

Denton Independent School District

Braswell High School

2025-2026 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 performance expectations
- 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 the CCMR point.

School Culture and Climate

- Increase teacher and student voice
- Appreciation of staff - get a percentage of staff who 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) start up 2nd semester
- Students need to be a part of something bigger than themselves (Clubs, organizations, UIL, NHS, etc)

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, BOLD)
- 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.
- Use of common assessments provided by district personnel to monitor student progress

Family and Community Involvement

- Increase campus and community involvement by establishing our Braswell Leadership Association.
- 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

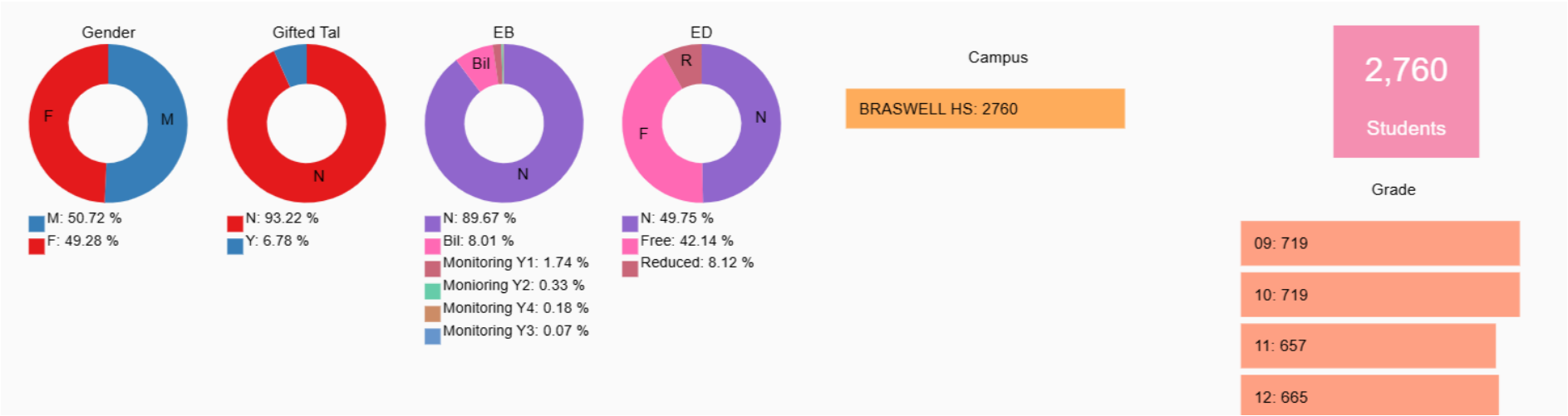
Technology

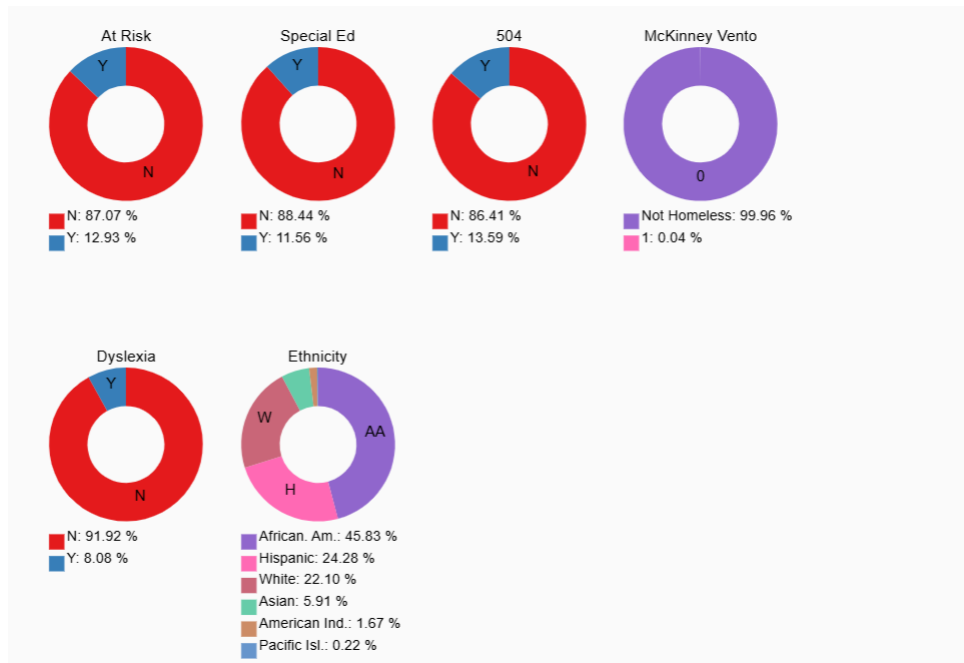
- Teachers would like additional training to see technology used effectively to enhance learning in their specific content area.

