

Denton Independent School District
Braswell High School
2024-2025 Campus Improvement Plan



Mission Statement

Mission: Be the most influential leader in your students' lives and maximize their potential. Be the biggest cheerleader and support system for your colleagues, students, and community.

Vision

Vision: We will propel students to have a high self-worth, self-expectation and self-accountability. We will have a supportive campus culture that our Braswell community heart connects to.

Value Statement

Purpose: We believe that we can change family trajectories by cultivating student learners to believe in themselves. We believe as the Braswell community we can work together as a family to support our students on their journey to achieve our high expectations.

Values: **BE** Committed to **#BengalExcellence (BE)** Develop relationships that make a positive difference. Deliver the WOW factor (premium support and customer service)

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics -

- We need to increase the diversity of our teacher population.
- Our student population has grown tremendously and needs to focus on our Economically Disadvantaged and Sped populations with interventions and proactive discipline.

Student Achievement -

- Develop an intervention plan to address HB4545 skills for students in need
- Increase our participation in AVID to increase our college-going population
- Increase the percentage of LEP, Hispanic, AA, and ECON DIS students participating in Honors/AP classes to enhance college readiness.
- Increase awareness of CCMR from 5-8 grade and develop a roadmap of expectations to ramp to CCMR point.

School Culture and Climate

- Increase teacher and student voice (Principal Coffee talks, surveys)
- Appreciation of staff - get a percentage of staff that feel appreciated
- Recognize staff
- Students and teachers need to feel respected and accountable to our campus culture (being a part of our campus decisions, being @ 90 percent compliance etc., Choice program. Bengal Power Card)
- Students need to be a part of something bigger than themselves (Clubs, organizations, UIL, NHS, etc)
- Pursuit of Purpose intervention program and Purpose statement

Staff Quality, Recruitment and Retention

- Provided professional development both locally and globally in areas of educational and cultural needs (Solution Tree, discipline, restorative, Lunch and Learn etc)
- Provide more substitutes to allow for teachers to take time off when needed

- Create opportunities to help with student and staff burnout.

Curriculum, Instruction, and Assessment -

- Incorporate campus-wide WICOR strategy and other best practices to move us along academically.
- Establish strong PLC practices, allowing open discussion and professional learning in all content areas.
- Implement next steps of Assessment for Learning strategies (Learning targets and strong and weak work)
- Teachers would like additional training on effective ways to get kids to self-assess and focused intervention and enrichment in their content area.

Family and Community Involvement

- Increase campus and community involvement by establishing our Braswell Leadership Association.
- Creating a position for Campus Community and Student Leadership - Josh Okpara
- Possible community event and community service activity
- Continue to involve PTSA in our campus planning and student opportunities
- Continue to reach out and help our families in financial need

Technology

- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area.

Demographics

Demographics Summary

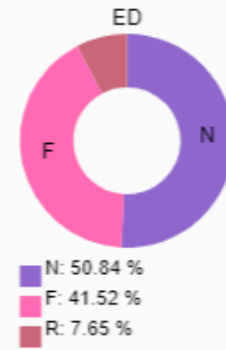
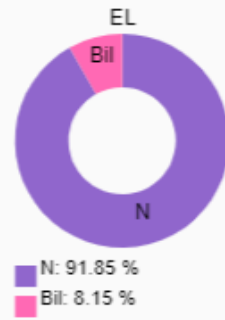
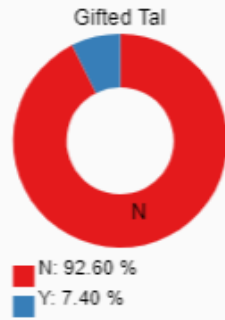
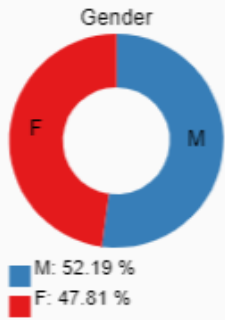
2022-2023

White	903	32.92%
Black or African America	1145	41.74%
Hispanic	506	18.44%
Asian	94	3.42%
Native Hawaiian/Other Pacific Island	12	0.43%
American Indian or Alaska Native	83	3.02%
Total enrollment	2743	

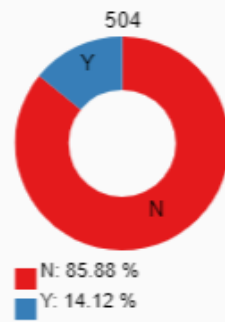
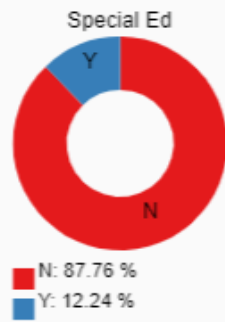
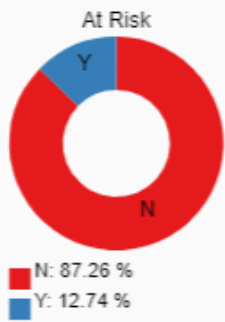
2023-2024

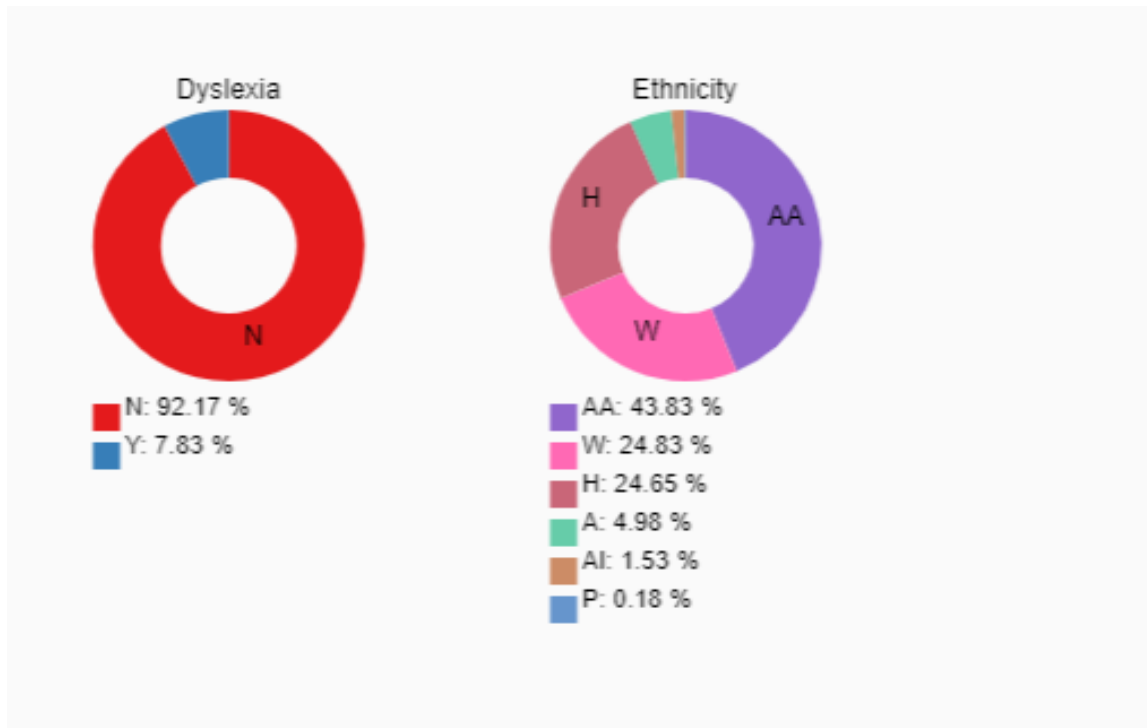
White	675	24.12%
Black or African America	1267	45.27%
Hispanic	654	23.37%
Asian	109	3.89%
Native Hawaiian/Other Pacific Island	14	0.50%
American Indian or Alaska Native	80	2.86%
Total enrollment	2799	

2024-2025



Campus
BRASWELL HS: 2811





Demographics Strengths

- Attendance zone and enrollment numbers indicate room for growth.
- We are the fastest growing region in the state of Texas.
- Our numbers in economically disadvantaged students are also growing.
- The diversity of the student body has tremendously grown over the past 2 years
- Our geographical zone has expanded to include new neighborhoods.
- These neighborhoods have helped our ethnic diversity to grow and change.
- This zone also has several new housing subdivisions that are currently under construction which will surely increase our enrollment.

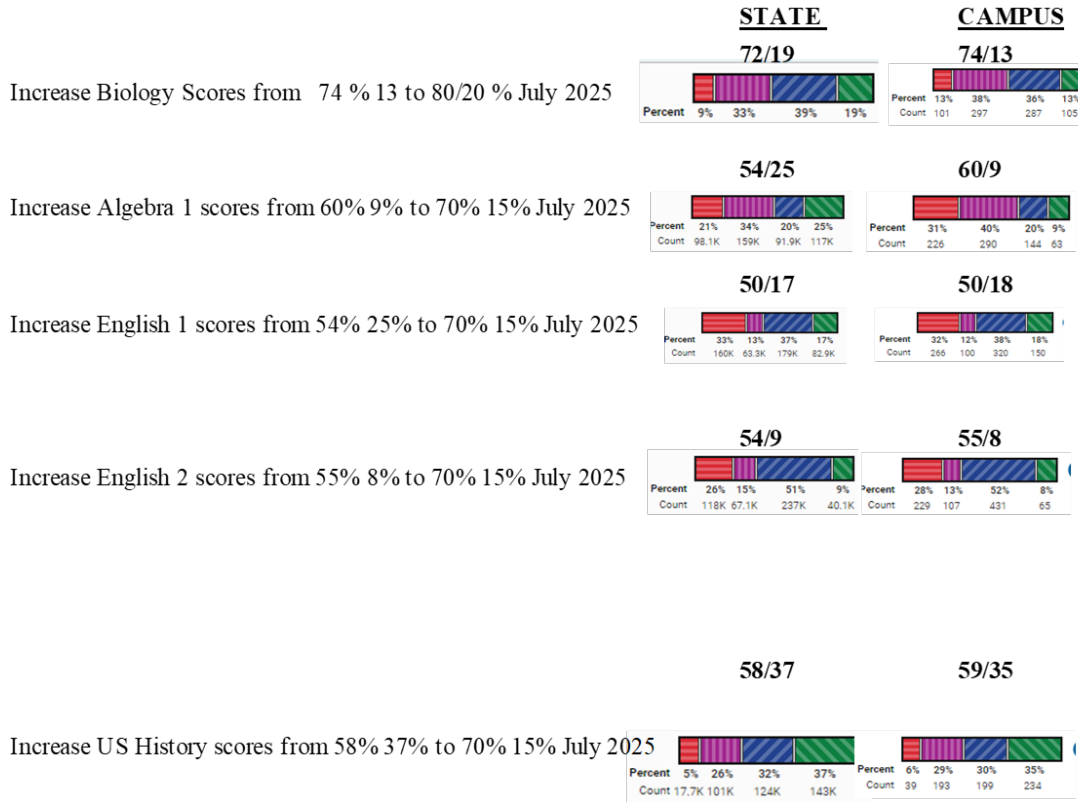
Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our teacher population does not match our student demographics. We are tremendously growing in numbers and diversity. Our teachers need to feel equipped to serve the diverse needs of our students. **Root Cause:** Recruitment of diverse professionals that have multiple experiences is needed.

Student Learning

Student Learning Summary

Academic Goals (Create an experience that increases engagement.



Student Learning Strengths

We are on par with state averages in Algebra 1, Biology, English 1&2, and U.S. History. We want to increase our approaches/ meets by 5 percent and our masters by 5 percent. Peak goal Biology 80/20; English 1&2 70/15; Algebra 1 70/15 ; US History 70/40

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to develop at least a years growth in Alg1, Biology, English 1/2 and US History. We will also increase our EOC approaches score 5% and master score 5% in all tested areas by July 2025 We will also increase our CCMR score to 78% **Root Cause:** Core Subject area intervention and enrichment plan and time to do it CCMR - ATC distance affects long term participation; awareness of top career paths; College readiness pathway

Problem Statement 2 (Prioritized): There is a need to increase relationship capacity to students that will increase self worth, self expectation, self accountability. **Root Cause:** Internal perception of self; Pockets of community conflict

School Processes & Programs

School Processes & Programs Summary

Departments of study led by department heads

Content teams led by Lead Teachers

Instructional Coaches in English, Math, Social Studies, Science

Aspiring Teachers'/Administrators' Groups

Working on Vertical alignment amongst Zone schools

Leadership teams/committees

Flexibility and adaptability of staff/faculty

Safety concerns discussed regularly with SRO and BERT School Processes & Programs

School Processes & Programs Strengths

Strengths Instructional Coaches in Math, Social Studies, Science,

Curriculum, Instruction, and Assessment -

- Creation of a Master Schedule that allows all core teachers to have expected planning time off to collaborate and have PLCs during the school day.
- Creation of HB1416 intervention plan
- Common assessment data along with IXL is analyzed during PLCs to guide instruction and assessment -English, Math
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Opportunities for staff-lead research-based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of DuFours' PLC model in our departments
- Use of local PD during Lunch and Learns and shared PLC time.
- Effective use of technology within classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive; WICOR
- Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

Technology

- Teachers believe technology enhances learning and their daily life
- Teachers report high quality internet speed
- Students report that they use computers in their classroom at least weekly
- Teachers feel confident in their foundational technology skills
- Teachers get devices for their students when needed
- All staff trained in Canvas to allow student access to material
- An increased use of technology for assessment and immediate feedback (Kahoot, Quizlet, Quizzes, etc.)
- An increased use of technology to facilitate 504 and SpEd accommodations
- Willingness of staff to improve technology skills and integrate technology in lessons
- Strong support from campus technology staff
- 1:1 Chromebooks

School Context and Organization -

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

Staff Quality, Recruitment and Retention -

- Professional development hours
- Student teacher recruitment
- Staff recruitment through word-of-mouth
- Above district and state average in teacher experience
- FYTA and mentor supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to focus on robust PLC processes that help implement WICOR strategies in day-to-day teaching and learning to increase the rigor of teaching and higher classroom learning levels. **Root Cause:** Viable professional development over time.

Perceptions

Perceptions Summary

Purpose: We believe that we can change family trajectories by cultivating student learners to believe in themselves. We believe as the Braswell community we can work together as a family to support our students on their journey to achieve our high expectations.

Vision: To create, support, and live an Identity of Excellence

- We will propel students to have a high self-worth, self-expectation and self-accountability. We will have a supportive campus culture that our Braswell community heart connects to.

Mission: To provide a safe, inclusive educational experience that develops socially responsible citizens.

- Be the most influential leader in your students' lives and maximize their potential. Be the biggest cheerleader and support system for your colleagues, students, and community.

Values: **BE** Committed to #BengalExcellence (**BE**) Develop relationships that make a positive difference. Deliver the WOW factor (premium support and customer service)

Student clubs and organizations

Opportunities for feedback from stakeholders

Vertical alignment of the Braswell Zone

Perceptions Strengths

Family and Community Involvement -

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

School Culture and Climate -

- Relationships built by staff with students
- Denton focuses on a family atmosphere
- Inclusive culture that welcomes stakeholders from the front office to the classroom
- Committed staff
- Staff is challenged but is happy to be at work
- High but achievable expectations that allow students to reach goals

- Staff is helpful
- Teachers are involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase relationship capacity to students that will increase self worth, self expectation, self accountability. **Root Cause:** Internal perception of self; Pockets of community conflict

Priority Problem Statements

Problem Statement 1: We need to develop at least a years growth in Alg1, Biology, English 1/2 and US History. We will also increase our EOC approaches score 5% and master score 5% in all tested areas by July 2025 We will also increase our CCMR score to 78%

Root Cause 1: Core Subject area intervention and enrichment plan and time to do it CCMR - ATC distance affects long term participation; awareness of top career paths; College readiness pathway

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need to focus on robust PLC processes that help implement WICOR strategies in day-to-day teaching and learning to increase the rigor of teaching and higher classroom learning levels.

Root Cause 2: Viable professional development over time.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to increase relationship capacity to students that will increase self worth, self expectation, self accountability.

Root Cause 3: Internal perception of self; Pockets of community conflict

Problem Statement 3 Areas: Student Learning - Perceptions

Problem Statement 4: Our teacher population does not match our student demographics. We are tremendously growing in numbers and diversity. Our teachers need to feel equipped to serve the diverse needs of our students.

Root Cause 4: Recruitment of diverse professionals that have multiple experiences is needed.

Problem Statement 4 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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 1: Braswell High School's students in Algebra I will increase their student pass rate in Algebra I by 5% by May 2025. We will also increase our EOC approaches score by 5% and master score by 5% in all tested areas by July 2025.

Evaluation Data Sources: STARR Data, CFA data, Student Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use common assessment and EOC data to hand schedule students that are in need with our best teachers for intervention. We will also provided extra support for these classes as well.</p> <p>Strategy's Expected Result/Impact: We want to close as many gaps as possible by providing the best support to our kids that need the most intervention.</p> <p>Staff Responsible for Monitoring: Administrators, Teacher, Paraprofessionals</p> <p>Funding Sources: Classroom Aides to Support Algebra I - At-Risk (SCE) - \$53,642</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Allocated more math sections to Algebra I to ensure smaller class size to focus on intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Improve student performance in Algebra 1.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrative Team</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will continue to grow professionally in best practices and WICOR strategies by attending campus-based professional development and training, as well as learning about technology and ways to integrate this.</p> <p>Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, data coaches, APs</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.</p> <p>Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons.</p> <p>Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: We will have targeted Algebra 1/ Eng 1/ Eng 2 tutorials with our students during Saturday school.</p> <p>Strategy's Expected Result/Impact: Work with students that have gaps in tested subject are to fill gaps</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrative team</p> <p>Funding Sources: Tutorials - Extra Duty - State Compensatory Education (SCE) - \$13,095</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: We will add two para- professional positions to targeted Algebra1 classes to help target real time intervention.</p> <p>Strategy's Expected Result/Impact: Teacher/Para Professional</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: By maximizing instructional time and creating engaging opportunities in class, students will stay focused on content and in class 95% of the time; we will minimize distractions and discipline referrals by 5% by May 2025.

Evaluation Data Sources: eSchool, Tardy Tank attendance, Discipline referrals; 10/10 compliance; WICOR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will allot personnel to campus support units that will provided campus support through implementation of our Tardy Tank, 10/10 rule, and our Dress for Success program.</p> <p>Strategy's Expected Result/Impact: We expect a positive impact on our Hallway Culture and for students to maximize the time they are in class.</p> <p>Staff Responsible for Monitoring: Administrative staff, Security team, and Campus support team.</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide time designated to develop stronger relationships with their students in their class.</p> <p>Strategy's Expected Result/Impact: Motivate students to connect in with teacher and classroom environment.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principals</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Communicate resources and self-management tips and skills during monthly news letter.</p> <p>Strategy's Expected Result/Impact: Increased communication to parents on self-management skills for their students that can be used</p> <p>Staff Responsible for Monitoring: Counselors, Associate Principal, Principal</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teacher education through the weekly Bengal Bulletin and faculty meetings. Strategy's Expected Result/Impact: Increased communication to teachers on self-management skills for their students that can be used. Staff Responsible for Monitoring: Counselors, Associate Principal	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provide parent education through the monthly parent communication letter. Strategy's Expected Result/Impact: Increased communication to parents on self-management skills, and all things going in Bengal Nation. Staff Responsible for Monitoring: Associate Principal, Principal	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Student education through collaboration with STUCO and BHS Now. Strategy's Expected Result/Impact: Increased communication to students on self-management skills for their students that can be used. Staff Responsible for Monitoring: Counselors	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Assistant Principals and teachers will work together to track progress and motivate students that are not engaged in learning. Strategy's Expected Result/Impact: Motivate students to change behavior and become more engaged. Staff Responsible for Monitoring: Administration, teachers	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 2: We will bolster Tier I instruction by providing structure, effectiveness, and consistent instructional best practices within over 50 % of our classrooms by May 2025. (WICOR dominant culture)

Evaluation Data Sources: Admin team, Walkthroughs, Evaluations. Wicor Walkthrough data

Strategy 1 Details	Formative Reviews		
Strategy 1: Work with Guided Coalition to provide teacher voice and leadership on campus needs and look at WICOR data.	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide feedback on WICOR strategies and affirm those consistently using those in their classroom.	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Guiding Outcome 3: Growth & Management

In pursuit of excellence, we will:

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

Performance Objective 1: Braswell High School will continue to increase talented teacher retention rate 5% by July 2025.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The administration will be intentional about making themselves available and visible to teachers and staff for their need and support.</p> <p>Strategy's Expected Result/Impact: Build a strong personal and professional relationship to teachers.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each week a Staffer of the Week will be recognized for exceptional work.</p> <p>Strategy's Expected Result/Impact: Recognition of staff that is making a difference.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Each week a Teacher of the Week will be recognized for exceptional work</p> <p>Strategy's Expected Result/Impact: Recognition of teacher that is making a difference.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Dec	Mar	May





Strategy 4 Details	Formative Reviews		
Strategy 4: Faculty/staff members' Strengths will be identified and used to build relationships with each other. Strategy's Expected Result/Impact: Learn how to aim strengths to work with department and content team. Staff Responsible for Monitoring: Administrative Team, Teacher Leaders	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin) Strategy's Expected Result/Impact: To create a sense of family and connection. Staff Responsible for Monitoring: Associate Principal	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin). Strategy's Expected Result/Impact: To create a sense of family and connection. Staff Responsible for Monitoring: Associate Principal	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize PTSA to provide opportunities for staff to bond and fellowship in small groups. Strategy's Expected Result/Impact: Create a sense of Bengal Family. Staff Responsible for Monitoring: PTSA, Administrative team	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Braswell High School will increase our digital footprint on social media by implementation of #BengalExcellence to affirm the great things our Bengal community are apart of. Strategy's Expected Result/Impact: Create a sense of family and enhance the soul of our campus. Staff Responsible for Monitoring: Administrative Team, Principal, Teachers, Students	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: We will increase opportunities for students to become college, career, military, and life-ready and increase our CCMR percentage to 78% by July 2025.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will construct a plan as a CCMR team and reconnect our teachers to the importance all parties are in our students' journey to being College/Career ready. We will develop a plan for those students who need their CCMR points. We want to increase our CCMR score by 7%.</p> <p>Strategy's Expected Result/Impact: We expect students, parents, and teachers to understand the roadmap for our kids College/Career journey. We want to maximize our students that are College/Career ready.</p> <p>Staff Responsible for Monitoring: Campus Administration, Counseling, and CCMR team</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide a sponsored opportunity for students to take the TSI.</p> <p>Strategy's Expected Result/Impact: Provide as many experiences to our students to self assess if they are college ready by providing them a free opportunity to take the TSI.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Testing Coordinator</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 2: During the 2024-2025 school year, our AVID cohort will grow 5% by July 2025.

Evaluation Data Sources: AVID enrollment, Master Schedule, AVID walkthrough documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2024-2025 school year, teachers will utilize at least 3 WICOR strategies in each class period to increase student engagement in instruction.</p> <p>Strategy's Expected Result/Impact: We will use WICOR strategies campus wide to increase engagement and deepen learning in content areas.</p> <p>Staff Responsible for Monitoring: Ms. Nash, Administration, Mrs. Evans, IC's</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Aides to Support Algebra I		\$53,642.00
Sub-Total					\$53,642.00
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Tutorials - Extra Duty		\$13,095.00
1	1	7			\$0.00
Sub-Total					\$13,095.00

Denton Independent School District
Cheek Middle School
2024-2025 Campus Improvement Plan



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Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: *Honor the dedication and professionalism of all staff *Celebrate, respect and promote the value of diversity in our Denton ISD community *Support a working environment ensuring open and transparent communication *Establish high expectations for success *Instill in students a love for lifelong learning *Foster a positive, welcoming environment encouraging parent and community partnerships *Promote health, wellness and emotional well-being *Effectively communicate achievements and recognition to the Denton ISD community	17
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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 and all of Savannah 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 880 students who reflect the following demographics:

Population Demographics

African American	42%
Hispanic	25%
White (Non-Hispanic)	23%
Asian	8%
Indian (American/Alaska_	1%
Multiple	9%

Students enrolled in at least one honors course

6th Grade	42%
7 th Grade	52%
8 th Grade	46%

Programming

Free or reduced lunch	48%
504	11%
Special Education	15%
ESL	9%

Demographics Strengths

Our daily attendance rate is 96.4%

PTA Involvement

Parent involvement at events

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, student achievement and student behavior is becoming a concern. **Root Cause:** Difficult to recruit and retain teachers long term post COVID.

Student Learning

Student Learning Summary

We have assessed student learning for math and ELAR through MAP and STAAR. Our students are also in the process of taking diagnostics in math and ELAR through IXL. We monitor student achievement and progress through locally developed common assessments, English language assessments, special education data, grades, honors course enrollment and performance, enrollment of students in CTE courses and benchmarks throughout the year.

Student Learning Strengths

We provide accelerated learning opportunities each day during "Charge Time." Each core content tracks student progress through essential standards scorecards. Our Professional Learning Teams work together to disaggregate the data and make adjustments based on student needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The percentage of students enrolling in honors classes is not growing at the same rate as our campus enrollment. **Root Cause:** Students may lack the confidence to engage in more rigorous courses.

Problem Statement 2 (Prioritized): Lower student achievement in math and reading/writing at all grades levels. **Root Cause:** Students are still struggling to overcome academic impact of COVID 19 pandemic.

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, support staff

Development of leadership: Team leads, department chairs, CLT, Guiding Coalition, professional learning teams, 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, MAP testing, 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 Check-In
- 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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Dependence on use of Chromebooks has hampered student engagement in their learning. **Root Cause:** After COVID 19, the district moved to a 1:1 assignment of technology. However, our teachers weren't prepared to utilize the technology in the most meaningful ways.

Problem Statement 2 (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 3 (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.

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, student achievement and student behavior is becoming a concern.

Root Cause 1: Difficult to recruit and retain teachers long term post COVID.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lower student achievement in math and reading/writing at all grades levels.

Root Cause 2: Students are still struggling to overcome academic impact of COVID 19 pandemic.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Dependence on use of Chromebooks has hampered student engagement in their learning.

Root Cause 3: After COVID 19, the district moved to a 1:1 assignment of technology. However, our teachers weren't prepared to utilize the technology in the most meaningful ways.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Inconsistent implementation of positive behavioral systems reduce student and teacher ownership in creating a positive learning and working environment.

Root Cause 4: Confusion on which practices to embrace and are most effective lead teachers to inconsistently utilize.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Some teachers struggle with how to provide differentiated instruction within the classroom setting.

Root Cause 5: Lack of understanding targeted tiered interventions has impacted teachers' abilities to provide these supports consistently and with fidelity.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Staff experiences high levels of stress and frustration at work.

Root Cause 6: Demands on staff are great; they cite lack of adequate time, increased class sizes and student discipline as everyday stressors.

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)

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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee 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

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: Improve student achievement and reflect at least one year of growth in math and ELAR for every student at Cheek Middle School.

Evaluation Data Sources: NWEA MAP data, IXL, grades, common assessments and STAAR

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a master schedule that provides professional learning time and team time for all core content courses.</p> <p>Strategy's Expected Result/Impact: Data from common assessments, benchmarks, MAP, IXL, and STAAR</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Department Chairs and Teachers</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize and continue to develop common assessments</p> <p>Strategy's Expected Result/Impact: Data in AWARE</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Funding Sources: Student Supplies - At-Risk (SCE) - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Implementation of the PLC process</p> <p>Staff Responsible for Monitoring: Administration and Guiding Coalition</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: PD for Guiding Coalition - At-Risk (SCE) - \$5,000, Staff Development Supplies - At-Risk (SCE) - \$1,390</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Accelerated learning time allocated in bell schedule with ELAR and math.</p> <p>Strategy's Expected Result/Impact: IXL data tracked, Progress monitoring via Edugence documentation</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Strategic integration of technology in delivery of instruction and assessments</p> <p>Strategy's Expected Result/Impact: TTESS walk-throughs and formal appraisals, student assessment data,</p> <p>Staff Responsible for Monitoring: Administration, DLS, teachers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide math and ELAR tutorials before and after school, during lunches and selected Saturday mornings for those students who need accelerated learning opportunities</p> <p>Strategy's Expected Result/Impact: Student academic growth indicated by IXL, MAP, common assessments</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Tutorials - State Compensatory Education (SCE) - \$2,000</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Librarian will work with ELAR teachers to promote reading interests and ensure our collection of fiction and nonfiction reflects the interests and needs of our students and staff.</p> <p>Strategy's Expected Result/Impact: Circulation data</p> <p>Staff Responsible for Monitoring: Librarian, Library Aide</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Each core content will engage in vertical alignment meetings after school once a month after school.</p> <p>Strategy's Expected Result/Impact: Essential standards identified or reinforced</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Problem Statements: School Processes & Programs 2, 3</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: All core content will engage in a book study focusing on school improvement.</p> <p>Strategy's Expected Result/Impact: Staff will participate in book study on a monthly basis</p> <p>Staff Responsible for Monitoring: Staff and Admin</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2, 3</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Collaborate with district Teaching and Learning to develop and implement progress monitoring system for the campus and students.</p> <p>Strategy's Expected Result/Impact: Creation and monitoring of the scorecard</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Substitutes for PD - At-Risk (SCE) - \$3,150</p>	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Communicate student progress with parents after each MAP assessment.</p> <p>Strategy's Expected Result/Impact: Parents and students will receive the assessment scores</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May

Strategy 12 Details	Formative Reviews		
Strategy 12: 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 Problem Statements: School Processes & Programs 2	Formative		
	Dec	Mar	May
Strategy 13 Details	Formative Reviews		
Strategy 13: 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 Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1	Formative		
	Dec	Mar	May
Strategy 14 Details	Formative Reviews		
Strategy 14: Implement a writing focus across the curriculum. Strategy's Expected Result/Impact: Walk-throughs from admin and peer to peer data Staff Responsible for Monitoring: Teachers, Guiding Coalition, Admin Problem Statements: Demographics 1 Funding Sources: Publication of Criteria and Examples - At-Risk (SCE) - \$1,000	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: With a growing number of inexperienced staff, student achievement and student behavior is becoming a concern. Root Cause: Difficult to recruit and retain teachers long term post COVID.
Student Learning
Problem Statement 2: Lower student achievement in math and reading/writing at all grades levels. Root Cause: Students are still struggling to overcome academic impact of COVID 19 pandemic.
School Processes & Programs
Problem Statement 1: Dependence on use of Chromebooks has hampered student engagement in their learning. Root Cause: After COVID 19, the district moved to a 1:1 assignment of technology. However, our teachers weren't prepared to utilize the technology in the most meaningful ways.

School Processes & Programs

Problem Statement 2: 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 3: 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.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: Create an engaging, positive, safe, and rewarding teaching and learning environment for staff and students at Cheek Middle School.

Evaluation Data Sources: Surveys for students and staff, attendance data for staff and students, discipline data, retention of staff

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to focus on implementation of AVID WICOR strategies. Strategy's Expected Result/Impact: Student binders will reflect learned organization skills Staff Responsible for Monitoring: Administration, AVID site coordinator, Teachers Problem Statements: Demographics 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide incentives for students who maintain a high attendance rate or show improvement as their attendance is monitored. Strategy's Expected Result/Impact: Increase in student daily attendance Staff Responsible for Monitoring: Attendance Clerk, Administration Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote use of STOPit to facilitate a safe working and learning environment for staff and students. Strategy's Expected Result/Impact: STOPit reports Staff Responsible for Monitoring: Administration and Counseling Team Problem Statements: School Processes & Programs 2</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monthly recognition of staff and students Strategy's Expected Result/Impact: Nominations and recognition provided Staff Responsible for Monitoring: Team Leads and Administration</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counseling team will provide engaging and relevant lessons addressing student social/emotional and academic needs every two weeks. Strategy's Expected Result/Impact: Lessons presented Staff Responsible for Monitoring: Counseling Team and Administration</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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 Staff Responsible for Monitoring: Administration, Counseling Team, and Teachers</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 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.</p> <p>Strategy's Expected Result/Impact: Assemblies</p> <p>Staff Responsible for Monitoring: Counseling Team and Administration</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: Guest speakers for students - At-Risk (SCE) - \$4,000</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: We will provide coaching specific to classroom management and student behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in classroom discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Ed Leave, Materials, Publications - State Compensatory Education (SCE) - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Provide professional development on TIER 1 and TIER 2 interventions.</p> <p>Strategy's Expected Result/Impact: Teacher participation in the professional development</p> <p>Staff Responsible for Monitoring: Staff and Admin</p> <p>Funding Sources: Staff to lead the training, Ed Leave - At-Risk (SCE) - \$1,040</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: With a growing number of inexperienced staff, student achievement and student behavior is becoming a concern. Root Cause: Difficult to recruit and retain teachers long term post COVID.</p>
Student Learning
<p>Problem Statement 2: Lower student achievement in math and reading/writing at all grades levels. Root Cause: Students are still struggling to overcome academic impact of COVID 19 pandemic.</p>

School Processes & Programs

Problem Statement 2: 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.

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.

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

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Personnel for Cheek Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Whitney Ferrell	Reading Interventionist	1

Campus Improvement Committee

Committee Role	Name	Position
Parent	Katherine Norris	Parent
District-level Professional	Lesli Guajardo	Director of Student Services
Non-classroom Professional	Jade McClure	Librarian
Classroom Teacher	Whitney Ferrell	Teacher
Paraprofessional	Karina Hayes	Attendance Clerk
Classroom Teacher	Alex Chace	Teacher
Classroom Teacher	Janet Cephas	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)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Student Supplies		\$1,000.00
1	1	3	Staff Development Supplies		\$1,390.00
1	1	3	PD for Guiding Coalition		\$5,000.00
1	1	10	Substitutes for PD		\$3,150.00
1	1	14	Publication of Criteria and Examples		\$1,000.00
2	1	8	Guest speakers for students		\$4,000.00
2	1	10	Staff to lead the training, Ed Leave		\$1,040.00
Sub-Total					\$16,580.00
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Tutorials		\$2,000.00
2	1	9	Ed Leave, Materials, Publications		\$2,000.00
Sub-Total					\$4,000.00

Denton Independent School District
Navo Middle School
2024-2025 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 empower 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.

Campus Goals and Core Values

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: September 20, 2024

Demographics

Demographics Summary

We are a close-knit staff that works together in formalized PLCs to develop common assessments, share instructional strategies and collaborate on how to best meet the needs of all of our students. We serve an increasingly more diverse community of learners. Some of our students have been in Denton ISD their entire academic career. However, the trend continues to reveal we have families moving into our community who are coming from all over the nation. We are in an area of Denton county that continues to grow exponentially.

Our enrollment by Race/Ethnicity is as follows:

African American	53.26%
Hispanic	21.39%
White	17.85%
American Indian	1.84%
Asian	4.96%
Pacific Islander	.71%

Our enrollment by Student Group is as follows:

Economically Disadvantaged	56.94%
English Language Learners	7.51%
Special Education	18.84%

Demographics Strengths

23.4% of our teachers hold a graduate degree.

74% of our teachers have 5 years or more experience teaching.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our daily attendance rate has decreased 95.38% to 94.93% **Root Cause:** The Covid 19 pandemic has caused a decrease in student attendance.

Student Learning

Student Learning Summary

Reading on Level (Based on MAP)					Math on Level (Based on MAP)						
	Baseline	Q1	Q2	Q3	Q4		Baseline	Q1	Q2	Q3	Q4
Navo Middle School					Navo Middle School						
6	No MAP Score from 22-23	40%				6	No MAP Score from 22-23	58.64			
7	46.63%	34%				7	39.04%%	45%			
8	43%	34%				8	45.07%	59%			
23-24 STAAR Reading					23-24 STAAR Math						
Grade	Approaches	Meets	Masters		Grade	Approaches	Meets	Masters			
Navo Middle School					Navo Middle School						
6	76%	49%	22%		6	53%%	20%%	3%			
7	68%	45%	21%		7	39%	16%	2%			
8	76%	48%	23%		8	62%	28%	9%			
22-23 STAAR Reading					22-23 STAAR Math						
Grade	Approaches	Meets	Masters		Grade	Approaches	Meets	Masters			
Navo Middle School					Navo Middle School						
6	72%	46%	15%		6	64%	22%	6%			
7	75%	45%	20%		7	57%	27%	6%			
8	82%	55%	24%		8	65%	29%	8%			
23-24 STAAR Social Studies					23-24 STAAR Science						
Grade	Approaches	Meets	Masters		Grade	Approaches	Meets	Masters			
Navo Middle School					Navo Middle School						
8	47%	22%	7%		8	49%	21%	7%			
22-23 STAAR Social Studies					22-23 STAAR Science						
Grade	Approaches	Meets	Masters		Grade	Approaches	Meets	Masters			

Reading on Level (Based on MAP)			
Navo Middle School			
Grade	Approaches	Meets	Masters
8	53%	21%	7%
23-24 STAAR Alg			
Grade	Approaches	Meets	Masters
Navo Middle School			
Alg	97%	81%	58%
Grade	Approaches	Meets	Masters
Navo Middle School			
Alg	100%	83%	47%

Math on Level (Based on MAP)					
Navo Middle School					
Grade	Approaches	Meets	Masters	Grade	Approaches
8	74%	47%	14%		
Students Involved in Extra & Co-Curricular Activities					
Grade	Baseline	Q1	Q2	Q3	Q4
Navo Middle School					
6	50				
7	150				
8	165				
Grade	Baseline	Q1	Q2	Q3	Q4
Navo Middle School					
6	Unavailable	50	50	50	50
7		150	150	150	150
8		165	165	165	165

Parent Volunteers			
	Spring 2024	Fall 2024	Spring 2025
Navo Middle School			
	30 active volunteers		
Community Partners			
	2023 -2024	2024-2025	
Navo Middle School			
	6	5	

Student Learning Strengths

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): Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades. **Root Cause:** The Covid 19 pandemic caused students to achieve significantly below grade level in the area of mathematics.

School Processes & Programs

School Processes & Programs Summary

Navo Middle School is closely supported by the Denton ISD curriculum and instruction team. Including regular meetings with Navo's core departments and guiding coalition.

Navo Middle School has developed a new to Navo teacher support system that includes monthly meetings and assigning each new staff member a mentor.

Teachers of Navo Middle School participated in professional development prior to the beginning of the 2024-2025 school and continues to participate in embedded PD in the areas of PLC, CHAMPS, and AVID.

Navo Middle School has a guiding coalition, a campus improvement team and a hiring committee.

Navo Middle School's Master schedule includes embedded time for collaborative teams to meet twice a week during the school day.

Each student at Navo Middle School is presented with the opportunity to participate in a UIL activity or a club.

School Processes & Programs Strengths

Navo Middle School has established a campus wide positive behavior support system: CHAMPS. All staff members have been trained on its implementation and the implications that CHAMPS has on the campus and on classroom management.

Navo Middle School has established a guiding coalition and has implemented embedded professional development for all staff members.

Navo Middle School has designed a master schedule that allows for each core department to meet to vertically align the curriculum.

Navo Middle School has increased its student participation in extracurricular and co-curricular activities by offering chess club, GOAL, girls STEM club, SALT, FCA, and art club to all students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is an evident need to increase positive student behavior. **Root Cause:** The lack of a campus wide system for positive behavior intervention support.

Perceptions

Perceptions Summary

During the 2023-2024 school year, Navo's engagement mean was 4.13 with the greatest opportunity of growth being staff recognition.

Staff Retention - Navo Middle School has 16 new teachers for the 2024-2025 school year. Of the 22 new teachers, 3 are first year teachers.

Navo Middle School sends out a weekly communication to parents.

Navo Middle School maintains an active positive social media presence.

Navo Middle School recruits and trains parent/community volunteers.

Perceptions Strengths

Navo Middle School has significantly increased its parent/community involvement. Navo currently has 60 verified volunteers and 20 actively involved volunteers.

Navo Middle School currently has five active community sponsors.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is an opportunity to increase staff engagement by increasing focused staff recognition. **Root Cause:** This is caused by not clearly identifying the specific ways that the staff likes to be recognized.

Problem Statement 2 (Prioritized): Navo Middle School has seen a decrease in parental and community involvement since 2019. **Root Cause:** Covid 19 required individuals who are not staff members or students to remain away from campus. This caused an increased division between the community and the campus.

Priority Problem Statements

Problem Statement 1: Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades.

Root Cause 1: The Covid 19 pandemic caused students to achieve significantly below grade level in the area of mathematics.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is an opportunity to increase staff engagement by increasing focused staff recognition.

