: STAAR Math performance, particularly in 7th grade, has declined and remains below both district and state averages. **Root Cause:** Students lack foundational numeracy skills, and Tier 1 instruction is not consistently differentiated based on formative assessment data. Current Math interventions are in place but may not be targeted enough to address individual learning gaps.

Problem Statement 3: Students in African American, Special Education, and Economically Disadvantaged subgroups continue to perform below campus averages on both state and local assessments. **Root Cause:** Although interventions and academic supports are provided, they are not yet fully individualized or culturally responsive to the needs of these specific student groups.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: Rodriguez Middle School will increase the percentage of students achieving Approaches Grade Level on the 8th Grade Social Studies STAAR from 52% in 2025 to at least 54% in 2026, meeting the Tier 4 minimum performance expectation.

HB3 Compass Point
Evaluation Data Sources: STAAR 8th Grade Social Studies, Campus Benchmarks, DBAs, Formative Checks

Strategy 1 Details	Reviews			
Strategy 1: Incorporate weekly DBQ style writing prompts and structured academic discussions to strengthen students' historical thinking, content retention, and STAAR-aligned written response skills. Strategy's Expected Result/Impact: Improved student ability to analyze historical sources and communicate understanding in writing will support STAAR readiness and content mastery. Staff Responsible for Monitoring: 8th Grade Social Studies Teachers, Instructional Coach, Department Lead Title I: 2.535 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Learning 3	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Design and implement biweekly, spiral review cycles targeting historically low-performing TEKS using quick checks, reteach strategies, and exit ticket data to guide instruction. Strategy's Expected Result/Impact: Spiral review will reinforce previously taught concepts, close retention gaps, and improve performance on interim assessments and STAAR. Staff Responsible for Monitoring: 8th Grade Social Studies PLC, Instructional Coach, Assistant Principal Title I: 2.534 - TEA Priorities: 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 - Results Driven Accountability Funding Sources: printing/spiral resources - At-Risk (SCE) - \$3,045	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Conduct monthly student data talks to review Social Studies assessment performance, set individual TEKS mastery goals, and track progress using personal learning folders. Strategy's Expected Result/Impact: Students will build content ownership and motivation, leading to improved performance on both formative checks and STAAR Social Studies. Staff Responsible for Monitoring: 8th Grade Social Studies Teachers, Department Chair, Instructional Coach Title I: 2.534 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Students in African American, Special Education, and Economically Disadvantaged subgroups continue to perform below campus averages on both state and local assessments. Root Cause: Although interventions and academic supports are provided, they are not yet fully individualized or culturally responsive to the needs of these specific student groups.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Rodriguez Middle School will increase the percentage of staff who report always feeling valued from 31.2% in 2025 to 50% or higher in 2026, by expanding recognition efforts, increasing staff voice, and strengthening morale-building systems.

High Priority

HB3 Compass Point

Evaluation Data Sources: Staff Climate Survey, Sunshine Committee Logs, Exit Interviews, Staff Feedback Forms

Strategy 1 Details	Reviews			
Strategy 1: Implement a consistent staff recognition system that includes monthly shoutouts, "Thank You Thursday," and quarterly recognition aligned to campus values and staff input. Strategy's Expected Result/Impact: Staff will feel more acknowledged and appreciated, improving morale and retention while contributing to a more positive workplace environment. Staff Responsible for Monitoring: Campus Admin Team, Sunshine Committee, Instructional Coach ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Establish monthly staff feedback loops using short surveys and anonymous input forms, with responses reviewed by the campus leadership team and communicated back through CLT and staff meetings. Strategy's Expected Result/Impact: Staff will feel heard and respected, leading to stronger relationships, increased transparency, and higher overall satisfaction with the campus environment. Staff Responsible for Monitoring: Principal, CLT Chair, Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Coordinate monthly wellness initiatives (e.g., walking challenges, mindfulness sessions, jeans days, team socials) to support staff well-being and build a stronger sense of community. Strategy's Expected Result/Impact: Increased staff engagement and morale will contribute to improved collaboration, lower burnout, and higher retention. Staff Responsible for Monitoring: Sunshine Committee, Campus Counselor, Assistant Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Partnerships

Performance Objective 1: Rodriguez Middle School will implement a formal feedback collection system for at least 75% of campus-based family events by May 2026 to improve two-way communication and align programming with family and community needs.