Demographics

Demographics Summary

2025-2026





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): Continue to recruit a diverse teacher workforce. 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

Performance Objectives

- The **Braswell High School** students' Approaches % rate on **Algebra 1** will meet or exceed the district's established minimum expectation for Tier **3** campuses of **73** %.
- The **Braswell High School** students' Approaches % rate on **English 1** will meet or exceed the district's established minimum expectation for Tier **3** campuses of **69** %.
- The **Braswell High School** students' Approaches % rate on **English 2** will meet or exceed the district's established minimum expectation for Tier **3** campuses of **78** %.
- The **Braswell High School** students' Approaches % rate on **Biology** will meet or exceed the district's established minimum expectation for Tier **3** campuses of **91**%.
- The **Braswell High School** students' Approaches % rate on **U.S. History** will meet or exceed the district's established minimum expectation for Tier **3** campuses of **97**%.

Student Learning Strengths

Over the past three years, Braswell High School has demonstrated consistent improvement in the Closing the Gaps domain, one of the most rigorous measures of equity in the Texas accountability system. This upward trend reflects our intentional focus on supporting all student groups—including economically disadvantaged students, emergent bilinguals, and historically under served populations—to ensure that no group is left behind. These gains confirm that our systems of intervention, targeted instruction, and high expectations are working, as more of our students are meeting academic growth targets, graduating on time, and achieving readiness for college, career, and military pathways. While we celebrate this progress, we remain committed to sustaining this momentum so that every student group continues to meet and exceed state expectations.



CLOSING THE GAPS

Rating



Change Over Time

School Year	Rating/Score
2024-25	B / 80
2023-24	C / 78
2022-23	C / 71

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to meet district required expectations in Alg1, Biology, English 1/2 and US History. July 2026. We will also increase our CCMR score to 75%

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

Aspiring Teachers'/Administrators' Groups

Working on Vertical alignment amongst Zone schools

Leadership teams/committees

Flexibility and adaptability of staff/faculty

Safety concerns are 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. We also need to create and sustain a exemplar classroom rhythm.

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 that, as a community, we can work together as a family to support our students on their journey to meet 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 meet district required expectations in Alg1, Biology, English 1/2 and US History. July 2026. We will also increase our CCMR score to 75%

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. We also need to create and sustain a exemplar classroom rhythm.

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: Continue to recruit a diverse teacher workforce. 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
- PSAT
- 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-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: The Braswell High School students' Approaches % rate on Algebra 1 will meet or exceed the district's established minimum expectation for Tier 3 campuses of 73%.

High Priority

Evaluation Data Sources: STARR Data, Common Formative Assessment Data, Student Data BOY, MOY, EOY Assessments, TEA Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: We will utilize common assessment and End-of-Course (EOC) data to strategically identify students in need of additional academic support. Identified students will be hand-scheduled into intervention sections with our most effective teachers to maximize instructional impact. In addition, we will provide supplemental support for these courses, including targeted small-group instruction, tutorial opportunities, and instructional resources designed to close achievement gaps and ensure student success on EOC assessments. 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. Staff Responsible for Monitoring: Administrators, Teacher, Paraprofessionals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Funding Sources: 2 Classroom Aides to Support Algebra I - At-Risk (SCE) - \$62,000	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: We will allocate additional mathematics sections to Algebra I to reduce class sizes. This strategic scheduling adjustment will allow teachers to provide more individualized attention, facilitate targeted interventions, and deliver enrichment opportunities. The smaller class sizes will support differentiated instruction, strengthen mastery of priority standards, and improve overall student performance on the Algebra I EOC assessment. Strategy's Expected Result/Impact: Improve student performance in Algebra 1. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrative Team ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Staff will engage in continuous professional learning to strengthen instructional practices and integrate WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies across all content areas. Professional development will include campus-based training sessions, collaborative learning opportunities, and targeted support in technology integration. These efforts will enhance instructional delivery, promote student engagement, and ensure alignment with district and campus goals for academic achievement. Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom Staff Responsible for Monitoring: Teachers, Instructional Coaches, data coaches, APs ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers will design and deliver lessons that are anchored in clearly defined learning targets and essential standards. Instruction will be purposefully planned to ensure alignment with Denton ISD curriculum expectations and student needs. Teachers will provide timely, specific, and actionable feedback to students to monitor progress, close learning gaps, and promote mastery of academic standards. Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Professional Learning Teams (PLTs) will meet twice weekly, in alignment with the District Performance Playbook, to engage in collaborative planning and continuous improvement. During these meetings, teachers will analyze student performance data, monitor progress toward mastery of essential standards, and ensure instructional practices address the needs of all learners. PLTs will also develop common formative assessments and use district assessments, design intervention strategies for students not meeting benchmarks, and create enrichment opportunities to extend learning for students demonstrating mastery. Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May