Root Cause 2: This is caused by not clearly identifying the specific ways that the staff likes to be recognized.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Navo Middle School has seen a decrease in parental and community involvement since 2019.

Root Cause 3: Covid 19 required individuals who are not staff members or students to remain away from campus. This caused an increased division between the community and the campus.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our daily attendance rate has decreased 95.38% to 94.93%

Root Cause 4: The Covid 19 pandemic has caused a decrease in student attendance.

Problem Statement 4 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

Guiding Outcomes

Revised/Approved: September 20, 2024

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, campus wide balanced curriculum based on ongoing needs assessments supporting all students
- * Cultivate a network of professional learning communities addressing the educational needs of every child on our campus
- * Incorporate best practices into teaching, learning, technology and leadership

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:

- *100% of students will achieve the approaches level on the Algebra EOC .
- *60% or more of 6th Grade Navo students will achieve the approaches level on the Math assessment.
- *50% or more of 7th Grade Navo students will achieve the approaches level on the Math assessment.
- *65% or more of 8th Grade Navo students will achieve the approaches level on the Math assessment.

ELAR:

- *80% or more of 6th Grade Navo students will achieve the approaches level on the STAAR ILA assessment.
- *75% or more of 7th Grade Navo students will achieve the approaches level on the STAAR ILA assessment.
- *80% or more of 8th Grade Navo students will achieve the approaches level on the STAAR ILA assessment.

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

Science: 55% or more of Navo 8th grade students will achieve the approaches level on the STAAR Science assessment





High Priority

Evaluation Data Sources: STAAR Assessment Data

Map Data

IXL Diagnostic Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct a comprehensive analysis of student achievement data to align student need to teacher capacity.</p> <p>Strategy's Expected Result/Impact: Increase in student and teacher engagement and achievement.</p> <p>Staff Responsible for Monitoring: Building Principal Assistant Principals Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Strategically design a master schedule that addresses student needs and positively impact student achievement.</p> <p>Strategy's Expected Result/Impact: Improved academic culture</p> <p>Staff Responsible for Monitoring: Building Principal Instructional Leadership Team</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Intentional design and implementation of multi-tiered system of support that enhances universal instruction, targeted intervention, and helps to identify students in need of focused intervention.</p> <p>Specifically embed intervention time into the school day.</p> <p>Use CFA data, to intentionally identify students in need of specific support.</p> <p>Strategy's Expected Result/Impact: Increase in rigor of universal instruction. Increase in student achievement Identification of students in need of additional support.</p> <p>Staff Responsible for Monitoring: Building Principal Instructional Coach Guiding Coalition MTSS - Assistant Principal Classroom Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$82,841, Professional Development for MTSS - State Compensatory Education (SCE) - \$5,300</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ongoing, focused, and collaborative meetings with embedded professional development.</p> <p>Strategy's Expected Result/Impact: Increase in teacher capacity. Implementation of research-based pedagogical practices.</p> <p>Staff Responsible for Monitoring: Guiding coalition Administrative team. Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Professional Development Registrations for Guiding Coalition - At-Risk (SCE) - \$6,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades. **Root Cause:** The Covid 19 pandemic caused students to achieve significantly below grade level in the area of mathematics.

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

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

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	Formative Reviews		
<p>Strategy 1: Navo Middle School will offer volunteer opportunities such as Panther Watch (Watch D.O.G.S) and campus volunteers.</p> <p>Strategy's Expected Result/Impact: Navo Middle School will have an increase in parent and community involvement.</p> <p>Staff Responsible for Monitoring: Volunteer liaison. - Assistant Principal</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Navo Middle School has seen a decrease in parental and community involvement since 2019. Root Cause: Covid 19 required individuals who are not staff members or students to remain away from campus. This caused an increased division between the community and the campus.</p>

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 2: Navo MS will maintain a communication structure that will allow for timely dissemination of information and that encourages feedback from all stakeholders.

Evaluation Data Sources: Responses to communication and engagement survey data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Navo Middle School will send out weekly communication to parents. Strategy's Expected Result/Impact: Increase in parent engagement Staff Responsible for Monitoring: Building Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Navo Middle School will maintain communication with stakeholders via various social media platforms. Strategy's Expected Result/Impact: Increase in community engagement. Highlighting positive happenings around campus. Staff Responsible for Monitoring: Building Principal Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will send out a newsletter to parents every 3 weeks.</p> <p>Strategy's Expected Result/Impact: Increase in parent engagement.</p> <p>Staff Responsible for Monitoring: House Leaders</p> <p>Problem Statements: Perceptions 2</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Navo Middle School has seen a decrease in parental and community involvement since 2019. Root Cause: Covid 19 required individuals who are not staff members or students to remain away from campus. This caused an increased division between the community and the campus.</p>

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:


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


Performance Objective 3: 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	Formative Reviews		
<p>Strategy 1: Develop a hiring rubric aligned to Navo Middle School's Mission, Vision, and Goals</p> <p>Strategy's Expected Result/Impact: Increase in staff retention</p> <p>Staff Responsible for Monitoring: Building Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Form a hiring committee dedicated to recruiting and hiring highly qualified and effective staff.</p> <p>Strategy's Expected Result/Impact: Increase in staff retention. Increase in positive school culture.</p> <p>Staff Responsible for Monitoring: Building Principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: There is an opportunity to increase staff engagement by increasing focused staff recognition. **Root Cause:** This is caused by not clearly identifying the specific ways that the staff likes to be recognized.

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 4: Navo Middle School will develop programs, mentorship, and staff development that will provide support for new staff, first year teachers, and transfers that will lead to implementation of high quality instructional practices.

High Priority

Evaluation Data Sources: Staff survey data.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: New to Navo staff will meet once a month to review Denton ISD and Navo Middle School procedures and to celebrate successes.</p> <p>Strategy's Expected Result/Impact: Increase in staff retention</p> <p>Staff Responsible for Monitoring: Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Professional Development - State Compensatory Education (SCE) - \$2,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each new to Navo teacher will be assigned a mentor.</p> <p>Strategy's Expected Result/Impact: Increase in staff retention</p> <p>Staff Responsible for Monitoring: Building Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: There is an opportunity to increase staff engagement by increasing focused staff recognition. Root Cause: This is caused by not clearly identifying the specific ways that the staff likes to be recognized.</p>

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 5: Navo Middle School will increase it's ADA from 94.9% to 95.9%.

High Priority

Evaluation Data Sources: Weekly Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Navo Middle School will make weekly phone calls to parents of students who are absent for multiple days.</p> <p>Strategy's Expected Result/Impact: An increase in average daily attendance.</p> <p>Staff Responsible for Monitoring: Attendance clerk. Assistant Principal. Building Principal</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 1: Our daily attendance rate has decreased 95.38% to 94.93% Root Cause: The Covid 19 pandemic has caused a decrease in student attendance.</p>





Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 6: Navo Middle School's staff will be recognized at least every 7 school days.

Evaluation Data Sources: Staff engagement survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will be given a recognition survey and be recognized according to survey responses.</p> <p>Strategy's Expected Result/Impact: Increase in staff engagement</p> <p>Staff Responsible for Monitoring: Navo Admin Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 6 Problem Statements:

Perceptions
<p>Problem Statement 1: There is an opportunity to increase staff engagement by increasing focused staff recognition. Root Cause: This is caused by not clearly identifying the specific ways that the staff likes to be recognized.</p>

Guiding Outcome 3: Opportunities for Students





In pursuit of excellence, we will:

Support college, career, military and life readiness

Engage students in extracurricular clubs and organizations

Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Communicate opportunities for students to connect with college and universities (college and career fairs)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Update Navo parents and students about college fairs via email communication and social media.</p> <p>Strategy's Expected Result/Impact: Increase in student college awareness.</p> <p>Staff Responsible for Monitoring: Navo counselors, AVID teachers and Building principal.</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School Implementation of AVID.</p> <p>Send teachers to AVID Summer Institute</p> <p>Strategy's Expected Result/Impact: Improve student learning.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: PD for AVID Schoolwide Implementation - At-Risk (SCE) - \$2,070.85</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our daily attendance rate has decreased 95.38% to 94.93% Root Cause: The Covid 19 pandemic has caused a decrease in student attendance.</p>

Student Learning

Problem Statement 1: Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades. **Root Cause:** The Covid 19 pandemic caused students to achieve significantly below grade level in the area of mathematics.

Perceptions

Problem Statement 1: There is an opportunity to increase staff engagement by increasing focused staff recognition. **Root Cause:** This is caused by not clearly identifying the specific ways that the staff likes to be recognized.

Guiding Outcome 3: Opportunities for Students

In pursuit of excellence, we will:





Support college, career, military and life readiness

Engage students in extracurricular clubs and organizations

Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 2: All AVID students will visit two college campuses

Evaluation Data Sources: field trip attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Two college visit field trips will be planned each school year. One in the fall, and one in the spring. Strategy's Expected Result/Impact: Increase in student college awareness. Staff Responsible for Monitoring: AVID teachers and counselors Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our daily attendance rate has decreased 95.38% to 94.93% Root Cause: The Covid 19 pandemic has caused a decrease in student attendance.</p>
Perceptions
<p>Problem Statement 2: Navo Middle School has seen a decrease in parental and community involvement since 2019. Root Cause: Covid 19 required individuals who are not staff members or students to remain away from campus. This caused an increased division between the community and the campus.</p>

Plan Notes

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

Theme: Under Construction

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 Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Professional Development Registrations for Guiding Coalition		\$6,000.00
3	1	2	PD for AVID Schoolwide Implementation		\$2,070.85
Sub-Total					\$8,070.85
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionist		\$82,841.00
1	1	3	Professional Development for MTSS		\$5,300.00
2	4	1	Professional Development		\$2,000.00
Sub-Total					\$90,141.00

Denton Independent School District
Rodriguez Middle School
2024-2025 Campus Improvement Plan



Mission Statement

MISSION

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

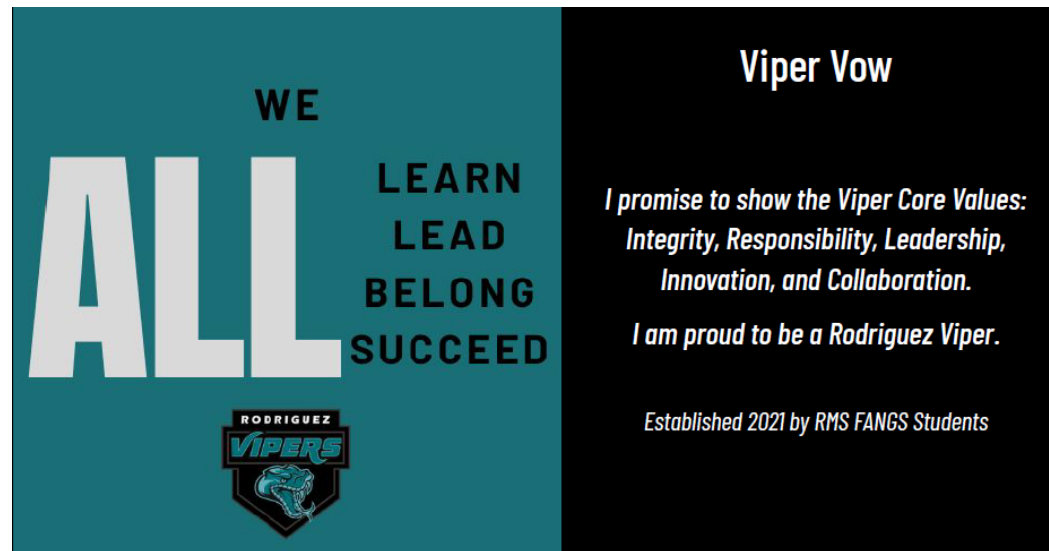


Vision

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."

Core Beliefs



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

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

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Guiding Outcome 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	38
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rodriguez Middle School (RMS) serves a diverse community, with strong connections between students, staff, and the local area. The school has an enrollment of 619 students for the 2023-2024 academic year, representing a balance of 50.6% male and 49.4% female students. The student body is racially and ethnically diverse, including groups such as Hispanic, African American, Asian, and White students. Economically disadvantaged students make up 60.7% of the population, and specific supports are provided for English as a Second Language (ESL), Gifted and Talented (GT), Special Education, and Section 504 students.

RMS maintains an impressive attendance rate of 94.89%, the highest among middle schools in the Denton ISD, although mobility continues to be a concern. The school works to address this through various programs aimed at supporting consistent attendance. RMS does not currently report graduation or dropout rates due to its status as a middle school, but strong efforts are made to prepare students for high school through College, Career, and Military Readiness (CCMR) initiatives. For example, 29% of students are enrolled in CTE courses, and 14% participate in AVID. Advanced course enrollments, including honors and EXPO (GT), are robust, with significant participation across grade levels.

Discipline remains a priority, with a total of 669 disciplinary referrals in the 2023-2024 school year. Boys accounted for 303 referrals, and girls for 149, with specific attention on students in Special Education and those identified as economically disadvantaged. RMS continues to refine its Positive Behavioral Interventions and Supports (PBIS) system to address these issues effectively.

The school also offers a variety of special programs, including Special Education, 504 Plans, and intervention programs. Teacher retention and recruitment are important focuses, with the school working to build a staff that reflects the community's diversity. Currently, 48.8% of teachers have 15 or more years of experience, and teachers at RMS represent various ethnic backgrounds, ensuring students see themselves reflected in the staff. The teacher-student ratio is carefully managed, with core classes capped at 25 students and intervention groups set at 15 students. Paraprofessionals play a crucial role in supporting the staff, and their qualifications align with district and state requirements.

RMS continues to foster a strong school community through numerous community involvement activities, such as the Viper Hoops Fest, Trunk or Treat, and multicultural fairs, all of which are designed to increase engagement between the school and its broader community.

Demographics Strengths

- **Diverse Student Population:** RMS serves a highly diverse student body, with students representing a variety of racial, ethnic, and linguistic backgrounds. This diversity fosters a rich cultural environment and provides opportunities for cross-cultural learning and inclusion.
- **Balanced Gender Representation:** The student population is nearly evenly split between male (50.6%) and female (49.4%) students, ensuring gender balance across programs and activities.
- **Strong Attendance Rates:** RMS maintains a high average daily attendance rate of 94.89%, the highest among Denton ISD middle schools. This reflects the school's success in engaging students and minimizing absences.
- **Support for Economically Disadvantaged Students:** With 60.7% of students classified as economically disadvantaged, RMS has implemented targeted support programs, such as free and reduced lunch programs, to meet the needs of these students and ensure equitable access to educational resources.

- **Multilingual Community:** The school community is linguistically diverse, with 21 different languages spoken among students and their families. This reflects a rich linguistic environment that promotes inclusivity and multicultural learning.
- **Commitment to Special Populations:** RMS provides robust support for special populations, including students in ESL, Special Education, Gifted and Talented, and Section 504 programs. This ensures that all students, regardless of their specific educational needs, receive the support required to succeed.
- **Strong Community Involvement:** RMS has established strong partnerships with the local community, including collaborations with universities and community organizations. Programs like Viper Hoops Fest, Trunk or Treat, and the Multicultural Fair strengthen the connection between the school and its surrounding community, fostering a supportive and engaged environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Economic Disadvantage and Achievement Gap: Over 60.7% of the student population at Rodriguez Middle School is economically disadvantaged, and this group faces unique challenges that may contribute to lower academic performance and increased needs for support. **Root Cause:** Limited access to resources, financial instability at home, and potential gaps in parental support may hinder the ability of economically disadvantaged students to fully engage with schoolwork and extracurricular activities .

Problem Statement 2: Discipline Disparities Among Male Students: Male students account for a disproportionately higher number of disciplinary referrals, with 303 male students receiving referrals compared to 149 female students. **Root Cause:** Inconsistent implementation of classroom management strategies and a lack of targeted behavioral interventions may contribute to higher rates of disciplinary actions among male students .

Problem Statement 3 (Prioritized): Mobility and Student Stability: The mobility rate within the student body is impacting student learning and consistency, particularly among economically disadvantaged and at-risk student groups. High student turnover presents challenges for maintaining continuity in learning and peer relationships. **Root Cause:** Economic hardship and housing instability are likely contributing to higher mobility rates, disrupting the educational experience for affected students .

Problem Statement 4 (Prioritized): Achievement Gaps for Special Populations: There is a notable achievement gap among special populations, including students in Special Education, Section 504, and ESL programs, with a significant portion of these students not meeting grade-level standards in state assessments. **Root Cause:** Inadequate differentiated instruction and insufficient targeted interventions may be contributing to the lower academic performance of students in special populations .

Problem Statement 5 (Prioritized): Teacher Retention and Diversity: While RMS has a relatively experienced staff, with a high percentage of teachers having 15 or more years of experience, there is a need to recruit and retain a more diverse teaching staff that better reflects the student population. **Root Cause:** Limited recruitment strategies and lack of targeted support for new teachers may hinder the retention of a diverse and highly qualified teaching staff .

Problem Statement 6: Low Enrollment in Advanced Courses: Despite the availability of advanced courses such as honors, EXPO (GT), and CCMR programs, a relatively low percentage of students are enrolled in these higher-level academic opportunities, especially students from economically disadvantaged backgrounds and special populations. **Root Cause:** Lack of awareness, encouragement, and support for students from underrepresented groups to enroll in advanced academic programs may contribute to low participation rates .

Student Learning

Student Learning Summary

Rodriguez Middle School students are experiencing mixed outcomes in their learning environment based on available data.

Positive Aspects:

- **Student Engagement and Respect:** About 60% of students feel respected by their teachers most of the time, indicating a generally positive relationship between students and staff.
- **Trusted Adults:** 89.4% of students report having at least one adult they trust at the school, which fosters a supportive learning environment.
- **Attendance:** The school maintains a high daily attendance rate of 94.89%, the highest among Denton ISD middle schools, which is generally a good indicator of student engagement.

Challenges:

- **Behavioral Issues Affecting Learning:** Students report that misbehavior in the classroom disrupts their ability to learn. There is a need for greater community-building efforts and restorative practices to mitigate this.
- **Perceived Fairness:** A significant 78.7% of students feel that they are either not treated fairly or are unsure, pointing to issues in classroom management and equitable treatment.
- **Safety Concerns:** 44.6% of students expressed concerns about feeling safe at school, which can impact their learning and emotional well-being.
- **Learning Environment:** Students believe that the school environment is not always clean and that peer behavior can negatively impact learning.

Academic Referrals:

- Referrals increase by grade level: 6th grade had 168, 7th grade had 247, and 8th grade had 254 referrals. This trend could suggest a need for stronger behavior interventions as students progress through grades.

In summary, while many students at Rodriguez Middle School experience a supportive environment with trusted adults and high attendance, there are concerns about behavior management, equity in treatment, and a learning environment that may not always be conducive to success. These issues suggest areas where focused interventions—like restorative practices and consistent behavior policies—could improve student outcomes.

State and Local Assessments:

- **STAAR Performance:** For the 2022-2023 school year, Rodriguez Middle School students performed as follows on the STAAR assessments:
 - **Approaches Grade Level or Above:**
 - ELAR: 64%
 - Math: 74%
 - Science: 62%
 - Social Studies: 49%
 - **Meets Grade Level or Above:**
 - ELAR: 35%
 - Math: 48%

- Science: 31%
- Social Studies: 19%
- **Masters Grade Level or Above:**
 - ELAR: 12%
 - Math: 19%
 - Science: 9%
 - Social Studies: 4%

MAP Growth:

- **7th Grade Reading MAP:** There was a decrease in the median growth score from the 47th percentile in the 2022-2023 school year to the 43rd percentile for 2023-2024 .
- **Math MAP Trends:**
 - 6th Grade: Fall score of 214.75, Winter score of 219.56
 - 7th Grade: Fall score of 220.21, Winter score of 224.04
 - 8th Grade: Fall score of 224.92, Winter score of 228.12 .

Advanced Courses and Dual Enrollment:

- **Advanced and Honors Enrollment:**
 - 33% of students are enrolled in Honors Math
 - 43% are enrolled in Honors ELAR .
- **PSAT Participation:** 8th graders participate in PSAT testing as a part of the district’s college readiness initiative .

College, Career, and Military Readiness (CCMR):

- **CTE Enrollment:** 181 students (29%) are enrolled in Career and Technical Education (CTE) courses .
- **AVID Enrollment:** 86 students (14%) are enrolled in AVID, which supports college readiness .

Grades and Academic Interventions:

- If a student is failing two or more classes at the quarter mark, they receive interventions, including small group instruction and mandatory tutorials .
- **Intervention Program:** 23% of the campus (140 students) receive interventions due to academic challenges .

Special Education and English Learners:

- **Special Education Enrollment:** The campus serves 104 students in Special Education.
- **504 Students:** 59 students are identified under Section 504 for accommodations.
- **English Language Learners:** 19 students are identified as English Learners (EL).

Retention and Dropout Data:

- While no specific dropout data for Rodriguez Middle School was identified, the school focuses on early intervention programs like AVID, CTE, and regular check-ins for students at risk of failing or dropping out .

Additional Insights:

- **Attendance Rate:** RMS maintains a high attendance rate of 94.89%, the highest in the district.
- **Disciplinary Issues:** There were a total of 669 disciplinary referrals, with 280 being at-risk students.

Student Learning Strengths

1. High Attendance Rate:

- The school boasts an impressive **94.89% attendance rate**, which is the highest among Denton ISD middle schools. High attendance correlates with greater opportunities for student engagement and learning.

2. Positive Teacher-Student Relationships:

- **89.4% of students** report having at least one adult they trust at Rodriguez Middle School. This strong connection between students and staff fosters a supportive learning environment and is a key factor in promoting student engagement and success.

3. Honors and Advanced Courses:

- A significant portion of the student body participates in advanced coursework:
 - **33% of students** are enrolled in **Honors Math**, and
 - **43% of students** are enrolled in **Honors ELAR**, demonstrating that a notable group of students are being challenged academically at higher levels.

4. Career and Technical Education (CTE) Participation:

- **29% of students** (181 students) are enrolled in **CTE** courses, which helps prepare them for college, careers, and technical skills. This is a strength, as it indicates a strong commitment to future-readiness and hands-on learning for students.

5. AVID Program:

- **14% of students** (86 students) are enrolled in **AVID** (Advancement Via Individual Determination), which focuses on college readiness, study skills, and leadership. This program supports students, particularly those in the academic middle, and encourages them to pursue post-secondary education.

6. English Language Learner (ELL) Support:

- **Strong support** exists for English learners, with 21 different languages spoken at home by RMS families. This indicates the school's capacity to serve diverse learners effectively, especially through ESL programs.

7. Positive Behavior Support:

- The school is actively using **PBIS (Positive Behavioral Interventions and Supports)** to reinforce positive behavior. This not only helps with behavior management but also encourages an environment conducive to learning.

8. College Readiness Initiatives:

- 8th graders at RMS participate in **PSAT testing**, which helps them prepare for college entry exams early, fostering a culture of college readiness.

9. Disciplinary Data for Gifted Students:

- The **discipline referral** rate for academically gifted students appears to be relatively low compared to other student groups. This suggests that these students may be positively engaged in their learning and less prone to behavior issues.

These strengths indicate a solid foundation for learning at Rodriguez Middle School, with strong relationships between students and staff, participation in advanced and college preparatory programs, and effective support systems in place for English learners and at-risk students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low STAAR Mastery Rates: While the majority of students approach grade-level standards on the STAAR assessments, the percentage of students achieving "Masters Grade Level" is low across subjects. **Root Cause:** There may be a need for differentiated instruction targeting higher-order thinking and depth of knowledge to push students from "Meets" to "Masters" levels of understanding.

Problem Statement 2 (Prioritized): Behavioral Disruptions Impacting Learning: Classroom misbehavior is negatively affecting student learning and classroom environments. **Root Cause:** Inconsistent implementation of behavior management strategies and lack of student ownership over the learning environment could be contributing to these disruptions.

Problem Statement 3 (Prioritized): Equity in Treatment and Learning Experiences: A large portion of students do not feel they are treated fairly, which may affect their motivation and engagement in learning. **Root Cause:** Inconsistent application of classroom management policies and lack of culturally responsive practices may be contributing to this perception.

Problem Statement 4: Low Special Education and English Learner Performance: Special Education and English Learner students are under-performing on assessments and struggling to keep pace with their peers. **Root Cause:** There may be insufficient differentiation and support for students with special needs and language barriers, as well as a need for more targeted interventions.

Problem Statement 5 (Prioritized): Student Perception of School Safety: Many students do not feel safe at school, which may impact their emotional well-being and academic performance. **Root Cause:** A lack of consistent monitoring in certain areas (like locker rooms) and unclear safety protocols may contribute to these perceptions. Ensuring a physically and emotionally safe environment is critical for student success.

Problem Statement 6 (Prioritized): Tardy and Attendance Issues Affecting Learning: High tardy rates and absences may be hindering student academic progress. **Root Cause:** Lack of structured intervention for tardy prevention and inconsistent consequences for tardiness.

Problem Statement 7: Lack of Advanced Achievement Growth: Growth rates for students in advanced courses, particularly in reading and math, are lower than expected. **Root Cause:** Limited enrichment opportunities and a lack of targeted instruction for high-achieving students may prevent them from reaching their full potential.

School Processes & Programs

School Processes & Programs Summary

Rodriguez Middle School implements a variety of processes and programs designed to foster student success, staff development, and community involvement. The school's programs aim to address diverse needs while creating a supportive and engaging environment for all students.

Key Programs and Initiatives

1. Community Involvement:

- **CIS/ACE**: After-school enrichment programs designed to support at-risk students.
- **Viper Career Connect**: A mentorship and career readiness initiative connecting students with professionals.
- **Sigma Gamma Rho, Viper Hoops Fest, Trunk or Treat, and Multicultural Fair**: Events to engage the community and celebrate diversity.
- **CCMR Fair**: Focusing on College, Career, and Military Readiness (CCMR), especially for 7th and 8th graders.

2. Academic Support Programs:

- **AVID**: An emerging schoolwide initiative that offers family nights and college readiness programs.
- **High School Credit Courses**: Spanish and CTE courses are available for 8th graders to earn high school credits.
- **Viper U**: A dedicated academic and behavior support period integrated into the daily schedule. It includes activities like clubs on Fridays to encourage student engagement.

3. Incentive Programs:

- **Quarterly Honor Roll Celebrations**: Recognizing academic achievements with honor roll events.
- **Vipers of the Month**: Highlighting outstanding students and teachers.
- **PBIS (Positive Behavior Interventions and Supports)**: Using power cards as a reward system to motivate students and encourage positive behavior.

4. Clubs and Extracurricular:

- A wide range of clubs such as **Cheerleading, STUCO (Student Council), NJHS, and STEM** are offered. New clubs are introduced based on student interest, such as **Dungeons and Dragons** and **Quilting**, while others like **Anime** and **Cooking** have been discontinued.

5. Discipline and Behavior Management:

- The school has implemented restorative practices and PBIS strategies to manage student behavior, emphasizing the development of relationships and community within the school. The program aims to reduce misbehaviors and tardiness while reinforcing a culture of respect and responsibility.

6. Counseling and Support Services:

- The counseling department offers small group sessions and classroom guidance on social-emotional learning (SEL) topics. Programs like **WEB (Where Everybody Belongs)** pair 8th graders as mentors for incoming 6th graders to ease their transition into middle school.

Areas of Focus and Improvement

1. **Attendance and Tardiness:** Attendance remains a focus, with 94.89% average daily attendance, the highest among district middle schools. However, tardiness is a significant issue, with over 37% of students accumulating 10 or more tardies.
2. **Staff Development:** Initiatives like the **Teacher Mentor Program** focus on retaining high-quality staff and fostering professional development. The campus also organizes community-building events such as potlucks, teacher socials, and holiday celebrations to promote a positive work environment.
3. **Parental and Community Engagement:** The school seeks to enhance its engagement with parents through events like **Open House** and **Family Nights**. There are opportunities to expand parent involvement through more volunteer options and improved communication via social media platforms like Facebook and Instagram.
4. **Student Participation:** Efforts are being made to increase student participation in academic and extracurricular activities, including expanding course offerings, clubs, and leadership programs like **GOAL** and **Viper U**.

Curriculum & Instruction:

Rodriguez Middle School offers a comprehensive curriculum designed to meet the diverse needs of its students:

- **Core Classes:** Core academic classes, such as ELAR, Math, Science, and Social Studies, are aligned with state standards and include honors-level options. The focus is on increasing student achievement, with STAAR results and MAP assessments used to track progress. For example, **7th grade Math** saw a growth from the 34th to the 38th percentile.
- **High School Credit Courses:** 8th-grade students can earn high school credit in **Spanish** and **CTE (Career and Technical Education)** courses, providing early exposure to advanced learning opportunities.
- **AVID Program:** Rodriguez Middle School is an **emerging AVID (Advancement Via Individual Determination) Schoolwide Site**, focusing on college and career readiness.
- **Viper U:** A unique program designed to offer additional academic and behavioral support through scheduled time for tutorials and engagement in clubs.

Professional Development:

The school is committed to ongoing professional development for its staff:

- **Targeted Professional Development (PD):** Teachers participate in various PD sessions that focus on **de-escalation strategies, restorative practices, and PLC (Professional Learning Communities)** for collaboration.
- **Teacher Mentor Program:** A robust mentorship program exists for new and less experienced teachers to ensure they are supported in navigating campus policies and integrating into the school community.
- **Instructional Support:** Teachers are provided resources such as **MTSS (Multi-Tiered Systems of Support)**, encouraging data-driven decision-making to tailor instruction based on individual student needs.

Leadership & Decision-Making Processes:

Rodriguez Middle School emphasizes collaborative leadership and shared decision-making:

- **Campus Leadership Team (CLT):** Comprised of administrators, teachers, and staff, the CLT oversees major decisions, including curriculum planning, student performance initiatives, and addressing school-wide issues like tardiness.
- **Guiding Coalition:** This group works with the leadership team to set campus priorities and lead initiatives, ensuring a collective and transparent decision-making process.
- **Staff Committees:** The **Sunshine Committee** and **Mentor Program Committee** help maintain positive staff culture through organized social events, recognition programs,

and teacher support.

Communication:

Rodriguez Middle School actively works to improve communication between staff, students, and parents:

- **Parental Engagement:** Parents are encouraged to participate in school activities through events like **Open House**, **Family Night**, and the **Multicultural Fair**. Social media platforms such as Facebook and Instagram are used to communicate with parents.
- **Student Recognition:** The school promotes clear communication about student achievements through **Quarterly Honor Roll Celebrations**, **Vipers of the Month**, and teacher-led student feedback.
- **Staff Communication:** Regular faculty meetings and celebrations like **potlucks** and **social events** strengthen internal communication and build camaraderie.

Organization & Context (Scheduling, Support Services):

Rodriguez Middle School's organizational structure ensures a well-rounded experience for students and staff:

- **Class Sizes:** Core classes are capped at 25 students, with intervention classes limited to 15, allowing for focused instruction.
- **Attendance and Tardiness:** Attendance is a priority, with an average daily rate of 94.89%. However, tardiness remains an issue, with 37.8% of students having 10 or more tardies.
- **Counseling and Support Services:** The counseling department offers small group sessions on SEL topics, and programs like **WEB (Where Everybody Belongs)** pair 8th graders as mentors to 6th graders.

Extracurricular & Co-curricular Opportunities:

Rodriguez Middle School provides a wide array of extracurricular and co-curricular activities:

- **Clubs:** Students can participate in various clubs like **Cheerleading**, **NJHS (National Junior Honor Society)**, **Fishing Club**, and **STUCO (Student Council)**. The school also responds to student interest by adding clubs such as **Dungeons and Dragons** and **Future Authors**.
- **Athletics and Fine Arts:** The school offers athletics for both boys and girls, with 35% of students participating in sports. The **Fine Arts** department, including music and theater, is also a popular option.
- **Special Events:** School-wide events like **Pep Rallies**, **Talent Shows**, and **Viper Rumbles** foster school spirit and community engagement.

Technology Integration/Plan:

Technology is an integral part of the instructional and administrative processes at Rodriguez Middle School:

- **Chromebooks and Online Learning:** Students have access to technology through Chromebook devices, which are used for both classroom instruction and at-home learning. **Canvas** is the primary platform for staying up-to-date with assignments, especially for students who are absent.
- **Digital Tools for Instruction:** Teachers use online tools to track academic performance and intervene with targeted support. MAP testing results and other formative assessments are used to drive instructional adjustments.

Other Key Programs:

- **PBIS (Positive Behavior Interventions and Supports):** A school-wide initiative that encourages positive behavior through the use of **Power Cards**, which reward students for good behavior and responsible actions.

- **GOAL Program:** This leadership program provides at-risk students with academic and athletic opportunities, including free soccer leagues and leadership development.
- **Mentorship and Career Guidance:** Programs like **Viper Career Connect** and **UNT Mentorship** provide career exposure and academic guidance.

Summary of Needs and Next Steps:

- **Expand Technology Integration:** There is a need to enhance the use of digital tools for personalized learning and increase access to online resources.
- **Strengthen Attendance and Tardy Policies:** Addressing tardiness remains a priority, and ensuring accurate attendance tracking is critical.
- **Enhance Parental Engagement:** Continued efforts to involve parents through targeted communication and events are essential to building stronger school-home partnerships.

Rodriguez Middle School's processes and programs reflect its commitment to fostering a positive, inclusive, and academically challenging environment for all students. These efforts are complemented by strong leadership, effective communication, and the strategic use of resources to support the diverse needs of students, staff, and families.

School Processes & Programs Strengths

1. Strong Community Involvement:

- **Partnerships with Local Institutions:** The school has established successful collaborations with organizations such as **CIS/ACE**, **UNT**, and **Sigma Gamma Rho**, which enhance both academic and extracurricular support for students. Programs like **Viper Career Connect** provide real-world career exposure through mentorship.
- **Community Engagement Events:** Events like the **Viper Hoops Fest**, **Trunk or Treat**, **Multicultural Fair**, and the **CCMR Fair** serve as key moments of community interaction, bringing together students, parents, and staff to celebrate diversity and promote a sense of belonging.

2. Comprehensive Curriculum and Instructional Programs:

- **High School Credit Opportunities:** Offering high school credit in **Spanish** and **CTE courses** allows students to get a head start in their academic journey while still in middle school. This is a significant motivator for advanced students.
- **Viper U:** This program is highly valued for its dual focus on academic support and behavior reinforcement. The flexibility of **Viper U** allows students to engage in tutorials and clubs, fostering a well-rounded experience.
- **AVID Program:** As an **emerging schoolwide AVID site**, Rodriguez is building a culture of college and career readiness, which is a critical part of the school's long-term strategy for student success.

3. Effective Student Behavior and Support Programs:

- **PBIS and Power Cards:** The school's **Positive Behavior Interventions and Supports (PBIS)** program is highly regarded for promoting a positive climate through structured behavior rewards, using Power Cards to incentivize students.
- **Counseling and Social-Emotional Support:** The counseling team offers a comprehensive array of **small group sessions**, classroom guidance, and mentorship programs like **WEB (Where Everybody Belongs)**, which pairs 8th graders as mentors to incoming 6th graders. This not only supports students' transition but also fosters leadership skills among the older students.

4. Extensive Extracurricular and Co-curricular Opportunities:

- **Wide Range of Clubs:** Rodriguez Middle School offers a variety of extracurricular activities tailored to different student interests, including **Cheerleading**, **NJHS**, **STUCO**, **Fishing Club**, and more. These opportunities allow students to explore their passions and enhance their school experience.
- **Strong Athletic and Fine Arts Programs:** With 35% of the student body involved in athletics, and a strong focus on fine arts, Rodriguez provides balanced opportunities for

students to develop both physically and creatively.

5. Strong Professional Development and Support for Teachers:

- **Teacher Mentorship Program:** The robust **Teacher Mentor Program** ensures that new and less experienced staff receive the necessary support to thrive in the school environment. The focus on relationship-building and professional growth is a key strength.
- **Targeted Professional Development (PD):** The school offers targeted PD sessions that address specific needs, such as **de-escalation training, restorative practices, and PLC collaboration**. This focus on ongoing professional learning ensures that teachers are equipped with strategies to meet the diverse needs of their students.

6. Strong Communication and Collaboration:

- **Effective Use of Social Media and School Communication Tools:** The school has embraced communication through platforms like **Facebook** and **Instagram** to keep parents informed and engaged. In addition, school events like **Family Night** and **Open House** provide parents with opportunities to be involved in their child's education.
- **Collaborative Leadership:** The **Campus Leadership Team (CLT)** and other committees, such as the **Guiding Coalition** and **Sunshine Committee**, promote shared decision-making and ensure that leadership is inclusive and responsive to both staff and student needs.

7. High Attendance and Engagement Rates:

- **Attendance Focus:** With an attendance rate of 94.89%, Rodriguez Middle School has the highest attendance rate among middle schools in the district. This indicates strong student engagement and reflects the school's effective attendance monitoring and support programs.

8. Emphasis on Positive School Culture:

- **Staff and Student Recognition:** Programs like **Vipers of the Month, Honor Roll Celebrations, and Teacher/Student of the Month** foster a positive culture by recognizing and rewarding both academic and behavioral excellence.
- **Culture-Building Events for Staff:** Regular staff appreciation events, such as potlucks, social gatherings, and the teacher mentor program, help maintain high morale and a sense of community among staff members.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent Implementation of Positive Behavior Systems he implementation of the Positive Behavior Interventions and Supports (PBIS) system, including the use of Power Cards, lacks consistency across the campus, reducing its effectiveness in managing behavior and improving student engagement. **Root Cause:** Inconsistent enforcement of policies related to behavior, such as the Power Card system and tardiness, has led to variations in how these initiatives are applied in different classrooms.

Problem Statement 2: Low Parental Involvement in School Activities Parental involvement remains limited, with only a small percentage of parents actively participating in school events and decision-making processes. **Root Cause:** Limited communication strategies and insufficient volunteer opportunities may contribute to parents feeling disconnected from

the school community.

Problem Statement 3 (Prioritized): High Tardiness and Absenteeism Tardiness remains a critical issue, with over one-third of students accumulating more than 10 tardies, which negatively impacts instructional time and classroom management. **Root Cause:** Inconsistent enforcement of tardy policies, coupled with insufficient incentives or interventions to reduce tardiness, has contributed to this ongoing issue.

Problem Statement 4: Limited Student Engagement in Extracurricular Activities Despite a variety of clubs and extracurricular opportunities, overall student participation in these activities remains lower than desired, limiting student engagement and connectedness to the school. **Root Cause:** Some clubs have been discontinued, and there is a lack of awareness or targeted promotion of these activities, particularly for students who may not be involved in athletics or fine arts.

Problem Statement 5 (Prioritized): Inconsistent Use of Technology for Instruction and Student Tracking Technology integration is inconsistent across classrooms, particularly in how it is used to track student progress and facilitate remote learning for students who are absent. **Root Cause:** While technology tools such as Chromebooks and Canvas are available, not all teachers are using them consistently to support student learning, particularly in cases of absenteeism.

Problem Statement 6 (Prioritized): Variability in Staff Professional Development While professional development is offered regularly, its perceived value and relevance vary, leading to mixed outcomes in terms of teacher engagement and implementation of new strategies. **Root Cause:** Some teachers feel that the professional development opportunities offered do not always align with their immediate needs or the specific challenges they face in the classroom.

Problem Statement 7 (Prioritized): Inadequate Support for At-Risk Students While Rodriguez Middle School has implemented several support programs for at-risk students, such as MTSS and Counseling Services, these interventions are not always sufficient to meet the growing needs of the at-risk population. **Root Cause:** Limited resources and a lack of comprehensive, campus-wide strategies for tracking and intervening with at-risk students may be contributing to the ongoing challenges faced by this group.

Problem Statement 8 (Prioritized): Low Participation in Professional Learning Communities (PLCs) While PLCs are in place, participation and engagement in these collaborative learning communities is inconsistent, leading to missed opportunities for instructional improvement. **Root Cause:** Time constraints and scheduling challenges may be preventing teachers from fully engaging in PLCs, and there may be a lack of clarity regarding the expectations for participation.

Perceptions

Perceptions Summary

1. Student Perceptions:

- **Respect and Relationships:**

- Nearly **60%** of students feel respected by their teachers **most of the time**, with **19.1%** always feeling respected and **40.4%** frequently feeling respected.
- **89.4%** of students feel there is at least one adult at Rodriguez they trust, showcasing the strong relationships between staff and students.
- **Opportunity:** Continue building on the existing positive relationships by creating more opportunities for students to interact with staff outside of the classroom, such as extracurricular activities, hallway presence, and community events.