High Priority

HB3 Compass Point

Evaluation Data Sources: Event Sign-In Sheets, Parent Surveys, Feedback Forms, Community Partnership Logs

Strategy 1 Details	Reviews			
Strategy 1: Develop and distribute short feedback forms (paper or digital) at all major family engagement events to gather input on communication, relevance, and impact. Strategy's Expected Result/Impact: Feedback will guide planning for future events, increase family satisfaction, and ensure programming reflects the needs and preferences of RMS families. Staff Responsible for Monitoring: Parent Liaison, Campus Secretary, Assistant Principal of Family Engagement ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Use Remind, School Messenger, campus newsletters, and social media to consistently promote campus events and share multilingual information, while also encouraging two-way communication through surveys, QR codes, and comment links. Strategy's Expected Result/Impact: Families will be better informed, have more equitable access to information, and feel empowered to contribute feedback and participate in school events. Staff Responsible for Monitoring: Parent Liaison, Registrar, Bilingual Clerk, Campus Admin Team ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Host quarterly family engagement events that are intentionally aligned to academic priorities (e.g., STAAR nights, literacy nights, math showcases) and include multilingual supports and flexible scheduling. Strategy's Expected Result/Impact: Family participation will increase as events become more relevant and accessible, supporting a stronger home-school connection and academic awareness. Staff Responsible for Monitoring: Parent Liaison, Instructional Coach, Campus Admin Team ESF Levers: Lever 3: Positive School Culture - Results Driven Accountability	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 3: Reciprocal Family & Community Partnerships

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

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

Compass Point 4: Responsible Fiscal Stewardship

Performance Objective 1: Rodriguez Middle School will ensure that 100% of Title I and State Compensatory Education (SCE) funds are strategically aligned to high-priority student learning needs and monitored quarterly for impact and compliance by May 2026.

High Priority

HB3 Compass Point

Evaluation Data Sources: Budget Audit Reports, CIP Strategy Funding Documentation, Title I/SCE Spending Logs, CLT Review Notes

Strategy 1 Details	Reviews			
Strategy 1: Conduct quarterly budget reviews with campus leadership and instructional staff to ensure all Title I and SCE funded strategies are aligned to student learning priorities and CIP goals. Strategy's Expected Result/Impact: More intentional use of funds will increase efficiency, ensure compliance, and support campus-wide academic improvement. Staff Responsible for Monitoring: Principal, Bookkeeper, Assistant Principal Title I: 2.531 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Communities in Schools Case Manager - At-Risk (SCE) - \$20,000	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Provide annual training for instructional staff on how Title I and SCE funds are used to support instruction, including a review of funded programs, personnel, and expectations for impact monitoring. Strategy's Expected Result/Impact: Increased staff understanding of resource allocation will lead to more intentional implementation and ensure that funded strategies are used with fidelity. Staff Responsible for Monitoring: Principal, Instructional Coach, Assistant Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Maintain accurate documentation of Title I and SCE-funded activities, including strategy logs, purchase justifications, and evidence of impact, to support audit readiness and ensure CIP alignment. Strategy's Expected Result/Impact: Increased transparency and documentation will support compliance, strengthen grant management, and ensure resources are effectively targeted to student needs. Staff Responsible for Monitoring: Bookkeeper, Principal, Campus Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

RDA Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Implement daily small group math instruction during Tier 1 classroom time and extended learning opportunities (before/after school) for 7th grade students performing below grade level in numeracy.
1	1	2	Strengthen Tier 1 math instruction by providing teachers with protected PLC time and targeted coaching focused on lesson internalization, data analysis, and effective small group instruction using TEKS-aligned resources.
1	1	3	Implement a campus-wide system for goal setting and progress monitoring in 7th grade math using IXL Level Up diagnostics and classroom data trackers, allowing students to regularly reflect on their growth and target specific TEKS.
1	2	1	Provide targeted support to struggling 8th grade math students through daily Math Lab intervention classes using individualized IXL Level Up skill plans and TEKS-aligned materials.
1	2	2	Facilitate weekly data-driven PLC meetings focused on unpacking assessment results, identifying student misconceptions, and planning reteach strategies using TEKS-aligned resources and instructional best practices.
1	2	3	Implement student data trackers and goal-setting protocols in 8th Grade Math classrooms to build student ownership of progress on TEKS-aligned skills, classroom assessments, and IXL Level Up diagnostics.
1	3	1	Incorporate weekly DBQ style writing prompts and structured academic discussions to strengthen students' historical thinking, content retention, and STAAR-aligned written response skills.
1	3	2	Design and implement biweekly, spiral review cycles targeting historically low-performing TEKS using quick checks, reteach strategies, and exit ticket data to guide instruction.
1	3	3	Conduct monthly student data talks to review Social Studies assessment performance, set individual TEKS mastery goals, and track progress using personal learning folders.
3	1	2	Use Remind, School Messenger, campus newsletters, and social media to consistently promote campus events and share multilingual information, while also encouraging two-way communication through surveys, QR codes, and comment links.
3	1	3	Host quarterly family engagement events that are intentionally aligned to academic priorities (e.g., STAAR nights, literacy nights, math showcases) and include multilingual supports and flexible scheduling.

Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Implement daily small group math instruction during Tier 1 classroom time and extended learning opportunities (before/after school) for 7th grade students performing below grade level in numeracy.
1	1	2	Strengthen Tier 1 math instruction by providing teachers with protected PLC time and targeted coaching focused on lesson internalization, data analysis, and effective small group instruction using TEKS-aligned resources.
1	1	3	Implement a campus-wide system for goal setting and progress monitoring in 7th grade math using IXL Level Up diagnostics and classroom data trackers, allowing students to regularly reflect on their growth and target specific TEKS.
1	2	1	Provide targeted support to struggling 8th grade math students through daily Math Lab intervention classes using individualized IXL Level Up skill plans and TEKS-aligned materials.
1	2	2	Facilitate weekly data-driven PLC meetings focused on unpacking assessment results, identifying student misconceptions, and planning reteach strategies using TEKS-aligned resources and instructional best practices.
1	2	3	Implement student data trackers and goal-setting protocols in 8th Grade Math classrooms to build student ownership of progress on TEKS-aligned skills, classroom assessments, and IXL Level Up diagnostics.
1	3	1	Incorporate weekly DBQ style writing prompts and structured academic discussions to strengthen students' historical thinking, content retention, and STAAR-aligned written response skills.
1	3	2	Design and implement biweekly, spiral review cycles targeting historically low-performing TEKS using quick checks, reteach strategies, and exit ticket data to guide instruction.

Additional Targeted Support Strategies

Compass Point	Objective	Strategy	Description
1	1	1	Implement daily small group math instruction during Tier 1 classroom time and extended learning opportunities (before/after school) for 7th grade students performing below grade level in numeracy.
1	1	2	Strengthen Tier 1 math instruction by providing teachers with protected PLC time and targeted coaching focused on lesson internalization, data analysis, and effective small group instruction using TEKS-aligned resources.
1	1	3	Implement a campus-wide system for goal setting and progress monitoring in 7th grade math using IXL Level Up diagnostics and classroom data trackers, allowing students to regularly reflect on their growth and target specific TEKS.
1	2	1	Provide targeted support to struggling 8th grade math students through daily Math Lab intervention classes using individualized IXL Level Up skill plans and TEKS-aligned materials.
1	2	2	Facilitate weekly data-driven PLC meetings focused on unpacking assessment results, identifying student misconceptions, and planning reteach strategies using TEKS-aligned resources and instructional best practices.
1	2	3	Implement student data trackers and goal-setting protocols in 8th Grade Math classrooms to build student ownership of progress on TEKS-aligned skills, classroom assessments, and IXL Level Up diagnostics.
1	3	1	Incorporate weekly DBQ style writing prompts and structured academic discussions to strengthen students' historical thinking, content retention, and STAAR-aligned written response skills.
1	3	2	Design and implement biweekly, spiral review cycles targeting historically low-performing TEKS using quick checks, reteach strategies, and exit ticket data to guide instruction.