Strategy 6 Details	Reviews			
Strategy 6: We will implement targeted Algebra I tutorials during Saturday School to provide intensive support for students who require additional assistance in mastering foundational mathematics concepts. These sessions will focus on priority TEKS, test-taking strategies, and individualized interventions based on student data to ensure measurable growth in STAAR performance. Strategy's Expected Result/Impact: Work with students that have gaps in tested subject are to fill gaps Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrative team Funding Sources: Tutorials - Extra Duty - At-Risk (SCE) - \$5,000	Formative			Summative
	Dec	Mar	May	May
Strategy 7 Details	Reviews			
Strategy 7: To strengthen academic outcomes in Algebra I, we will add two para-professional positions dedicated to targeted Algebra I classes. These staff members will provide real-time intervention by supporting small-group instruction, addressing misconceptions during lessons, and assisting with differentiated instructional strategies. This additional layer of support will enhance classroom capacity to meet individual student needs, close achievement gaps, and improve overall performance on the Algebra I EOC assessment. Strategy's Expected Result/Impact: Teacher/Para Professional Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: The Braswell High School students' Approaches % rate on English 1 will meet or exceed the district's established minimum expectation for Tier 3 campuses of 69%.

High Priority

Evaluation Data Sources: STARR Data, Common Formative Assessment Data, Student Data
BOY, MOY, EOY Assessments, TEA Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: At Braswell High School, we will collaborate with teachers to enhance Tier I instructional practices by establishing and maintaining a consistent classroom rhythm. Instruction will intentionally integrate high-yield strategies that promote active student engagement, critical thinking, and mastery of essential standards. By ensuring consistency and alignment in Tier I instruction, we will improve overall learning outcomes and reduce the need for higher levels of intervention. Strategy's Expected Result/Impact: Improved Tier 1 instruction, improvement in student and teacher engagement while connecting to all aspects of district and local instructional goals. Staff Responsible for Monitoring: BHS Administration and BHS staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Staff will engage in ongoing professional growth to strengthen instructional effectiveness. Teachers will participate in campus-based professional development focused on research-based best practices and WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) to deepen student learning. In addition, staff will receive training and support in the use of instructional technology, with an emphasis on effective integration to enhance engagement, personalize instruction, and improve learning outcomes across all content areas. Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom Staff Responsible for Monitoring: Teachers, Instructional Coaches, data coaches, APs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers will intentionally design lessons that are anchored in clear learning targets and aligned to essential standards. Instructional planning will prioritize clarity of purpose, scaffolding for student success, and opportunities for active engagement. Teachers will provide timely, specific, and actionable feedback to students, ensuring that progress is monitored, learning gaps are addressed, and mastery of standards is achieved. Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team Funding Sources: Substitutes for Planning, PLT's, etc. - At-Risk (SCE) - \$3,625	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Professional Learning Teams (PLTs) will meet twice weekly, in alignment with the District Performance Playbook, to engage in collaborative planning and continuous improvement. During these meetings, teachers will analyze student performance data, monitor progress toward mastery of essential standards, and ensure instructional practices address the needs of all learners. PLTs will also develop common formative assessments and use district assessments, design intervention strategies for students not meeting benchmarks, and create enrichment opportunities to extend learning for students demonstrating mastery. Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: We will provide targeted English I tutorials during Saturday School to strengthen student proficiency in reading comprehension, writing skills, and analysis of literary and informational texts. Tutorial sessions will be strategically aligned to address student gaps identified through common assessments and benchmark data, ensuring students are prepared for STAAR success. Strategy's Expected Result/Impact: Work with students that have gaps in tested subject are to fill gaps Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrative team Funding Sources: Tutorials - Extra Duty - At-Risk (SCE) - \$5,000	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: 1. Curriculum Implementation We will ensure the full implementation of the district's written curriculum across all content areas. Classroom instruction will be aligned to the curriculum's content, context, and cognitive demand to promote rigor and consistency. Teachers will be required to administer at least 75% of district common assessments, and results will be closely monitored to guide instructional adjustments and support student achievement. Evidence of Implementation: Lesson plans aligned to district curriculum and priority standards	Formative			Summative
	Dec	Mar	May	May