- **Fair Treatment and Equity:**

- A concerning **78.7%** of students report that they either do not know or do not feel that all students are treated fairly.
- **Opportunity:** Establish clear, consistent expectations for student behavior and ensure that all students feel they are treated equitably across the board. Staff should focus on creating an equitable classroom environment and building trusting relationships with all students.

- **Safety Concerns:**

- **44.6%** of students do not feel safe or are unsure about their safety at school.
- Students also report that inappropriate actions from peers disrupt the learning environment and cite concerns about cleanliness, particularly in locker rooms where students feel unsupervised.
- **Opportunity:** Address student safety concerns by improving supervision, particularly in areas like locker rooms, and promoting consistent classroom management and cleanliness.

2. Parent Perceptions:

- **Parent Involvement:**

- While a majority of parents feel welcome at school, only **50%** are satisfied with the opportunities available to be involved, and **52%** were neutral about parent engagement opportunities.
- **Opportunity:** Expand volunteer and community event opportunities, such as PTA involvement, school events, and parent volunteer programs. Improving communication through social media and other channels (e.g., **Facebook**, **Instagram**) can also help parents feel more connected to the school.

- **Communication and Responsiveness:**

- **75.5%** of parents feel that communication from the school is effective, while **69.8%** agree that staff respond to phone calls and emails in a timely manner.
- **Opportunity:** While overall communication is positive, there is room to increase responsiveness and provide more positive communication (e.g., phone calls or emails highlighting student success) to strengthen parent-school relationships.

- **Perception of Student Safety:**

- **37.8%** of parents reported that they do not know or do not believe their student is safe at school.

- **Opportunity:** Increase transparency about safety measures and communicate regularly with parents about the school's safety procedures, such as via monthly safety reports and updates following emergency situations.

3. Staff Perceptions:

- **Work Environment and Staff Morale:**

- **84%** of staff report feeling safe at school, and the same percentage are satisfied with their jobs. However, **65%** of staff report feeling stressed, and **67%** report feeling frustrated.
- **Opportunity:** Focus on staff morale by continuing initiatives such as teacher recognition, staff social events, and mental health support. Suggestions include **team-building activities**, early release on some half days, and promoting self-care strategies for staff.

- **Trust and Communication:**

- About half of the staff feel there is a high degree of trust between staff and administration, while the other half report only some to little trust.
- **Opportunity:** Increase efforts to build stronger relationships between staff and administration through open communication, collaborative decision-making, and leadership visibility.

- **Professional Development:**

- Many staff members expressed that **professional development (PD)** is not always relevant or valuable to their needs.
- **Opportunity:** Tailor PD sessions to address the specific challenges faced by teachers, such as classroom management, de-escalation techniques, and student engagement strategies.

4. Overall Opportunities for Growth:

- **Equitable Treatment:** Across all groups (students, parents, and staff), there is a common theme of needing to improve perceptions of fairness and equity. This involves setting clear and consistent expectations for both academic and behavioral standards, and ensuring all students, regardless of background, feel valued and supported.
- **Safety:** Both students and parents express concerns about safety. It is essential to increase transparency around the school's safety measures, improve supervision in key areas, and ensure that all staff are trained in school safety protocols.
- **Parental Engagement:** While communication efforts are appreciated, there is a clear need for more structured and meaningful parent involvement. Engaging parents through volunteer opportunities, community events, and transparent communication about student progress and safety will strengthen parent-school relationships.
- **Student Engagement:** Encouraging students to take ownership of their school environment, such as through leadership opportunities and extracurricular involvement, will foster a greater sense of belonging and connection to the school.

Perceptions Strengths

1. Strong Student-Teacher Relationships:

- **High Trust Levels:** **89.4%** of students report having at least one adult they can trust at Rodriguez Middle School. This shows that teachers and staff have successfully built strong, supportive relationships with students.
- **Opportunity:** Continue fostering these relationships by creating additional informal interaction opportunities between students and staff, such as during extracurricular activities and community events.

2. Positive Perception of Teacher Efforts:

- **Students Feel Respected:** Nearly **60%** of students feel respected by their teachers most of the time, with **19.1%** reporting that they always feel respected. This demonstrates that students perceive their teachers as respectful and supportive, a critical component of a healthy school culture.
- **Opportunity:** Focus on increasing engagement and positive behavior in classrooms, which could help boost the percentage of students who feel consistently respected.

3. Effective Communication with Parents:

- **Positive Parent-Staff Communication:** **75.5%** of parents feel that communication from the school is effective, and **69.8%** agree that staff respond to phone calls and emails in a timely manner. This reflects a strong effort by the school to maintain open lines of communication with families.
- **Opportunity:** While communication is strong, there is room to provide more proactive, positive updates to parents, especially concerning their children's achievements and behavior.

4. Staff Satisfaction with Job Safety and Environment:

- **Job Satisfaction and Safety:** **84%** of staff feel safe at school, and the same percentage are satisfied with their jobs. This indicates that the staff feels secure and valued in their workplace, contributing to overall job satisfaction.
- **Opportunity:** Continue maintaining this positive environment through staff recognition programs, regular social events, and supportive leadership practices.

5. Staff Collaboration and Connectedness:

- **Staff Teamwork:** Staff members report feeling connected to their teams, and there are various initiatives, such as the **Teacher Mentor Program**, **Sunshine Committee**, and **staff social events**, that promote collaboration and morale.
- **Opportunity:** These programs can be expanded to further support staff well-being, focusing on stress reduction and professional support.

6. Opportunities for Student Recognition:

- **Student Recognition Programs:** Programs like **Vipers of the Month**, **Honor Roll Celebrations**, and other recognition initiatives are appreciated by students and families. These programs help create a culture of acknowledgment and celebrate student achievements.
- **Opportunity:** Expanding these programs and incorporating more frequent recognition for a wider variety of achievements could increase student motivation and engagement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students Feel Uncertain About Fair Treatment A significant portion of students do not feel that all students are treated fairly at Rodriguez Middle School, with 78.7% reporting that they either do not know or do not believe all students receive equal treatment. **Root Cause:** Inconsistent classroom management practices and variability in staff-student interactions may be contributing to students' perceptions of unfair treatment.

Problem Statement 2 (Prioritized): Student Safety Concerns Nearly half of the students do not feel safe or are unsure about their safety at school. Specifically, 44.6% of students either disagree or are unsure about feeling safe at Rodriguez Middle School. **Root Cause:** Issues like inconsistent supervision in certain areas (e.g., locker rooms), classroom disruptions, and insufficient communication about school safety plans may be contributing to the perception of a lack of safety.

Problem Statement 3 (Prioritized): Limited Parental Involvement in School Activities: Parent involvement in school activities is perceived as low, with 52% of parents feeling neutral about the opportunities available to engage with the school, and only half expressing satisfaction with the current level of involvement. **Root Cause:** Insufficient volunteer opportunities and limited communication regarding how parents can get involved may be leading to lower engagement levels.

Problem Statement 4 (Prioritized): Inconsistent Communication and Response Times for Parents Although 69.8% of parents agree that school staff respond to emails and phone calls in a timely manner, there is room for improvement in terms of proactive communication with parents, especially regarding positive updates about their children's progress. **Root Cause:** A lack of consistent follow-up on student performance and the absence of routine positive communications may be contributing to parents feeling disconnected from the school.

Problem Statement 5 (Prioritized): High Levels of Staff Stress and Frustration Staff members report high levels of stress and frustration, with 65% of staff feeling stressed and 67% feeling frustrated at work. **Root Cause:** Limited time for planning, heavy workloads, and inconsistent professional development may be contributing to high stress levels among staff.

Problem Statement 6: Lack of Trust Between Staff and Administration There is a significant lack of trust between staff and the administration, with only about half of the staff feeling there is a high level of trust between the two groups. **Root Cause:** Limited opportunities for transparent and collaborative decision-making, as well as inconsistent leadership visibility, may be contributing to this gap in trust.

Problem Statement 7 (Prioritized): Student Perception of Disruptions in the Learning Environment Students report that misbehavior by peers frequently disrupts their ability to learn, negatively affecting their overall school experience. **Root Cause:** Inconsistent application of classroom management strategies and a lack of clear consequences for disruptive behavior may be allowing these issues to persist.

Problem Statement 8 (Prioritized): Uneven Implementation of Classroom Management Strategies Classroom management is inconsistent across the campus, leading to varying student experiences regarding behavior expectations and consequences. **Root Cause:** Staff may lack consistent training in classroom management techniques, or there may be insufficient follow-through on school-wide behavior policies.

Problem Statement 9 (Prioritized): Limited Opportunities for Student Voice and Participation While students report feeling supported by teachers, there is a lack of opportunities for students to have a voice in school decisions and activities. **Root Cause:** The absence of structured opportunities for student leadership or decision-making roles may leave students feeling disconnected from the school's overall direction.

Priority Problem Statements

Problem Statement 1: Economic Disadvantage and Achievement Gap: Over 60.7% of the student population at Rodriguez Middle School is economically disadvantaged, and this group faces unique challenges that may contribute to lower academic performance and increased needs for support.

Root Cause 1: Limited access to resources, financial instability at home, and potential gaps in parental support may hinder the ability of economically disadvantaged students to fully engage with schoolwork and extracurricular activities .

Problem Statement 1 Areas: Demographics

Problem Statement 2: Mobility and Student Stability: The mobility rate within the student body is impacting student learning and consistency, particularly among economically disadvantaged and at-risk student groups. High student turnover presents challenges for maintaining continuity in learning and peer relationships.

Root Cause 2: Economic hardship and housing instability are likely contributing to higher mobility rates, disrupting the educational experience for affected students .

Problem Statement 2 Areas: Demographics

Problem Statement 3: Achievement Gaps for Special Populations: There is a notable achievement gap among special populations, including students in Special Education, Section 504, and ESL programs, with a significant portion of these students not meeting grade-level standards in state assessments.

Root Cause 3: Inadequate differentiated instruction and insufficient targeted interventions may be contributing to the lower academic performance of students in special populations .

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teacher Retention and Diversity: While RMS has a relatively experienced staff, with a high percentage of teachers having 15 or more years of experience, there is a need to recruit and retain a more diverse teaching staff that better reflects the student population.

Root Cause 4: Limited recruitment strategies and lack of targeted support for new teachers may hinder the retention of a diverse and highly qualified teaching staff .

Problem Statement 4 Areas: Demographics

Problem Statement 5: Low STAAR Mastery Rates: While the majority of students approach grade-level standards on the STAAR assessments, the percentage of students achieving "Masters Grade Level" is low across subjects.

Root Cause 5: There may be a need for differentiated instruction targeting higher-order thinking and depth of knowledge to push students from "Meets" to "Masters" levels of understanding.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Behavioral Disruptions Impacting Learning: Classroom misbehavior is negatively affecting student learning and classroom environments.

Root Cause 6: Inconsistent implementation of behavior management strategies and lack of student ownership over the learning environment could be contributing to these disruptions.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Equity in Treatment and Learning Experiences: A large portion of students do not feel they are treated fairly, which may affect their motivation and engagement in learning.

Root Cause 7: Inconsistent application of classroom management policies and lack of culturally responsive practices may be contributing to this perception.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Student Perception of School Safety: Many students do not feel safe at school, which may impact their emotional well-being and academic performance.

Root Cause 8: A lack of consistent monitoring in certain areas (like locker rooms) and unclear safety protocols may contribute to these perceptions. Ensuring a physically and emotionally safe environment is critical for student success.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: Tardy and Attendance Issues Affecting Learning: High tardy rates and absences may be hindering student academic progress.

Root Cause 9: Lack of structured intervention for tardy prevention and inconsistent consequences for tardiness.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: Inconsistent Implementation of Positive Behavior Systems the implementation of the Positive Behavior Interventions and Supports (PBIS) system, including the use of Power Cards, lacks consistency across the campus, reducing its effectiveness in managing behavior and improving student engagement.

Root Cause 10: Inconsistent enforcement of policies related to behavior, such as the Power Card system and tardiness, has led to variations in how these initiatives are applied in different classrooms.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: High Tardiness and Absenteeism Tardiness remains a critical issue, with over one-third of students accumulating more than 10 tardies, which negatively impacts instructional time and classroom management.

Root Cause 11: Inconsistent enforcement of tardy policies, coupled with insufficient incentives or interventions to reduce tardiness, has contributed to this ongoing issue.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Inconsistent Use of Technology for Instruction and Student Tracking Technology integration is inconsistent across classrooms, particularly in how it is used to track student progress and facilitate remote learning for students who are absent.

Root Cause 12: While technology tools such as Chromebooks and Canvas are available, not all teachers are using them consistently to support student learning, particularly in cases of absenteeism.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Variability in Staff Professional Development While professional development is offered regularly, its perceived value and relevance vary, leading to mixed outcomes in terms of teacher engagement and implementation of new strategies.

Root Cause 13: Some teachers feel that the professional development opportunities offered do not always align with their immediate needs or the specific challenges they face in the classroom.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Inadequate Support for At-Risk Students While Rodriguez Middle School has implemented several support programs for at-risk students, such as MTSS and Counseling Services, these interventions are not always sufficient to meet the growing needs of the at-risk population.

Root Cause 14: Limited resources and a lack of comprehensive, campus-wide strategies for tracking and intervening with at-risk students may be contributing to the ongoing challenges faced by this group.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Low Participation in Professional Learning Communities (PLCs) While PLCs are in place, participation and engagement in these collaborative learning communities is inconsistent, leading to missed opportunities for instructional improvement.

Root Cause 15: Time constraints and scheduling challenges may be preventing teachers from fully engaging in PLCs, and there may be a lack of clarity regarding the expectations for participation.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: Students Feel Uncertain About Fair Treatment A significant portion of students do not feel that all students are treated fairly at Rodriguez Middle School, with 78.7% reporting that they either do not know or do not believe all students receive equal treatment.

Root Cause 16: Inconsistent classroom management practices and variability in staff-student interactions may be contributing to students' perceptions of unfair treatment.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Student Safety Concerns Nearly half of the students do not feel safe or are unsure about their safety at school. Specifically, 44.6% of students either disagree or are unsure about feeling safe at Rodriguez Middle School.

Root Cause 17: Issues like inconsistent supervision in certain areas (e.g., locker rooms), classroom disruptions, and insufficient communication about school safety plans may be contributing to the perception of a lack of safety.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: Limited Parental Involvement in School Activities: Parent involvement in school activities is perceived as low, with 52% of parents feeling neutral about the opportunities available to engage with the school, and only half expressing satisfaction with the current level of involvement.

Root Cause 18: Insufficient volunteer opportunities and limited communication regarding how parents can get involved may be leading to lower engagement levels.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: Inconsistent Communication and Response Times for Parents Although 69.8% of parents agree that school staff respond to emails and phone calls in a timely manner, there is room for improvement in terms of proactive communication with parents, especially regarding positive updates about their children's progress.

Root Cause 19: A lack of consistent follow-up on student performance and the absence of routine positive communications may be contributing to parents feeling disconnected from the school.

Problem Statement 19 Areas: Perceptions

Problem Statement 20: High Levels of Staff Stress and Frustration Staff members report high levels of stress and frustration, with 65% of staff feeling stressed and 67% feeling frustrated at work.

Root Cause 20: Limited time for planning, heavy workloads, and inconsistent professional development may be contributing to high stress levels among staff.

Problem Statement 20 Areas: Perceptions

Problem Statement 21: Student Perception of Disruptions in the Learning Environment Students report that misbehavior by peers frequently disrupts their ability to learn, negatively affecting their overall school experience.

Root Cause 21: Inconsistent application of classroom management strategies and a lack of clear consequences for disruptive behavior may be allowing these issues to persist.

Problem Statement 21 Areas: Perceptions

Problem Statement 22: Uneven Implementation of Classroom Management Strategies Classroom management is inconsistent across the campus, leading to varying student experiences regarding behavior expectations and consequences.

Root Cause 22: Staff may lack consistent training in classroom management techniques, or there may be insufficient follow-through on school-wide behavior policies.

Problem Statement 22 Areas: Perceptions

Problem Statement 23: Limited Opportunities for Student Voice and Participation While students report feeling supported by teachers, there is a lack of opportunities for students to have a voice in school decisions and activities.

Root Cause 23: The absence of structured opportunities for student leadership or decision-making roles may leave students feeling disconnected from the school's overall direction.

Problem Statement 23 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: By the end of the academic year, 100% of students will demonstrate measurable academic growth, with at least 80% achieving or exceeding one year's growth in core content areas.

Evaluation Data Sources: IXL and Achieve 3000, common assessments, NWEA MAP data, and State Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize formative and summative assessment data (e.g., MAP, STAAR, benchmarks) to identify learning gaps and differentiate instruction for all students.</p> <p>Strategy's Expected Result/Impact: Increased academic growth across all students, especially in core content areas, with a targeted focus on closing the achievement gap.</p> <p>Staff Responsible for Monitoring: Grade-level PLC Leaders, Department Heads, Instructional Coaches.</p> <p>Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 7</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ongoing professional development focused on instructional strategies, data analysis, and classroom management.</p> <p>Strategy's Expected Result/Impact: Improved teacher efficacy in addressing diverse student needs, leading to better classroom management and higher academic achievement.</p> <p>Staff Responsible for Monitoring: Campus Instructional Leaders, Professional Development Coordinators, Department Chairs.</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 8</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Strengthen MTSS and intervention programs to provide timely support for students at risk of falling behind.</p> <p>Strategy's Expected Result/Impact: Increased growth among at-risk students, leading to improved academic outcomes and fewer students failing to meet growth expectations.</p> <p>Staff Responsible for Monitoring: MTSS Coordinators, Counselors, Intervention Specialists, Viper U Leaders.</p> <p>Problem Statements: School Processes & Programs 7</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Foster collaboration among teachers through Professional Learning Communities (PLCs) to share strategies, analyze data, and develop interventions for struggling students.</p> <p>Strategy's Expected Result/Impact: More consistent instructional quality across classrooms, leading to improved academic outcomes for all students.</p> <p>Staff Responsible for Monitoring: PLC Leaders, Department Heads, Administrators.</p> <p>Problem Statements: School Processes & Programs 8</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Integrate technology into instruction to personalize learning, provide remote access for students, and offer additional practice in core content areas.</p> <p>Strategy's Expected Result/Impact: Improved student engagement and learning outcomes, particularly for students who require additional practice or are frequently absent.</p> <p>Staff Responsible for Monitoring: Technology Integration Specialists, Instructional Coaches, Classroom Teachers.</p> <p>Problem Statements: School Processes & Programs 5</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$952</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Increase instructional rigor in core content areas by incorporating higher-order thinking and challenging content.</p> <p>Strategy's Expected Result/Impact: Improved student mastery of grade-level standards and greater academic growth, particularly for students at the "Meets" and "Masters" level.</p> <p>Staff Responsible for Monitoring: Department Chairs, Instructional Coaches, Classroom Teachers.</p> <p>Problem Statements: Perceptions 7</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Involve students in setting academic goals and tracking progress throughout the year to foster ownership of learning.</p> <p>Strategy's Expected Result/Impact: Increased student motivation and accountability, leading to higher academic growth and improved performance across core content areas.</p> <p>Staff Responsible for Monitoring: Counselors, Classroom Teachers, Advisory Teachers (Viper U).</p> <p>Problem Statements: Perceptions 9</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Expand the use of AVID strategies across grade levels to improve academic achievement and college readiness.</p> <p>Strategy's Expected Result/Impact: Improved critical thinking, organizational skills, and overall academic performance for students across all core content areas.</p> <p>Staff Responsible for Monitoring: AVID Coordinator, Classroom Teachers, Instructional Coaches.</p> <p>Problem Statements: Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Leverage Communities in Schools (CIS) and ACE (After School Centers on Education) programs to provide targeted after-school support for students struggling in core content classes, enhancing their academic performance and overall success.</p> <p>Strategy's Expected Result/Impact: Decreased failure rates</p> <p>Staff Responsible for Monitoring: Core content teachers</p> <p>Problem Statements: Demographics 1, 3 - Perceptions 3</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Extend the math instructional time for 6th grade students to improve learning outcomes and provide additional support. This will provide an extended instructional block, allowing for increased engagement, deeper understanding, and improved performance in math.</p> <p>Strategy's Expected Result/Impact: Improved Student Achievement, Opportunities for Differentiation, Increased student engagement, enhanced teacher effectiveness, progress monitoring, enhanced support structures, long-term benefits, and positive school culture.</p> <p>Staff Responsible for Monitoring: Students, Teachers, Parents, Counselors, Admin, CLT, GC</p> <p>Problem Statements: Demographics 4 - Student Learning 1</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Economic Disadvantage and Achievement Gap: Over 60.7% of the student population at Rodriguez Middle School is economically disadvantaged, and this group faces unique challenges that may contribute to lower academic performance and increased needs for support. **Root Cause:** Limited access to resources, financial instability at home, and potential gaps in parental support may hinder the ability of economically disadvantaged students to fully engage with schoolwork and extracurricular activities .

Problem Statement 3: Mobility and Student Stability: The mobility rate within the student body is impacting student learning and consistency, particularly among economically disadvantaged and at-risk student groups. High student turnover presents challenges for maintaining continuity in learning and peer relationships. **Root Cause:** Economic hardship and housing instability are likely contributing to higher mobility rates, disrupting the educational experience for affected students .

Problem Statement 4: Achievement Gaps for Special Populations: There is a notable achievement gap among special populations, including students in Special Education, Section 504, and ESL programs, with a significant portion of these students not meeting grade-level standards in state assessments. **Root Cause:** Inadequate differentiated instruction and insufficient targeted interventions may be contributing to the lower academic performance of students in special populations .

Student Learning

Problem Statement 1: Low STAAR Mastery Rates: While the majority of students approach grade-level standards on the STAAR assessments, the percentage of students achieving "Masters Grade Level" is low across subjects. **Root Cause:** There may be a need for differentiated instruction targeting higher-order thinking and depth of knowledge to push students from "Meets" to "Masters" levels of understanding.

Problem Statement 2: Behavioral Disruptions Impacting Learning: Classroom misbehavior is negatively affecting student learning and classroom environments. **Root Cause:** Inconsistent implementation of behavior management strategies and lack of student ownership over the learning environment could be contributing to these disruptions.

School Processes & Programs

Problem Statement 5: Inconsistent Use of Technology for Instruction and Student Tracking Technology integration is inconsistent across classrooms, particularly in how it is used to track student progress and facilitate remote learning for students who are absent. **Root Cause:** While technology tools such as Chromebooks and Canvas are available, not all teachers are using them consistently to support student learning, particularly in cases of absenteeism.

Problem Statement 6: Variability in Staff Professional Development While professional development is offered regularly, its perceived value and relevance vary, leading to mixed outcomes in terms of teacher engagement and implementation of new strategies. **Root Cause:** Some teachers feel that the professional development opportunities offered do not always align with their immediate needs or the specific challenges they face in the classroom.

Problem Statement 7: Inadequate Support for At-Risk Students While Rodriguez Middle School has implemented several support programs for at-risk students, such as MTSS and Counseling Services, these interventions are not always sufficient to meet the growing needs of the at-risk population. **Root Cause:** Limited resources and a lack of comprehensive, campus-wide strategies for tracking and intervening with at-risk students may be contributing to the ongoing challenges faced by this group.

Problem Statement 8: Low Participation in Professional Learning Communities (PLCs) While PLCs are in place, participation and engagement in these collaborative learning communities is inconsistent, leading to missed opportunities for instructional improvement. **Root Cause:** Time constraints and scheduling challenges may be preventing teachers from fully engaging in PLCs, and there may be a lack of clarity regarding the expectations for participation.

Perceptions

Problem Statement 3: Limited Parental Involvement in School Activities: Parent involvement in school activities is perceived as low, with 52% of parents feeling neutral about the opportunities available to engage with the school, and only half expressing satisfaction with the current level of involvement. **Root Cause:** Insufficient volunteer opportunities and limited communication regarding how parents can get involved may be leading to lower engagement levels.

Problem Statement 7: Student Perception of Disruptions in the Learning Environment Students report that misbehavior by peers frequently disrupts their ability to learn, negatively affecting their overall school experience. **Root Cause:** Inconsistent application of classroom management strategies and a lack of clear consequences for disruptive behavior may be allowing these issues to persist.

Perceptions

Problem Statement 8: Uneven Implementation of Classroom Management Strategies Classroom management is inconsistent across the campus, leading to varying student experiences regarding behavior expectations and consequences. **Root Cause:** Staff may lack consistent training in classroom management techniques, or there may be insufficient follow-through on school-wide behavior policies.

Problem Statement 9: Limited Opportunities for Student Voice and Participation While students report feeling supported by teachers, there is a lack of opportunities for students to have a voice in school decisions and activities. **Root Cause:** The absence of structured opportunities for student leadership or decision-making roles may leave students feeling disconnected from the school's overall direction.

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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





Performance Objective 1: By the end of the academic year, the school will foster an engaging, safe, orderly, and inclusive climate for learning by implementing and maintaining structured classroom management practices, promoting a culture of respect and participation, and ensuring the physical environment is well-maintained.

Evaluation Data Sources: Climate surveys, Discipline data, Student survey data, Attendance and parent feedback

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to enhance our Comprehensive Classroom Management System that combines PBIS, CHAMPS, and Restorative Practices. This system will provide consistent behavior expectations, reward positive behavior, and utilize restorative approaches for addressing misbehavior.</p> <p>Strategy's Expected Result/Impact: Improved classroom behavior, fewer disruptions, and a more respectful learning environment.</p> <p>Staff Responsible for Monitoring: PBIS Team, Classroom Teachers, Counselors, Administrators</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement AVID College Days every Wednesday to reinforce higher education and college readiness, complemented by continuous emphasis on these goals throughout the school year. Conduct regular WICOR (Writing, Inquiry, Collaboration, Organization, Reading) walk-throughs to collect data on effective classroom strategies and their impact on student engagement and readiness for college.</p> <p>Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data, WICOR walk-throughs</p> <p>Staff Responsible for Monitoring: Principals, counselors, teachers, AVID site team</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Enhance the use of STOPit to create a secure and supportive environment for students and the community by promoting awareness and accessibility of the platform.</p> <p>Strategy's Expected Result/Impact: Survey, STOPIt reports</p> <p>Staff Responsible for Monitoring: Counselors, principal, teachers</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Launch an Attendance and Punctuality Improvement Program that includes the Power Card system for rewards, personalized interventions for chronically absent students, and proactive family engagement to address attendance barriers.</p> <p>Strategy's Expected Result/Impact: Reduced tardiness and absenteeism, leading to more instructional time for students.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, PBIS Team, Counselors, Teachers, Administrators</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,600</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Implement an Equity and Relationship-Building Initiative that focuses on equity training for staff and opportunities for students to build trust through peer mentorship, staff-student interactions, and relationship-building activities outside the classroom.</p> <p>Strategy's Expected Result/Impact: Increased student perception of fairness and stronger relationships with staff, leading to a more inclusive school environment.</p> <p>Staff Responsible for Monitoring: Counselors, Classroom Teachers, Administrators</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Establish a Supervision Program that involves student-led initiatives for maintaining clean spaces, along with improved supervision in locker rooms and common areas to address student safety concerns.</p> <p>Strategy's Expected Result/Impact: A cleaner school environment and improved student perception of safety in supervised areas.</p> <p>Staff Responsible for Monitoring: Custodial Staff, Student Leadership, Coaches, Assistant Principals</p> <p>Problem Statements: Student Learning 5 - Perceptions 2</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Implement Student Power Cards to incentivize and recognize students for meeting key expectations in areas such as tardiness, grades, attendance, behavior, and adherence to the School Code of Conduct (SCOC). The Power Cards will serve as a motivational tool for students by rewarding positive behaviors and achievements. Additionally, the program will encourage teachers to offer increased flexibility and opportunities to students demonstrating consistent adherence to expectations, thereby allowing teachers to allocate more focused support to students who require additional supervision.</p> <p>Strategy's Expected Result/Impact: Discipline referrals, attendance reports, Grade Reports, data, and Climate surveys</p> <p>Staff Responsible for Monitoring: PBIS/CHAMPS group, admin, attendance clerk, and all teachers</p> <p>Problem Statements: Student Learning 2, 3, 6 - School Processes & Programs 1, 3 - Perceptions 1</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: AVID Site Team will offer a monthly 'AVID Academy' to all staff interested in learning and implementing new WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies in their classrooms. During these sessions, teachers will model engaging methods for introducing new concepts and demonstrate quick, effective strategies to enhance student speaking and collaboration. Each 'AVID Academy' will include hands-on activities, practical demonstrations, and opportunities for staff to practice and refine these strategies in a supportive environment.</p> <p>Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data, WICOR walk-throughs</p> <p>Staff Responsible for Monitoring: Principals, counselors, teachers, AVID site team</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Implement a Staff Development and Recognition Program that provides ongoing classroom management and de-escalation training, while regularly recognizing staff contributions through initiatives like Teacher of the Month and team-building events.</p> <p>Strategy's Expected Result/Impact: Improved staff morale, increased retention, and more effective classroom management.</p> <p>Staff Responsible for Monitoring: Sunshine Committee, Administrators, Instructional Coaches</p> <p>Problem Statements: Perceptions 5</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Develop a Parent and Community Engagement Plan that includes regular communication about safety protocols, frequent parent-involved events (e.g., Multicultural Fair), and improved opportunities for parents to participate in school activities.</p> <p>Strategy's Expected Result/Impact: Greater parental involvement and trust in the school's safety and engagement initiatives.</p> <p>Staff Responsible for Monitoring: PTSA, Parent Liaison, Administrators</p> <p>Problem Statements: Perceptions 3, 4</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Behavioral Disruptions Impacting Learning: Classroom misbehavior is negatively affecting student learning and classroom environments. Root Cause: Inconsistent implementation of behavior management strategies and lack of student ownership over the learning environment could be contributing to these disruptions.</p>
<p>Problem Statement 3: Equity in Treatment and Learning Experiences: A large portion of students do not feel they are treated fairly, which may affect their motivation and engagement in learning. Root Cause: Inconsistent application of classroom management policies and lack of culturally responsive practices may be contributing to this perception.</p>
<p>Problem Statement 5: Student Perception of School Safety: Many students do not feel safe at school, which may impact their emotional well-being and academic performance. Root Cause: A lack of consistent monitoring in certain areas (like locker rooms) and unclear safety protocols may contribute to these perceptions. Ensuring a physically and emotionally safe environment is critical for student success.</p>
<p>Problem Statement 6: Tardy and Attendance Issues Affecting Learning: High tardy rates and absences may be hindering student academic progress. Root Cause: Lack of structured intervention for tardy prevention and inconsistent consequences for tardiness.</p>
School Processes & Programs
<p>Problem Statement 1: Inconsistent Implementation of Positive Behavior Systems he implementation of the Positive Behavior Interventions and Supports (PBIS) system, including the use of Power Cards, lacks consistency across the campus, reducing its effectiveness in managing behavior and improving student engagement. Root Cause: Inconsistent enforcement of policies related to behavior, such as the Power Card system and tardiness, has led to variations in how these initiatives are applied in different classrooms.</p>
<p>Problem Statement 3: High Tardiness and Absenteeism Tardiness remains a critical issue, with over one-third of students accumulating more than 10 tardies, which negatively impacts instructional time and classroom management. Root Cause: Inconsistent enforcement of tardy policies, coupled with insufficient incentives or interventions to reduce tardiness, has contributed to this ongoing issue.</p>
Perceptions
<p>Problem Statement 1: Students Feel Uncertain About Fair Treatment A significant portion of students do not feel that all students are treated fairly at Rodriguez Middle School, with 78.7% reporting that they either do not know or do not believe all students receive equal treatment. Root Cause: Inconsistent classroom management practices and variability in staff-student interactions may be contributing to students' perceptions of unfair treatment.</p>

Perceptions

Problem Statement 2: Student Safety Concerns Nearly half of the students do not feel safe or are unsure about their safety at school. Specifically, 44.6% of students either disagree or are unsure about feeling safe at Rodriguez Middle School. **Root Cause:** Issues like inconsistent supervision in certain areas (e.g., locker rooms), classroom disruptions, and insufficient communication about school safety plans may be contributing to the perception of a lack of safety.

Problem Statement 3: Limited Parental Involvement in School Activities: Parent involvement in school activities is perceived as low, with 52% of parents feeling neutral about the opportunities available to engage with the school, and only half expressing satisfaction with the current level of involvement. **Root Cause:** Insufficient volunteer opportunities and limited communication regarding how parents can get involved may be leading to lower engagement levels.

Problem Statement 4: Inconsistent Communication and Response Times for Parents Although 69.8% of parents agree that school staff respond to emails and phone calls in a timely manner, there is room for improvement in terms of proactive communication with parents, especially regarding positive updates about their children's progress. **Root Cause:** A lack of consistent follow-up on student performance and the absence of routine positive communications may be contributing to parents feeling disconnected from the school.

Problem Statement 5: High Levels of Staff Stress and Frustration Staff members report high levels of stress and frustration, with 65% of staff feeling stressed and 67% feeling frustrated at work. **Root Cause:** Limited time for planning, heavy workloads, and inconsistent professional development may be contributing to high stress levels among staff.

Guiding Outcome 3: Growth & Management

In pursuit of excellence, we will:





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

Performance Objective 1: By July 2025, Rodriguez Middle School will enhance its teacher retention rate by 10% through the implementation of targeted support and professional development programs.

Evaluation Data Sources: staffing, hiring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue implementing a Targeted Professional Development (PD) Program that focuses on differentiated support based on teacher experience levels, including mentorship for new teachers, advanced leadership opportunities for experienced teachers, and professional development aligned with classroom management and instructional strategies.</p> <p>Strategy's Expected Result/Impact: Teachers feel better supported in their professional growth, leading to higher job satisfaction and reduced turnover.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Professional Development Coordinator, Campus Leadership</p> <p>Problem Statements: School Processes & Programs 6 - Perceptions 5</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain our Mentorship Program for new and early-career teachers, pairing them with experienced staff members to provide guidance, classroom support, and professional growth. This program should include regular check-ins, classroom observations, and collaborative planning.</p> <p>Strategy's Expected Result/Impact: New and early-career teachers feel more confident and supported, increasing their retention at the school.</p> <p>Staff Responsible for Monitoring: Mentor Teachers, Instructional Coaches, Administrators</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create a Teacher Recognition and Wellness Program to regularly acknowledge and celebrate teacher accomplishments through Teacher of the Month awards, shout-outs in staff meetings, and wellness initiatives that focus on stress reduction and self-care (e.g., staff social events, wellness workshops).</p> <p>Strategy's Expected Result/Impact: Improved staff morale, increased job satisfaction, and stronger community among staff members, contributing to higher retention rates.</p> <p>Staff Responsible for Monitoring: Sunshine Committee, Administrators</p> <p>Problem Statements: Perceptions 5</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a Leadership Development Pathway for experienced teachers, offering opportunities to take on leadership roles within campus committees, lead professional learning communities (PLCs), and participate in decision-making processes. This can be supplemented with leadership-focused PD opportunities.</p> <p>Strategy's Expected Result/Impact: Teachers who seek career advancement within the school have clear pathways to leadership roles, increasing their sense of purpose and investment in the school.</p> <p>Staff Responsible for Monitoring: Campus Leadership, Professional Development Coordinator</p> <p>Problem Statements: Demographics 5 - School Processes & Programs 6</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide Workload and Time Management Support by refining administrative tasks, offering collaborative planning time, and implementing flexible schedules for PLC meetings or professional development. This helps teachers balance instructional duties with personal well-being.</p> <p>Strategy's Expected Result/Impact: Reduced teacher burnout and increased retention as teachers feel supported in managing their workload and maintaining work-life balance.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches</p> <p>Problem Statements: School Processes & Programs 8</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use Retention Data Monitoring and Exit Interviews to track trends in teacher retention, identify reasons for staff departures, and adjust strategies based on real-time feedback. Regular surveys and check-ins should be conducted to assess staff morale and satisfaction.</p> <p>Strategy's Expected Result/Impact: Data-driven insights will allow leadership to proactively address concerns before they lead to staff turnover.</p> <p>Staff Responsible for Monitoring: Human Resources, Administrators</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 5: Teacher Retention and Diversity: While RMS has a relatively experienced staff, with a high percentage of teachers having 15 or more years of experience, there is a need to recruit and retain a more diverse teaching staff that better reflects the student population. Root Cause: Limited recruitment strategies and lack of targeted support for new teachers may hinder the retention of a diverse and highly qualified teaching staff.</p>
School Processes & Programs
<p>Problem Statement 6: Variability in Staff Professional Development While professional development is offered regularly, its perceived value and relevance vary, leading to mixed outcomes in terms of teacher engagement and implementation of new strategies. Root Cause: Some teachers feel that the professional development opportunities offered do not always align with their immediate needs or the specific challenges they face in the classroom.</p>
<p>Problem Statement 8: Low Participation in Professional Learning Communities (PLCs) While PLCs are in place, participation and engagement in these collaborative learning communities is inconsistent, leading to missed opportunities for instructional improvement. Root Cause: Time constraints and scheduling challenges may be preventing teachers from fully engaging in PLCs, and there may be a lack of clarity regarding the expectations for participation.</p>
Perceptions
<p>Problem Statement 5: High Levels of Staff Stress and Frustration Staff members report high levels of stress and frustration, with 65% of staff feeling stressed and 67% feeling frustrated at work. Root Cause: Limited time for planning, heavy workloads, and inconsistent professional development may be contributing to high stress levels among staff.</p>

Guiding Outcome 4: Opportunities for Students





In pursuit of excellence, we will:

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

Performance Objective 1: By the end of the academic year, teachers will demonstrate a 20% increase in the effective application of WICOR strategies in their classroom practices to improve student achievement and support readiness for college, career, military, and life.

Evaluation Data Sources: Campus Leadership Team, Student artifacts, and monitoring of implementation campus wide.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Offer comprehensive WICOR-focused Professional Development throughout the school year, including workshops, peer observations, and coaching sessions to help teachers integrate WICOR strategies effectively into their daily practices.</p> <p>Strategy's Expected Result/Impact: 20% increase in teachers' use of WICOR strategies, leading to improved student achievement in writing, inquiry, collaboration, organization, and reading.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, AVID Coordinator, Teachers, Campus Leadership</p> <p>Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement PLC Collaboration focused on WICOR strategies, where teachers meet regularly to share successful practices, analyze student data, and develop collaborative lesson plans integrating WICOR techniques.</p> <p>Strategy's Expected Result/Impact: Teachers consistently apply WICOR strategies in their classrooms, improving the quality of instruction and student readiness for post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: PLC Leads, Instructional Coaches, Teachers</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will set and pursue SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals in both academic and social-emotional learning (SEL) areas. These goals will be tracked and monitored to ensure progress throughout the school year.</p> <p>Strategy's Expected Result/Impact: AVID Site team, Campus Leadership Team, Student artifacts, and monitoring of implementation campus wide.</p> <p>Staff Responsible for Monitoring: Teachers, AVID students, Administrators</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Conduct Classroom Observations focused on WICOR implementation, followed by timely feedback and coaching for teachers to refine their use of these strategies in the classroom.</p> <p>Strategy's Expected Result/Impact: Teachers receive actionable feedback, leading to improved instructional practices and student engagement with WICOR-based activities.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, AVID Coordinator</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Embed WICOR Strategies into key student projects and assessments, ensuring that students engage with inquiry-based learning, collaborative tasks, and reading/writing assignments aligned with real-world applications.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate improved critical thinking, communication, and organizational skills, better preparing them for college, career, and life.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, AVID Coordinator, Instructional Coaches</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Use Student Data and Teacher Self-Assessments to track the effectiveness of WICOR strategies on student achievement, including formative and summative assessments, student reflections, and teacher evaluations of their own practices.</p> <p>Strategy's Expected Result/Impact: Data will show a measurable increase in student achievement and teacher confidence in applying WICOR strategies, with a 20% improvement in usage by the end of the year.</p> <p>Staff Responsible for Monitoring: Campus Leadership, Instructional Coaches, AVID Coordinator, Teachers</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 4: Opportunities for Students





In pursuit of excellence, we will:

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

Performance Objective 2: Teachers will identify and document key evidence and characteristics in students that align with the Teach Denton recruitment and retention criteria, with the goal of fostering a positive educational environment and supporting student success.