State Compensatory

Personnel for Rodriguez Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Modrall	Reading Interventionist	NaN

AVID Site Team

Committee Role	Name	Position
AVID Teacher	Yanexi Perez	AVID
Teacher	Julia Gameros	ESL
Counselor	Misty Bennett	Counselor
Teacher	Alex Pettigrew	ELAR
Teacher	Debbie Gomez	ELAR
Teacher	Christine Larson	Science
Teacher	Elnora Fields	PE/Sped
Teacher	Revathi Ayyaswami	Math
Teacher	Heney Padavathil	Science
Teacher	Julian Bell	ELAR
Teacher	Lindsey Howard	Science
Counselor	Page Darragh	Counselor
Teacher	Lemoine Jones	SpEd
Teacher	Cleo Birckbichler	Social Studies
Administrator	Tamra Woods	Assistant Principal
Administrator	Timberlyn Mays	Assistant Principal
Administrator	Carly Rogers	Principal
AVID Coordinator	Yvette Walker	AVID Teacher

Campus Leadership Team

Committee Role	Name	Position
Admin	Charles Smith	Admin Intern
Teacher	Chris Larson	6-1 Team Lead
Teacher	Mary Evans	CTE
Teacher	Julian Bell	6-2 Team Lead
Teacher	Debbie Gomez	ELA
Teacher	Lindsey Howard	Science/AVID
Budget/Finance	Jennifer Govan	Administrative Assistant
Librarian	Jennie Andrews	Librarian
Safety and Security	Jamell Butler	SRO
Counselor	Page Darragh	Counselor
Counselor	Misty Bennett	Counselor
Counselor	Michael Rooney	IMPACT Counselor
Administrator	Charlene Parham	Area Superintendent
Social Work/Student Advocacy	Destiny Gilmore	CIS
Teacher	Katelynn Sparks	EXPO
Teacher	Yvette Walker	AVID
Teacher	Julia Gameros	ESL
Teacher	Angela Taylor	PE Dept Head
Teacher	Kelly Desjardins	Fine Arts Dept Head
Teacher	Cindy Modrall	ELA Dept Head/7-1 Team Lead
Teacher	Kayla Lensch	Math Dept Head/7-2 Team Lead
Teacher	Lemoine Jones	8-2 Team Lead
Teacher	Cleopatra Birckbichler	8-1 Team Lead/SS Dept Head
Teacher	Heney Padavathil	Science Dept Head
Teacher	Baylie Sanford	Sped Dept Head
Administrator	Tamra Woods	Assistant Principal
Administrator	Timberlyn Mays	Assistant Principal

Committee Role	Name	Position
Administrator	Carly Rogers	Principal

Guiding Coalition

Committee Role	Name	Position
NA	Debbie Gomez	Teacher
President	Kayla Lensch	Teacher
NA	Julia Gameros	Teacher
NA	Lemoine Jones	Teacher
NA	Cleo Birckbichler	Teacher
NA	Lindsey Howard	Teacher
Administrator	Tamra Woods	Assistant Principal
Administrator	Timberlyn Mays	Assistant Principal
Administrator	Carly Rogers	Principal

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring materials, math manipulatives, intervention personnel extended learning sessions		\$600.00
1	1	2	coaching, subs for PLCs		\$600.00
1	2	2	substitutes for PD		\$600.00
1	2	2	PD Registration, Supplies & Travel		\$2,980.00
1	3	2	printing/spiral resources		\$3,045.00
4	1	1	Communities in Schools Case Manager		\$20,000.00
Sub-Total					\$27,825.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher		\$62,497.00
Sub-Total					\$62,497.00

Denton Independent School District
Strickland Middle School
2025-2026 Campus Improvement Plan



Mission Statement

Strickland Vikings are the learners of today and the leaders of tomorrow.

Vision

Strickland provides a welcoming, engaged, orderly and collaborative environment for learning and continuously strives to improve all student achievement.

Value Statement

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Strickland Middle School serves a student population of approximately 1000 students. The ethnic breakdown is approximately 54% Hispanic, 30% White, and 14% African American, with smaller percentages of Asian and other racial groups. Roughly two-thirds (67%) of students are identified as economically disadvantaged. About 15% of students receive special education services, and 35% are current or monitored English Learners.	4
Discipline data indicates that 8th grade students generate more referrals than other grade levels, with the majority tied to preventable classroom behaviors. While referrals remain a challenge, the school has seen an increase in positive referrals and intervention measures. Transitions are supported through intentional programming, including counselor visits, fine arts presentations, student orientations, and WEB activities that ease the transition from elementary to middle school. Eighth graders also benefit from early exposure to college and career planning, individualized graduation plans, and transition meetings that involve parents and high school counselors. The campus continues to emphasize safety and prevention, with proactive education and consistent monitoring of incidents.	4
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Comprehensive Needs Assessment

Demographics

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Demographics Strengths

- Resilient student population with a high number of students who are Emergent Bilingual, SPED, Economically Disadvantaged and at-risk.
- This creates unique learning opportunities and valuable real world training.
- An experienced staff where 70% of the faculty has worked at least 5 years in education.
- Several platforms used to contact parents/guardians to keep them informed of school information and activities to encourage parent involvement

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ensuring students have as much choice for course requests as possible.