PLC agendas and notes demonstrating curriculum alignment discussions

Common assessment participation reports (more than 75%)

Student performance growth on district benchmarks and STAAR/EOC assessments

2. Collaborative Team Planning

We will strengthen collaborative planning practices among teacher teams by following a written plan that clearly defines expectations, meeting structures, and outcomes. Professional Learning Communities (PLCs) will meet weekly or bi-weekly using a district-aligned meeting protocol focused on the four guiding questions:

What do we expect students to learn?

How will we know if they have learned it?

How will we respond when students do not learn?

How will we extend and enrich learning for students who are already proficient?

Collaborative teams will prioritize identifying essential standards and developing instructional responses for students who are not meeting benchmarks, while also designing enrichment opportunities for students demonstrating proficiency.

Evidence of Implementation:

Written PLC meeting agendas, sign-ins, and minutes

Unit planning documents reflecting essential standards and intervention/enrichment plans

Student work samples showing evidence of intervention and enrichment

Increased alignment across teacher teams as noted in leadership walkthroughs

3. Data-Driven Instruction (DDI) Cycles

We will implement rigorous Data-Driven Instruction (DDI) processes across all grade levels and departments. Teachers will administer regular formative and common assessments aligned to priority standards. Structured data meetings will be conducted to analyze results, identify performance gaps, and plan targeted instruction or intervention. Leadership will provide short-cycle observations and timely feedback to ensure the instructional action plan is effectively implemented. All common assessment results will be representative, reliable, and usable for campus-wide instructional planning.

Evidence of Implementation:

Assessment calendars and completed assessment data reports

Data meeting agendas, sign-ins, and action plans Documentation of intervention groups and instructional adjustments Walkthrough feedback tied to the implementation of DDI cycles Growth trends on formative, benchmark, and EOC assessments 4. Leadership Monitoring & Support Campus leaders will actively monitor classroom instruction through frequent walk-throughs and formal observations. Monitoring data will be systematically collected and analyzed to ensure curriculum alignment, strengthen instructional delivery, and identify areas of need. Findings will be used to guide targeted professional development, provide timely support to teachers, and inform campus-wide strategies that promote continuous improvement in teaching and learning. Evidence of Implementation: Leadership walkthrough and observation data reports Feedback logs with evidence of teacher implementation Professional development calendars and sign-ins connected to identified needs Teacher survey results on the effectiveness of feedback and support Growth in teacher proficiency as noted in T-TESS and district evaluation metrics Strategy's Expected Result/Impact: Improve the Instructional Framework Practices in PLT's Staff Responsible for Monitoring: BHS staff and BHS administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Social Worker - State Compensatory Education (SCE) - \$66,761				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: The Braswell High School students' Approaches % rate on English 2 will meet or exceed the district's established minimum expectation for Tier 3 campuses of 78%.

High Priority

Evaluation Data Sources: STARR Data, Common Formative Assessment Data, Student Data
BOY, MOY, EOY Assessments, TEA Accountability Ratings