Evaluation Data Sources: Campus Leadership Team, Student artifacts, and monitoring of implementation campus wide.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a Standardized Documentation Framework for teachers to identify and document key characteristics in students, such as leadership potential, academic perseverance, and commitment to community, that align with the Teach Denton criteria.</p> <p>Strategy's Expected Result/Impact: Teachers will consistently document evidence of key traits in students, allowing for the identification of students with strong potential for future roles in education.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselors, Teach Denton Committee</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Embed Teach Denton Traits into instructional practices and feedback, encouraging students to develop qualities such as collaboration, leadership, and problem-solving in daily classroom activities.</p> <p>Strategy's Expected Result/Impact: Increased student awareness of Teach Denton criteria, with more students demonstrating leadership, responsibility, and academic commitment.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coaches, Administrators</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Expand Student Leadership Programs (e.g., peer mentorship, clubs, and extracurricular leadership roles) that align with Teach Denton values, providing students with practical experiences that showcase their leadership and mentoring capabilities.</p> <p>Strategy's Expected Result/Impact: More students will engage in leadership opportunities, developing qualities that are essential for future educators and aligning with Teach Denton recruitment goals.</p> <p>Staff Responsible for Monitoring: Club Sponsors, Counselors, Administrators</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement Reflection and Self-Assessment Activities where students can reflect on their own leadership, collaboration, and academic growth, linking their personal development to Teach Denton characteristics.</p> <p>Strategy's Expected Result/Impact: Students will gain insight into their own strengths and areas for improvement, fostering self-awareness and aligning their goals with the Teach Denton criteria.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselors, Instructional Coaches</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	1	Utilize formative and summative assessment data (e.g., MAP, STAAR, benchmarks) to identify learning gaps and differentiate instruction for all students.
4	1	1	Offer comprehensive WICOR-focused Professional Development throughout the school year, including workshops, peer observations, and coaching sessions to help teachers integrate WICOR strategies effectively into their daily practices.

State Compensatory

Personnel for Rodriguez Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cindy Modrall	Reading Interventionist	NaN

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$952.00
1	1	7			\$5,000.00
2	1	1			\$2,500.00
2	1	2			\$0.00
2	1	4			\$1,600.00
2	1	7			\$2,500.00
2	1	8			\$0.00
2	1	9			\$2,500.00
Sub-Total					\$15,052.00

Denton Independent School District
Bell Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Learning for all.

Vision

Bell Elementary will be a collaborative community of excellence that produces high levels of achievement for all.

Bobcat Core Values

Bell Values: Be a leader; Overcome obstacles; Bring a positive attitude; Cultivate character; Accept responsibility; Treat others with respect; Show integrity.

Commitments: in order to achieve our vision, Bell will have made the following commitments

- Utilize ongoing data collection and analysis to drive instruction, intervention, and extension to meet the needs of ALL learners.
- We will engage in professional, open, and honest communication that is built on a foundation of trust through our professional learning communities.
- We will provide a Safe and secure school environment that promotes learning, social responsibility, and critical thinking.
- Engage students in collaborative activities and instruction that are meaningful and relevant.
- We will model, mentor, teach, and support one another in our professional development and champion our campus mission and vision.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

We need to strive to ensure we are meeting the needs of all populations of our diverse student body.

Student Learning

Our students have experienced significant learning loss. Student learning will be based on data to ensure our Tier 1 instruction is strong and intervention is targeted and intentional to bridge the gaps.

School Processes and Programs

To support the needs of our campus, school processes and programs will need continually reevaluation to ensure we are meeting the needs of all students.

Perception

Continue to seek ways to positively impact the perception of our school community, connect and grow trusting relationships amongst staff, families, and our community.

Demographics

Demographics Summary

Bell Elementary opened its doors for the 2016-2017 school year. and we are currently entering our 8th year of service to students and families. We strive to help students grow in all areas including academically, socially, emotionally, and our Bobcat Core Values which focus greatly on leadership and integrity. Our staff are committed to growing in our professional practices by learning and implementing best practices that positively impacts student learning. Bell Elementary is known for and takes pride in our positive connections with families, students, and each other. Visitors to our school consistently point out our positive culture, how welcoming we are, and how student-focused we are.

Bell Elementary is one of 8 elementary schools located in the Braswell High School zone. We are predominantly a neighborhood and we currently serve over 550 students. Our current student population demographics are: 57% African American, 17% White, 16% Hispanic, 8% Asian, and 2% American Indian. Our African American student group has been growing each year. Additionally, 59% of our student population are economically disadvantaged, 19% of our students receive special education services (104 students). 8.4% of our students are Emergent Bilingual students (46 students).

Bell Elementary staff members are highly qualified individuals that participate in ongoing professional development to better meet the needs of our students.

Demographics Strengths

Strengths
<ul style="list-style-type: none">• Instructional interventions are able to be built upon due to the stability of the community.• The Bell staff feels that there is a support system when transitioning to a new role or being a new staff member on campus.• New staff feels supported, valued, and appreciated by the administration, support staff, and their teammates.• Staff feels that the new systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)• We utilize our local colleges to place student teachers on our campuses in an effort to “grow our own”.• Staff feels supported in taking instructional risks and PLC/PLT work that benefit student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): A high ratio of female staff does not match the true ratio of student demographics. **Root Cause:** A lower ratio of men in elementary school education. Teachers need pedagogy that advances culturally strong, positive relationships with students and parents.

Student Learning

Student Learning Summary

See addendum.

Student Learning Strengths

See addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As evidenced by iReady EOY reading data 7% of 1st grade, 21% of 2nd grade, 29% of 3rd grade, 21% of 4th grade, and 42% of 5th grade are two or more grade levels below end of year grade level expectations. Staff will monitor progress as evidenced by district mastery checks. **Root Cause:** Teachers utilizing data to drive whole and small group instruction to develop students need for strong phonological awareness and comprehension skills.

Problem Statement 2 (Prioritized): As evidenced by iReady EOY math data 11% of 1st grade, 21% of 2nd grade, 25% of 3rd grade, 22% of 4th grade, and 33% of 5th grade are two or more grade levels below end of year grade level expectations. Staff will monitor progress as evidenced by district mastery checks. **Root Cause:** Teachers utilizing data to drive whole and small group instruction to develop students' need for a deep conceptual understanding of operations and problem solving.

School Processes & Programs

School Processes & Programs Summary

- PreK General Education, Blended, and ECSE to support PreK students transition into the school setting
- K-5 Communications to support students master emotional/behavioral functioning, language, sensory needs, and social interactions/relationships while addressing academic achievement
- Reading Recovery Teacher (1.5) to support early reading intervention in grades K-1 and teacher coaching cycles
- ESL (.5) to support Emergent Bilingual students and classroom teachers
- Reading Interventionist to support closing the gaps in reading and coaching cycles for classroom teachers
- Math Interventionist to support closing the gaps in math and coaching cycles for classroom teachers
- Dyslexia Therapist (2) to support students identified with a deficient in basic reading skills
- CIS/ACE to support the campus culture in supporting students and community with child care, tutoring program, and parent education while cultivating trusting relationships

- Counselor to support grade-level lessons to teach coping skills for various emotions, challenges, and social interactions. These class lessons provide students with the opportunity to learn how to respectfully interact with each other.

- Ubuntu to support social, emotional, academic, and counseling opportunities within our zone

School Processes & Programs Strengths

Strengths...	Needs...
<ul style="list-style-type: none"> • Leadership covering for team hour lunch time • Leadership follow through • Supportive Leadership • Collaborative campus culture • Open door policy of the administration with all stakeholders • Collaborative decision making with leadership teams and staff • Student focused staff. Staff focus on the whole child: their well-being and academic growth • Staff feels that there is a support system. New staff feels supported, valued, and appreciated by administration, support staff, and their teammates. • Staff feels that systems are in place to help with continuous improvement (feedback from walkthroughs, T-TESS goals) • Interventions are intentional with progress monitoring and goal setting. • Enjoyed more planning time during monthly professional development days (the gift of time) • Adequate planning time for specialists • Diverse programs 	<ul style="list-style-type: none"> • Intervention blocks embedded in master schedule • Scheduling for ARDs/504s that respect team planning time • PLT/PLC days/times that honor and align with PLC work model • Four rotations for special areas • Vertical alignment meetings • Unified team planning days • Monitor small groups and screen time

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is inconsistency in knowledge and skills among teachers (example - understanding the curriculum, how to progress monitor, best instructional practices, planning, WIN Time, screen time expectations). **Root Cause:** A lack in vertical alignment with expectations in planning, intervention, and instructional

practices from grade level to grade level.

Perceptions

Perceptions Summary

Family and Community Involvement

Evidenced in CIS student spring survey, students have a trusted adult.

Evidenced in CIS student spring survey, students know their parents want them to do their best.

Evidenced in Family Gallup Survey, both school leadership and school engagement increased 0.46 and 0.43.

Culture and Climate

According to data gathered from the campus Gallup Q-12 Engagement survey, trust amongst colleagues is high. In addition, teachers feel they have a best friend at work, have opportunities at work to grow and learn, their development is encouraged, and their supervisor cares. Teachers convey that they appreciate the autonomy to explore their unique strengths as an organization.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): To support the growing diversity of our campus, we will need to cultivate our processes to ensure we have systems in place to support communication and connection with our students and parents to cultivate stronger relationships. **Root Cause:** Due to mobility and rezoning, families will need ample opportunities to connect with the existing community.

Priority Problem Statements

Problem Statement 1: As evidenced by iReady EOY reading data 7% of 1st grade, 21% of 2nd grade, 29% of 3rd grade, 21% of 4th grade, and 42% of 5th grade are two or more grade levels below end of year grade level expectations. Staff will monitor progress as evidenced by district mastery checks.

Root Cause 1: Teachers utilizing data to drive whole and small group instruction to develop students need for strong phonological awareness and comprehension skills.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: To support the growing diversity of our campus, we will need to cultivate our processes to ensure we have systems in place to support communication and connection with our students and parents to cultivate stronger relationships.

Root Cause 2: Due to mobility and rezoning, families will need ample opportunities to connect with the existing community.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: A high ratio of female staff does not match the true ratio of student demographics.

Root Cause 3: A lower ratio of men in elementary school education. Teachers need pedagogy that advances culturally strong, positive relationships with students and parents.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is inconsistency in knowledge and skills among teachers (example - understanding the curriculum, how to progress monitor, best instructional practices, planning, WIN Time, screen time expectations).

Root Cause 4: A lack in vertical alignment with expectations in planning, intervention, and instructional practices from grade level to grade level.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: As evidenced by iReady EOY math data 11% of 1st grade, 21% of 2nd grade, 25% of 3rd grade, 22% of 4th grade, and 33% of 5th grade are two or more grade levels below end of year grade level expectations. Staff will monitor progress as evidenced by district mastery checks.

Root Cause 5: Teachers utilizing data to drive whole and small group instruction to develop students' need for a deep conceptual understanding of operations and problem solving.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By the end of the 24-25 school year, the percentage of students showing mastery growth in math will increase by 15% as evidenced by district mastery checks and iReady.

High Priority





Evaluation Data Sources: PNA

iReady

Math STEM Scopes

iReady assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide intentional small group intervention for students performing below grade level based on math essentials, Primary Numeracy components, iReady, and common formative assessments as evidenced by small group protocol, intervention groups, and data tracking.</p> <p>Strategy's Expected Result/Impact: Students will have strong fact fluency, numeracy skills, and a conceptual understanding of mathematical concepts. Students will know and learn essential math standards.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - State Compensatory Education (SCE) - \$39,999.40, Student tutorials - Title I, Part A - \$4,706.10, Student Consultants and/or printing - Title I, Part A - \$1,500, Campus Interventionist - Title I, Part A - \$39,999.40</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize collaborative team meetings and PLC days to discuss student data in relation to identified essential standards, collaborate on assessments, analyze data, and plan intentional small group interventions. This will be evidenced by small group protocol, small group lessons, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on math essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for teachers on/off campus for PLCs and collaborative team meetings - Title I, Part A - \$4,000, Staff development for instructional practices - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplement the salary of .5 for campus math interventionist to fund a full time position at Bell to provide additional math supplemental interventions to 2nd-5th grade students and tier 1 instruction coaching cycles for 2nd-5th grade teachers.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Bell students on grade level in math over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Campus Interventionist - Title I, Part A - \$41,682, Math Interventionist - State Compensatory Education (SCE) - \$41,682</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By the end of the 24-25 school year, the percentage of students showing mastery growth in literacy and reading will increase by 10% as evidenced by district mastery checks and iReady.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: DRA

Individual Reading Inventories

Running Records





iReady assessments

Mastery checks

TPRI

TXKEA.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in grades Kindergarten through 5th will provide intentional small group intervention for all below level readers as evidenced by weekly small group lesson plans and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students being able to verbalize and comprehend what is occurring in a text, students receiving timely feedback</p> <p>Staff Responsible for Monitoring: Teachers; instructional coaches, interventionists, admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$41,686.05, Staff Development Supplies - Title I, Part A - \$12,000</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplement the salary of .5 for campus reading interventionist to fund a full time position at Bell to provide additional reading supplemental interventions to 2nd-5th grade students and tier 1 instruction coaching cycles for 2nd-5th grade teachers.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Bell students reading independently on grade level over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Interventionist - Title I, Part A - \$41,686.05</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 80% PreK-Kindergarten students will show growth mastery of reading foundational skills based on district assessment each testing cycle.</p> <p>Strategy's Expected Result/Impact: Name 20 or more alphabet letters, produce 20 or more letters, and blend sounds to make words.</p> <p>Staff Responsible for Monitoring: Teachers, ILT, Admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Student Supplies - Title I, Part A - \$2,900</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: By May 2025, Bell Elementary will establish a culture of highly engaged students, parents and staff through campus committees, teams, and student clubs as evidence by teacher, parent Gallup Engagement survey, and community survey.

High Priority

Evaluation Data Sources: Parent perceptions reported on a campus survey in the spring of 2024, district employee engagement survey, discipline referral data from the 2023-2024 school year, and student campus survey.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of classrooms at Bell Elementary will utilize a campus wide behavior system to encourage the development of positive relationships through CHAMPS.</p> <p>Strategy's Expected Result/Impact: Increase in campus attendance rate, student motivation and engagement in school. Increase in staff feeling appreciated and valued members of Bell.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, admin</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Administrator other Costs - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have access to various clubs and teams offered during and after school hours.</p> <p>Strategy's Expected Result/Impact: With an increase of student engagement and students' sense of belonging will increase with the goal of increasing parent opportunities to be engaged.</p> <p>Parent Involvement: WATCH DOGS Pairing PTA meeting with school events and grade level showcases Monthly coffee events with admin team and counselor Parent Curriculum Night Grandparent Night paired with campus book fair</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All Staff</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Students other costs - Title I, Part A - \$1,000, Admin Consultants Printing - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: School administrators, school psychologist, counselors, and CIS coordinator will meet bi-monthly to review behavior data, office referrals, observations, parent requests for school based help.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, engagement and connections at school.</p> <p>Staff Responsible for Monitoring: School administrators, school psychologist, counselors, Ubuntu, and CIS</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I, Part A - \$16,000</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	2	2	Supplement the salary of .5 for campus reading interventionist to fund a full time position at Bell to provide additional reading supplemental interventions to 2nd-5th grade students and tier 1 instruction coaching cycles for 2nd-5th grade teachers.

State Compensatory

Budget for Bell Elementary

Total SCE Funds: \$17,500.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

We will hire former teachers and/or counselors to come in and coach novice teachers on classroom management, behavior strategies, etc. We will also hire former teachers to support math and reading tutoring.

Personnel for Bell Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sarah Roberts	3-5 Reading Interventionist	0.5
Tonnie Brown	3-5 Math Interventionist	0.5

Title I Personnel

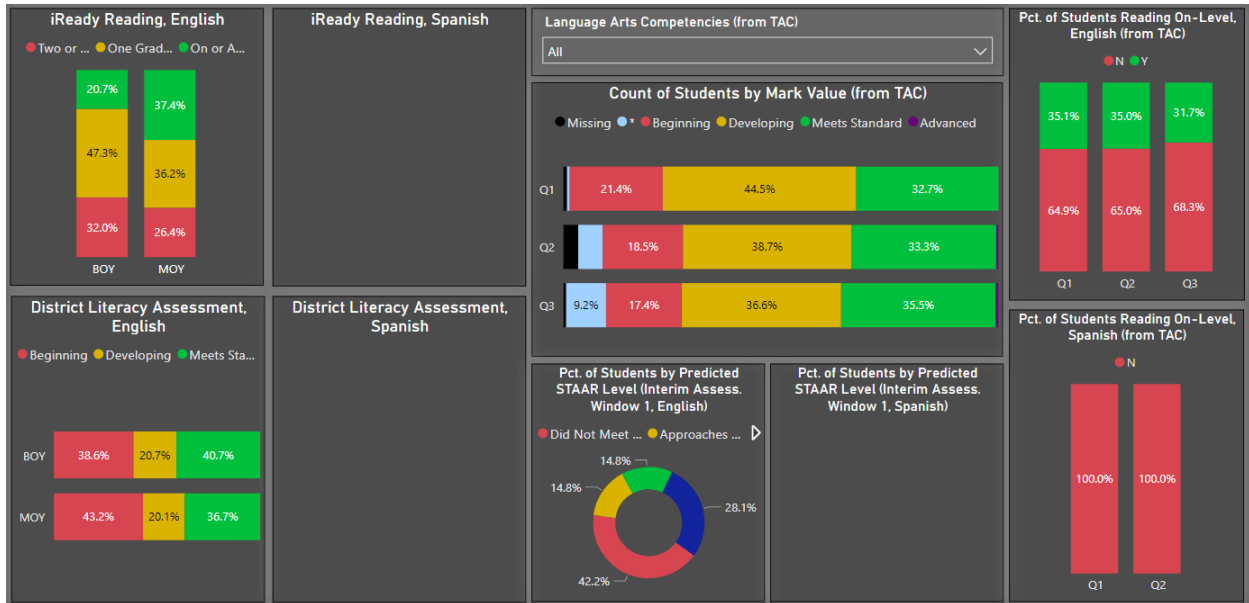
<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Logan Regan	CIS Traditional Site Coordinator	CIS (partially funded campus budget and	1
Sarah Roberts	Literacy Instructional Coach	Title 1	0.5
Tonnie Brown	Math Instructional Coach	Title 1	0.5

Campus Funding Summary

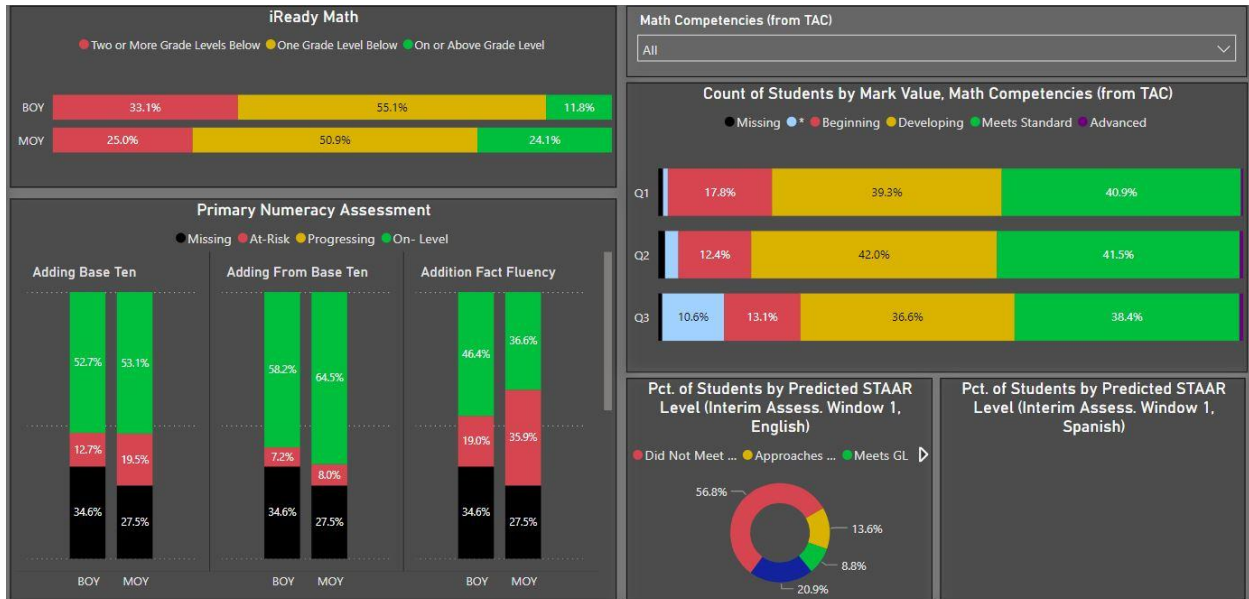
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Interventionist		\$39,999.40
1	1	3	Math Interventionist		\$41,682.00
1	2	1	Interventionist		\$41,686.05
Sub-Total					\$123,367.45
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student tutorials		\$4,706.10
1	1	1	Campus Interventionist		\$39,999.40
1	1	1	Student Consultants and/or printing		\$1,500.00
1	1	2	Staff development for instructional practices		\$2,000.00
1	1	2	Substitutes for teachers on/off campus for PLCs and collaborative team meetings		\$4,000.00
1	1	3	Campus Interventionist		\$41,682.00
1	2	1	Staff Development Supplies		\$12,000.00
1	2	2	Interventionist		\$41,686.05
1	2	3	Student Supplies		\$2,900.00
2	1	1	Administrator other Costs		\$500.00
2	1	2	Admin Consultants Printing		\$2,000.00
2	1	2	Students other costs		\$1,000.00
2	1	3			\$16,000.00
Sub-Total					\$169,973.55

Addendums

Campus ELA Dashboard:



Campus Math Dashboard:



2024 Campus STAAR Data:

Bell Elementary		
3 rd Math	DNM	46%
	Approaches	25%
	Meets	20%
	Masters	8%
3 rd Reading	DNM	43%
	Approaches	24%
	Meets	20%
	Masters	13%
4 th Math	DNM	54%
	Approaches	22%
	Meets	13%
	Masters	11%
4 th Reading	DNM	28%
	Approaches	39%
	Meets	22%
	Masters	11%
5 th Math	DNM	41%
	Approaches	33%
	Meets	15%
	Masters	11%
5 th Reading	DNM	40%
	Approaches	32%

	Meets	16%
	Masters	11%
5 th Science	DNM	74%
	Approaches	18%
	Meets	8%
	Masters	0%

<p>Strengths...</p> <ul style="list-style-type: none"> • BOY to MOY iReady reading on level increased by 16.7% • BOY to MOY iReady math on level increased by 12.3% • Fall to Spring interim increase in most 3-5 in math and reading • Collaborating and sharing students to support intervention needs. • Consistent use of assessment tools to determine conferencing, small group lessons, and whole group lessons. • 	<p>Needs...</p> <ul style="list-style-type: none"> • Fall to Spring interim decrease in 4th grade reading • Spring interim science data predicts 80% of student to score did not meets • Tier 1 professional development • Data-driven decision making to determine next steps
<p><u>Instruction</u></p> <p>Presenting Clear Learning Goals</p> <p>Scaffolding Lessons</p> <p>Presenting Content in Non-Linguistic Ways</p> <p><u>Curriculum</u></p> <p>Essential Content is made known and available to teachers</p>	<p><u>Instruction</u></p> <p>Tier 1 Instructional Practices</p> <p>Teacher progress monitoring</p> <p>Small group intervention/extension</p> <p><u>Curriculum</u></p> <p>Time Management required to teach TEKS</p> <p>Guaranteed Time for Classroom Teaching</p>

Denton Independent School District
Cross Oaks Elementary
2024-2025 Campus Improvement Plan



Mission Statement

High Quality Learning for All No Excuses!

Vision

We accept collective responsibility to do whatever it takes for all students to learn and achieve at high levels, both in their academic and social-emotional development.

Value Statement

Our school is a family. Building positive relationships based on mutual respect and consideration is the foundation of our success. Parents, students, and staff are essential partners in our work. We welcome input and strive for open, transparent, and timely communication. We embrace all our kids as all our kids. We all can play a part in the success of every student. We maintain high expectations for teaching, learning, quality of work, and behavior. We work to meet the needs of the whole child, including their academic, physical, social, and emotional development. We empower students to take leadership in their own learning and grow in their responsibility and independence. We value continuous learning for all students and staff members. We are forward-thinking in our use of best practices to meet student needs.

Collective Commitments

In order to support our mission and vision, we commit to:

Utilize ongoing data collection and analysis to drive instruction, intervention, and extension to meet the needs of all learners,

Establish clear expectations for all students and staff,

Consistently work with students in flexible small groups,

Genuinely encourage students and one another with kind and positive attitudes,

Form genuine relationships based on mutual trust, respect, and openness,

Engage students in collaborative activities that are meaningful and relevant, and

Utilize ongoing, meaningful goal and data-driven collaboration across content and grade levels.

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

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

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Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	26
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Priority Needs

Demographics

We need to strive to ensure we are meeting the academic and social emotional needs of each subgroup in our diverse student body.

Student Learning

We must prioritize continuous improvement of our Tier I instruction as well as targeted intervention to close the academic gaps in student learning.

Staff Quality, Recruitment and Retention

- Cross Oaks hired 28 new employees this year, many of whom are new to Denton ISD. Training and support from mentors, colleagues and administration is needed to retain staff.

Curriculum, Instruction and Assessment

- PLC practices need to be revisited and improved and teams must move beyond question 1 when collaborating. Quality Tier 1, data analysis and intervention/enrichment need to occur.

Family and Community Involvement

- Parent involvement and communication needs to be increased

Demographics

Demographics Summary

Cross Oaks Elementary School is currently one of 8 elementary schools in the Braswell Zone of Denton ISD. We are proud to offer two Early Childhood Special Education (ECSE) Classes, a 3rd - 5th grade Positive Academic Behavior Support (PABS) class, 26 Pre K - 5th grade monolingual classes (3 or 4 sections per grade level), and 1 dual language class per grade level for Pre K - 2nd grade.

We strive to be the Kindest School on Earth and focus on building relationships with students, families and each other.

There are currently 583 students enrolled at Cross Oaks. Enrollment has declined from 730 to 583 students since the 2021-2022 school year. Our current demographics include 23.3% White, 32.93% Hispanic, 34.82% African American, 5.15% Asian, 3.26% American Indian and .51% Pacific Islander.

16.12% of our students are receiving special education services, 3.9% are serviced under 504 and 5.66% of our students receive dyslexia services. 6.52% of our students have been identified as Gifted and Talented, 16.47% are English Learners and 56% are economically disadvantaged. OU

Our PTA currently has 144 members, which more than twice the amount of members we had during the 2023-2024 school year.

Established - 2010

Mascot - Owls

Colors - Green and Gold

Vision - We accept collective responsibility to do whatever it takes for all student to learn and achieve at high levels, both in their academic and social-emotional development.

Mission - Learning for All

Demographics Strengths

Cross Oaks is a diverse campus where our diversity is recognized and celebrated. Students, staff and parents value the feeling of family that exists on our campus, and all stakeholders feel valued and cared for.

Our priority the last few years has been to hire staff that are representative of the students we serve. We are proud of the diversity we have attracted to our campus and the positive role models they serve for our students.

Mobility rate is stabilizing and many of our students and their siblings attend our school from Kindergarten through 5th grade which allows us to build strong connections with the students and families we serve.

Visitors to our school regularly point out our positive cultural, how welcoming we are and the positive behavior of our students.

Our staff retention rate increased significantly this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students who are at risk in reading and math is increasing. Staff will analyze campus data and provide ongoing intervention as needed. **Root Cause:** Small group instruction and intervention is not being used consistently at all grade levels.

Student Learning

Student Learning Summary

Data Sources:

Reading

- Fountas and Pinnell
- K-2 Literacy Packet
- 3-5 STAAR
- iReady

Math

- K-2 PNA
- 3-5 STAAR
- i Ready

See addendums

Student Learning Strengths

See addendums

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High quality Tier 1 instruction and intervention needs to be provided to all students in grades Pre K-5 in reading and math. **Root Cause:** PLC practice of data analysis that drives high quality Tier 1 instruction as well as intervention needs to be understood and implemented with fidelity by all staff on campus.

Problem Statement 2 (Prioritized): The number of students who are at risk in reading and math is increasing. Staff will analyze campus data and provide ongoing intervention as needed. **Root Cause:** Small group instruction and intervention is not being used consistently at all grade levels.

Problem Statement 3: Coaching and support is needed in the implementation of PLTs so they are more effective at planning Tier 1 instruction and Tier 2 intervention **Root Cause:** We will be more intentional about implementing PLC practices, specifically quality Tier 1 instruction, data analysis and intervention support to students in the areas of reading and math

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

- Dual Language program (Pre K, Kindergarten, 1st grade and 2nd grade)
- Reading Recovery Teacher
- Bilingual Instructional Coach
- Reading/Math interventionists
- Dyslexia Therapist
- Community in Schools North Texas Coordinator
- Daily minimum 30 minutes Wise time to provide intervention to at-risk students
- Classroom instruction and assessments are based on TEKS
- DMTSS team tracks data from multiple sources and collaborates to address the needs of the whole student
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Career Day, Clubs
- Drills, BERT Team
- Staff/Parent Handbooks
- Mentor Teachers and Instructional Coaches
- Schoolwide Master Schedule that allows teachers, including special education teachers, to collaborate and have PLCs during the school day to answer the 4 PLC questions
- Schoolwide Morning Meetings

School Processes & Programs Strengths

- Diverse staff committed to ensuring high levels of learning for all, no excuses
- Variety of programs to meet the needs of all students
- Progress Monitoring ELAR, Math and Behavior at all grade levels
- Morning Meetings in all classes daily to build connections, teach and reinforce behavior and social emotional learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Coaching and support is needed in the implementation of PLTs so they are more effective at planning Tier 1 instruction and Tier 2 intervention **Root Cause:** We will be more intentional about implementing PLC practices, specifically quality Tier 1 instruction, data analysis and intervention support to students in the areas of reading and math

Problem Statement 2 (Prioritized): High quality Tier 1 instruction and intervention needs to be provided to all students in grades Pre K-5 in reading and math. **Root Cause:** PLC practice of data analysis that drives high quality Tier 1 instruction as well as intervention needs to be understood and implemented with fidelity by all staff on campus.

Problem Statement 3: Increased and ongoing parent communication with a focus on parent engagement and growing our staff and community relationships is needed. **Root Cause:** Attendance at family events is low. Many of our parents do attend parent conferences, 504, ARD meetings or volunteer on campus.

Perceptions

Perceptions Summary

- Staff works to meet the varying academic and social emotional needs of all students
- Staff promotes a climate of family
- Staff believes all students can learn
- Staff is willing to grow as learners

Perceptions Strengths

- Cross Oaks is a welcoming and friendly place to be
- Staff focuses on meeting the needs of all students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased and ongoing parent communication with a focus on parent engagement and growing our staff and community relationships is needed. **Root Cause:** Attendance at family events is low. Many of our parents do attend parent conferences, 504, ARD meetings or volunteer on campus.

Problem Statement 2: There was an increase in the percentage of staff not knowing what was expected of them at work in the Q12 survey. **Root Cause:** First and Second year teachers need more support and mentoring. We have a lack of accessible mentorship for our first and second year teachers. This affects their understanding of what is expected of them.

Priority Problem Statements

Problem Statement 1: High quality Tier 1 instruction and intervention needs to be provided to all students in grades Pre K-5 in reading and math.

Root Cause 1: PLC practice of data analysis that drives high quality Tier 1 instruction as well as intervention needs to be understood and implemented with fidelity by all staff on campus.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: The number of students who are at risk in reading and math is increasing. Staff will analyze campus data and provide ongoing intervention as needed.

Root Cause 2: Small group instruction and intervention is not being used consistently at all grade levels.

Problem Statement 2 Areas: Demographics - 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)
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS 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
- Communications data
- Study of best practices

Guiding Outcomes

Revised/Approved: October 8, 2024

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: Working as a Professional Learning Community, by the end of the 24-25 school year, Cross Oaks Elementary staff will ensure the percentage of students reading on level in each grade will increase by 10%.

Evaluation Data Sources: Fountas and Pinnell, Running Records, i-Ready assessments, K-2 Literacy Assessments, TXKEA, Monthly Reading Progress Monitoring Tool, Grade Level Common Formative Assessments, Grade Level/Teacher Intervention and Wise Time Plans/Documentation, STAAR Benchmarks, STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Supplement the salary of .5 campus reading interventionist to fund full-time at Cross Oaks to provide additional reading and writing supplemental interventions to students in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Interventionist - Title I, Part A - \$36,532</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers in kindergarten through 5th grade will provide intentional small group intervention for all below level readers as evidenced by small group lesson plans and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students being able to verbalize and comprehend what is occurring in a text, students receiving feedback PreK- by end of year- 90% of Pre-K students can name 20 or more alphabet letters, 75% of Pre-K students can produce 20 or more letters and 75% of Pre-K students can blend sounds to make words.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers, coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist - State Compensatory Education (SCE) - \$36,532, Substitutes to allow for Learning Walks and observation of small group intervention - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District half day PLCs will be implemented every month to focus on identifying essential learning targets, develop engaging lessons, monitor student progress, create common assessments and intervention</p> <p>Strategy's Expected Result/Impact: Support a 10% increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: DMTSS process will be used to target individual student needs, develop goals and monitor progress</p> <p>Strategy's Expected Result/Impact: Support a 10% increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes so teachers can attend DMTSS meetings - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monitor student progress through ongoing DMTSS meetings. Analyze data and collaborate on instructional strategies and intervention to support student's academic and behavioral needs.</p> <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, BOY/MOY/EOY results, report card grade</p> <p>Increase in campus attendance rate, reduce office referrals, improved student behavior, engagement and connections at school.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading and math interventionists, reading and math teachers in grades K-5, instructional coach, LSSP, diagnostician, Community in Schools North Texas</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: Working as a Professional Learning Community, by the end of the 24-25 school year, Cross Oaks Elementary staff will ensure the percentage of students on grade level in math will increase by 10%.


Evaluation Data Sources: PNA, i Ready, Math STEMscopes, report cards


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide intentional small group intervention for students performing below grade level based on math essentials, Primary Numeracy components and common formative assessments as evidenced by small group protocol, intervention groups and data tracking.</p> <p>Strategy's Expected Result/Impact: K -2 students will improve their fact fluency, numeracy and conceptual understanding of mathematical concepts. 3-5 students will improve their problem solving skills and conceptual understanding of mathematical concepts.</p> <p>Staff Responsible for Monitoring: Admin, K - 5 math teachers, math interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - State Compensatory Education (SCE) - \$39,941</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in ongoing professional development and utilize collaborative team meetings and PLC days to discuss student data in relation to identified essential standards, collaborate on assessments, analyze data and plan intentional small group interventions.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on math essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, coach, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Resource Books to Support Math Instruction - Title I, Part A - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplement the salary of .5 campus math interventionist to fund full-time at Cross Oaks to provide additional math interventions to students in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Support a 10% increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, math specialist, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Campus Interventionist - Title I, Part A - \$39,941</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: District half day PLCs will be implemented every month to focus on identifying essential learning targets, develop engaging lessons, monitor student progress, create common assessments and intervention</p> <p>Strategy's Expected Result/Impact: Support a 10% increase in the percentage of Cross Oaks students performing on grade level in math over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Admin, math interventionists, math teachers in grades K-5</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: DMTSS process will be used to target individual student needs, develop goals and monitor progress</p> <p>Strategy's Expected Result/Impact: Support a 10% increase in the percentage of Cross Oaks students performing on grade level in math over the course of the 2024-2025 school year.</p> <p>Staff Responsible for Monitoring: Admin, math interventionists, math teachers in grades K-5</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Teachers in kindergarten through 5th grade will provide intentional small group intervention for all students performing below grade level in math as evidenced by small group lesson plans and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students being able to verbalize and comprehend what is occurring in a text, students receiving feedback</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers, coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$8,750</p>	Formative		
	Dec	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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


Performance Objective 3: By the end of the 24-25 school year, the number of students needing tiered social emotional supports will decrease in each grade level by 5%. This will be evidenced by our campus check in check out (CICO) system, counseling, CISNT and Behavior Team data.