Root Cause: Students need multiple levels of classroom intervention rather than taking an elective class away.

Student Learning

Student Learning Summary

Student performance data demonstrates encouraging areas of growth along with clear opportunities for continued improvement. In mathematics, 7th grade showed a strong rebound with significant increases at both the Approaches and Meets levels, while 8th grade also posted gains. Sixth grade performance declined at Approaches and Meets, though growth was evident at the Masters level, showing that advanced students continue to be challenged and supported.

In Reading and Language Arts, Strickland saw notable success in 7th grade, where students rebounded strongly from prior dips and posted meaningful gains across performance levels. While overall results in reading remain an area of focus—48 percent of students meeting grade level and 22 percent achieving Masters—the 7th grade gains demonstrate that targeted instructional strategies and interventions are making an impact and can be scaled across other grades.

English Learners (ELLs) continue to trail their peers, particularly at the Meets and Masters levels in both reading and math. Closing this persistent gap remains a priority, and the data points to the need for additional targeted supports. Science and Social Studies outcomes also reflect areas for growth but are secondary to the core priorities of math, reading, and ELL achievement.

Taken together, the results highlight both the progress Strickland students are making and the importance of maintaining momentum in literacy and numeracy.

Priority problem statements emerging from the data include:

- The need for consistent math growth across all grade levels.

- The need to improve reading performance at the Meets and Masters levels to align with or exceed district and state expectations.

- The need to accelerate progress for English Learners so they can succeed alongside their peers.

Student Learning Strengths

In Mathematics, 7th grade showed a strong rebound with significant increases at both the Approaches and Meets levels, while 8th grade also posted gains. Sixth grade performance showed growth was evident at the Masters level, showing that advanced students continue to be challenged and supported.

In Reading and Language Arts, Strickland saw notable success in 7th grade, where students rebounded strongly from prior dips and posted meaningful gains across performance levels. 7th grade gains demonstrate that targeted instructional strategies and interventions are making an impact and can be scaled across other grades.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There continues to be academic gaps between where students are and where we want them to be as measured by end of year benchmarks.

Root Cause: Increase intervention opportunities for students in order to close academic and social/emotional learning gaps.

School Processes & Programs

School Processes & Programs Summary

The school has established multiple systems and programs to support both academic growth and student success. Recruitment and retention efforts are supported by a clear hiring process and a first-year mentoring program. Academic interventions include double-blocked English Language Arts and Reading classes, targeted math support, reading interventions, ESL services, FLEX time, and required tutorials. These interventions are complemented by programs such as Communities in Schools (CIS), ACE, National Junior Honor Society, Student Council, and enrichment clubs, all of which align with the mission and vision of the school. Safety practices are firmly in place, including BERT team involvement, routine safety drills, locked classroom doors, key card entry systems, and strong compliance with TEA safety audits. Support systems for teachers include mentoring, professional development, and onboarding resources, although mid-year hires are noted to need more targeted support. Overall, school processes and programs are designed to create a consistent, safe, and supportive learning environment for students and staff.

School Processes & Programs Strengths

- Recruitment and retention are supported by a mentor program and structured hiring processes.
- Intervention systems include double-blocked ELAR, math intervention, FLEX time, and required tutorials.
- Programs such as CIS, ACE, NJHS, Student Council, and enrichment clubs align with the school's mission and vision.
- Safety processes are strong, including BERT team, frequent drills, locked doors, and TEA safety audit compliance.
- Supports exist for new teachers, though mid-year hires need stronger onboarding resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: An increase in the number of novice teachers developing the foundational knowledge and skills necessary to deliver high-quality instruction.

Root Cause: Higher than typical teacher turnover rates for Strickland Middle School.