Strategy 1 Details		Reviews			
Strategy 1: At Braswell High School, we will collaborate with teachers to strengthen Tier I instructional practices by establishing and sustaining a consistent classroom rhythm. Instruction will intentionally embed high-yield strategies that promote student engagement, critical thinking, and mastery of essential standards. By ensuring consistency and alignment in Tier I instruction, the campus will reduce the need for higher levels of intervention and improve overall student achievement Strategy's Expected Result/Impact: Improved Tier 1 instruction, improvement in student and teacher engagement while connecting to all aspects of district and local instructional goals. Staff Responsible for Monitoring: BHS Administration and BHS staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	May
Strategy 2 Details		Reviews			
Strategy 2: At Braswell High School, staff will continue to grow professionally in research-based instructional best practices and WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading). Teachers will participate in campus-based professional development and collaborative training sessions designed to strengthen instructional delivery and deepen student learning. In addition, staff will engage in professional learning focused on technology integration to enhance student engagement, personalize instruction, and expand digital learning opportunities. Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom Staff Responsible for Monitoring: Teachers, Instructional Coaches, data coaches, APs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: Teachers at Braswell High School will design lessons anchored in clear, intentional learning targets and aligned to identified essential standards. Instruction will be purposefully structured to ensure clarity of expectations, alignment with the district curriculum, and active student engagement. Teachers will provide timely, specific, and actionable feedback to guide student progress, close learning gaps, and support mastery of academic standards. Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Professional Learning Teams (PLTs) will meet twice weekly, in alignment with the District Performance Playbook, to engage in collaborative planning and continuous improvement. During these meetings, teachers will analyze student performance data, monitor progress toward mastery of essential standards, and ensure instructional practices address the needs of all learners. PLTs will also develop common formative assessments and use district assessments, design intervention strategies for students not meeting benchmarks, and create enrichment opportunities to extend learning for students demonstrating mastery. Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: We will conduct targeted English II tutorials during Saturday School to reinforce critical reading and writing skills necessary for academic achievement and STAAR readiness. Instruction will emphasize close reading, evidence-based responses, and revision strategies, with tailored supports to address specific areas of need for identified students. Strategy's Expected Result/Impact: Work with students that have gaps in tested subject are to fill gaps Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrative team	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: 1. Curriculum Implementation We will ensure the full implementation of the district's written curriculum across all content areas. Classroom instruction will be aligned to the curriculum's content, context, and cognitive demand to promote rigor and consistency. Teachers will be required to administer at least 75% of district common assessments, and results will be closely monitored to guide instructional adjustments and support student achievement. Evidence of Implementation: Lesson plans aligned to district curriculum and priority standards PLC agendas and notes demonstrating curriculum alignment discussions Common assessment participation reports (more than 75%)	Formative			Summative
	Dec	Mar	May	May

Student performance growth on district benchmarks and STAAR/EOC assessments

2. Collaborative Team Planning

We will strengthen collaborative planning practices among teacher teams by following a written plan that clearly defines expectations, meeting structures, and outcomes. Professional Learning Communities (PLCs) will meet weekly or bi-weekly using a district-aligned meeting protocol focused on the four guiding questions:

What do we expect students to learn?

How will we know if they have learned it?

How will we respond when students do not learn?

How will we extend and enrich learning for students who are already proficient?

Collaborative teams will prioritize identifying essential standards and developing instructional responses for students who are not meeting benchmarks, while also designing enrichment opportunities for students demonstrating proficiency.

Evidence of Implementation:

Written PLC meeting agendas, sign-ins, and minutes

Unit planning documents reflecting essential standards and intervention/enrichment plans

Student work samples showing evidence of intervention and enrichment

Increased alignment across teacher teams as noted in leadership walkthroughs

3. Data-Driven Instruction (DDI) Cycles

We will implement rigorous Data-Driven Instruction (DDI) processes across all grade levels and departments. Teachers will administer regular formative and common assessments aligned to priority standards. Structured data meetings will be conducted to analyze results, identify performance gaps, and plan targeted instruction or intervention. Leadership will provide short-cycle observations and timely feedback to ensure the instructional action plan is effectively implemented. All common assessment results will be representative, reliable, and usable for campus-wide instructional planning.

Evidence of Implementation:

Assessment calendars and completed assessment data reports

Data meeting agendas, sign-ins, and action plans

Documentation of intervention groups and instructional adjustments

Walkthrough feedback tied to the implementation of DDI cycles

Growth trends on formative, benchmark, and EOC assessments 4. Leadership Monitoring & Support Campus leaders will actively monitor classroom instruction through frequent walk-throughs and formal observations. Monitoring data will be systematically collected and analyzed to ensure curriculum alignment, strengthen instructional delivery, and identify areas of need. Findings will be used to guide targeted professional development, provide timely support to teachers, and inform campus-wide strategies that promote continuous improvement in teaching and learning. Evidence of Implementation: Leadership walkthrough and observation data reports Feedback logs with evidence of teacher implementation Professional development calendars and sign-ins connected to identified needs Teacher survey results on the effectiveness of feedback and support Growth in teacher proficiency as noted in T-TESS and district evaluation metrics Strategy's Expected Result/Impact: Improve the Instructional Framework Practices in PLT's Staff Responsible for Monitoring: BHS staff and BHS administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 4: The Braswell High School students' Approaches % rate on Biology will meet or exceed the district's established minimum expectation for Tier 3 campuses of 91%.