Evaluation Data Sources: DMTSS data, CICO data sheets, behavior logs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schoolwide implementation of Morning Meetings focusing on Social Emotional Learning and Boys Town Behavior Standards in addition to collaboration between CISNT and the school counselor will equip students with social emotional strategies that result in our students ability to regulate their emotions.</p> <p>Strategy's Expected Result/Impact: Addressing the students social emotional, behavioral and mental health barriers will positively impact student success.</p> <p>Staff Responsible for Monitoring: Admin, CISNT site coordinator, counselors, classroom teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Books focused on regulating emotions - Title I, Part A - \$750</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monthly half day Fridays will be devoted to the teaching and learning of Social Emotional strategies and Schoolwide and Classroom behavior expectations.</p> <p>Strategy's Expected Result/Impact: Students will have a clear understanding of what is expected of them and will have the tools to regulate their emotions.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, CISNT coordinator, classroom teachers, special education staff, interventionists, paraprofessionals</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: U R Strong Friendship Program - Title I, Part A - \$2,600</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize relaxation corners in each classroom to allow students to take a break, but remain in the classroom when starting to feel frustrated or overwhelmed.</p> <p>Strategy's Expected Result/Impact: Behavior intervention will be provided to students in a timely manner. Positive Behavior Supports and Interventions will be implemented in the classroom including access to the calm down center, fidgets, timers and sensory items to help the student regulate their emotions and return to learning. Removal from the classroom and loss of instructional time will decrease.</p> <p>Staff Responsible for Monitoring: Classroom teacher, school counselor, LSSP, admin</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: fidgets, sensory/calming items - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Behavior Training to enhance the learning of the Behavior Team</p> <p>Strategy's Expected Result/Impact: Gain additional knowledge, interventions and supports of our staff</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Behavior Training Registration - Title I, Part A - \$5,000, Substitutes to cover during training - Title I, Part A - \$1,000, Teacher/Admin Costs for Staff Development - Title I, Part A - \$1,500</p>	Formative		
	Dec	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

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


Evaluation Data Sources: Parent perceptions reported on a campus survey in the spring of 2025, staff responses to a campus survey in the spring of 2025, discipline referral data from the 2024-2025 school year


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Appreciation & Recognition for staff & students, including, but not limited to:</p> <ul style="list-style-type: none"> ~CHAMPS rewards (Leadership tickets, Owl Store, Leadership Chart rewards) ~Staff Shout outs from admin, colleagues, students and parents ~Everyday Hero Recognitions ~Service Pin Ceremony ~Teacher of the Year ~Appreciation items ~Appreciation cards ~Provide opportunities for staff to influence decisions ~Student incentives ~Sunshine Committee ~PTA recognitions for students and staff ~MVP awards at staff meetings and 1/2 day PD days -Student awards assemblies -Peaceful Playgrounds -Peace path on the playground -Boys Town Behavior Standards <p>Strategy's Expected Result/Impact: Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school Increases in staff feeling appreciated and valued members of the Cross Oaks family Increased staff engagement and morale</p> <p>Staff Responsible for Monitoring: Admin, attendance clerk, all classroom and school staff, counselors, CIS coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Boys Town Resources - books for students and staff to support Well Managed Schools Program and regulating emotions - Title I, Part A - \$500</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School administrators, school psychologist, behavior team, counselors, and CIS coordinator will meet twice a month to review behavior data including admin assistance calls, office referrals, observations, parent requests for school based help, etc...</p> <p>Strategy's Expected Result/Impact: Behavior support will be provided to students and staff in a timely manner. Positive Behavior Supports and Interventions will be implemented including positive behavior charts and check in check out which will lead to improved student behavior, engagement and connections at school.</p> <p>Staff Responsible for Monitoring: School administrators, school psychologist, behavior team, counselors, and CIS coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Cross Oaks will collaborate with Communities in Schools North Texas to provide support students and families by fulfilling the following mission: The mission of Communities In Schools of North Texas is to surround students with a community of support, empowering them to stay in school and achieve in life.</p> <p>Strategy's Expected Result/Impact: Reduction of office referrals, overall improvement of student behavior on campus, support for parents, students and staff.</p> <p>Staff Responsible for Monitoring: Admin, CIS coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: salary for CIS coordinator - Title I, Part A - \$16,000</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue to expand the materials available in our on campus Motor Lab to be accessed by students needing sensory support</p> <p>Strategy's Expected Result/Impact: Improve student behavior and self regulation by meeting sensory needs of our students throughout the day.</p> <p>Staff Responsible for Monitoring: Admin, classroom teachers, OT, school psych, special education teachers, counselors</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: materials and supplies - Title I, Part A - \$1,741.77</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Host parent information nights and events that welcome all families and provide information in various languages</p> <p>Strategy's Expected Result/Impact: Foster a positive, welcoming environment encouraging parent and community partnerships</p> <p>Staff Responsible for Monitoring: Admin, CIS Coordinator, all staff members</p> <p>Title I: 2.4, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: food, parent resource materials, books - Title I, Part A - \$1,385.23</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Purchase resources and materials that celebrate, respect and promote the value of diversity at Cross Oaks.</p> <p>Strategy's Expected Result/Impact: The school community will be more inclusive and understanding of others and spread kindness.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, CISNT, admin, librarian</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Books highlighting diversity - Title I, Part A - \$1,190</p>	Formative		
	Dec	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Cross Oaks Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Cross Oaks Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angela Marshall	Reading Recovery Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jasmine Owens	CISNT Coordinator	Comm. In Schools N. Texas	.25
Kristine Daniel	Math Interventionist	Mathematics, 3-5	.5
Robert Strong	Reading Interventionist	Reading, 3-5	.5

Campus Leadership Team

Committee Role	Name	Position
parent	Jenny Lowe	parent
paraprofessional	Latoya Barge	attendance clerk
parent	Courtney Paschal	parent
Classroom Teacher	Celeste Sorrells	5th Grade Teacher
Administrator	Caroline Brown	Assistant Principal
Classroom Teacher	Penny Mansell	4th Grade Teacher
Classroom Teacher	Lily Cripps	3rd Grade Teacher
Classroom Teacher	Paul Barnes	2nd Grade Teacher
Classroom Teacher	Megan Eitson	1st Grade Teacher
Classroom Teacher	Amy Buniva	Kindergarten Teacher
Classroom Teacher	Amanda Smithey	Pre-K Teacher
Administrator	Shelley Maxwell	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionist		\$36,532.00
1	2	1	Math Interventionist		\$39,941.00
1	2	6			\$8,750.00
Sub-Total					\$85,223.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Interventionist		\$36,532.00
1	1	2	Substitutes to allow for Learning Walks and observation of small group intervention		\$1,000.00
1	1	4	Substitutes so teachers can attend DMTSS meetings		\$1,000.00
1	2	2	Professional Resource Books to Support Math Instruction		\$2,000.00
1	2	3	Campus Interventionist		\$39,941.00
1	3	1	Books focused on regulating emotions		\$750.00
1	3	2	U R Strong Friendship Program		\$2,600.00
1	3	3	fidgets, sensory/calming items		\$500.00
1	3	4	Teacher/Admin Costs for Staff Development		\$1,500.00
1	3	4	Substitutes to cover during training		\$1,000.00
1	3	4	Behavior Training Registration		\$5,000.00
2	1	1	Boys Town Resources - books for students and staff to support Well Managed Schools Program and regulating emotions		\$500.00
2	1	3	salary for CIS coordinator		\$16,000.00
2	1	4	materials and supplies		\$1,741.77
2	1	5	food, parent resource materials, books		\$1,385.23
2	1	6	Books highlighting diversity		\$1,190.00
Sub-Total					\$112,640.00

Addendums

Students Reading At or Above 22-23			Students Reading At or Above 23-24			
	BOY	EOY		BOY	MOY	EOY
Kindergarten	22%	52%	Kindergarten	34%	43%	63%
First	31%	56%	First	45%	62%	74%
Second	67%	58%	Second	43%	65%	42%
Third	31%	41%	Third	45%	48%	41%
Fourth	64%	69%	Fourth	44%	47%	57%
Fifth	59%	63%	Fifth	40%	42%	70%

KINDER	Total Students	Overall			Numeral Identification						Forward Counting						Backward Counting						Counting by Tens On and Off Decade					
		On-Level (> Level A)	Progressing	At Risk	A (20)	B (120)	C (1,200)	D	E	X (below A)	A (10)	B (20)	C (120)	D (215)	E (1,000)	X	A (10)	B (20)	C (75)	D (104)	E (1002)	X	A (100)	B (Off Decade)	C (120, off decade)	D (208, off decade)	E (Over 1000)	X
BOY 23-24	90	72.22%	27.78%	N/A	63.33%	5.56%	1.11%	NA	NA	28.89%	38.89%	46.67%	1.11%	0%	0%	13.33%	54.44%	14.44%	1.11%	0%	0%	30%	11.11%	1.11%	1.11%	0%	0%	86.67%
MOY 23-24	98	77.55%	20.41%	2.04%	66.33%	21.43%	7.14%	0%	0%	5.10%	8.16%	69.39%	15.31%	2.04%	4.08%	1.02%	27.55%	53.06%	5.10%	6.12%	1.02%	7.14%	37.76%	34.69%	0%	1.02%	2.04%	24.49%
BOY 22-23	99	90.91%	8.08%	1.01%	53.54%	3.03%	3.03%	0%	0%	40.40%	53.54%	36.36%	3.03%	0%	0%	7.07%	48.48%	10.10%	0%	0%	0%	41.41%	4.04%	0%	0%	0%	0%	95.96%
MOY 23-24	86	88.37%	6.98%	4.65%	70.93%	17.44%	3.49%	0%	0%	8.14%	8.14%	60.47%	24.42%	3.49%	1.16%	2.32%	27.91%	53.49%	5.81%	3.49%	1.16%	8.14%	50%	9.30%	0%	0%	0%	40.70%
BOY 21-22	103	65.05%	34.95%	0%	54.37%	0%	0%	0%	0%	45.63%	39.81%	51.46%	2.91%	0.97%	0%	4.85%	48.54%	6.80%	1.94%	2.91%	0%	39.81%	9.71%	0.97%	0%	0%	0%	89.32%
MOY 21-22	102	87.25%	8.82%	3.92%	78.43%	10.78%	3.92%	0%	0%	6.86%	9.80%	70.59%	15.69%	1.96%	1.96%	0%	42.16%	42.16%	2.94%	4.90%	2.94%	4.90%	69.61%	8.82%	0.98%	0%	1.96%	18.63%

FIRST	Total Students	Overall			Numeral Identification						Forward Counting						Backward Counting						Counting by Tens On and Off Decade						Addition Fact Fluency			
		On-Level	Progressing	At-Risk	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D
BOY 23-24	90	76.67%	12.22%	11.11%	51.11%	28.89%	15.56%	0%	0%	4.44%	11.11%	52.22%	26.67%	3.33%	5.56%	1.11%	21.11%	52.22%	5.56%	7.78%	4.44%	8.89%	70%	13.33%	2.22%	1.11%	0%	13.33%	13.92%	43.04%	12.66%	10.13%
MOY 23-24	92	70.65%	16.30%	13.04%	22.83%	41.30%	31.52%	0%	3.26%	1.09%	0%	25%	45.65%	10.87%	17.39%	1.02%	9.78%	19.57%	27.17%	25%	17.39%	1.09%	32.61%	28.26%	23.91%	0%	11.96%	3.26%	2.17%	10.87%	16.30%	39.13%
BOY 22-23	102	80.39%	11.76%	7.84%	40.20%	46.08%	11.76%	0%	0%	1.96%	1.96%	60.78%	23.53%	8.82%	4.90%	0%	17.65%	59.80%	4.90%	12.75%	2.94%	1.96%	56.86%	25.49%	3.92%	0.98%	2.94%	9.80%	0%	0%	0%	100%
MOY 22-23	104	40.38%	30.77%	28.85%	22.12%	43.27%	33.65%	0%	0.96%	0%	1.92%	38.46%	32.69%	12.50%	14.42%	0%	8.65%	39.42%	15.38%	27.88%	8.65%	0%	41.35%	25.96%	26.92%	1.92%	3.85%	0%	18.27%	16.35%	28.85%	26.92%
BOY 21-22	112	23.21%	15.18%	61.61%	48.21%	34.82%	12.50%	0.89%	0%	3.57%	8.04%	56.25%	25%	3.57%	7.14%	0%	29.46%	44.64%	10.71%	10.71%	2.68%	1.79%	59.82%	22.32%	5.36%	0%	1.79%	10.71%	21.43%	50%	28.57%	0%
MOY 21-22	105	25.71%	47.62%	26.67%	17.14%	46.67%	35.24%	0%	0%	0.95%	2.86%	32.38%	34.29%	15.24%	15.24%	0%	14.29%	39.05%	12.38%	24.76%	9.52%	0%	40%	26.67%	20.95%	4.76%	5.71%	1.90%	16.19%	21.90%	47.62%	13.33%

SECOND	Total Students	Overall			Numeral Identification						Forward Counting						Backward Counting						Counting by Tens On and Off Decade						Addition Fact Fluency			
		On-Level	Progressing	At-Risk	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D
BOY 23-24	84	23.81%	17.86%	58.33%	15.48%	23.81%	58.33%	0%	2.38%	0%	1.19%	29.76%	19.05%	11.90%	38.10%	0%	11.90%	30.95%	8.33%	21.43%	27.38%	0%	48.81%	10.71%	14.29%	5.95%	20.24%	0%	11.90%	23.81%	15.48%	26.19%
MOY 23-24	89	38.20%	19.10%	42.70%	4.49%	13.48%	78.65%	0%	3.37%	0%	0%	15.73%	16.85%	4.49%	62.92%	0%	5.62%	17.98%	6.74%	15.73%	53.93%	0%	22.47%	8.99%	15.73%	6.74%	46.07%	0%	4.49%	8.99%	3.37%	30.34%
BOY 22-23	103	19.42%	21.36%	59.22%	11.65%	30.10%	54.37%	0%	0%	3.88%	0%	23.30%	20.39%	9.71%	46.60%	0%	11.65%	16.50%	1.94%	30.10%	37.86%	1.94%	28.16%	16.50%	20.39%	10.68%	17.48%	6.80%	20.39%	18.45%	14.56%	26.21%
MOY 22-23	106	16.04%	17.92%	66.04%	7.55%	13.21%	78.30%	0%	0%	0.94%	0.94%	13.21%	17.92%	8.49%	59.43%	0%	7.55%	15.09%	3.77%	26.42%	47.17%	0%	21.70%	16.04%	16.98%	11.32%	32.08%	1.89%	6.60%	7.55%	8.49%	40.57%
BOY 21-22	121	9.92%	20.66%	69.42%	14.88%	27.27%	57.85%	0%	0%	0%	1.65%	27.27%	22.31%	17.36%	31.40%	0%	9.92%	33.06%	5.79%	32.23%	17.36%	1.65%	47.93%	21.49%	9.92%	6.61%	9.09%	4.96%	12.40%	33.06%	30.58%	19.01%
MOY 21-22	127	64.57%	20.47%	64.57%	6.30%	11.81%	81.10%	0.79%	0%	0%	0%	11.81%	11.81%	12.60%	63.78%	0%	7.87%	9.45%	0.79%	23.62%	58.27%	0%	20.47%	18.11%	15.75%	11.02%	32.28%	2.36%	7.87%	17.32%	32.28%	40.16%

KINDER																												
BOY 23-24																												
MOY 23-24																												
BOY 22-23																												
MOY 23-24																												
BOY 21-22																												
MOY 21-22																												

FIRST			Subtraction Fact Fluency						Part/Whole: Missing Number						Place Value: Split Counting						Place Value: Adding Base Ten						Place Value: Adding from Base Ten					
	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X
BOY 23-24	13.92%	6.33%	19.67%	42.62%	8.20%	13.11%	3.28%	13.11%	26.92%	15.38%	26.92%	7.69%	0%	23.08%	46.94%	6.12%	8.16%	6.12%	0%	32.65%	27.27%	25%	2.27%	6.82%	0%	38.64%	25%	18.18%	4.55%	20.45%	0%	31.82%
MOY 23-24	28.26%	3.26%	2.20%	17.58%	21.98%	38.46%	16.48%	3.30%	7.61%	7.61%	47.83%	17.39%	3.26%	16.30%	34.48%	13.79%	12.07%	27.59%	0%	12.07%	14.04%	21.05%	10.53%	21.05%	0%	33.33%	14.04%	7.02%	5.26%	47.37%	0%	26.32%
BOY 22-23	0%	0%	0%	50%	0%	50%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%	0%	0%	
MOY 22-23	2.88%	6.73%	18.27%	18.27%	39.42%	15.38%	1.92%	6.73%	17.31%	11.54%	49.04%	6.73%	0%	15.38%	88.89%	0%	0%	11.11%	0%	0%	0%	77.78%	0%	22.22%	0%	0%	0%	0%	0%	100%	0%	0%
BOY 21-22	0%	0%	28.57%	64.29%	0%	0%	0%	7.14%	21.43%	14.29%	28.57%	0%	0%	35.71%	7.69%	0%	0%	0%	0%	92.31%	0%	0%	0%	0%	0%	100%	0%	21.43%	0%	28.57%	0%	50%
MOY 21-22	0%	0.95%	20%	41.90%	29.52%	6.67%	0%	1.90%	31.43%	10.48%	43.81%	12.38%	0%	1.90%	36.84%	7.89%	18.42%	18.42%	0%	18.42%	2.63%	42.11%	5.26%	13.16%	0%	36.84%	2.63%	23.68%	5.26%	50%	0%	18.42%

SECOND			Subtraction Fact Fluency						Part/Whole: Missing Number						Place Value: Split Counting						Place Value: Adding Base Ten						Place Value: Adding from Base Ten					
	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X	A	B	C	D	E	X
BOY 23-24	21.43%	1.19%	14.29%	27.38%	17.86%	26.19%	11.90%	2.38%	25%	23.81%	21.43%	22.62%	1.19%	5.95%	32.14%	5.95%	10.71%	33.33%	0%	17.86%	20.24%	14.29%	10.71%	32.14%	0%	22.62%	9.52%	10.71%	14.29%	55.95%	0%	9.52%
MOY 23-24	52.81%	0%	5.62%	16.85%	8.99%	30.34%	38.20%	0%	7.87%	7.87%	31.46%	47.19%	1.12%	4.49%	20.22%	5.62%	10.11%	58.43%	1.1	4.49%	8.99%	17.98%	10.11%	53.93%	1.12%	7.87%	3.37%	3.37%	11.24%	76.40%	1.12%	4.49%
BOY 22-23	18.45%	1.94%	25.24%	17.48%	18.45%	23.30%	13.59%	1.94%	7.77%	20.39%	30.10%	21.36%	0%	20.39%	24.27%	7.77%	14.56%	28.16%	0%	25.24%	2.91%	16.50%	4.85%	35.92%	0%	39.81%	1.96%	5.88%	4.90%	62.75%	0%	24.51%
MOY 22-23	34.91%	1.89%	11.32%	7.55%	16.98%	38.68%	21.70%	3.77%	10.38%	21.70%	25.47%	32.08%	0%	10.38%	15.09%	1.89%	23.58%	44.34%	0%	15.09%	3.77%	18.87%	2.83%	55.66%	0%	18.87%	3.77%	3.77%	1.89%	78.30%	0%	12.26%
BOY 21-22	0%	4.96%	11.57%	48.76%	24.79%	8.26%	0%	6.61%	26.45%	13.22%	35.54%	19.83%	0%	4.96%	19.01%	11.57%	23.97%	20.66%	0%	24.79%	11.57%	19.01%	9.09%	22.31%	0%	38.02%	7.44%	4.13%	4.13%	66.94%	0%	17.36%
MOY 21-22	0%	2.36%	4.72%	35.43%	33.07%	24.41%	0%	2.36%	8.66%	12.60%	29.92%	39.37%	0%	9.45%	11.81%	5.51%	19.68%	51.97%	0%	11.02%	3.15%	11.02%	6.30%	55.12%	0%	24.41%	2.36%	3.94%	2.36%	81.10%	0%	10.24%

Denton Independent School District
Martinez Elementary
2024-2025 Campus Improvement Plan



MARTINEZ
MONARCHS

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Guiding Outcome 1: Teaching & Learning - In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	11
Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	15
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Dorothy Martinez Elementary, named for longtime Denton ISD teacher and former member of the Board of School Trustees, Dorothy Martinez, opened on this school year as the 26th elementary school our district. Martinez Elementary is the 45th campus in Denton ISD, as well as the eighth elementary school and the 12th total campus serving the Braswell High School attendance zone.

Established: 2024

Mascot: Monarchs

Colors: Red, Black and Gold

Mission/Vision: Coming soon from staff

The overall campus demographics are:

- Overall enrollment: 514
- This is a neighborhood school with most students living within walking distance of the campus. We do serve some apartment complexes on 380.
- Our campus has 4 Pre-K classes (3 Gen Ed, 1 ECSE), and two other self-contained special education classes (K-5 Functional Life Skills and 2-5th Academic Functional Skills).
- We have 70 active PTA members
- We have 61 staff members with 4 teachers per grade level

-
- African American: 52.33%
 - Hispanic: 20.23%
 - Caucasian: 13.42%
 - Asian: 11.83%
 - American Indian: 2.14%

-
- EXPO/GT: 4.28%
 - Special Education: 14.40%
 - Emergent Bilingual: 12.84%
 - Free & Reduced: 59.14%

*numbers are subject to change as we receive records and update. We will also track mobility rate.

Demographics Strengths

- Diverse staff hired to match the demographics of our students.
- System in place to process all newly enrolled students to quickly request records and notify special programs and teachers of the students needs.
- Master Schedule to ensure kids have access to all three tiers of instruction and intervention, as needed.
- Staff Committees to ensure all demographics are represented with diverse celebrations throughout the year for both students and staff. Committees include: Multi-Cultural Events Committee, Sunshine Committee, Guiding Coalition. etc.
- Student clubs that cater to the students needs and likes that celebrate our campus diversity. Clubs include: Running club, Robotics, Girl Scouts, Teach Denton, Drama Kids, Choir, News Broadcast

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At MES, we need to develop an involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events. **Root Cause:** MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

Student Learning

Student Learning Summary

As a brand new campus, we are collecting student learning data for our future campus needs assessment. We only have the following data thus far sent to us. Below is STAAR scores of students who were in Texas and took the test. We were not given 5th grade data because those students are in middle school and never zoned for Martinez.

	3rd Math	3rd ELA	4th Math	4th ELA
DNM	48%	40%	53%	26%
Approaches	32%	30%	27%	38%
Meets	11%	19%	12%	24%
Masters	9%	11%	8%	12%

Student Learning Strengths

- ELA was a strength over Math
- 4th Graders scored higher overall in all tested subjects compared to 3rd Graders

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is an increased number of Tier 2 and 3 students that need support and potential services such as intensive intervention, Dyslexia, and Special Education. There is not enough staff to provide the individualized support needed. **Root Cause:** Due to the fast growing area and high numbers at our school over projections.

Problem Statement 2 (Prioritized): Some systems may need tweaking as due to our first time using them on this campus. We will monitor systems and processes to determine effectiveness and tweak as needed. **Root Cause:** We are a brand new campus, building from the ground up!

Problem Statement 3 (Prioritized): There is a need for professional learning of our whole staff, due to either first year teachers or new to our district, to bring them up to par with our district and campus systems and processes. This can become overwhelming due to our reduced on-site personnel. **Root Cause:** Due to being a brand new campus.

Problem Statement 4 (Prioritized): At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner. **Root Cause:** MES is a brand new campus with an entire brand new staff; majority coming from out of district.

School Processes & Programs

School Processes & Programs Summary

At MES, we have the following programs and processes in place:

- Campus specific criteria for hiring
- Roles & responsibilities- Staff Handbook & Parent Playbook
- Class List creation and meeting the needs of students in special programs
- T-TESS for observing teachers and providing feedback for improvement
- Professional learning opportunities such as Mega-Labs, Coaching cycles, learning walks and learning labs
- Mentor Teachers & Instructional Coaches to provide support for new staff
- Committees for staff to engage in their strengths: Guiding Coalition (Instructional), Cultural & Community (Community Events), Sunshine (Staff Engagement) & BERT (Safety/Security/Behavior)
- Student Clubs to engage students in school: Drama Kids, Girl Scouts, Teach Denton, Running/Track Club, Robotics, Choir, Monarch Messenger News Broadcast
- Master schedule & use of CHAMPS to maximize learning
- MTSS to monitor student growth based on need
- Genius Hour (Teacher PLC time bi-weekly)
- Monarch Memo Family Newsletter
- PTA & Watch DOGS
- Monthly Safety Drills and Safety Wall of Fame with Officer Brandy
- Tiered Behavior Supports that utilize SEL
- Monarch Money & Friday shopping student incentive store
- Volunteers & Lunch visitors system (scheduling, checking-in & badges on)

School Processes & Programs Strengths

- Systems in place for teachers to plan for instruction, analyze data and plan for interventions and enrichment for student learning and growth.
- Master schedule developed to maximize learning time and include intervention daily.
- Mega-Labs, observation cycle and professional development plan to support all new staff.
- Expectations set in regards to roles and responsibilities of staff, students and parents.
- Committees and clubs for staff, students and parents to get involved.
- Safety team, drills, and highlighting students for safety are up and running.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Some systems may need tweaking as due to our first time using them on this campus. We will monitor systems and processes to determine effectiveness and tweak as needed. **Root Cause:** We are a brand new campus, building from the ground up!

Problem Statement 2 (Prioritized): There is a need for professional learning of our whole staff, due to either first year teachers or new to our district, to bring them up to par with our district and campus systems and processes. This can become overwhelming due to our reduced on-site personnel. **Root Cause:** Due to being a brand new campus.

Problem Statement 3 (Prioritized): At MES, we need to develop an involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events. **Root Cause:** MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

Problem Statement 4 (Prioritized): There is an increased number of Tier 2 and 3 students that need support and potential services such as intensive intervention, Dyslexia, and Special Education. There is not enough staff to provide the individualized support needed. **Root Cause:** Due to the fast growing area and high numbers at our school over projections.

Problem Statement 5 (Prioritized): At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner. **Root Cause:** MES is a brand new campus with an entire brand new staff; majority coming from out of district.

Perceptions

Perceptions Summary

As a brand new campus, we are working to build positive perceptions of our community. While we have not had any surveys or data sources to pull from yet, we do have an overall positive atmosphere and response from our parents and community. We had heard comments regarding being organized, positive and welcoming staff, etc. We have community partners such as Tender BBQ, Lifetouch and CoServ and have started up programs to engage our families such a PTA and Watch DOGS. A main focus at this time is building relationships with our parents and community we serve. We have spent a lot of time intentionally planning to ensure the foundation of MES is strong and grounded and that we provide the same opportunities at partner schools our students came from.

Perceptions Strengths

- Programs started to engage our families and community.
- Community partnerships in place.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner. **Root Cause:** MES is a brand new campus with an entire brand new staff; majority coming form out of district.

Problem Statement 2 (Prioritized): At MES, we need to develop an involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events. **Root Cause:** MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

Problem Statement 3 (Prioritized): Some systems may need tweaking as due to our first time using them on this campus. We will monitor systems and processes to determine effectiveness and tweak as needed. **Root Cause:** We are a brand new campus, building from the ground up!

Priority Problem Statements

Problem Statement 1: At MES, we need to develop an involved community between all stakeholders. We will deepen roots to extend into our community by communicating: reaching out, advertising and inviting all community members and families to participate in MES events.

Root Cause 1: MES is a brand new campus with families coming from all over the district, state and US. We are rapidly growing and need to ensure we have systems in place to engage all community members and families.

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: Some systems may need tweaking as due to our first time using them on this campus. We will monitor systems and processes to determine effectiveness and tweak as needed.

Root Cause 2: We are a brand new campus, building from the ground up!

Problem Statement 2 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: At MES, we strive to cultivate a culture of collaboration and feedback between staff members to develop our practice. We will deepen the trust and give feedback to one another in a timely manner.

Root Cause 3: MES is a brand new campus with an entire brand new staff; majority coming form out of district.

Problem Statement 3 Areas: Student Learning - School Processes & Programs - Perceptions

Problem Statement 4: There is an increased number of Tier 2 and 3 students that need support and potential services such as intensive intervention, Dyslexia, and Special Education. There is not enough staff to provide the individualized support needed.

Root Cause 4: Due to the fast growing area and high numbers at our school over projections.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: There is a need for professional learning of our whole staff, due to either first year teachers or new to our district, to bring them up to par with our district and campus systems and processes. This can become overwhelming due to our reduced on-site personnel.

Root Cause 5: Due to being a brand new campus.

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Student Achievement Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Equity data

Support Systems and Other Data

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

Guiding Outcomes

Revised/Approved: August 20, 2024

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

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





Performance Objective 1: Working as a Professional Learning Community, staff at MES, will ensure all students grow a minimum of one year in reading as monitored by the Developmental Reading Assessment.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: DRA, running records, common formative assessments, TPRI, TXKEA, iReady comprehension report, Units of Study reading assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All reading teachers will be trained on guided reading and utilize The Next Step Forward in Guided Reading resource to plan differentiated guided reading instruction with an emphasis on foundational reading skills (phonics & phonemic awareness).</p> <p>Strategy's Expected Result/Impact: Through weekly walkthroughs, all reading teachers will implement the guided reading lesson plan with 100% success rate by MOY (January).</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Instructional Team Leaders</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All reading teachers will share kids for small group reading instruction, across grade levels, utilizing running records and common assessments to identify trends and create groups. Monitored on a schoolwide guided reading tracker.</p> <p>Strategy's Expected Result/Impact: 70% of students will make a half year's growth or more by MOY (January). PreK- by end of year- 90% of Pre-K students can name 20 or more alphabet letters, 75% of Pre-K students can produce 20 or more letters and 75% of Pre-K students can blend sounds to make words.</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Instructional Team Leaders</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for two days after each common formative assessment by providing targeted instruction and sharing kids across grade levels on essential standards.</p> <p>Strategy's Expected Result/Impact: 80% of students will have mastered the post-assessment by utilizing the Stoplight Intervention Response</p> <p>Staff Responsible for Monitoring: Principal, AP, Interventionist, Instructional Team Leaders</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$72,583</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

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





Performance Objective 2: Working as a Professional Learning Community, staff at MES will ensure all students will be able to communicate their mathematical thinking in problem solving at mastery level, measured by the use of a Mathematical Communication rubric, aligned K-5th grade. We will progress monitor this goal on campus based common post assessments for every math essential standard in kindergarten through fifth grade, as well as STAAR interim and STAAR for grades 3rd-5th.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Campus walkthrough forms, common assessments, PNA data, grade level SMART goals.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All math teachers will be trained on Building Fact Fluency kits and utilize Building Fact Fluency during the built in time on the master schedule and during small group instruction. Principal and AP will monitor this through weekly walkthroughs utilizing a zone walkthrough form with next step feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize Building Fact Fluency with a 100% success rate by MOY (January).</p> <p>Staff Responsible for Monitoring: Principal, AP</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All math teachers will be trained in Math StemScopes and will utilize the resource kit as a Tier 1 curriculum embedded into their daily math block. Principal and AP will monitor this through weekly walkthroughs utilizing a zone walkthrough form with next step feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize Math StemScopes daily numeracy activities with a 100% success rate by MOY (January).</p> <p>Staff Responsible for Monitoring: Principal, AP</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All Kinder-2nd grade teachers will monitor PNA groups on a bi-monthly basis utilizing our schoolwide monitoring tool and sharing kids across grade level.</p> <p>Strategy's Expected Result/Impact: Through evidence from our PNA data, 80% of students who have not mastered PNA will show growth on at least 2 skills by MOY. (January)</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Instructional Team Leaders</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for two days after each common formative assessment by providing targeted instruction and sharing kids across grade levels on essential standards.</p> <p>Strategy's Expected Result/Impact: 80% of students will have mastered the post-assessment by utilizing the Stoplight Intervention Response</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coaches, Instructional Team Leaders</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:





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

Performance Objective 1: Working as a Professional Learning Community, we will average an overall mean of a 4.5 on questions 1-3 (know what is expected, have materials/supplies readily available, and can do their job each day) based on the Q12 measurement on the End of Year District Engagement Survey.

HB3 Guiding Outcome

Evaluation Data Sources: Q12 Engagement Surveys, Staff Mood Meter, Friday Feedback, Walkthrough data, and Collaborative Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of the MES Staff Handbook by all staff members and keeping the Teacher Toolbox updated with most recent systems and schedules.</p> <p>Strategy's Expected Result/Impact: Through evidence of walkthroughs and joining collaborative planning meetings, we will see evidence of the MES Handbook and Teacher Toolbox implemented in classrooms with a 90% success rate.</p> <p>Staff Responsible for Monitoring: Principal, AP</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementing a Level I, II, and III behavior pyramid/consequences.</p> <p>Strategy's Expected Result/Impact: Through evidence of office referrals data, we will see a 10% decrease of repeated behaviors from a single student in need of Tier 3 intervention.</p> <p>Staff Responsible for Monitoring: Principal, AP</p>	Formative		
	Dec	Mar	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In collaboration with the Denton ISD counseling department, elementary campuses within the BHS zone will create the Ubuntu program as a means of teaching expected behaviors as well as effective communication skills.</p> <p>Strategy's Expected Result/Impact: Lending to an increase of desired student behaviors while decreasing student suspensions by a minimum of 20% by the end of each quarter.</p> <p>Staff Responsible for Monitoring: Principal, AP</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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- * Instill in students a love of lifelong learning
- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: Collaborative planning within grade levels in addition committees to create school systems and events.

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilizing forms to gauge feedback from staff members Strategy's Expected Result/Impact: Distributive leadership and ensuring we are answering the four critical questions of a PLC. Staff Responsible for Monitoring: Instructional team leaders, coaches, and principals	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Host meetings with Guiding Coalition members monthly with principal to get individualized feedback on school systems and team dynamics. Strategy's Expected Result/Impact: Distributive leadership and responding to feedback Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Coalition

Committee Role	Name	Position
Member	Melissa Vanderwall	Interventionist
Member	Weslan Eugene	PE Teacher/Specials Lead
Member	Ajika Robinson	SPED Lead
Member	Shelby Allen	5th Grade Teacher
Member	Micah Neilson	4th Grade Teacher
Member	Shaniqua Fowler	3rd Grade Teacher
Member	Nicole Carroll	2nd Grade Teacher
Member	Rebecca Barnett	1st Grade Teacher
Member	April Whitstone	Kinder Teacher
Member	Kiana Njoku-Ibe	PreK Teacher
Member	Kelly Beard	AP
Lead	Karsten Hatcher	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionist		\$72,583.00
Sub-Total					\$72,583.00

Denton Independent School District
Paloma Creek Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Inspiring passionate learners

Vision

We will collaborate to create a positive learning environment that engages students, monitors progress, and celebrates success.

Values

- Respect: We will show respect to others and ourselves.
- Advocate for others: We will advocate for the needs of our friends and ourselves.
- Creative Thinker: We will create solutions to problems by thinking creatively and working collaboratively with others.
- Growth: We will set personal goals to improve academically and behaviorally as we monitor our progress.
- Engaged Learner: We will engage in meaningful learning opportunities and encourage our peers to learn with us.

Falcon Pledge

Friends respect everyone

Advocate for others

Lift others with words

Create solutions to problems

Optimize our learning targets

Never give up

Soar like a **FALCON**

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB)/non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Demographics

Demographics Summary

Demographics:

The Paloma Creek Campus Leadership Team reviewed data to complete a comprehensive needs assessment. Current demographic data for Paloma Creek is as follows:

Student Demographics

Group	Count	Percent
Prekindergarten	68	13%
Kindergarten	86	17%
1st Grade	81	16%
2nd Grade	77	15%
3rd Grade	61	12%
4th Grade	70	14%
5th Grade	64	13%
African American	229	45%
Asian	100	20%
American Indian	3	1%
Hispanic	100	20%
Pacific Islander	1	.2%
White	77	15%
504	13	3%
Limited English Proficient	70	17%
Special Education	80	16%
Economically Disadvantaged	287	62%

Group	Count	Percent
Gifted and Talented	25	5%

Staff Demographics

Group	Count	Percent
African American	10	16%
Hispanic	11	17%
White	41	65%
Other (Asian, American Indian, 2+ Races)	1	2

Demographics Strengths

- Enrollment decreased due to rezoning for the 2024-2025 school year.
- Campus diversity of the student body and staff has increased.
- Geographical zone has expanded to included new neighborhoods and apartment complexes.
- Teachers and staff learned self-regulation strategies to support students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The high ratio of white staff does not match the ratio of students. Ratio of diversity in staff could improve to match that of our student population. **Root Cause:** A lower ratio of African American elementary education teachers applying for positions. Teachers need a pedagogy that advances culturally strong, positive relationships with students and parents.

Student Learning

Student Learning Summary

Student Learning Summary

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

- **Data points include the following:**
 - **TELPAS**
 - **STAAR Data 2022-2023, 2023-2024**
 - **Common Assessments**
 - **Primary Numeracy Data 2023-2024**
 - **TX-KEA**

Please see STAAR addendum.

Paloma Creek scored an overall score of 67%, which is a letter grade of a D. In Domain III - Closing the Gaps, we had scored an overall scale score of 72%, leading to a letter grade of C. Our Economically Disadvantaged percentage for Fall 2023 snapshot was 58.4%

Students scored higher in 4th grade reading and math as compared to the previous two years. Math in 5th grade also achieved a great growth from the previous two years. Masters level had minimal growth at each grade level and subject area. Based on the findings of the data points, we want to be intentional with PLC work and professional development during the school year to ensure our Tier 1 instruction as well as, our Tier 2 and Tier 3 supports, are effective. Our campus will focus on how to work together as teams to incorporate strong interventions for students to close gaps. We will track the progress of our African American and economically disadvantaged students. Teachers will benefit from meeting together to discuss ideas, data, and behavior to support learning for all.

Student Learning Strengths

TELPAS

- Multiple students progressed in TELPAS domains.

Math:

- Kindergarten and first grades utilized the Building Fact Fluency kits and achieved growth in math concepts from 2023 to 2024.
- Second grade utilized Building Fact Fluency kits and Primary Numeracy Assessment data to plan Tier 2 interventions and achieved growth in math concepts from 2023 to 2024.
- The total number of at-risk students, who were returning students, decreased.
- 4th and 5th grades increased STAAR performance from 2023 in math.

Reading:

- Kindergarten and first grades demonstrated the most growth in reading as teachers implemented the Units of Study Phonics and phonological awareness

interventions they learned in the Braswell zone literacy cadre.

- 4th grade students increased performance on STAAR from 2023 in reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Common Formative Assessment development training is needed to develop routine assessments to match the rigor of the TEKS. **Root Cause:** Professional development opportunities needed to support campus growth

Problem Statement 2: Student assessment data yielded a decline in many assessment areas. **Root Cause:** Loss of instruction time as a result of increased behaviors that led to decreases in student achievement.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

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

School Context and Organization

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

Staff Quality, Recruitment, and Retention

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

Campus information is shared using: Falcon Flyer Newsletters for parents and Team Times for Staff, Denton ISD website, Paloma Creek Elementary website, Teacher Toolkit, Paloma Creek Facebook page, Class Dojo, and Google Classroom.

For the 2023-2024 school year, Paloma Creek began the year with 20 new-to-the-campus teachers (to include 11 first-year teachers) and 5 new paraprofessionals. For the 2024-2025 school year, Paloma Creek will begin with 9 new-to-the-campus teachers (to include 1 first-year teachers) and 2 new paraprofessionals. Deliberate and intentional training and supports will be planned, considered, and implemented to onboard and support new staff members. Differentiated professional development will be provided, as well as whole staff effective PLC training. A comprehensive Mentor Program has been developed and rolled out to support new teachers.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Creation of a Master Schedule that allows for targeted intervention and accelerated learning time (Two intervention times in 3-5)
- Common assessment data is analyzed during PLCs to guide instruction and assessment
- Staff routinely identify Essential Learning Standards that students must know and master at every grade level
- Collaboration of teachers to create differentiated learning targets
- Classroom instruction and assessments are TEKS based
- Increased use of technology in all classrooms
- Continued PD and implementation of AFL Strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal-Setting, and Effective Questioning)
- All staff trained in the PBIS system by our Behavior Coalition
- Willingness of staff to improve technology skills and integrate technology in the classroom

School Context and Organization

- Paloma Creek has a Leadership Team with staff representation from all grade levels, special education, special areas, and support programs
- Staff utilize Google Classroom/Class Dojo and email to communicate with parents
- Organized duty schedule
- Master schedule allows for implementation of Intervention Time to allow for intervention, acceleration, and remediation as needed
- Safety protocols are followed
- Teachers routinely input student progress monitoring data into electronic campus progress monitoring document
- Follow through of safety protocols

Staff Quality, Recruitment, and Retention

- Professional development hours
 - All-Staff monthly Gallup training
- Student teacher program
- Staff recruitment
- Staff reported appreciation for receiving more planning time during scheduled PD days

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The fidelity in all classrooms, PK-5, of following Falcon PRIDE principles and self-regulation strategies. **Root Cause:** All staff members need access to training and coaching in implementation of Falcon PRIDE and self-regulation strategies.

Problem Statement 2: For the 2024-2025 school year, Paloma Creek began the school year with 11 new-to-the-campus teachers. This is following the 2023-2024 school year, where the school year began with 20 new-to-the-campus teachers. **Root Cause:** Staff members who left the district or profession cited high classroom ratios/enrollment, difficulty managing behaviors.

Perceptions

Perceptions Summary

Family and Community Involvement

- Communication is sent from teachers at least weekly and sent from principal bi-weekly through the Falcon Flyer
- Parents are eager to volunteer

Culture and Climate

- Staff works collaboratively
- When entering the building, there is a "family" feel - many visitors and substitutes have commented on this
- Administration is available for teachers with open door policy
- Administration is family-oriented and supports staff with immediate needs
- Staff are supportive of each other and pick up when there is a need

Perceptions Strengths

- Great parent/school relationships
- Staff is collaborative and works well together
- We focus on meeting the needs of the whole child
- Communication between the school and the parents of our students

Student Survey Results

- 65% of students believe the climate of Paloma Creek is positive
- 86% of students enjoy coming to school each day
- 95% of students believe it is important to come to school each day
- 89% of students feel valued
- 92% of students feel they have an adult at school they can trust
- 92% of students believe they have grown academically in the 2023-24 school year
- Students are motivated by:
 - Self 26%
 - Snacks and candy 15%
 - Brag Tags 2%
 - Toys 10%
 - Positive Parent Contact 23%
 - Praise from a teacher 24%
- 74% of students understand the importance of the Falcon Pledge
- 86% of students believe the school rules and procedures are fair
- 89% of students believe the classroom rules and procedures are fair

- 91% of students rated assignments "just right" or "difficult"

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a common PBIS focus, social-emotional learning component, and a consistent campus-wide expectation/model for behavior. **Root Cause:** With an increase in student mobility as well as safety protocols, not all students (and/or staff) have become familiar with behavior expectations.

Problem Statement 2: Student assessment data yielded a decline in many assessment areas. **Root Cause:** Loss of instructional time as a result of increased behaviors that led to decreases in student achievement.

Priority Problem Statements

Problem Statement 1: The fidelity in all classrooms, PK-5, of following Falcon PRIDE principles and self-regulation strategies.

Root Cause 1: All staff members need access to training and coaching in implementation of Falcon PRIDE and self-regulation strategies.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The high ratio of white staff does not match the ratio of students. Ratio of diversity in staff could improve to match that of our student population.

Root Cause 2: A lower ratio of African American elementary education teachers applying for positions. Teachers need a pedagogy that advances culturally strong, positive relationships with students and parents.

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
- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: By May 2025, Paloma Creek Elementary School will focus on ensuring a year or more of growth in Reading for 100% of students in Pre-Kindergarten through Fifth Grade.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: iReady benchmark assessments, iReady Progress checks, F&P Benchmarks, Guided Reading Running Records, Hagerty

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Braswell Zone Literacy Cadre will support kindergarten and first-grade teachers in providing best-practice literacy and phonics Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: 100% of students will achieve a minimum of one year's growth</p> <p>Staff Responsible for Monitoring: PLC Team, Guiding Coalition, Administration Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Micro labs and professional development designed to model the components of readers workshop will be facilitated by our instructional coach and interventionist.</p> <p>Strategy's Expected Result/Impact: Micro labs with support the knowledge of the workshop model in reading and math leading to students experiencing learning through this model with fidelity.</p> <p>Staff Responsible for Monitoring: Instructional coach, Guiding Coalition, Reading Interventionist, Administration Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitutes for PD - Title I, Part A - \$5,500</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of eligible 1416 students will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2025. This will be evidenced by tracking sheets in Edugence.</p> <p>Strategy's Expected Result/Impact: Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$40,392</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 2: By May 2025, 100% of Kindergarten through 5th grade students will make 100% growth in the area of Numbers and Operation as measured by iReady progress monitoring and BOY, MOY, and EOY checks.