Perceptions

Perceptions Summary

Surveys indicate that staff and community perceptions reflect a campus that is steadily improving and moving in a positive direction. Teachers and staff recognize that the school grows stronger each year through purposeful feedback cycles and consistent communication strategies. Recognition programs, student enrichment opportunities, and community partnerships such as PTA involvement and campus celebrations all contribute to a sense of pride and connectedness across the school.

Staff also value opportunities for collaboration and have expressed interest in expanding teacher-led professional development, further clarifying discipline procedures, and continuing to strengthen staff connectedness. Overall, perceptions of Strickland highlight a culture of growth, celebration, and collaboration, with clear momentum toward deeper staff ownership and sustained student success.

Perceptions Strengths

- Staff input in CLT/CNA process.
- Strengths include feedback cycles, communication methods, student enrichment, and staff/student celebrations.
- Growth needs include more teacher-led professional development, clearer discipline processes, and stronger sense of connectedness among staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Building a cultural where students feel safe, welcomed and belonging.

Root Cause: Ensuring that every student is connected and engaged in some way during their middle school educational experiences.

Priority Problem Statements

Problem Statement 1: There continues to be academic gaps between where students are and where we want them to be as measured by end of year benchmarks.

Root Cause 1: Increase intervention opportunities for students in order to close academic and social/emotional learning gaps.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Building a cultural where students feel safe, welcomed and belonging.

Root Cause 2: Ensuring that every student is connected and engaged in some way during their middle school educational experiences.

Problem Statement 2 Areas: Perceptions

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: The Strickland MS students' Approaches % rate on the Math STAAR (Grades 6-8 combined) will increase from 39-63% in 2025 to meet or exceed the district's Tier 4 minimum performance expectations of 51-68% in 2026.

Evaluation Data Sources: District Common Assessments and Quick Checks, Benchmarks, IXL, State Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development, extended planning time, and coaching to ensure all teachers are using best practices, such as but not limited to: Instructional models and strategies, Data analysis and application, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, subject knowledge, and engaging qualities to reach all learners, especially those at-risk. Strategy's Expected Result/Impact: Improved student achievement should be reflected in data from common assessments, benchmarks, MAP, and STAAR data . Staff Responsible for Monitoring: Principals, department heads, teachers Funding Sources: Ed Leave - At-Risk (SCE) - \$5,000, PD Supplies - At-Risk (SCE) - \$2,183	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Integrate and utilize technology to enhance instruction so that at-risk students have access to online resources and opportunities for online collaboration. Strategy's Expected Result/Impact: Improvement in L2L engagement data, CNA survey data, student achievement data Staff Responsible for Monitoring: Principals, librarian, DLS, teachers ESF Levers: Lever 5: Effective Instruction Funding Sources: Student Supplies - At-Risk (SCE) - \$2,500	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Provide small group tutoring to all at-risk students who do not meet expectations on STAAR in all tested subject areas. Strategy's Expected Result/Impact: Improved STAAR results with a minimum of one year's growth for all students. Staff Responsible for Monitoring: Principals/teachers Funding Sources: After school tutoring - At-Risk (SCE) - \$2,500	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students needing additional academic support in core content classes. Strategy's Expected Result/Impact: Decreased failure rates Staff Responsible for Monitoring: Core content teachers Funding Sources: Communities in Schools (CIS) - Case Management - At-Risk (SCE) - \$30,000	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Utilize Math Intervention teacher to enhance reading proficiency among students performing below grade level to improve overall scores within the academic year. Strategy's Expected Result/Impact: Improved STAAR results with a minimum of one year's growth for all students. Staff Responsible for Monitoring: Teachers/Admin Funding Sources: FTE - State Compensatory Education (SCE) - \$74,695	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Strickland will meet or exceed the district-defined minimum performance expectations for Reading STAAR in grades 6-8 by increasing Approaches percentages from 68% to 73% in grade 6, maintaining at or above 69% in grade 7 (current: 74%), and increasing from 70% to 77% in grade 8.