High Priority

Evaluation Data Sources: iReady progress checks, iReady student learning path growth assignments, iReady BOY/MOY/EOY assessments, Grade Level Common Formative Assessments, Grade level teacher intervention, STAAR Benchmarks, STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Guiding coalition will work with Grade Level PLC to identify essential math standards and create common formative assessments that will assess student problem-solving skills related to essential standards.</p> <p>Strategy's Expected Result/Impact: Student mastery of problem solving will increase by a minimum of 15% as evidenced by our Teacher Data Binder, Common Formative Assessments, District Assessments, and STAAR</p> <p>Staff Responsible for Monitoring: Teachers, guiding coalition, administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of 1416 students, specifically African American and Economically Disadvantage students will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2025. This will be evidenced by tracking sheets and teacher data binders.</p> <p>Strategy's Expected Result/Impact: Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$77,392</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Interventionists will provide differentiated small group instruction and supports in math to include: Primary Numeracy targeted lessons, math fact fluency, and problem solving to 2nd-5th grade students. Interventionists will provide differentiated small group instruction and supports in math to include: small group reading instruction. Professional development and Tier 1 coaching cycles will also be provided to teachers.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate growth from BOY - MOY - EOY inventory assessments, pre- and post- assessments, and common formative assessments.</p> <p>Staff Responsible for Monitoring: Administration, interventionist, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Supplement the 0.5 salary of the campus math interventionist to fund a full time position. Interventionist will provide differentiated small group instruction and supports in math to include: Primary Numeracy targeted lessons, math fact fluency, and problem solving to 2nd-5th grade students. Professional development and Tier 1 coaching cycles will also be provided to teachers.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate growth from BOY - MOY - EOY inventory assessments, pre- and post- assessments, and common formative assessments.</p> <p>Staff Responsible for Monitoring: Administration, Academic Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: The staff of Paloma Creek Elementary will foster a welcoming, supportive learning environment where high expectations for success are upheld by implementing a campus-wide Positive Behavior Intervention System in which students, staff, and all stakeholders celebrate, respect, and promote the value of diversity within our community as evidenced by a minimum of 95% of students meeting behavior expectations (as evidenced by discipline referral data), a minimum of 90% of staff indicating a positive culture and climate (as evidenced by staff survey data), and a minimum of 90% of family/community members indicating a positive culture and climate (as evidenced by family and community survey data).

High Priority

Evaluation Data Sources: Demographics of students in need of Tier 3 behavior interventions will be equitable to those of the campus

Campus Behavior Referral and Discipline Data

Positive Office Referrals

Attendance

Parent survey at beginning, middle, and end of year

Staff Survey

PTA Membership data

Parent Involvement data





Participation in Extracurricular data

Student Engagement (based on classroom learning walks)

Student awards and recognition

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Positive Office Referrals will be utilized by staff members to provide an opportunity to celebrate students and staff.</p> <p>Strategy's Expected Result/Impact: A culture of trust will be established through creating an authentic feedback loop for both students and staff.</p> <p>Staff Responsible for Monitoring: Grade level teams, counselors, support staff, and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PK-5th grade classes will engage in morning meetings from 7:40-8:00 a.m. daily. All morning meetings align with our core values, the Essential 8, and the Positive Character Traits and Personal Skills TEKS.</p> <p>Strategy's Expected Result/Impact: Students and staff will build their capacity to connect with others while employing self-regulation strategies and remaining engaged in the learning environment.</p> <p>Staff Responsible for Monitoring: Administration team, counselor, CIS, Community and Family Engagement Coaches, Behavior MTSS Committee, and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Vertical connections will be made for all PK-5th grade students and staff members through house meetings and celebrations twice a month.</p> <p>Strategy's Expected Result/Impact: Students and staff will build a community across the campus in an effort to increase student and staff engagement and sense of belonging.</p> <p>Staff Responsible for Monitoring: Staff house leaders, house committee, & administration team</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In collaboration with the Denton ISD Counseling and Social Work Department, elementary campuses within the Braswell zone will utilize the Ubuntu program as a means of teaching expected behaviors as well as effective communication skills leading to an increase of desired student behaviors, while decreasing student suspensions a minimum of 20%.</p> <p>Strategy's Expected Result/Impact: A minimum of 20% decrease in student suspensions to include ISS, OSS, and DAEP Increase of a minimum of 20% of student remain in the classroom for instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of classrooms at Paloma Creek Elementary will utilize the Restorative Practices Framework to encourage the development of positive relationships through the use of circle times, co-created Classroom Treatment agreements, and conflict resolution</p> <p>Strategy's Expected Result/Impact: A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2025</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Campus Behavior Specialist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Behavior Coach - Title I, Part A - \$78,693</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Community stakeholders will partner with the school in honoring our staff through community brags, special staff treat days, and through providing a quiet place for reflection and self-care during the school day.</p> <p>Strategy's Expected Result/Impact: Staff members will know they are valued and appreciated.</p> <p>Staff Responsible for Monitoring: Sunshine committee, team leads, office staff, community CLT members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The partnership of Communities In Schools (CIS) and the counseling program will equip and empower students to confront and overcome personal challenges and create transformative relationships that are key to unlocking a student's potential. As a result, immediate and systemic barriers will be broken down to create and sustain equitable outcomes.</p> <p>Strategy's Expected Result/Impact: Intervening on the exact needs of students through services which address students' social/emotional and mental health barriers to positively impact student success.</p> <p>Staff Responsible for Monitoring: Site coordinator, Counselor, Principal, and Assistant Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: CIS Site Coordinator - Title I, Part A - \$16,000</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The Paloma Creek Leadership Team, Paloma Creek CLT, and Sunshine Community will work collaboratively with campus administrators to gather feedback from Falcon staff on preferred methods of recognition and will further work to implement feedback to find opportunities to recognize staff members for their work.</p> <p>Strategy's Expected Result/Impact: Employee Engagement scores related to staff members feeling recognized and appreciated will increase to show that a minimum of 90% of staff members feel recognized and appreciated for their work.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Campus Leadership Team -Team Leaders -Sunshine Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	2	2	100% of 1416 students, specifically African American and Economically Disadvantage students will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2025. This will be evidenced by tracking sheets and teacher data binders.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	3	100% of eligible 1416 students will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2025. This will be evidenced by tracking sheets in Edugence.

State Compensatory

Budget for Paloma Creek Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Paloma Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christina Brown	Behavior Coach	1
Cynthia Hammons	Math Interventionist	0.5
Genelle Anderson	Reading Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Brown	Behavior Coach		1
Cynthia Hammons	Math Interventionist	2nd-5th Grade Math Intervention	.5
Genelle Anderson	Reading Interventionist	2nd-5th Grade Reading	.5
Valeria Corrales	Community in Schools	CIS	.25

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Cindy Callison	2nd Grade Teacher
Classroom Teacher	Jodee Walker	3rd Grade Teacher
Non-Classroom Professional	Ashley DeLaney	Assistant Principal
Parent	Jeff Guintivano	Environmental Chair, PTA
Parent	Stacy Horton	PTA Secretary
Non-Classroom Professional	Cynthia Hammons	Math Interventionist
Non-classroom Professional	Genelle Anderson	Reading Interventionist
Non-classroom Professional	Valeria Corrales	Community In Schools
Non-classroom Professional	Marshall Grant	Counselor
Classroom Teacher	Ashley Clay	Special Programs Teacher
Non-classroom Professional	Charlene Stone	ESL Specialist/ Kindergarten Math Instructional Support
Classroom Teacher	Sanlyn Ferguson	Resource/Inclusion Teacher
Instructional Leader	Lori Robertson	Principal

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Interventionist		\$40,392.00
1	2	2	Interventionist		\$77,392.00
Sub-Total					\$117,784.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes for PD		\$5,500.00
2	1	5	Behavior Coach		\$78,693.00
2	1	7	CIS Site Coordinator		\$16,000.00
Sub-Total					\$100,193.00

Denton Independent School District
Providence Elementary
2024-2025 Campus Improvement Plan



Providence
EST. Elementary 2004

Mission Statement

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

School Mission: Providence Elementary will develop and cultivate a community of Learners with Pride, Perseverance and Purpose.

Vision

Working collaboratively as a Professional Learning Community, the staff at Providence Elementary will work to foster and ensure a focused, engaged learning environment while educating students to their highest potential.

Value Statement

The core values of Providence Elementary are:

- Respect
- Responsibility
- Perseverance
- Empathy

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

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

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Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	24
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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 Achievement Gap Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- BOY, MOY, EOY Student Inventory assessments
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

- State developed Interim testing
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data/surveys

Employee Data

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

Support Systems and Other Data

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

Demographics

Demographics Summary

The Providence Campus Leadership Team reviewed data to complete a Comprehensive Campus Needs Assessment. Current Demographic Data for Providence Elementary is as follows:

Student Demographics

<u>Group</u>	<u>Count</u>	<u>Percent</u>
All	688	100%
Pre-Kindergarten	80	12%
Kindergarten	94	14%
1st Grade	98	14%
2nd Grade	95	14%
3rd Grade	117	17%
4th Grade	100	15%
5th Grade	104	15%
African American	328	48%
Hispanic	163	24%
White	135	20%
Other (Asian, American Indian, 2+ Races)	64	9%
504	41	6%
Special Education	112	16%
ESL	59	9%
Gifted & Talented	41	6%
Economically Disadvantaged	372	54%

Staff Demographics

<u>Group</u>	<u>Count</u>	<u>Percent</u>
African American	25	31.65%
Hispanic	7	8.86%
White	40	51%
Other (Asian, American Indian, 2+ Races)	7	8.86%

Demographics Strengths

- Enrollment remained consistent from the end of last year to the current school year.
- Braswell attendance zone and school numbers demonstrate rapid student growth
- Economically disadvantaged numbers have grown.
- Campus diversity of the student body and staff has steadily grown over the last 3-4 years
- Geographical zone has expanded to including new neighborhoods.
- Many new housing subdivisions are currently under construction which will result in continued increases in student enrollment until Hill Elementary opens.
- Staff feel supported in PD that meets the needs of campus diversity and student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While student enrollment is quickly increasing, student mobility rates have also increased. The increase in student enrollment has led to a rise in social-emotional and academic needs. This has strained available resources and impacting student achievement. **Root Cause:** The increase in enrollment has impacted the needs of the campus, but current staffing, budget, and support systems are insufficient to address these demands effectively.

Student Learning

Student Learning Summary

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

Data points included the following:

- TELPAS
- STAAR Data 2021-2022, 2022-2023, 2023-2024
- iReady BOY, MOY, EOY 2023-2024

See Addendums

Students scores had minimal increase in 3rd and 4th grade math and reading academic areas in 23-24 as compared to previous years. 5th grade scores had a significant decline in all areas. Based on the findings above, we want to be intentional with our PLC work and professional development during the school year to ensure our Tier 1 instruction as well as our Tier 2 and Tier 3 supports are effective. Our campus will focus on how to work together as teams to incorporate strong interventions for students to close gaps. Teachers will benefit from meeting with other teachers to discuss ideas, data, and behavior techniques.

Student Learning Strengths

- Students routinely receive Common Formative Assessments
- Multiple students progressed in TELPAS domains
- Students made growth in iReady

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High quality Tier 1 and small group instruction need to be provided to all students, with a focus on at-risk populations in grades PreK-5 in math and reading. **Root Cause:** Professional development opportunities needed to support Tier 1 instruction and PLC practices that drive high quality instruction. District resources need to be implemented with fidelity by all staff on campus.

Problem Statement 2: The number of at-risk students in math and reading is increasing. PD is needed on scaffolding, data tracking and effective small group instruction based on data. **Root Cause:** Professional development on utilizing data to drive whole group and small group instruction. Implementation of PLC practices that focus on data analysis and intervention.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

- Campus information is shared using: The Patriot Press Newsletters, Denton ISD website, Providence Elementary website, Providence Patriot Parent Toolkit, Providence Facebook page, Google Classroom and the PBIS Family App.

Each school year, brings increased changes in staffing. Deliberate and intentional training and supports will be planned, considered, and implemented to onboard and support new staff members. Differentiated professional development will be provided, as well as whole staff effective PLC training. A comprehensive Mentor Program will be developed and rolled out to support new teachers. Engagement will be measured periodically to maintain staff retention.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Creation of a Master Schedule that allows all grade level teachers to collaborate for two hour PLC during the school week
- Creation of a Master Schedule that allows for targeted intervention and accelerated learning time (Two intervention times in 3-5)
- Common assessment data is analyzed during PLCs to guide instruction and assessment
- Staff routinely identify Essential Learning Standards that students must know and master at every grade level
- Collaboration of teachers to create differentiated learning targets
- Classroom instruction and assessments are TEKS based
- Increased use of technology in all classrooms
- Continued PD and implementation of AFL Strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal-Setting, and Effective Questioning)
- All staff trained in the PBIS system
- Willingness of staff to improve technology skills and integrate technology in the classroom

Technology

- Teacher use of Promethean Smart Board panels increased
- Student use of Promethean Smart Board panels increased
- Effective use of technology within the classrooms

School Context and Organization

- Providence has a Leadership Team with staff representation from all grade levels, special education, and support programs
- Staff utilize the PBIS Family App and email to communicate with parents
- Organized duty schedule
- Master schedule allows for implementation of WIN Time (What I Need Time) to allow for intervention, acceleration, and remediation as needed (Two WIN times at some grade levels)
- Safety protocols are followed
- Teachers routinely input student progress monitoring data into electronic campus progress monitoring document
- Follow through of safety protocols
- After school clubs available for students to help build a sense of community

Staff Quality, Recruitment, and Retention

- Professional development hours
- Student teacher program
- Staff recruitment
- Staff reported appreciation for receiving more planning time during scheduled PD days

Programs/Support Personnel

- Dyslexia Therapist (2) to support identified students
- ESL Teacher (1) to support Emergent Bilingual students and classroom teachers
- Math Interventionist
- Reading Interventionist
- Counselor and .5 Relief Counselor
- Reading Recovery Teachers (1.5)
- Instructional Coach (1)
- Expo Teacher
- K-2 PABS
- 3-5 AFS
- K-2 AFS
- K-5 FLS

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Providence has made progress in refining school processes and programs. Walkthrough data shows there is still a need for more consistent implementation and coordination with new initiatives to fully support student and staff continuous growth. **Root Cause:** Historically there have been a variety of programs and resources in place. These programs are valuable, however new staff has no exposure to some resources. Due to the high teacher turnover rate, there are inconsistencies in teacher knowledge. Data shows a need for streamlined systems and alignment (i.e. guided reading, running records, PBIS, Denton ISD instructional framework)

Perceptions

Perceptions Summary

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

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

Staff at Providence Elementary completed an anonymous survey to share input and feelings related to the organization, discipline, processes, and systems. Survey results indicated the following:

Student behavior was a concern and significant challenge for the campus. With a large number of new staff members at the start of the 2023-2024 school year, this may have had an impact on student behavior. A school wide behavior program was implemented and there were some benefits to students and teachers. Continuing this process next year and embedding CHAMPS or PRIDE would help make connections for teachers. Professional development time throughout the school year is necessary to discuss, plan, and implement ways to encourage positive behavior. The use of CHAMPS or similar programs focused on unifying behavioral expectations must be implemented with fidelity by all staff members.

School Culture and Climate Perceptions from shared survey:

Staff to Staff

-100% felt a sense of belonging

Comment: Those without planning teams don't have as many opportunities to connect with other staff members.

Safety

- 95 % of staff members feel safe inside of campus most/all of the time, while 85 % feel safe outside of the most/all of the time

Comment: Too many citizens driving through the playground area or walking their dogs in the area, during recess times.

Comment: We need better lighting around the exterior of the building and in the parking lots- especially before and after school.

Student to Student

-35.9% agree/greatly agree students treat each other with respect.

-41% disagree that students show behavior that allows teachers to teach and students to learn.

Seven comments: This is an area of particular need-student behavior is a problem. (recommendation-team-building activities by grade level); A schoolwide conversation and plan of action is needed to address this area.

Student Discipline

85% of staff members feel supported in school discipline most/all of the time

15% of staff members do not feel supported in student discipline matters

Comment: We need standardized procedures/consequences and training for teachers regarding what constitutes an emergency, office referral, or usage of the orange dot form.

Perceptions Strengths

School Culture and Climate Perceptions from shared survey:

Staff to Staff

- 94.9% agree/strongly agree of staff feels supported and gets along with others
- 100% agree/strongly agree of staff feel a sense of belonging
- 84.6% agree/strongly agree of staff enjoys working in teams

Four comments: Kudos to our admin team for turning the culture/climate around. Most feel supported & enjoy working with their team.

Staff to Student

- 76.9% agree/strongly agree that teachers recognize students for good behavior
- 82.1% agree/strongly agree that our school promotes academic success for all students.

One comment: Recognizing positive student behavior is a glow for our school. We could embed Positive Patriot Referrals with the current system.

Safety

- 95% of staff feel safe at school

- 5% have been concerned about their safety at our school.
- 92% agree/strongly agree that if they report unsafe/dangerous behavior it will be taken care of. 8% disagree.
- 95% feel safe entering and leaving the building.

Comment: This is an area of strength-we feel safe at Providence. We love the addition of the gate to stop individuals from driving onto the playground area.

Comment: Additional fencing in the playground area would be beneficial for student safety. Individuals can walk onto the playground from the adjacent houses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need for a common PBIS focus, social-emotional learning component, and a consistent campus-wide expectation/model for behavior (PRIDE/CHAMPS). **Root Cause:** With an increase in student mobility as well as safety protocols, not all students (and/or staff) have become familiar with behavior expectations.

Priority Problem Statements

Problem Statement 1: High quality Tier 1 and small group instruction need to be provided to all students, with a focus on at-risk populations in grades PreK-5 in math and reading.

Root Cause 1: Professional development opportunities needed to support Tier 1 instruction and PLC practices that drive high quality instruction. District resources need to be implemented with fidelity by all staff on campus.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: By the end of the 2024-2025 school year, students will yield a minimum of a 5% increase in growth on grade level math expectations as evidenced by Primary Numeracy assessments, I-Ready Math assessments, grade level common formative assessments, benchmark assessments and STAAR scores.

High Priority

- Evaluation Data Sources:**
- Primary Numeracy Assessment Scores (BOY, MOY, EOY)
 - Math Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Edugence)
 - Monthly I-Ready Math Assessments
 - Student Data Binders
 - Grade Level/Teacher Intervention and WIN Time Plans/HB 1416 Documentation
 - STAAR Interim
 - STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide high quality Tier 1 for all students. Students that are showing at-risk based on STAAR results, iReady, PNA components, and common assessments will be provided intentional small group instruction, evidenced by small group protocol, intervention groups, and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Students will have a strong knowledge of problem solving, fact fluency, numeracy. They will also know and learn the essential math standards, while developing a conceptual understanding of mathematical concepts.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Classroom Teachers -Interventionists -Instructional Coaches</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify math Essential Learning Standards, analyze data, plan intentional in class small instruction, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions (WIN time). Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on math essential standards and problem solving, as evidenced by Patriot Progress Monitoring digital tool, Common Formative Assessments, iReady, District Assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Classroom Teachers -Instructional Coach - Campus Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplement the 0.5 salary of the campus math interventionist to fund a full time position. Interventionist will provide differentiated small group instruction and supports in math to include: Primary Numeracy targeted lessons, math fact fluency, and problem solving to 2nd-5th grade students. Professional development and Tier 1 coaching cycles will also be provided to teachers.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate growth from BOY - MOY - EOY inventory assessments, pre- and post- assessments, and common formative assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist Teacher - State Compensatory Education (SCE) - \$38,428, Math Interventionist Teacher - Title I, Part A - \$38,428</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By the end of the 2024-2025 school year, Providence will yield a minimum of one year's growth for at risk students reading below grade level as evidenced by independent reading levels (DRA K-3 and F&P 4-5), iReady assessments, grade level common formative assessments, and STAAR scores.

High Priority

Evaluation Data Sources: -Monthly Reading Patriot Progress Monitoring Tool

-iReady Mastery Checks

-Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Aware)

-DRA

- Fountas and Pinnell

-Running Records

-TXKEA





-STAAR Interim

-STAAR Scores

-Student Data Binders

-Grade Level/Teacher Intervention and WIN Time Plans/Documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide targeted Professional Development(PD) for teachers focused on differentiation strategies related to phonics, guided reading/writing, shared reading, running records and conferring with students. Based on targeted PD and collaboration during extended PLCs, teachers in Kindergarten through 5th grade will provide high quality Tier 1 instruction and small group intervention for all students , with individualized instruction for at-risk students.</p> <p>Strategy's Expected Result/Impact: -Student reading levels will increase monthly. -iReady assessment scores will demonstrate student growth - Students identified as meeting reading expectations will increase by a minimum of 20% on Campus Progress Monitoring Tool, common formative assessments, district assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Interventionists -Campus Instructional Coach -Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplement the 0.5 salary of the campus reading interventionist to fund a full time position. Interventionist will provide differentiated small group instruction and supports in reading to 2nd-5th grade students and conduct Tier 1 coaching cycles for K-5th grade teachers.</p> <p>Strategy's Expected Result/Impact: For students not meeting reading standards on district Beginning of Year Assessments, students will gain a minimum of 1.5 year's growth in independent reading levels and reading comprehension as evidenced by Patriot Progress Monitoring Document, EOY reading inventories, STAAR growth measure, and common formative assessments. HB1416 students will be identified as approaches or meets grade level.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist Teacher - State Compensatory Education (SCE) - \$36,868, Interventionist - Title I, Part A - \$36,868</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 80% of PreK and Kindergarten students will show growth mastery of foundational reading skills based on district assessments each testing cycle.</p> <p>Strategy's Expected Result/Impact: -Students will be able to name 20 or more alphabet letters -Students will be able to produce 20 or more letters Students will be able to blend sounds to make words</p> <p>Staff Responsible for Monitoring: -Classroom Teachers -Principal -Assistant Principal -Instructional Coaches/Interventionists</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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





Performance Objective 1: The staff of Providence Elementary will foster a welcoming, supportive learning environment where high expectations for success are upheld by 100% of classrooms utilizing the campus-wide Positive Behavior Intervention System. This system will be utilized to celebrate, respect, and promote the value of diversity within our community and will be partnered with our PRIDE system to help build positive relationships. This will maximize instructional time and support Tier 1 instruction and the campus culture.

Evaluation Data Sources: -Campus Behavior Referral and Discipline Data

- Attendance Data
- Staff Engagement Surveys
- Family and Community Surveys
- Awards Presentations
- Digital PBIS Rewards System
- Staff Positive Patriot Difference Maker Awards
- Student Engagement (based on classroom learning walks)
- Gallup Engagement Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of classrooms utilizing the campus-wide Positive Behavior Intervention System. This system will be utilized to celebrate, respect, and promote the value of diversity within our community and will be partnered with our PRIDE system to help build positive relationships. This will maximize instructional time and support Tier 1 instruction and the campus culture.</p> <p>Strategy's Expected Result/Impact: -A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2024. -The need for Tier 2 and Tier 3 Behavior Plans will decrease by a minimum of 20%</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Classroom Teachers</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom teachers and campus staff will refer students to the office by means of submitting Positive Patriot Office Referrals to recognize students who display campus core values.</p> <p>Strategy's Expected Result/Impact: -A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2025.</p> <p>-End of year culture and climate survey will yield a minimum increase of 15% points in the area of staff perceptions of students demonstrating respect to peers and other staff members.</p> <p>Staff Responsible for Monitoring: -Assistant Principal -Principal -Campus Leadership Team -Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Meaningful connections will be made for all PreK-5th grade students and staff members through campus house meetings and celebrations. Students will also build connections through campus clubs.</p> <p>Strategy's Expected Result/Impact: -An increase in student and staff engagement.</p> <ul style="list-style-type: none"> - Increase in students' sense of belonging <p>Staff Responsible for Monitoring: -Assistant Principal</p> <ul style="list-style-type: none"> -Principal -Counselor -Classroom Teachers -Essentials Teachers <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In collaboration with the Denton ISD Counseling & Social Work Department, elementary campuses within the Braswell Zone will create the UBUNTU Program as a means of teaching expected behaviors as well as effective communication skills leading to an increase in desired student behaviors while decreasing student suspensions by a minimum of 20%.</p> <p>Strategy's Expected Result/Impact: -A minimum of a 20% decrease in campus suspensions to include ISS, OSS, and DAEP</p> <ul style="list-style-type: none"> -Increase of at least 20% of students being able to remain in the classroom for instruction <p>Staff Responsible for Monitoring: -Principal</p> <ul style="list-style-type: none"> -Assistant Principal <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The Providence Leadership Team, Providence CLT, and Providence Sunshine Community will work collaboratively with campus administrators to gather feedback from Patriot staff on preferred methods of recognition and will further work to implement feedback to find opportunities to recognize staff members for their work.</p> <p>Strategy's Expected Result/Impact: Employee Engagement scores related to staff members feeling recognized and appreciated will increase showing a minimum of 90% of staff members feel recognized and appreciated for their work.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor -Campus Leadership Team -Team Leaders -Sunshine Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allyson Wood	Reading Interventionist	Reading	.5 - FTE
Janie Stitts	Math Interventionist	Math	.5-FTE

Campus Based Leadership Team

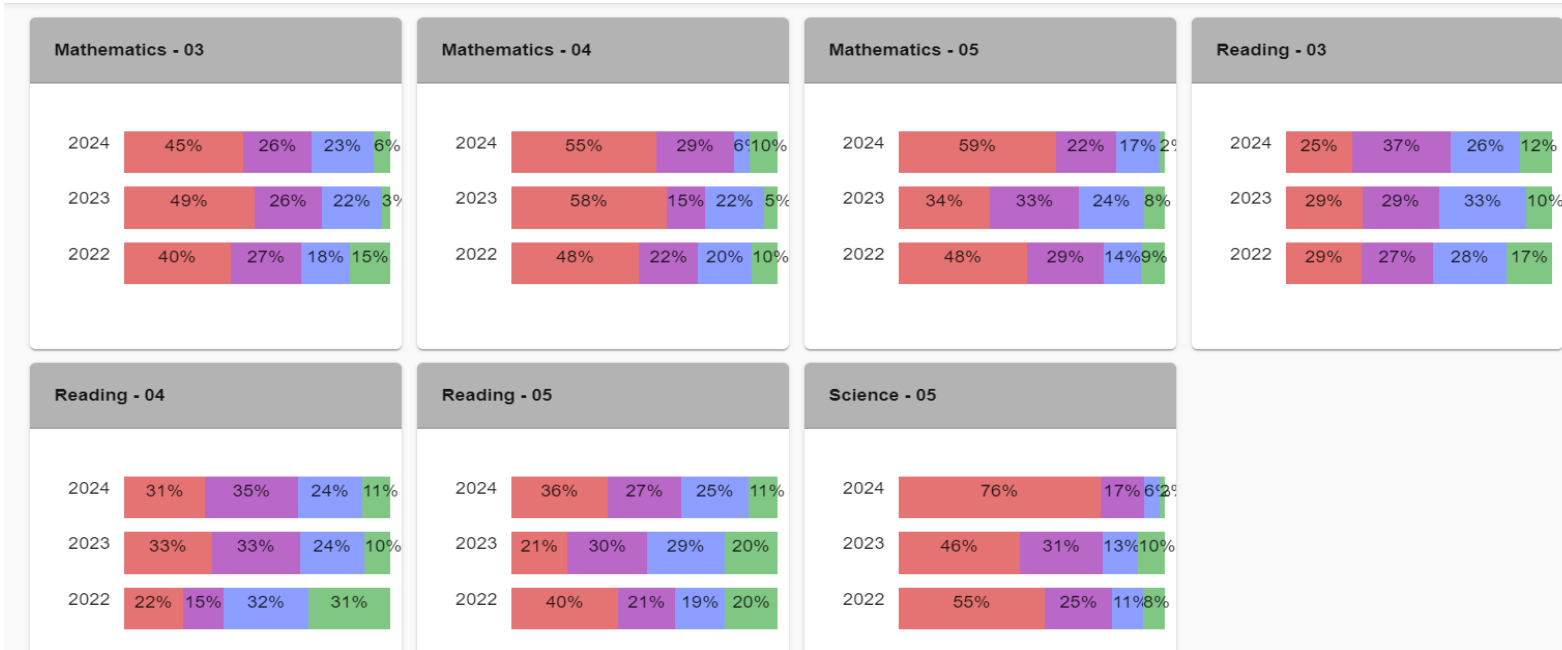
Committee Role	Name	Position
Community/School Safety Representative	Velvet Brown	Campus SRO
Classroom Teacher	Shenya Jordan	Classroom Teacher
Classroom Teacher	Synthany Berry	Classroom Teacher
Classroom Teacher	Allyson Wood	Interventionist
Classroom Teacher	Janie Stitts	Interventionist
Parent Representative	Stephanie Campbell	Parent
Community Representative	Jeremy Johnson	Aubrey Chief of Police
Community Representative	Brian Roberson	Providence Village City Manager
Parent Representative	Alexandra Romero	Parent
Classroom Teacher	Kemah McLemore	Classroom Teacher
Classroom Teacher	Jasmine Booth	Special Education Classroom Teacher
Classroom Teacher	Haley Kim	Classroom Teacher
Classroom Teacher	Christina Bridges	Classroom Teacher
Classroom Teacher	Presephanie Dorsey	Classroom Teacher
Non-classroom Professional	Candice Hutchings	Counselor
Administrator	Iris Ramirez	Administrative Intern
Administrator	Christina Weiper	Assistant Principal
Administrator	Melissa Bates	Principal

Campus Funding Summary

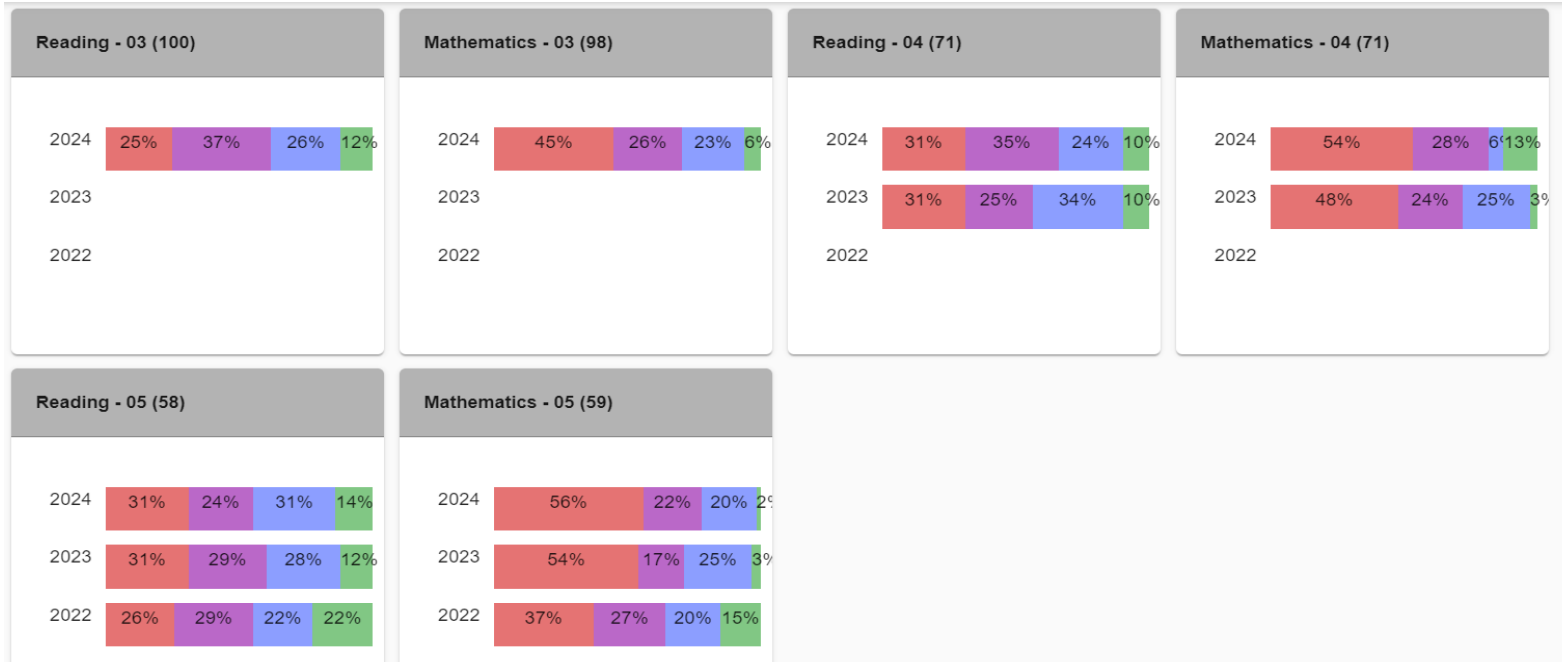
State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Interventionist Teacher		\$38,428.00
1	2	2	Reading Interventionist Teacher		\$36,868.00
Sub-Total					\$75,296.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Interventionist Teacher		\$38,428.00
1	2	2	Interventionist		\$36,868.00
Sub-Total					\$75,296.00

Addendums

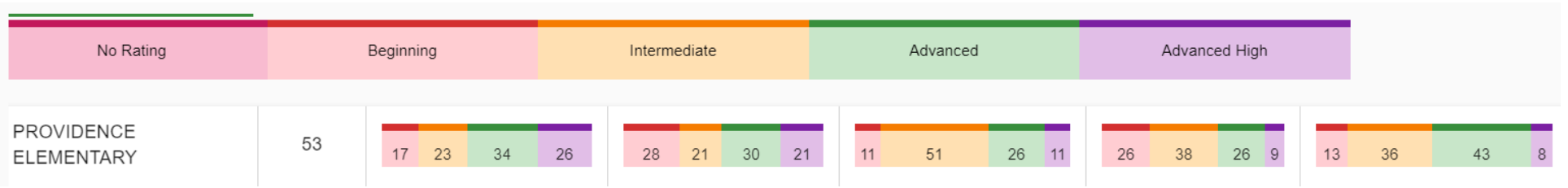
STAAR Data



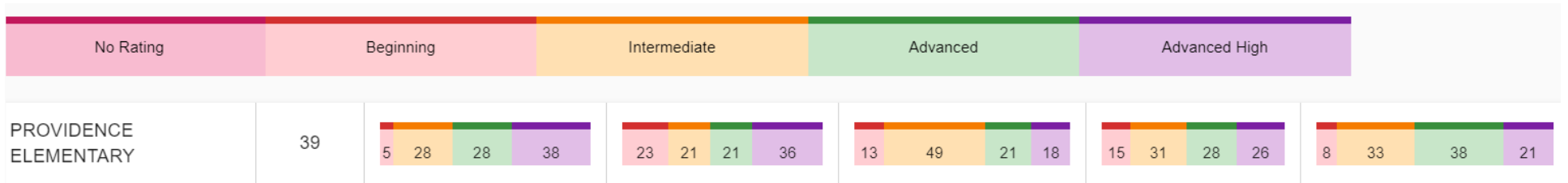
STAAR Data by Cohort



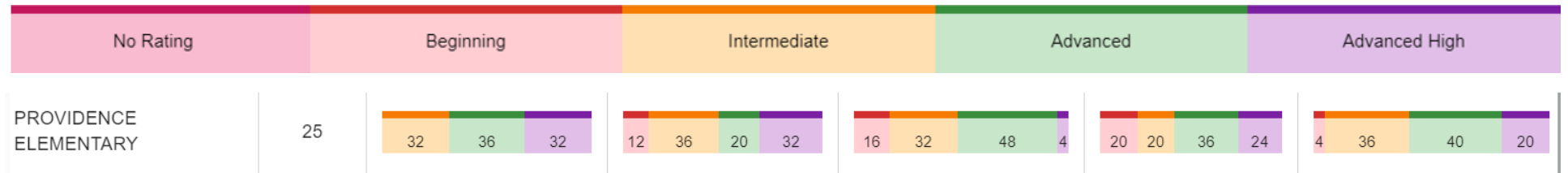
TELPAS Data 2024



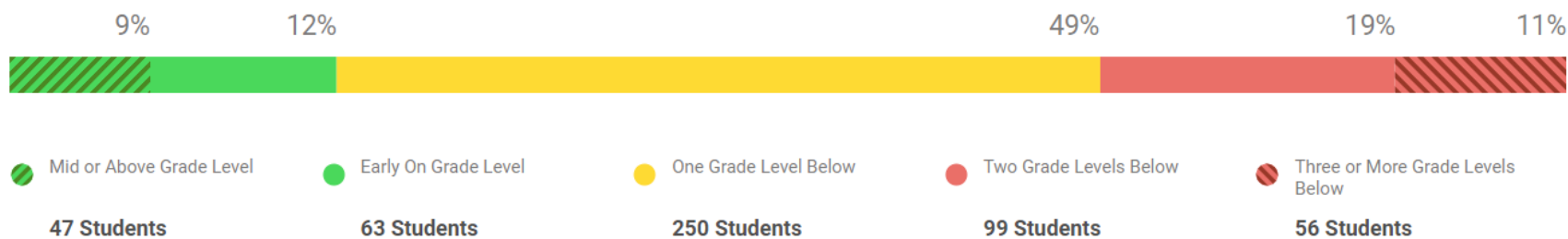
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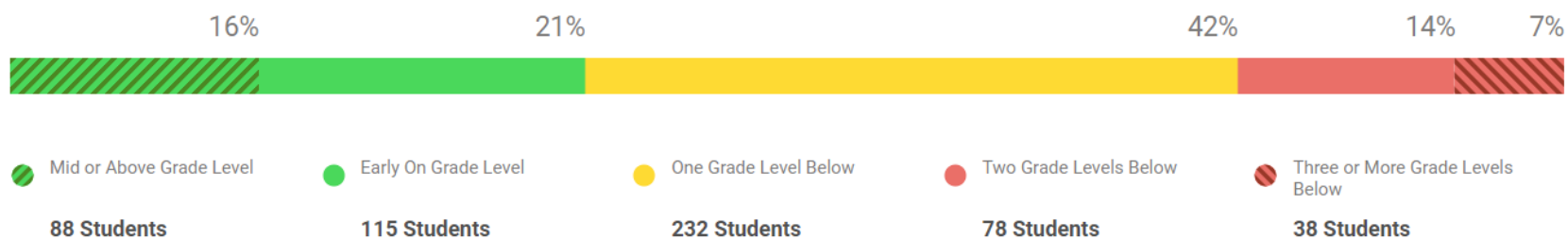
TELPAS Data 2022



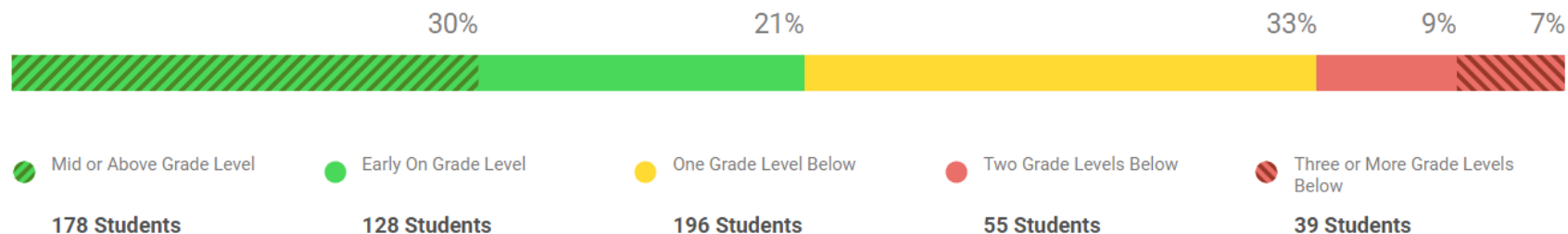
iReady BOY



iReady MOY



iReady EOY



Denton Independent School District
Sandbrock Ranch Elementary
2024-2025 Campus Improvement Plan



SANDBROCK
— RANCH —
E L E M E N T A R Y

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Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	24
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sandbrock Ranch exists to build the hearts & minds of Champions to be courageous, compassionate, and committed learners.

SRE is located within a master-planned community of Aubrey, Texas. This close-knit community offers a variety of activities to keep its residents connected, including involved parents who love to volunteer at our school. Sandbrock Ranch Elementary also welcomes residents from two surrounding neighborhoods, including Arrowbrook and Winn Ridge.