Evaluation Data Sources: District Common Assessments and Quick Checks, Benchmarks, IXL, State Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development, extended planning time, and coaching to ensure all teachers are using best practices, such as but not limited to: Instructional models and strategies, Data analysis and application, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, subject knowledge, and engaging qualities to reach all learners, especially those at-risk. Strategy's Expected Result/Impact: Improved student achievement should be reflected in data from common assessments, benchmarks, MAP, and STAAR data . Staff Responsible for Monitoring: Principals, department heads, teachers Funding Sources: Ed Leave - At-Risk (SCE) - \$5,000, PD Supplies - At-Risk (SCE) - \$2,183	Formative			Summative
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	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Build library and classroom book collections with multi-level/high-interest materials that include ebooks with selection based on the needs of students who qualify as at risk. Strategy's Expected Result/Impact: Increased library and classroom usage and improved reading achievement. Staff Responsible for Monitoring: Principals, librarians, teachers	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students needing additional academic support in core content classes. Strategy's Expected Result/Impact: Decreased failure rates Staff Responsible for Monitoring: Core content teachers	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

Evaluation Data Sources: Graduation Rates; Dropout Rates; High School Equivalency Certificate Rates; Percentage of students who remain in high school more than four years after entering the 9th grade

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Child Nutrition data; Physical Education data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: Provide an engaging, safe, orderly, and well-maintained climate for learning that encourage participation by all members of the school community in continuous development of school culture. Progress will be measured by staff, student, and parent surveys. Feedback provided will be used for improvements.

Evaluation Data Sources: Climate surveys, discipline data, student survey data, attendance, parent feedback, club rosters, employee engagement survey, counselor data

Strategy 1 Details	Reviews			
Strategy 1: Utilize technology and social media to increase communication with parents and other stakeholders. Post to the marquee and Scholastic TVs, complete all school messenger and written parent communication in English and Spanish. Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter, Smore, School Messenger, and Instagram and provide opportunities for parent to sign up. Strategy's Expected Result/Impact: Parent attendance and feedback Staff Responsible for Monitoring: All SMS staff and PTSA	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development and training to continue developing positive behavior and classroom management programs throughout the school. Strategy's Expected Result/Impact: Discipline referrals and data, climate surveys Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Connect students to extracurricular and elective groups and programs that bring them into the Strickland community. Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades, and leadership skills, Staff Responsible for Monitoring: Teacher sponsors	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

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

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

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Heather McLaughlin	ELA Dept lead
Classroom Teacher	Peyton Lemons	6th History
Classroom Teacher	Jamie Lawless	7th ELA, Team Lead
Classroom Teacher	Erik Hartley	7th History, Team Lead
School Staff member	Lisa Rivera	Principal Secretary
Classroom Teacher	Latonya Weaver	Athletics
Classroom Teacher	Kevin Ordaz Soriano	Athletics
Classroom Teacher	Jessica Bejarano	6th/ Science
Classroom Teacher	Rebekah Bewley	Math
Classroom Teacher	Ray Velasquez	Fine Arts
Classroom Teacher	Dylan Thompson	CTE
Classroom Teacher	Chris Bejarano	Math/ESL
Classroom Teacher	Caitlin Garrett	Social/ 8th
Non-classroom Professional	Megan Creasy	CIS counselor
Non-classroom Professional	Pia Owens	Counselor
Non-classroom Professional	Jennifer Brim	Counselor
Administrator	Tim Threlfall	Assistant Principal
Administrator	Tanekra Gobert	Administrator
Administrator	Krista Singleton	Assistant Principal
Administrator	Jeff Panter	Principal
Classroom Teacher	Leroy Rowe	CTE
Non-classroom Professional	Ryan Feuerhelm	Librarian
Classroom Teacher	John Thompson	Fine Arts
Classroom Teacher	Tyler Adams	Social Studies/8th
Non-classroom Professional	Bryonna Bridwell	Counselor
Classroom Teacher	Emily Purdy	ELA 8th
Classroom Teacher	Rene Thompson	Sped/6th Grade

Committee Role	Name	Position
Classroom Teacher	Jennifer Brim	Counselor
Parent	Anna Braudrick	Parent
Classroom Teacher	Adriana Gillilan	ESL/Science

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PD Supplies		\$2,183.00
1	1	1	Ed Leave		\$5,000.00
1	1	2	Student Supplies		\$2,500.00
1	1	3	After school tutoring		\$2,500.00
1	1	4	Communities in Schools (CIS) - Case Management		\$30,000.00
1	2	1	PD Supplies		\$2,183.00
1	2	1	Ed Leave		\$5,000.00
1	2	2	Student Supplies		\$2,500.00
1	2	3	After school tutoring		\$2,500.00
Sub-Total					\$54,366.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	FTE		\$74,695.00
Sub-Total					\$74,695.00