Established - 2022

Mascot - Champions

Colors - Green and Silver

Mission - Building the hearts & minds of Champions to be courageous, compassionate, and committed learners.

Vision - We will empower our Champions to be difference-makers in the world!

Values - Courage | Compassion | Commitment

The overall campus demographics are:

- Enrollment was 822 students in grades PK-5th grade at the end of the 23-24 school year. Our mobility rate is around 17%; however, our campus is rapidly growing.
- We had around 100 students request to remain for the 24-25 school year.
- We have 1 pre-k section, 1 ECSE section, 7 kinder sections, 6 first grade sections, 6 third grade sections, 6 fourth grade sections, 4 fifth grade sections, and 2 self-contained communication classes.
- This is a neighborhood school with most students living within walking distance of the campus.
- Our campus has one pre-k section and could use a pre-k academy to support community needs.
- We ended the year with 314 active PTA members.
- We have three self-contained special education classrooms on our campus. (K-2 Communications, 3-5 Communications, and ECSE)
- Sandbrock Ranch Elementary had a 94% qualifying referral rate for Special Education. The students who DNQ were community referrals.
- We have a very high rate of community referrals for special education.

29% African American

28.8% Hispanic

27.9% Caucasian

9% 2 or more

5% other

EXPO 7%

TRIBE 11.4% (To Reach and Inspire Beyond Expectations) is what we call students served in special education

Free & Reduced Lunch 39.8%

Demographics Strengths

- Diversity committee dedicated to planning diversity celebrations, culture night, and school spirit for holidays around the world.
- Dedicated programs and clubs that cater to students' need to ensure that all students can learn and reach high levels of success.
- High retention of teachers and support staff.
- Master schedule to ensure kids have access to all three tiers of instruction/intervention, as needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. We will celebrate at least one holiday per month as a campus during school. **Root Cause:** SRE is rapidly growing and will address the need to celebrate and include all cultures.

Problem Statement 2 (Prioritized): At SRE, we will address the need for more students qualifying for special education. We must determine lack of educational opportunity and a good referral for SPED. **Root Cause:** SRE is rapidly growing and receiving students from all of the world without a strong foundation of learning.

Student Learning

Student Learning Summary

Data sources:

- **Reading**
 - **K-2: DRA**
 - **K-2 Literacy Packet**
 - **3-5: DRA**
 - **3-5 STAAR**
 - **iREADY**
- **Math**
 - **K-2 (or 3) PNA**
 - **3-5 STAAR**
 - **iREADY**

Next Steps...

DRA: increase extension knowledge for above grade level readers, keeping end in mind from BOY by knowing where are students need to be at EOY to make their years growth so it is consciously tracked throughout the year, making plan with intervention/TRIBE to spread the guided reading load

Literacy Assessment: ensure Heggerty is done with fidelity in K-2, how do we embed the word lists into our plans?

iREADY Reading: rethink campus tights for iready so usage is more uniform across the board, not overused in some classes, using some of the comprehension and vocabulary lessons (students need to be using it, but not using TOO much or too little)

PNA: Ensure outside components are being done daily (daily numeracy, fact fluency), spiraling PNA skills into workshop, Embedding into essentials to explicitly teach (where they fit)

iREADY Math: rethink campus tights for iready so usage is more uniform across the board, not overused in some classes; maybe measurement & geometry need to be more essential or strategically embedded

Student Learning Strengths

Strengths	Areas to Grow
<p>Reading: DRA: All grade levels grew in % of students on level in their independent reading levels from BOY to EOY</p> <ul style="list-style-type: none"> • 1st: 50% -> 72% • 2nd: 46% -> 83% • 3rd: 59% -> 74% • 4th: 59% -> 79% • 5th: 74% -> 88% <p>85% of students or more in every grade made a year's growth or more in reading. IREADY: 68% students at SRE are on grade level or above on the reading diagnostic for EOY. The growth of students on grade level from BOY to EOY is great:</p> <ul style="list-style-type: none"> • K: 23% -> 88% • 1st: 19% -> 69% • 2nd: 26% -> 68% • 3rd: 31% -> 64% • 4th: 27% -> 55% • 5th: 25% -> 45% <p>K-2 Literacy Assessment: All students in K-2 showed growth from BOY to EOY - these are more difficult to compare because each grade's assessment is slightly different but there is definite growth and EOY %s are 88% and up</p> <p>Math: "Mathematical Communication": All grades grew in % of students in mastery on "I can communicate my mathematical thinking"</p> <ul style="list-style-type: none"> • 1st: 51% -> 86% • 2nd: 57% -> 89% • 3rd: 50% -> 70% • 4th: 43% -> 59% • 5th: 53% -> 67% <p>PNA: K-2 all showed substantial growth in overall mastery of PNA skills from BOY to EOY</p> <ul style="list-style-type: none"> • K: EOY 84% on-level overall • 1st: 54% -> 68% on-level overall • 2nd: 10% -> 76% on-level overall <p>IREADY: 57% of students at SRE are on grade level or above on the math diagnostic for EOY. All grades</p>	<p>Reading: DRA: Students that come in BOY above grade level in reading by year or more not making a years growth due to the demand and numbers of students below level - need action plan for extension students in reading levels IREADY: There is 35% of students one or more grade level below on reading diagnostic at EOY. The biggest areas of growth are vocabulary and comprehension. The percentage of kids below grade level increases as we get to 5th grade. Ensuring IREADY is used appropriately across campus - if students are overly using then the effectiveness is limited</p> <p>K-2 Literacy Assessment: Area of growth is ensuring all classrooms are doing Heggerty with fidelity as this addresses those skills, also finding a more explicit way to teach and monitor the word lists for each grade as this skill seems to be the lower percentage across the board</p> <p>Math: "Mathematical Communication": this area is not equally assessed from grade to grade and not assessed every nine weeks which makes it a little harder to compare accurately - definitely including mathematical communication on CFAs and Pre/Post will help it increase as well as using the Stemsopes Math Chat</p> <p>PNA: in K-1 the growth is in counting backwards and counting by tens; in 2nd the growth is in addition/subtraction fact fluency</p> <ul style="list-style-type: none"> • Something we noticed is where 1st grade stops and 2nd grade starts is not aligned so the huge dip in EOY 1st and BOY 2nd is evident - we need to work on extending in 1st beyond the necessary to make them ready for BOY 2nd • Maybe including this in the quarterly dashboard to monitor more closely across the board and include 3-5 students that are doing PNA skills • 3rd reinforces PNA skills during the first

grew from BOY to EOY when looking at students on grade level or above:

- K: 17% -> 74%
- 1st: 5% -> 56%
- 2nd: 5% -> 54%
- 3rd: 8% -> 48%
- 4th: 17% -> 56%
- 5th: 31% -> 55%

semester through fact fluency; how can 3rd pair with K-2 grades to show teachers a more accurate picture of how students actually use these skills in upper elementary?

IREADY: 43% of students are one or more grade below level for EOY math diagnostic. Really all of the areas in math on IREADY have need for growth because even though measurement & data and geometry have the highest percentage of 1 or more grade levels below level, algebra and number & operations still have a comparatively high percentage of students 1 or more grade levels below - where there isn't much distinction between them.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While 85% of our SRE readers made a year's growth in reading, this still leaves 15% who did not reach a year's progress. After analyzing these students, the majority of readers that did not make a year's growth either fall into the below level reader population (many of them are TRIBE students) or the advanced reader population. A need is present to spread the load of guided reading so all student **Root Cause:** The frequency of guided reading meetings is determined by the distance from "on grade level" that the student is reading at. Below grade level readers are generally met with 4-5 times a week, which takes up a bulk of the general education teacher's guided reading schedule. These below level students often need much more than daily guided reading to make the progress needed to close the gaps. Above

School Processes & Programs

School Processes & Programs Summary

Data sources:

- Campus Specific Criteria for hiring
- Roles and Responsibilities - staff handbook / SRE playbook
- Class Lists - does everyone meet the needed criteria to serve the students they are given (tribe, ESL, GT, etc)
- Open positions will be looked at based on strengths when hiring
- TTESS (observers will look at your strengths and weaknesses and see how they play into your classroom)
- Book Clubs, Co-Teaching, Professional Learning Opportunities, Sarah Waller trainings, Learning Walks, Coaching Cycles
- Mentor Teachers and Instructional Coaches
- Effective teachers will show growth in their assessments
- Committees
- Name and Need, MTSS
- Fence Post / PTA
- CFA / CFA Protocol
- Career Day, Clubs, Robotics
- Master Schedule / Master Schedule Task Force / CHAMPS (maximize time)
- Troop Time (grade level to grade level) / PLC Work in Fine Arts department (elem to middle / middle to high)
- Orange Dot (tracking) - zen den, check ins, “champion academy”, barn bucks, recess replacements, CHAMPS, stable points, classroom incentives, jolly rancher awards
- Counseling Data- threats, bullying reports, stay away agreements
- Drills, BERT Team, CORE Team, Officer Seng, Code System

Next Steps...

- Create code system
- Create Barn Bucks system
- Orange Dot Follow-Up / Next Steps on Consequences
- Streamlined agendas and goal-setting across troops and grade levels
- Possible shift in meeting times (Name and Need as well as Troop)
- Practice severe weather procedure
- Streamline lockdown drills
- Reminder/review no propping doors, report broken locks
- Enforce visitor tags

School Processes & Programs Strengths

Strengths	Areas to Grow
<p>Name and Need:</p> <ul style="list-style-type: none"> Gives grade level teachers time to discuss strategies and students across the grade level Helps teachers be familiar with students in the entire grade level <p>Troop Time:</p> <ul style="list-style-type: none"> A great time to connect grade levels See different level of strategies usage Communicating needs through grade levels <p>Weather Drills:</p> <ul style="list-style-type: none"> Plans are in place Staff feels good about fire drills 	<p>Name and Need and Troop Times:</p> <ul style="list-style-type: none"> Remembering the reason for these meetings and sticking to agenda items Making sure the time is protected and productive Utilizing uniform data collection tools to ensure clear readability schoolwide. Understanding what data MUST be filled out prior to meetings and holding peers accountable. Setting clear attainable goals from meeting to meeting. Making a clear agenda to follow that is co-created <p>Weather Drills:</p> <ul style="list-style-type: none"> BERT Team huddles Practice severe weather procedure <ul style="list-style-type: none"> Enter by sides of building and not by grade Review Lockdown expectations Reminder/review no propping doors, report broken locks Enforce visitor tags

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The need for clear protocols and streamlined processes for various initiatives hinders the efficient coordination and implementation of these essential school programs and processes. **Root Cause:** The lack of established procedures and guidelines for organizing and managing key school processes and programs, coupled with inadequate communication and oversight, contributes to confusion, inefficiency, and inconsistency in the execution of initiatives such as the code system, data collection and goal-setting, barn buck system, safety drill feedback, and Orange Dot follow-up.

Perceptions

Perceptions Summary

Data sources:

- Gallup parent survey results
- URstrong pretest results (3-5)
- Home language survey results

- Student survey (3-5 needs to give)-student to student respect
- Create a survey for 1st and 2nd year teachers regarding support
- Attendance, discipline (orange dot), and academic data results by sub pop
- Data receipts of weekly parent communication (create a document for teachers to enter data)

Next Steps...

- Research community resources to help with non-English communication (digital media)
- Give student to student respect & safety survey in grades 3-5
- Create and give survey to 1st and 2nd year teachers regarding support
- Gather and print Attendance, discipline (orange dot), and academic data results by sub pop
- Create spreadsheet for weekly communication receipt and email staff instructions
- Incorporate SEL into Stable Time
- Teaching 3-5 to be helpers within the stable system. Creating mentorships within stables
- Pairing up 1st/2nd years with master teachers in the classroom to provide a better mentor program. (Idea: 5 year, 3 year, 1 year-Tiered Mentor Support)
- Deep Dive into URStrong (Pacing)-Stable Leads

Perceptions Strengths

Strengths	Areas to Grow
<ul style="list-style-type: none"> • A lot of students in 3-5 feel respected in their friendships • Students feel respected in structured times • 1-2nd Year Teachers feel supported (access to resources, learning walks, mentorship, and Nancy) 	<ul style="list-style-type: none"> • Figure out way to see our engagement in weekly communication • Need access to Gallup, Home Language, • Students need support in “I feel like my peers respect me” (142 out of 263-54%) • Students do not feel respected in unstructured times • Different languages on Flyers • SRE System Crash Course- (Name and Need, Troop Time, Acronyms, Behavior/ Academic, Tier 1, 2, 3) • First/Second Year Teacher Academy is not helpful (Could we front load more intentional trainings at the BOY) • pairing up 1st/2nd years with master teachers in the classroom to provide a better mentor program. • Having more in common with your teacher mentor • 46 orange dots in 2 weeks- 4.6 a day (Peer Aggression-Half). Most Orange Dots are 3-5.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 54% of students voted 1-3 on peer-to-peer respect, indicating a gap in the social dynamics within our school. Students shared they feel the highest level of disrespect in the hallways and bathrooms. Additionally, the average of 4.6 office referrals per day over a two-week period highlights issues with behavior management and disciplinary measures. **Root Cause:** The root cause of the student-to-student respect is likely a combination of factors, including a lack of clear expectations regarding what would constitute respectful behavior when answering the survey, ineffective conflict resolution strategies, and potentially a broader acceptance of disrespectful behavior among students.

Problem Statement 2 (Prioritized): A concern within SRE is the lack of accessible mentorship for first and second-year teachers, hindering their professional development and efficacy in the classroom. An overwhelming number of 1st-2nd year teachers express frustration at the absence of immediate guidance and support when faced with challenges, leading to feelings of isolation and inadequacy. **Root Cause:** We recognize the lack of accessible mentorship for our first and second-year teachers. We acknowledge that this affects the professional development and effectiveness of our 1st and 2nd year teachers in the classroom.

Priority Problem Statements

Problem Statement 1: At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. We will celebrate at least one holiday per month as a campus during school.

Root Cause 1: SRE is rapidly growing and will address the need to celebrate and include all cultures.

Problem Statement 1 Areas: Demographics

Problem Statement 2: At SRE, we will address the need for more students qualifying for special education. We must determine lack of educational opportunity and a good referral for SPED.

Root Cause 2: SRE is rapidly growing and receiving students from all of the world without a strong foundation of learning.

Problem Statement 2 Areas: Demographics

Problem Statement 3: While 85% of our SRE readers made a year's growth in reading, this still leaves 15% who did not reach a year's progress. After analyzing these students, the majority of readers that did not make a year's growth either fall into the below level reader population (many of them are TRIBE students) or the advanced reader population. A need is present to spread the load of guided reading so all student

Root Cause 3: The frequency of guided reading meetings is determined by the distance from "on grade level" that the student is reading at. Below grade level readers are generally met with 4-5 times a week, which takes up a bulk of the general education teacher's guided reading schedule. These below level students often need much more than daily guided reading to make the progress needed to close the gaps. Above

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The need for clear protocols and streamlined processes for various initiatives hinders the efficient coordination and implementation of these essential school programs and processes.

Root Cause 4: The lack of established procedures and guidelines for organizing and managing key school processes and programs, coupled with inadequate communication and oversight, contributes to confusion, inefficiency, and inconsistency in the execution of initiatives such as the code system, data collection and goal-setting, barn buck system, safety drill feedback, and Orange Dot follow-up.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 54% of students voted 1-3 on peer-to-peer respect, indicating a gap in the social dynamics within our school. Students shared they feel the highest level of disrespect in the hallways and bathrooms. Additionally, the average of 4.6 office referrals per day over a two-week period highlights issues with behavior management and disciplinary measures.

Root Cause 5: The root cause of the student-to-student respect is likely a combination of factors, including a lack of clear expectations regarding what would constitute respectful behavior when answering the survey, ineffective conflict resolution strategies, and potentially a broader acceptance of disrespectful behavior among students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: A concern within SRE is the lack of accessible mentorship for first and second-year teachers, hindering their professional development and efficacy in the classroom. An overwhelming number of 1st-2nd year teachers express frustration at the absence of immediate guidance and support when faced with challenges, leading to feelings of

isolation and inadequacy.

Root Cause 6: We recognize the lack of accessible mentorship for our first and second-year teachers. We acknowledge that this affects the professional development and effectiveness of our 1st and 2nd year teachers in the classroom.

Problem Statement 6 Areas: Perceptions

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: By May 2025, we will ensure students will be 'on level' in reading, evidenced by the following percentage of students by grade level:

- K- 85%
- 1- 80%
- 2- 85%
- 3- 85%
- 4- 80%
- 5- 85%

Evaluation Data Sources: DRA3

Strategy 1 Details	Formative Reviews		
Strategy 1: All reading teachers will be trained on guided reading by October 1st, 2024 and utilize The Next Step Forward in Guided Reading resource to plan differentiated guided reading instruction emphasizing foundational reading skills (phonics & phonemic awareness). Strategy's Expected Result/Impact: Guaranteed and viable curriculum Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All reading teachers will share kids for small group reading instruction across grade levels, utilizing running records and common assessments to identify trends and create groups.</p> <p>Strategy's Expected Result/Impact: 90% of students will make a half year's growth or more by MOY (January).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
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- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: Working as a Professional Learning Community, staff at SRE will ensure all students grow a minimum of one year, or one and a half years if below level, in reading as monitored by the Developmental Reading Assessment. We will monitor this goal by running records for every kindergarten through fifth-grade student.

Evaluation Data Sources: DRA3 and running records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All reading teachers will be trained on guided reading by September 13th, 2024 and utilize The Next Step Forward in Guided Reading resource to plan differentiated guided reading instruction emphasizing foundational reading skills (phonics & phonemic awareness). Strategy's Expected Result/Impact: All staff will implement the 2-day lesson plan and monitor student's progress. Staff Responsible for Monitoring: Principal, AP, interventionist</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All reading teachers will share kids for small group reading instruction across grade levels, utilizing running records and common assessments to identify trends and create groups. Strategy's Expected Result/Impact: 90% of students will make a half year's growth or more by MOY (January). Staff Responsible for Monitoring: Principal, AP, interventionist, team leaders</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 2nd-5th grade teachers work with outside consultant Sarah Waller for differentiated PD on reading strategies/instruction and STAAR alignment. Strategy's Expected Result/Impact: Increase of students approaching, meeting, and mastering STAAR. Staff Responsible for Monitoring: Principal and AP</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for one to two days after each common formative assessment by providing targeted instruction. By utilizing the Stoplight Intervention Response each time, 80% of students will have mastered the post-assessment.</p> <p>Strategy's Expected Result/Impact: Decrease the number of students needing Tier 2 intervention during Corral time.</p> <p>Staff Responsible for Monitoring: Principal, AP, interventionist, team leader</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$77,650</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 3: By May of 2025, SRE will ensure at least 80% of students can communicate their mathematical thinking in problem-solving at mastery level 3, measured by the district Mathematical Communication rubric, aligned K-5th grade.

Evaluation Data Sources: district Mathematical Communication rubric

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will use the small group lesson plan template to plan differentiated small group instruction. Strategy's Expected Result/Impact: Through weekly walkthroughs, all math teachers will implement the math small group lesson plan with a 100% success rate by October. Staff Responsible for Monitoring: Principal and AP</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math At Bat - 1x/week for each grade level to model effective math instructional strategies for intervention & extension. Strategy's Expected Result/Impact: Increase teacher efficacy and teacher behaviors Staff Responsible for Monitoring: Principal and team leader</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Schoolwide implementation of the book "Teaching Elementary Math" and creating Math Vision Boards to align our practices and math workshop tights. Strategy's Expected Result/Impact: Consistency and alignment across grade levels and vertical teams Staff Responsible for Monitoring: Principal and AP</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Through evidence of our schoolwide Stoplight Response Protocol, teachers will intervene or extend for one to two days after each Common Formative Assessment by providing targeted instruction. 80% of students will have mastered the post-assessment by utilizing the Stoplight Intervention Response each time.</p> <p>Strategy's Expected Result/Impact: Decrease the number of students needing Tier 2 intervention during Corral time.</p> <p>Staff Responsible for Monitoring: Principal, AP, interventionist, team leader</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Every team will send teacher representation to attend the district-offered Math Refreshers offered in the Braswell Zone.</p> <p>Strategy's Expected Result/Impact: Transfer new learning in team planning and classroom instruction and share learning with others</p> <p>Staff Responsible for Monitoring: Principal, interventionist, and team leader</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Zone implementation of Math Vertical Teams to progress monitor zone data and ensure alignment in assessment practices utilizing district supplemental evidence and report card assessments.</p> <p>Strategy's Expected Result/Impact: Increase content knowledge and zone progress monitoring</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 4: By May of 2025, 80% of K-3 students will show mastery of PNA as measured by EOY assessment data. All students below level in 4th and 5th grade will take Primary Numeracy Assessment and 80% will show mastery of PNA by EOY.

Evaluation Data Sources: Primary Numeracy Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Primary Numeracy groups will be pre-planned, and skills & tasks will be included in a small group lesson plan template. Primary Numeracy groups will be incorporated into the week at a glance for small-group instruction.</p> <p>Strategy's Expected Result/Impact: Increase foundational math skills</p> <p>Staff Responsible for Monitoring: Principal, AP, and interventionist</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students not on grade level in math will have a personal math goal and an activity that correlates to that goal that is practiced each day in Math Workshop.</p> <p>Strategy's Expected Result/Impact: Increase in student's efficacy and math progression.</p> <p>Staff Responsible for Monitoring: Principal, AP, and interventionist</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Daily Numeracy Routines and Fact Fluency is built into the master schedule and will be done daily in all math classrooms.</p> <p>Strategy's Expected Result/Impact: Increase of fact fluency skills and numeracy skills.</p> <p>Staff Responsible for Monitoring: Principal and AP</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Every team will send teacher representation to attend the district-offered Math Refreshers offered in the Braswell Zone. Strategy's Expected Result/Impact: Increase content knowledge Staff Responsible for Monitoring: Principal, instructional team leader	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
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- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
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- * Foster and support an advanced digital learning environment
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Performance Objective 5: By May of 2025, 80% of SRE students in Kindergarten through 5th grade will show mastery in the category of Force and Energy according to HMH post-assessment data and the district report card assessment.

Evaluation Data Sources: HMH post-assessment data, District Report Card Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will implement the "Hands-On" activities included in the Force, Motion, and Energy lessons from HMH. Strategy's Expected Result/Impact: Teachers will use CER exit tickets and other formative assessments to provide feedback and guide instruction. Teachers will track the post-assessment data using the SRE Teacher Data Binder. Staff Responsible for Monitoring: Principal, AP, team leader	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will create an interactive word wall for the Force, Motion, and Energy unit. Strategy's Expected Result/Impact: Increase understanding of Force, Motion, and Energy Staff Responsible for Monitoring: Principal, AP, instructional team leader, interventionists	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Interactive Science Notebooks will be used in every kindergarten through 5th grade science classroom. Strategy's Expected Result/Impact: Increase use of models, science vocab, and graphics Staff Responsible for Monitoring: Principal, AP, instructional team leader, interventionists	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			


Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May of 2025, SRE teachers will 'agree' or 'strongly agree' that "my opinion counts at work" according to Gallup survey data and intermittent campus survey data.

Evaluation Data Sources: Gallup Q12 Survey and Pulse Surveys will be done regularly to gauge progress and receive feedback.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: School committees are established to ensure distributive leadership and give all teachers a voice in decision-making. Strategy's Expected Result/Impact: Everyone's opinion counts at work. Staff Responsible for Monitoring: Principal and committee leads</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Roles & responsibilities are established for collaborative planning to ensure workload is distributed equitably and all teachers have an opportunity to contribute to lesson design within the instructional cycle. Strategy's Expected Result/Impact: Increase participation in team planning meetings Staff Responsible for Monitoring: Principal and team leader</p>	Formative		
	Dec	Mar	May
			





Guiding Outcome 2: Culture & Climate

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- * Effectively communicate achievements and recognitions to the Denton ISD community

Performance Objective 2: By May of 2025, SRE staff and students will maintain a 97% attendance rate.

Evaluation Data Sources: Attendance dashboard, AESOP

Strategy 1 Details	Formative Reviews		
Strategy 1: SRE will have proactive communication with families about attendance policies. The QR code for absence notes will be on teacher emails tags. Strategy's Expected Result/Impact: Increase excused absences Staff Responsible for Monitoring: AP, attendance clerk	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: SRE will implement monthly attendance incentives for students and homeroom classes to encourage consistent attendance. Strategy's Expected Result/Impact: Increase ADA by taking attendance between window Staff Responsible for Monitoring: AP, attendance clerk	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Perfect Attendance Parties and Champion Awards will recognize students, while classroom rewards like extra recess and a traveling trophy will motivate entire classes. Strategy's Expected Result/Impact: Increase perfect attendance rate Staff Responsible for Monitoring: AP, attendance clerk	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:


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Performance Objective 3: By May 2025, SRE families will 'agree' or 'strongly agree' that their child has high academic standards and opportunities at school to choose how they learn.

Evaluation Data Sources: Gallup Family Engagement Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will take home their Data Binder at a minimum once a month. The Data Binder will house reading level information, campus assessments, district benchmarks, and any other pertinent information.</p> <p>Strategy's Expected Result/Impact: Increase of parent's awareness of student's progress</p> <p>Staff Responsible for Monitoring: Principal and AP</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Champ Camp is implemented as an enrichment program for all students to participate in once a month on the student half day. Students will pick their enrichment activity based on likes and interests.</p> <p>Strategy's Expected Result/Impact: Enrichment opportunities are provided to all kids within the school day</p> <p>Staff Responsible for Monitoring: Principal and Stable Facilitator</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Learning locations will be used across content areas to increase enrichment and engagement. Teachers will access the different Learning Locations at minimum one time per month.</p> <p>Strategy's Expected Result/Impact: Increase student's opportunities to learn across multiple settings.</p> <p>Staff Responsible for Monitoring: Principal and AP</p>	Formative		
	Dec	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Interventionist		\$77,650.00
Sub-Total					\$77,650.00

Denton Independent School District
Savannah Elementary
2024-2025 Campus Improvement Plan



Mission Statement

Our school exists to prepare students for the future by ensuring they are safe, kind, and learning each day.

Vision

Savannah Elementary will be a collaborative community of excellence that produces high levels of achievement for ALL.

Values:

Gratitude

Achievement

Teamwork

Opportunity

Respect

Service

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Comprehensive Needs Assessment

Demographics

Demographics Summary

This includes data our CLT studied together.

Savannah Elementary was built in 2005 to meet the needs of the rapidly-growing eastern portion of the district. The school is named after Savannah, the master-planned community along U.S. Highway 380 in which it stands. Savannah is one of eight elementary schools in the Braswell Zone, the fastest growing zone in Denton ISD according to the Templeton growth reports.

Mascot: Gators

School Colors: Orange, Blue, Green

Mission: Our school exists to prepare students for the future by ensuring they are safe, kind, and learning each day.

Vision: Savannah Elementary will be a collaborative community of excellence that produces high levels of achievement for ALL.

Values:

Gratitude
Achievement
Teamwork
Opportunity
Respect
Service

Savannah prides itself on its innovative and structured approach to education, with teachers stressing the importance of an academic foundation while also incorporating new ideas and technology into the classroom. Daily enrichment or remediation instruction helps students achieve skills. Our school's staff has been recognized for its innovative ideas and programs with honors and grants.

Our current enrollment for the 24-25 school year is 713 students.

Savannah is predominantly a neighborhood school. Our current student population demographics are: White 31%, Black or African American 35%, Hispanic 24%, Asian 8%, and American Indian 2%.

Additionally, 43% of our students are economically disadvantaged. We have 18% of our students served by Special Education.

There are fifty-two teachers, fourteen paraprofessionals, two administrators, one school counselor, and one administrative intern serving Savannah students.

The average student attendance over the course of the 23-24 school year was 94.5%.

We have 217 current members in our school's PTA.

Demographics Strengths

Our teachers are learners. New teachers have brought energy and ideas to our team. We have prioritized hiring teachers with experience serving socioeconomically diverse populations.

Our community wants to be involved and is supportive of our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our students have different behavioral and academic needs than they have in the past. **Root Cause:** The number of students on free or reduced lunch continues to increase at Savannah. Last year we were just below 40% free/reduced, while this year we are nearly 44%.

Student Learning

Student Learning Summary

Longitudinal STAAR data shows that Savannah is not making significant improvements in student progress or achievement. This is due to the following factors:

- Significant on-boarding of new staff over the last two school years. (This includes the on-boarding of many teachers having less than three years of teaching experience.)
- In math our 23-24 PLC SMART goals centered on growing students foundational skills (to address lingering post-COVID gaps), and not enough emphasis on "on level" content.
- Increase in our overall free/reduced lunch population.
- Teachers continued to struggle with quality science instruction during the 23-24 school year.

For STAAR math only 52% of students scored approaches or above, and only 37% in science. Reading was a relative strength with 70% of students scoring approaches or above.

Student Learning Strengths

Overall our economically disadvantaged students are not far behind their peers on reading and math assessment data. (PNA, interim data, and year's growth in reading.) Our PreK scored very well in letter ID.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Savannah 5th graders have not performed well on the science STAAR for the last few years. **Root Cause:** There has not been enough emphasis and accountability in Tier 1 science instruction in all grades.

Problem Statement 2 (Prioritized): Savannah is growing a significant number of inexperienced teachers. **Root Cause:** Savannah is still impacted by significant turnover from the 21-22 and 22-23 school years.

Problem Statement 3 (Prioritized): Longitudinal STAAR data shows that Savannah is not making significant gains in student progress or achievement. **Root Cause:** New and inexperienced teaching staff, too much emphasis on foundational skills and not enough emphasis for "on level" skills.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

- Savannah is a model PLC school with well-defined processes for gathering and reviewing student performance data.
- We employ a well-planned master schedule to provide maximum instructional minutes and time for targeted intervention.
- We are committed to Denton ISD's curriculum, pacing guides, and assessment plan.

Technology

- Savannah is 1:1 for student Chromebooks.
- We have implemented iReady successfully and use the platform to inform instruction and intervention.

School Context and Organization

- Savannah is run by a large Guiding Coalition of campus leaders. This team includes members from all grade levels and special programs.
- Administration provides a weekly newsletter for staff ("Gator News") and Savannah families ("Savannah Shoutout").
- Savannah provides PD based on teachers' ongoing needs.

Staff Recruitment and Retention

- Savannah has a quality mentoring program comprised of a two-level mentoring network.
- We provide clear expectations for staff members via our "Gator Guidebook" teacher resource and weekly "What is Expected of Me This Week" section of our staff newsletter.
- We have significantly improved our staff retention over the last two years and will continue growing our young teaching staff as we move forward.

School Processes & Programs Strengths

- Savannah provided significant PD opportunities for teachers including beginning of year essential training, PLC embedded instruction, a year-long book study, mentor/mentee meet-ups, and more.
- Savannah teams used data from CFAs, district assessments, and interim to set SMART goals and form Target Time groups.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Behavior is impeding students' access to learning. **Root Cause:** Over the last three years, Savannah has seen an increase in enrolled students with higher support needs (socio-economically disadvantaged students and students with significant special education service needs.)

Problem Statement 2 (Prioritized): New teachers still require significant training. **Root Cause:** Due to the continued opening of new campuses nearby, and the increased turnover in the education profession overall, Savannah has a significant number of inexperienced teachers.

Perceptions

Perceptions Summary

Family and Community Involvement

- Savannah has an active, award-winning PTA that focuses on quality family events and advocacy. (The Denton ISD District Advocacy Chairperson is our PTA president.)
- Savannah is committed to consistent communication, sending a weekly "Savannah Shoutout" to families informing not only upcoming events, but resources, useful links, and updated grade level curriculum information.
- Savannah recently started the "Gator Guys and Grands" program to purposefully increase the number of male guardians and grandparents onto our campus.
- Savannah teachers send home student "Data Binders" once per month to communicate student progress to families.

School Culture and Climate

- Savannah hosts a weekly assembly called "Celebrate Savannah" to showcase students for Word of the Week awards, Caught in the Act winners, good attendance, and birthdays.
- Savannah's social committee plans staff social events to promote friendships and engagement at work (at least one event each quarter).
- Savannah has developed a robust mentoring program including dedicated mentors, quality PD, and accessible resources to assist all new to teaching and new to Savannah teachers.

Perceptions Strengths

- Most students feel safe, successful, and able to learn at school.
- On Gallup survey data with a 1-5 scale, 74% of parents rated Savannah as a 4 or 5 overall. Additionally, 26% rated 23-24 as their "best year yet," while only 13.2% did the same in 22-23.
- Over 74% of parents rated teacher communication as a major plus while only 52% did last year.
- On campus survey data, teachers rated the 23-24 school year as a positive experience with the use of Gator News, Staff Shoutouts, and Celebrate Savannah.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The student attendance rate is currently only 95%. Learning is impacted greatly when students are not present at school. **Root Cause:** Families have not taken school attendance as seriously since COVID.

Problem Statement 2 (Prioritized): Students reported an overall lack of kindness among the student body. **Root Cause:** We are in need of continued education for our kids regarding social relationships.

Priority Problem Statements

Problem Statement 1: The student attendance rate is currently only 95%. Learning is impacted greatly when students are not present at school.

Root Cause 1: Families have not taken school attendance as seriously since COVID.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Savannah 5th graders have not performed well on the science STAAR for the last few years.

Root Cause 2: There has not been enough emphasis and accountability in Tier 1 science instruction in all grades.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our students have different behavioral and academic needs than they have in the past.

Root Cause 3: The number of students on free or reduced lunch continues to increase at Savannah. Last year we were just below 40% free/reduced, while this year we are nearly 44%.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Savannah is growing a significant number of inexperienced teachers.

Root Cause 4: Savannah is still impacted by significant turnover from the 21-22 and 22-23 school years.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Longitudinal STAAR data shows that Savannah is not making significant gains in student progress or achievement.

Root Cause 5: New and inexperienced teaching staff, too much emphasis on foundational skills and not enough emphasis for "on level" skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Behavior is impeding students' access to learning.

Root Cause 6: Over the last three years, Savannah has seen an increase in enrolled students with higher support needs (socio-economically disadvantaged students and students with significant special education service needs.)

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: New teachers still require significant training.

Root Cause 7: Due to the continued opening of new campuses nearby, and the increased turnover in the education profession overall, Savannah has a significant number of inexperienced teachers.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students reported an overall lack of kindness among the student body.

Root Cause 8: We are in need of continued education for our kids regarding social relationships.

Problem Statement 8 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
- 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 Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

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
- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2025, Savannah Elementary School will ensure all students achieve growth by increasing the number of students placing in Tier one EOY expectations by at least 5% in each grade level according to i-Ready data.

High Priority


Evaluation Data Sources: iReady Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By May of 2025, Savannah Elementary will ensure a 10% increase of students showing mastery (level 3) in problem solving on the district's K-5th grade report card assessments each nine weeks.</p> <p>Strategy's Expected Result/Impact: Improved Tier One instruction</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By May of 2025, through WIN time instruction, 80% of K-2 students will be proficient in foundational skills based on PNA (K-2).</p> <p>Strategy's Expected Result/Impact: Build a quality foundation in math in the early grades</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: By May of 2025, through WIN time instruction, 80% of 3-5 students will be proficient in math foundational skills based on common mastery checks.</p> <p>Strategy's Expected Result/Impact: Continue a quality foundation in math in the upper grades</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: During the 24-25 school year, Savannah interventionists and coaches will provide continued PD that supports best math instructional practices, new teacher mentoring, and targeted math intervention for low performing students.</p> <p>Strategy's Expected Result/Impact: Improve Tier One instruction, improve new and veteran teachers' understanding of best practices</p> <p>Staff Responsible for Monitoring: Admin and Math Interventionists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 2</p> <p>Funding Sources: Math Interventionist - State Compensatory Education (SCE) - \$40,355</p>	Formative		
	Dec	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Savannah is growing a significant number of inexperienced teachers. **Root Cause:** Savannah is still impacted by significant turnover from the 21-22 and 22-23 school years.

Problem Statement 3: Longitudinal STAAR data shows that Savannah is not making significant gains in student progress or achievement. **Root Cause:** New and inexperienced teaching staff, too much emphasis on foundational skills and not enough emphasis for "on level" skills.

School Processes & Programs

Problem Statement 2: New teachers still require significant training. **Root Cause:** Due to the continued opening of new campuses nearby, and the increased turnover in the education profession overall, Savannah has a significant number of inexperienced teachers.

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 2: By May of 2025, Savannah Elementary will ensure that learners achieve at least one year's growth in Reading as evidenced by Fountas and Pinnell reading assessment.

High Priority

Evaluation Data Sources: -Fountas and Pinnell reading assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: By May 2025, Savannah Elementary School will ensure all students achieve growth in reading by increasing the number of students placing in Tier one EOY expectations by at least 5% in each grade level according to i-Ready.</p> <p>Strategy's Expected Result/Impact: Improve student reading achievement and progress</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Savannah Elementary teachers will ensure students are continually advancing reading levels through small group instruction as evidenced by running records.</p> <p>Strategy's Expected Result/Impact: Improve student reading achievement and progress</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: By May of 2025 , through WIN time instruction, 80% of K-2 students will score Meets Standard on Phonological Awareness based on district assessments in each testing cycle .</p> <p>Strategy's Expected Result/Impact: Improve student achievement and progress</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: By May of 2025, through WIN time instruction, 80% of 3-5 students will be proficient in reading foundational skills based on common mastery checks.</p> <p>Strategy's Expected Result/Impact: Improve student achievement and progress</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: During the 24-25 school year, Savannah interventionists and coaches will provide continued PD that supports best reading instructional practices, new teacher mentoring, and targeted reading intervention for low performing students.</p> <p>Strategy's Expected Result/Impact: Improve Tier One instruction, improve new and veteran teachers' understanding of best practices</p> <p>Staff Responsible for Monitoring: Admin and Math Interventionists</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2, 3 - School Processes & Programs 2</p> <p>Funding Sources: Reading Interventionist - State Compensatory Education (SCE) - \$38,825</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Savannah is growing a significant number of inexperienced teachers. Root Cause: Savannah is still impacted by significant turnover from the 21-22 and 22-23 school years.</p>
<p>Problem Statement 3: Longitudinal STAAR data shows that Savannah is not making significant gains in student progress or achievement. Root Cause: New and inexperienced teaching staff, too much emphasis on foundational skills and not enough emphasis for "on level" skills.</p>
School Processes & Programs
<p>Problem Statement 2: New teachers still require significant training. Root Cause: Due to the continued opening of new campuses nearby, and the increased turnover in the education profession overall, Savannah has a significant number of inexperienced teachers.</p>

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 3: By May 2025, Savannah teachers will implement the new HMH science curriculum with fidelity.

High Priority

Evaluation Data Sources: HMH end of unit assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Savannah Elementary teachers will ensure students are using the new science curriculum in each grade level as evidenced by the percent on level or above on end of unit assessments.</p> <p>Strategy's Expected Result/Impact: Improve Tier One instruction</p> <p>Staff Responsible for Monitoring: Grade Level Guiding Coalition Members</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Savannah 5th graders have not performed well on the science STAAR for the last few years. Root Cause: There has not been enough emphasis and accountability in Tier 1 science instruction in all grades.</p>

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 4: By May of 2025, Savannah PreK will make typical growth in reading as evidenced by progress in letter naming, letter sounds, and blending sounds to make words.

High Priority

Evaluation Data Sources: District PreK Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 90% of Pre-K students can name 20 or more alphabet letters.</p> <p>Strategy's Expected Result/Impact: Build a quality foundation in reading in the early grades</p> <p>Staff Responsible for Monitoring: PreK Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 75% of Pre-K students can produce 20 or more letter sounds.</p> <p>Strategy's Expected Result/Impact: Build a quality foundation in reading in the early grades</p> <p>Staff Responsible for Monitoring: PreK Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 75% of Pre-K students can blend sounds to make words.</p> <p>Strategy's Expected Result/Impact: Build a quality foundation in reading in the early grades</p> <p>Staff Responsible for Monitoring: PreK Teacher</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: Longitudinal STAAR data shows that Savannah is not making significant gains in student progress or achievement. Root Cause: New and inexperienced teaching staff, too much emphasis on foundational skills and not enough emphasis for "on level" skills.</p>

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: By May of 2025, Savannah Elementary teachers will each "have the opportunity to do what they do best every day" at work according to Gallup survey data and intermittent campus survey data.

High Priority

Evaluation Data Sources: -Q12 Data
-Intermittent Campus Survey Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Admin will provide a "Opportunity to do what I do best EVERY DAY" Section in Gator News (weekly staff newsletter) to help staff connect to their specific strengths.</p> <p>Strategy's Expected Result/Impact: Educate teachers on their strengths and how they connect to the work of the team.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Savannah admin will send out a quarterly survey to check in with teachers about our "opportunity to do my best EVERY DAY" goal. We will respond to the survey data based on reported trends.</p> <p>Strategy's Expected Result/Impact: Improve teacher's work experience so that they have the opportunity to do their best every day.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: New teachers still require significant training. Root Cause: Due to the continued opening of new campuses nearby, and the increased turnover in the education profession overall, Savannah has a significant number of inexperienced teachers.</p>

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 2: By May of 2025, with the use of Behavior Academies, we will see an increase in the number of students earning Club Friday each nine weeks.

High Priority

Evaluation Data Sources: Campus Behavioral Data
Club Friday Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Through behavior academies, Savannah Elementary will increase the number of students earning Club Friday each quarter. Strategy's Expected Result/Impact: We will see an increase in the number of students earning Club Friday throughout the school year. Staff Responsible for Monitoring: Classroom Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 2</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our students have different behavioral and academic needs than they have in the past. Root Cause: The number of students on free or reduced lunch continues to increase at Savannah. Last year we were just below 40% free/reduced, while this year we are nearly 44%.</p>

School Processes & Programs

Problem Statement 1: Behavior is impeding students' access to learning. **Root Cause:** Over the last three years, Savannah has seen an increase in enrolled students with higher support needs (socio-economically disadvantaged students and students with significant special education service needs.)

Perceptions

Problem Statement 2: Students reported an overall lack of kindness among the student body. **Root Cause:** We are in need of continued education for our kids regarding social relationships.

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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


Performance Objective 3: By May of 2025, Savannah staff and students will maintain a 97% attendance rate.


High Priority

Evaluation Data Sources: Power BI, AESOP absence management

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers call parents the day a student is absent for two days in a row. Strategy's Expected Result/Impact: Families will feel connected to the campus in a personal way and prioritize student attendance. Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Savannah Elementary will give at least six class attendance awards in celebrate Savannah once per nine weeks. Strategy's Expected Result/Impact: Families will prioritize student attendance. Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: The student attendance rate is currently only 95%. Learning is impacted greatly when students are not present at school. **Root Cause:** Families have not taken school attendance as seriously since COVID.

State Compensatory

Budget for Savannah Elementary

Total SCE Funds: \$12,000.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

We will hire former teachers and/or counselors to come in and coach novice teachers on classroom management, behavior strategies, etc. We will also hire former teachers to support math and reading tutoring.

Personnel for Savannah Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Diana Boor	Math Intervention	0.5
Porcia Agnew	Reading Intervention	0.5

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Math Interventionist		\$40,355.00
1	2	5	Reading Interventionist		\$38,825.00
Sub-Total					\$79,180.00

Addendums

iReady Diagnostic Results 2024-25

BOY Math

MOY Math

EOY Math

BOY Reading

MOY Reading

EOY Reading

BOY

Math

Math-All Students

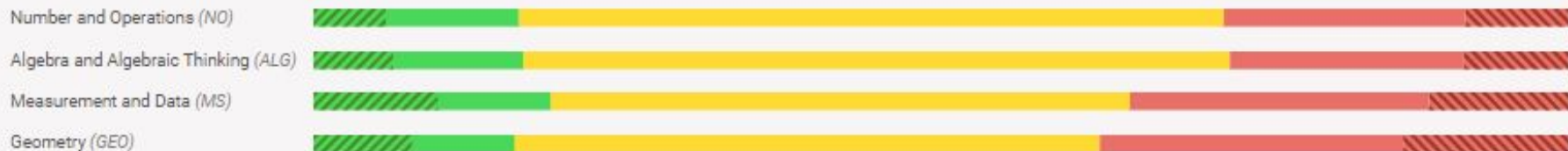
Overall Placement

Students Assessed/Total: 684/689



[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Math-Kinder

Overall Placement

Students Assessed/Total: 102/105



[The Mapping Between 5-Level and 3-Level Placements](#)

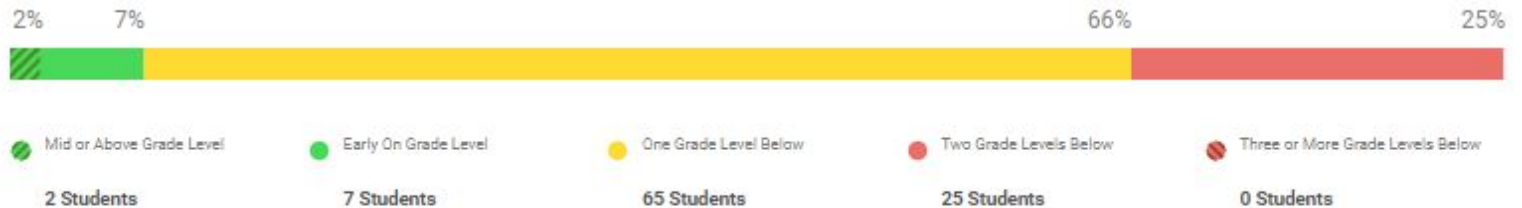
Placement by Domain



Math-1st Grade

Overall Placement

Students Assessed/Total: 99/99



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Math-2nd Grade

Overall Placement

Students Assessed/Total: 123/123



[The Mapping Between 5-Level and 3-Level Placements](#)

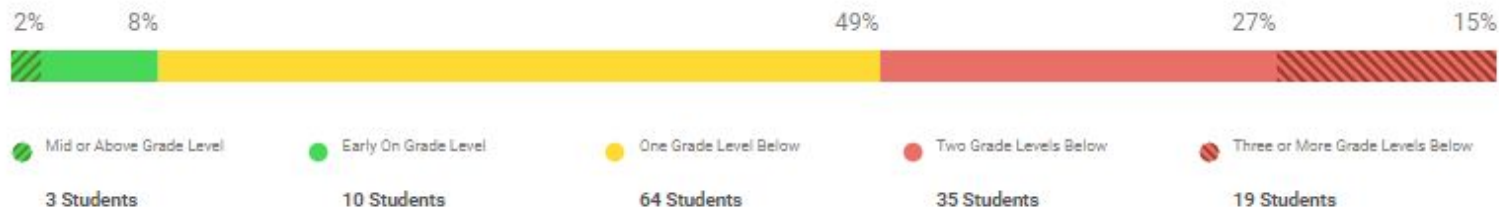
Placement by Domain



Math-3rd Grade

Overall Placement

Students Assessed/Total: 131/131



[i The Mapping Between 5-Level and 3-Level Placements](#)

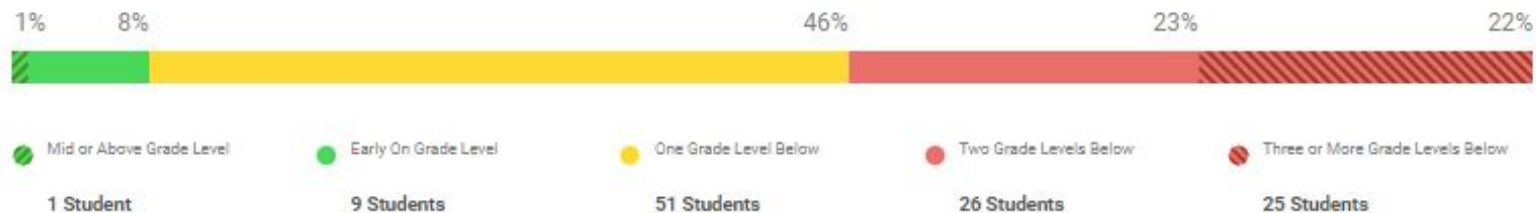
Placement by Domain



Math-4th Grade

Overall Placement

Students Assessed/Total: 112/112



[The Mapping Between 5-Level and 3-Level Placements](#)

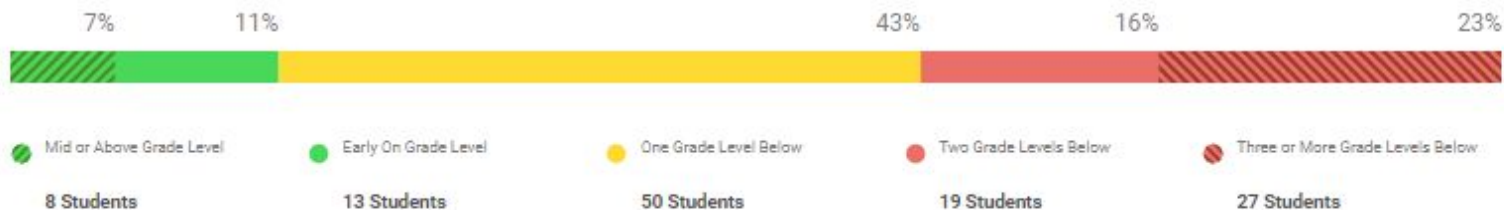
Placement by Domain



Math-5th Grade

Overall Placement

Students Assessed/Total: 117/119



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



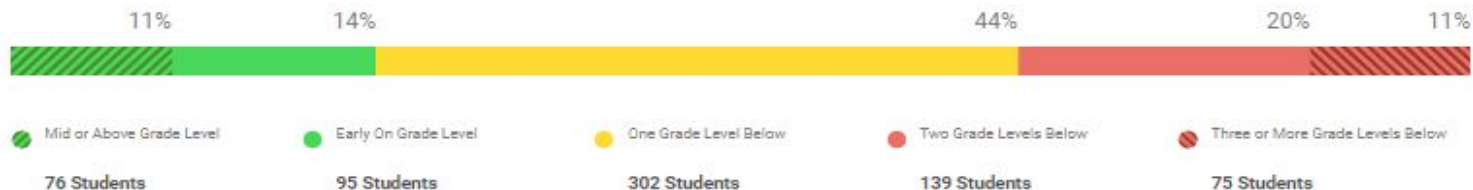
BOY

Reading

Reading-All Students

Overall Placement

Students Assessed/Total: 687/688



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

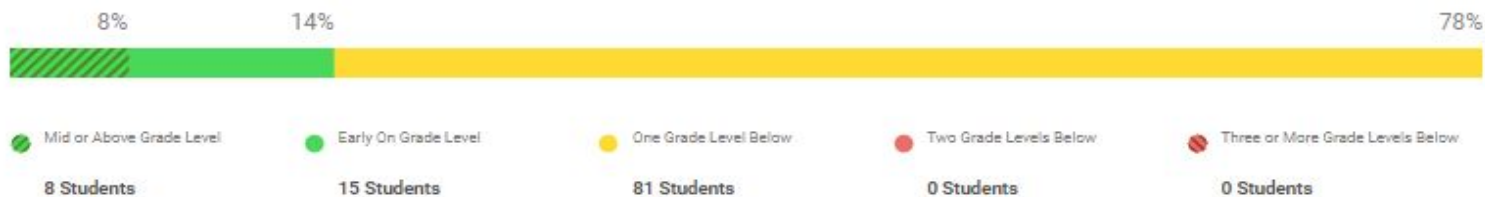


Not assessed (due to grade or domain exempted)

Reading-Kinder

Overall Placement

Students Assessed/Total: 104/104



[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

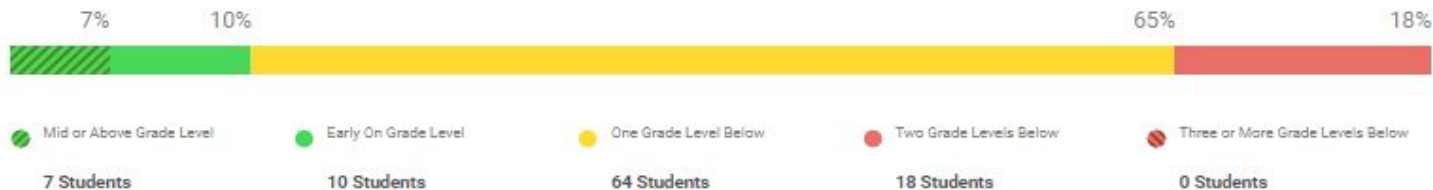


Not assessed (due to grade or domain exempted)

Reading-1st Grade

Overall Placement

Students Assessed/Total: 99/99



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

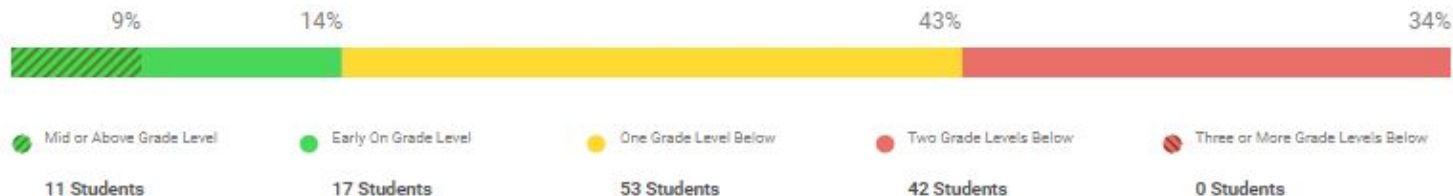


Not assessed (due to grade or domain exempted)

Reading-2nd Grade

Overall Placement

Students Assessed/Total: 123/123



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

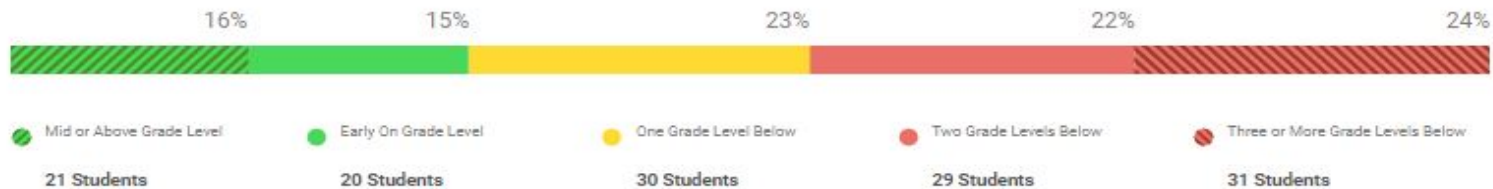


Not assessed (due to grade or domain exempted)

Reading-3rd Grade

Overall Placement

Students Assessed/Total: 131/131



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

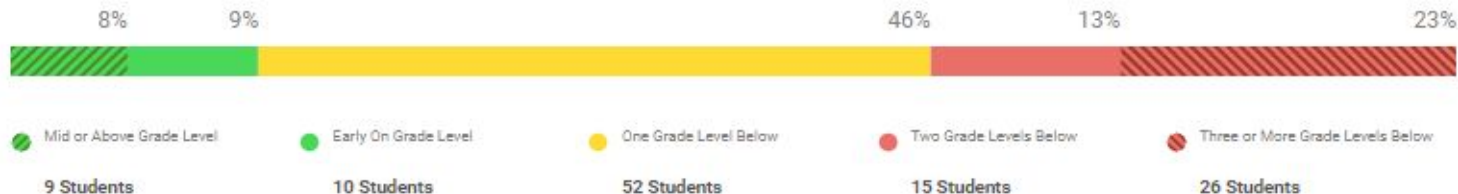


Not assessed (due to grade or domain exempted)

Reading-4th Grade

Overall Placement

Students Assessed/Total: 112/112



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain

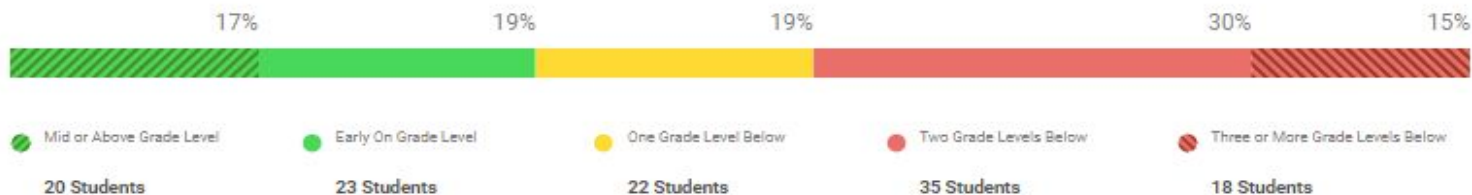


Not assessed (due to grade or domain exempted)

Reading-5th Grade

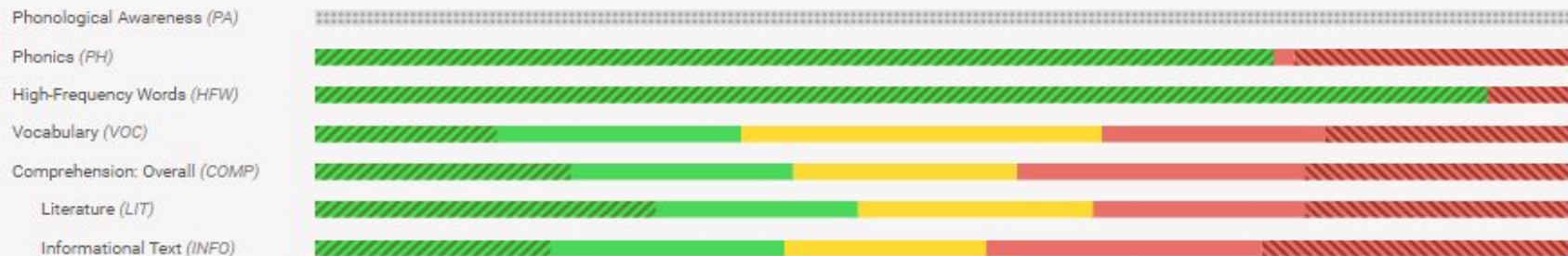
Overall Placement

Students Assessed/Total: 118/119



[i The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Not assessed (due to grade or domain exempted)

STAAR 2024

3rd Grade

3M	DNM	46%
	Approaches	27%
	Meets	22%
	Masters	5%
3R	DNM	39%
	Approaches	30%
	Meets	22%
	Masters	10%

4th Grade

4M	DNM	58%
	Approaches	25%
	Meets	11%
	Masters	7%
4R	DNM	26%
	Approaches	33%
	Meets	27%
	Masters	15%

5th Grade

5M	DNM	42%
	Approaches	22%
	Meets	28%
	Masters	9%
5R	DNM	26%
	Approaches	24%
	Meets	27%
	Masters	23%
5S	DNM	62%
	Approaches	29%
	Meets	2%
	Masters	6%



Denton Independent School District
Sparks Campus
2024-2025 Campus Improvement Plan



Mission Statement

School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

Vision

School Vision

The Sparks Faculty and Staff are committed to keeping detained in the Denton County Juvenile Detention Center current with their home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

Value Statement

School Values

The Joe Dale Sparks Campus prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Teacher engagement is a must. We will assure that needed materials are provided to our teachers to help them do their job at a high level. We will also continue our work in acknowledging teachers for the great things they do. We have incorporated the Sparkle Committee. this committee will plan gatherings and help to acknowledge staff for the work they do.

Demographics

Demographics Summary

The nature of our student population can be described as fluid at best. We serve all of Denton County and some of the surrounding counties as well. Our population is made up of students who have been detained for violating the penal code. The racial/ ethnic breakdown fluctuates throughout the school year. We do enroll all of our students in the appropriate English, Science, Social Studies, and Math classes to meet their needs. We also enroll them in a business course along with Art and Physical Education classes. We meet all of the needs of our Special Education, 504, and Emergent Bilingual students as specified in the paperwork we receive from their home campuses. Where parent involvement is a difficult task to manage here, we do reach out and communicate with parents when enrolling students.

Demographics Strengths

Staff is a strength here at Sparks. We have a very experienced staff who many have only ever worked here. They understand the procedures of both the school and the county.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We try to meet the academic needs of a very mobile population. We can make some gains but then the student is released or sent to a different placement

Root Cause: Mobility rate of over 95% it is difficult to create a sustained academic change.

Student Learning

Student Learning Summary

Student engagement is our best indicator of student learning. Students come to us from all over Denton county. They have often missed school often or were not engaged in their classes. We are challenged in trying to engage them in lessons daily and trying to increase their desire to read.

Student Learning Strengths

We have minimal distractions for our students. We work in classes of 12 or less students. We can offer up help to those when need/want it.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our mobility rate limits our ability to measure effectiveness. **Root Cause:** The average length of enrollment for our students is less than 25 days.

School Processes & Programs

School Processes & Programs Summary

Each of our teachers is tasked with teaching different levels of their content in each of their classes. Where an ELAR class can adjust this easily, the task is more difficult for a science, history or math teacher. This alone is a challenge but add in the different learning levels and special programs aspect of the class and now you have a balancing act like no other.

School Processes & Programs Strengths

Teachers work to meet the needs that are very different in each of their classes. Lessons are prepared to meet these needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have no control on how we group our students. The county moves students around to meet their specific needs. **Root Cause:** Students are grouped by behaviors and not age or grade. The levels are difficult to plan for.

Perceptions

Perceptions Summary

With new staff hires comes new opportunities to hire quality teachers. We have Hired to very outgoing and positive teachers who immediately impacted the climate and culture of our campus. We need top lean on their personalities and have others feed off of them in order to continue the positive changes.

Perceptions Strengths

We have only lost personnel to promotion or retirement. Sparks continues to be a place where people enjoy their work.

Guiding Outcomes





Guiding Outcome 1: The attendance rate at Sparks Campus will be at 96% or better. Teachers will assure that the classroom environment is an inclusive and engaging setting where learners desire achievement.

Performance Objective 1: Teachers will present varied lessons the will interest in order to encourage students to attend class.

High Priority

Evaluation Data Sources: Student attendance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We must first get students in the classroom from their rooms. Facility staff interaction will be monitored to assure that students are being told that school is starting rather than being asked if they are going to school. Principal will meet with all students who have refused class.</p> <p>Strategy's Expected Result/Impact: Fewer class refusals</p> <p>Staff Responsible for Monitoring: Principal, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May





Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers must model the level of engagement they expect from their students. Materials has been an issue in the past. We will ensure that team members know how to request what they need to do their jobs. We will help them put together what they need to prove their request is valid.</p> <p>Strategy's Expected Result/Impact: Teachers will feel heard and prepared for their day with the materials they need to do their job well.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: The attendance rate at Sparks Campus will be at 96% or better. Teachers will assure that the classroom environment is an inclusive and engaging setting where learners desire achievement.

Performance Objective 2: Principal will intervene with any attendance concerns early in the process. Principal will meet with any students who are refusing to attend class and discuss the possible outcome associated with truancy.

High Priority

Evaluation Data Sources: Student attendance





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Principal will discuss the possible issues with missing school while at Sparks Campus. The access to school library can be limited. Report to court and Probation office when missing. Truancy measures are still in place here at Sparks.</p> <p>Strategy's Expected Result/Impact: Reduce the opportunity or desire to refuse class.</p> <p>Staff Responsible for Monitoring: Principal, Attendance Clerk</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTSs academic universal monitoring system.

Performance Objective 1: 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier 1 level of the DMTS Universal Monitoring System

Evaluation Data Sources: report cards, progress reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designated to (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and state students achievement standards that all children in the State are expected to meet, (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.</p> <p>Strategy's Expected Result/Impact: : Improved instruction across content areas and student progress on progress reports and report cards</p> <p>Staff Responsible for Monitoring: teachers, at risk teacher, principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,282.50</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide instructional and clerical support personnel for at-risk students</p> <p>Strategy's Expected Result/Impact: Improved instructional support across all content areas and student progress on IRPs and report cards.</p> <p>Staff Responsible for Monitoring: Principal, at risk teacher</p> <p>Title I: 2.4, 2.6</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize At-risk Teacher to support struggling students in all core content classes</p> <p>Strategy's Expected Result/Impact: increased support and strategies for working with at risk students</p> <p>Staff Responsible for Monitoring: At- Risk teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Title I, Part D Subpart 2 - \$80,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide additional clerical support to facilitate records of students when needed.</p> <p>Strategy's Expected Result/Impact: Records and Cumulative folders will be current and accurate.</p> <p>Staff Responsible for Monitoring: Registrar, secretary, and principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Assistant Registrar, Attendance Clerk - Title I, Part D Subpart 2 - \$84,500</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide teacher who will teach Art and Physical Education to address the needs of the students in our facility. We previously only had one Art and one PE teacher. There were days where many students would not have a class since the teacher could only teach 6 out of 7 classes. This position will assure that students have an Art or PE teacher in class everyday.</p> <p>Strategy's Expected Result/Impact: Maintain a teacher who has both PE and Art certification. Students make gains in both contents since they are able to have a teacher daily.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Funding Sources: Maintain fully certified Art/ PE teacher - Title I, Part D Subpart 2 - \$78,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Sparks Campus

Total SCE Funds:

Total FTEs Funded by SCE: 19

Brief Description of SCE Services and/or Programs

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Personnel for Sparks Campus

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amy Evans-Bluitt	CTC English	1
Ann Poston	Det ELAR	1
Anna Galvan	Attendance Clerk	1
Bianca Lopez	Inclusion Teacher	1
Brandi Nowicki	PE/Art	1
Carla Teniente Tierrafria	Bilingual Aide	1
Chris Shapley	Det PE	1
David Heilein	CTC Math	1
David Michaelson	CTC Social Studies	1
Dina Sosa	Assistant Registrar	1
Edith Orozco	Det Science	1
Elizabeth Cook	Art	1
Jenneal Vincent	Secretary, Registrar	1
Julia Laney	Inclusion Teacher	1
Leanne Tate	Sped Aide	1
Michael Smith	CTC CTE teacher	1
Paul Martinez	Principal	1
Ryan Wilcox	Det CTE	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Stephanie Forester	Testing Coordinator/ At Risk Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Galvan	ATTENDANCE, LIAISON/COURT	Office Staff	1
Brandi Nowicki	Art/ PE Teacher	Detention	1
Dina Sosa	Assistant Registrar	Office Staff	1
Stephanie Forester	At- Risk Teacher	At- Risk Services	1

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,282.50
Sub-Total					\$1,282.50
Title I, Part D Subpart 2					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$80,000.00
2	1	4	Assistant Registrar, Attendance Clerk		\$84,500.00
2	1	5	Maintain fully certified Art/ PE teacher		\$78,000.00
Sub-Total					\$242,500.00

Denton Independent School District

Union Park Elementary

2024-2025 Campus Improvement Plan



UNION PARK
ELEMENTARY SCHOOL

Mission Statement

Ignite a passion for learning in all.

Vision

At Union Park Elementary we will advocate for all students to reach their academic and social-emotional potential.

We will cultivate a safe learning environment for all.

We will foster a joy of learning through curiosity, taking risks and making mistakes.

We will engage and collaborate as part of a professional learning community.

We will provide timely, diagnostic, and directive support for students.

We will challenge students to develop their full potential by enriching learning.

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Guiding Outcome 2: Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition to the Denton ISD community	14
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Union Park Elementary was established in the fall of 2019. The school was named after Union Park by Hillwood, which is a community along Highway 380. Union Park is one of eight elementary campuses in our zone. We follow our PRIDE core values created by our Behavior Coalition and derived from the acronym of PRIDE which represents **P**roductive, **R**espectful, **I**ntegrity, **D**etermined, and **E**xcellence. You will hear the word PRIDE throughout our building as we reference our expectations and show what our PRIDE behaviors look like throughout our school.

We are a diverse campus with our demographics being:

African American-31.7%

Hispanic-28.8%

White-19%

Asian-18%

American Indian-1.7%

Our total enrollment this year is at 725.

This school year, we are proud to announce the addition of our second grade class in the Dual Language Program on our campus. We now serve Pre-K through second grade Emergent Bilingual students. It is expected that we expand the program to offer third grade for the 25-26 school year.

Demographics Strengths

Our school community is diverse and is a reflection of the community that supports our school.

Our PTA board is a representation of our student population.

Our staff is diverse and is representative of our school demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is inconsistency in knowledge and skills among our newer staff with our academic systems, standards based grading and embedding formative assessments to utilize for Tier I response. **Root Cause:** A lack of professional development in our instructional practices among grade levels due to being a high growth area.

Student Learning

Student Learning Summary

Our area of focus for students is to make one year's growth in reading and math.

We will continue to strengthen our instructional practices with Learning Collaboratives and encouraging teachers to attend district provided after school professional learning.

DMTSS process to support and intervene with identified students in Tier 2 and Tier 3.

Utilizing our Campus Wide Progress Monitoring Form.

Being intentional with the Tier 1 and Tier 2 planning and re-assessment.

Student Learning Strengths

Teachers utilizing the Progress Monitoring Form regularly.

Data Wall to ensure teachers are responding to the needs to all students.

K-5 Professional Learning Teams that go through the teaching and learning cycle.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is an increased number of students that need Tier II and Tier III, such as dyslexia, EXPO, and special education services to address their diverse needs. There is not enough staff to provide the individualized support. **Root Cause:** Investing and focusing on professional learning that addresses how to respond to students in Tier I & II in order to reduce the number of students needing intervention in Tier III.

School Processes & Programs

School Processes & Programs Summary

Union Park prides itself in the systems and protocols that are in place that provide time for teachers to collaborate. During Professional Learning Team time, teachers collectively work on unit planning and devising learning objectives. Teachers are utilizing Lead4Ward Field Guides to ensure lesson design is aligned to assessments.

Parents are communicated with monthly newsletters from every grade level and from the school. Teachers utilize the DoJo app to share pictures and flyers with parents. This helps parents feel connected with the day to day events on campus.

School Processes & Programs Strengths

Our master schedule is designed to provide time for teachers to meet as a Professional Learning Team to conduct unit planning, develop learning targets, build assessments and analyze the data.

DMTSS meetings are scheduled regularly to discuss students that are not making adequate progress and to develop a plan of support.

WINN time is built into the daily schedule to support students in K-5 that need additional intervention.

Perceptions

Perceptions Summary

Parent engagement is high at Union Park Elementary. The PTA board, which is comprised of parents, an administrator and a teacher representative meets regularly to make decisions that will impact our school community. Our campus goal is to have 100% of the staff join the school PTA. Parent volunteers are visible and frequently visit the campus. It is common for parent volunteers to be visible on our campus. This year, our PTA has implemented a Room Parent Program to assist teachers in decorating doors, classroom room parties and other tasks that support teachers.

Teachers hold morning meetings during the week to support the social & emotional needs of our students while building trust in the classroom community. Every classroom will have a Regulation Station to keep students in the classroom as they learn to regulate their emotions. Our campus counselor provides services to our students by pushing in to classrooms to conduct guidance lessons and meeting in small group or one-on-one. We will have a relief counselor once again this year, due to our high numbers. Teachers can recommend students to participate in the Food for Kids Program. Our counselors offer outside resources to families in need.

Perceptions Strengths

- High parent engagement and involvement.
- Counselor support
- Building community through morning meetings.
- Opportunities for parents to participate and volunteer.
- Opportunities for students to participate in extracurricular activities.

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: By May 2025, Union Park Elementary Staff will focus on ensuring all students will make one-year's growth in Reading. We will show evidence of student progress by utilizing our Campus Progress Monitoring Processes. 90% of Pre-K students can name 20 or more alphabet letters. 75% of Pre-K students can produce 20 or more letters. 75% of Pre-K students can blend sounds to make words.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Campus Progress Monitoring: district screeners, formatives, rubrics, campus-based assessments, reading levels, iReady

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet as Professional Learning Teams to analyze data, create formative and summative assessments, unpack standards, prioritize essentials, and plan lessons as they strengthen their understanding of reading standards.</p> <p>Strategy's Expected Result/Impact: Teachers will focus on questioning throughout the planning, teaching, learning cycle that is intentional, aligned and will move learning forward on common assessments and learning targets.</p> <p>Staff Responsible for Monitoring: teachers, interventionist, support staff, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use data from formative assessments and rubrics to form and plan lessons for flexible grouping to provide Tier I and Tier II intervention.</p> <p>Strategy's Expected Result/Impact: Teachers will focus on embedding questioning during small group work and re-assessments that is intentional, aligned and will move learning forward.</p> <p>Staff Responsible for Monitoring: teachers, support staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Our staff will meet regularly as a committee to ensure the DMTSS process is being utilized with fidelity.</p> <p>Strategy's Expected Result/Impact: Reviewing the flow chart, reviewing the strategies and analyze the student evidence of learning to continue to create a plan of support for the student as we monitor progress.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, coaches, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 2: By May 2025, Union Park Elementary Staff will focus on ensuring all students will make one-year's growth in Math. We will show evidence of student progress by utilizing our Campus Progress Monitoring Processes.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Campus Progress Monitoring: district screeners, formatives, rubrics, campus-based assessments, reading levels, iReady

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet as Professional Learning Teams to analyze data, create formative and summative assessments, unpack standards, prioritize essentials, as teachers strengthen their understanding of math standards.</p> <p>Strategy's Expected Result/Impact: Teachers will focus on questioning throughout the planning, teaching, learning cycle that is intentional, aligned and will move learning forward on common assessments and learning targets.</p> <p>Staff Responsible for Monitoring: teachers, interventionist, support staff, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use data from formative assessments and rubrics to form and plan lessons for flexible grouping to provide Tier I and Tier II intervention.</p> <p>Strategy's Expected Result/Impact: Teachers will focus on embedding questioning during small group work and re-assessments that is intentional, aligned and will move learning forward.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Interventionist - State Compensatory Education (SCE) - \$73,886</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Our staff will meet regularly as a committee to ensure the DMTSS process is being utilized with fidelity.</p> <p>Strategy's Expected Result/Impact: Reviewing the flow chart, reviewing the strategies and analyze the student evidence of learning to continue to create a plan of support for the student as we monitor progress.</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Guiding Outcome 2:. Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: Utilize the support of a Behavior Coalition to help make decisions and implement our PRIDE expectations throughout our school.

High Priority

Evaluation Data Sources: walk-through data focused on behavior observed in the classroom, hallways, etc. surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide support to new staff members as an on-boarding process by holding Learning Labs, Peer Observations, and Mentoring by utilizing members of the Guiding Coalition.</p> <p>Strategy's Expected Result/Impact: new staff sense of feeling supported, surveys</p> <p>Staff Responsible for Monitoring: Guiding Coalition, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	3	Our staff will meet regularly as a committee to ensure the DMTSS process is being utilized with fidelity.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	3	Our staff will meet regularly as a committee to ensure the DMTSS process is being utilized with fidelity.

State Compensatory

Budget for Union Park Elementary

Total SCE Funds: \$12,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will hire former teachers and/or counselors to come in and coach novice teachers on classroom management, behavior strategies, etc. We will also hire former teachers to support math and reading tutoring.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Interventionist		\$73,886.00
Sub-Total					\$73,886.00

Addendums

Kindergarten 2022-2023 Reading Levels				1st Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY		BOY	MOY	EOY
Beginning		12.50%	21.90%	Beginning	41.80%	27.78%	17.89%
Developing		30.77%	16.19%	Developing	5.74%	11.90%	17.89%
Meeting Standards		56.73%	61.90%	Meeting Standards	52.46%	60.32%	64.23%
2nd Grade 2022-2023 Reading Levels				3rd Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY		BOY	MOY	EOY
Beginning	34.51%	28.81%	31.97%	Beginning	21.43%	24.73%	24.73%
Developing	15.93%	13.56%	13.93%	Developing	23.81%	37.63%	24.73%
Meeting Standards	49.56%	57.63%	54.10%	Meeting Standards	54.76%	37.63%	50.54%
4th Grade 2022-2023 Reading Levels				5th Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY		BOY	MOY	EOY
Beginning	16.00%	15.62%	19.80%	Beginning	7.87%	6.45%	5.49%
Developing	40.00%	48.96%	43.56%	Developing	8.99%	13.98%	21.98%
Meeting Standards	44.00%	35.42%	36.63%	Meeting Standards	83.15%	79.57%	72.53%

UPE STAAR Longitudinal Tracker

Math

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	55%	61%	86%	78%	79%
4th	58%	69%	77%	68%	70%
3rd	67%	61%	79%	70%	72%

Reading

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	62%	79%	83%	81%	81%
4th	56%	82%	88%	78%	78%
3rd	65%	73%	76%	78%	77%

Science

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	58%	58%	63%	62%	64%

	May 2023 STAAR Reading Language Arts, Grade 3			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	97	76.29%	50.52%	22.68%
Economic Disadvantage	38	57.89%	34.21%	7.89%
Asian	10	80%	70%	50%
Black/African American	38	65.79%	39.47%	18.42%
Hispanic	20	80%	35%	20%
Native Hawaiian/Pacific Islander	2	100%	100%	0%
Two or More Races	3	66.67%	66.67%	33.33%
White	24	87.50%	66.67%	20.83%
Currently Emergent Bilingual	14	71.43%	42.86%	21.43%
Second Year of Monitoring	1	100%	0%	0%
Special Ed Indicator	20	55%	25%	15%

	May 2023 STAAR Reading Language Arts, Grade 4			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	102	88.24%	56.86%	21.57%
Economic Disadvantage	43	83.72%	51.16%	9.30%
Asian	14	92.86%	78.57%	57.14%
Black/African American	30	80%	30%	6.67%
Hispanic	28	92.86%	71.43%	17.86%
Native Hawaiian/Pacific Islander	2	100%	0%	0%
Two or More Races	1	100%	100%	0%
White	27	88.89%	62.96%	25.93%
Currently Emergent Bilingual	14	92.86%	64.29%	35.71%
Second Year of Monitoring	3	100%	100%	66.67%
Special Ed Indicator	18	61.11%	22.22%	0%

	May 2023 STAAR Reading Language Arts, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	82.80%	64.52%	38.71%
Economic Disadvantage	42	83.33%	54.76%	28.57%
American Indian/Alaskan Native	1	100%	100%	100%
Asian	10	100%	100%	60%
Black/African American	34	82.35%	58.82%	32.35%
Hispanic	17	76.47%	52.94%	29.41%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	5	80%	80%	20%
White	25	80%	64%	48%
Currently Emergent Bilingual	14	78.57%	64.29%	21.43%
Second Year of Monitoring	2	100%	100%	100%

Third Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	9	44.44%	22.22%	0%

	May 2023 STAAR Science, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	63.44%	34.41%	12.90%
Economic Disadvantage	42	52.38%	28.57%	14.29%
American Indian/Alaskan Native	1	100%	0%	0%
Asian	10	90%	60%	50%
Black/African American	34	58.82%	29.41%	5.88%
Hispanic	17	47.06%	29.41%	5.88%
Native Hawaiian/Pacific Islander	1	0%	0%	0%
Two or More Races	5	60%	20%	0%
White	25	72%	40%	16%
Currently Emergent Bilingual	14	57.14%	28.57%	14.29%
Second Year of Monitoring	2	100%	100%	100%
Third Year of Monitoring	1	100%	100%	0%
Special Ed Indicator	9	33.33%	0%	0%

	May 2023 STAAR Mathematics, Grade 3			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	98	78.57%	51.02%	22.45%
Economic Disadvantage	39	64.10%	30.77%	5.13%
Asian	10	80%	80%	50%
Black/African American	39	64.10%	35.90%	17.95%
Hispanic	20	90%	45%	20%
Native Hawaiian/Pacific Islander	2	100%	100%	0%
Two or More Races	3	100%	66.67%	33.33%
White	24	87.50%	62.50%	20.83%
Currently Emergent Bilingual	14	78.57%	50%	35.71%
Second Year of Monitoring	1	100%	0%	0%
Special Ed Indicator	20	70%	30%	15%

	May 2023 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	102	77.45%	47.06%	18.63%
Economic Disadvantage	43	76.74%	37.21%	11.63%
Asian	14	92.86%	78.57%	50%
Black/African American	30	63.33%	23.33%	6.67%
Hispanic	28	82.14%	50%	7.14%
Native Hawaiian/Pacific Islander	2	100%	50%	0%
Two or More Races	1	100%	0%	0%
White	27	77.78%	55.56%	29.63%
Currently Emergent Bilingual	14	85.71%	64.29%	35.71%
Second Year of Monitoring	3	100%	100%	0%
Special Ed Indicator	18	44.44%	5.56%	0%

	May 2023 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	86.02%	60.22%	29.03%
Economic Disadvantage	42	78.57%	42.86%	21.43%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	10	100%	100%	60%
Black/African American	34	85.29%	47.06%	26.47%
Hispanic	17	76.47%	41.18%	17.65%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	5	60%	60%	0%
White	25	92%	76%	36%
Currently Emergent Bilingual	14	85.71%	64.29%	14.29%
Second Year of Monitoring	2	100%	100%	100%

Third Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	9	55.56%	33.33%	11.11%