High Priority

Evaluation Data Sources: STARR Data, Common Formative Assessment Data, Student Data
BOY, MOY, EOY Assessments, TEA Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: At Braswell High School, we will collaborate with teachers to enhance Tier I instructional practices by establishing and sustaining a consistent classroom rhythm that embeds high-yield strategies. This consistent approach will promote student engagement, support mastery of essential standards, and improve overall learning outcomes. Strategy's Expected Result/Impact: Improved Tier 1 instruction, improvement in student and teacher engagement while connecting to all aspects of district and local instructional goals. Staff Responsible for Monitoring: BHS Administration and BHS staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: At Braswell High School, staff will continue to grow professionally by engaging in campus-based professional development that emphasizes instructional best practices and WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading). Teachers will also participate in training designed to strengthen the integration of technology into daily instruction to enhance engagement, personalize learning, and improve academic outcomes. Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom Staff Responsible for Monitoring: Teachers, Instructional Coaches, data coaches, APs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: At Braswell High School, teachers will design lessons that are anchored in intentional learning targets and aligned to essential standards. Instructional design will emphasize clarity of purpose, ensure alignment with curriculum expectations, and promote active student engagement. Teachers will provide timely, specific, and actionable feedback to guide student progress, address learning gaps, and support mastery of academic standards. Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Professional Learning Teams (PLTs) will meet twice weekly, in alignment with the District Performance Playbook, to engage in collaborative planning and continuous improvement. During these meetings, teachers will analyze student performance data, monitor progress toward mastery of essential standards, and ensure instructional practices address the needs of all learners. PLTs will also develop common formative assessments and use district assessments, design intervention strategies for students not meeting benchmarks, and create enrichment opportunities to extend learning for students demonstrating mastery. Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: We will implement targeted Biology tutorials during Saturday School to reinforce mastery of scientific concepts, vocabulary, and application skills required for STAAR success. Instruction will be aligned to high-priority readiness standards, with a focus on laboratory-based problem-solving, critical thinking, and data analysis to address student learning gaps identified through common assessments and benchmarks. Strategy's Expected Result/Impact: Work with students that have gaps in tested subject are to fill gaps Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrative team	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: 1. Curriculum Implementation We will ensure the full implementation of the district's written curriculum across all content areas. Classroom instruction will be aligned to the curriculum's content, context, and cognitive demand to promote rigor and consistency. Teachers will be required to administer at least 75% of district common assessments, and results will be closely monitored to guide instructional adjustments and support student achievement. Evidence of Implementation: Lesson plans aligned to district curriculum and priority standards PLC agendas and notes demonstrating curriculum alignment discussions Common assessment participation reports (more than 75%)	Formative			Summative
	Dec	Mar	May	May

Student performance growth on district benchmarks and STAAR/EOC assessments

2. Collaborative Team Planning

We will strengthen collaborative planning practices among teacher teams by following a written plan that clearly defines expectations, meeting structures, and outcomes. Professional Learning Communities (PLCs) will meet weekly or bi-weekly using a district-aligned meeting protocol focused on the four guiding questions:

What do we expect students to learn?

How will we know if they have learned it?

How will we respond when students do not learn?

How will we extend and enrich learning for students who are already proficient?

Collaborative teams will prioritize identifying essential standards and developing instructional responses for students who are not meeting benchmarks, while also designing enrichment opportunities for students demonstrating proficiency.

Evidence of Implementation:

Written PLC meeting agendas, sign-ins, and minutes

Unit planning documents reflecting essential standards and intervention/enrichment plans

Student work samples showing evidence of intervention and enrichment

Increased alignment across teacher teams as noted in leadership walkthroughs

3. Data-Driven Instruction (DDI) Cycles

We will implement rigorous Data-Driven Instruction (DDI) processes across all grade levels and departments. Teachers will administer regular formative and common assessments aligned to priority standards. Structured data meetings will be conducted to analyze results, identify performance gaps, and plan targeted instruction or intervention. Leadership will provide short-cycle observations and timely feedback to ensure the instructional action plan is effectively implemented. All common assessment results will be representative, reliable, and usable for campus-wide instructional planning.

Evidence of Implementation:

Assessment calendars and completed assessment data reports

Data meeting agendas, sign-ins, and action plans

Documentation of intervention groups and instructional adjustments

Walkthrough feedback tied to the implementation of DDI cycles Growth trends on formative, benchmark, and EOC assessments 4. Leadership Monitoring & Support Campus leaders will actively monitor classroom instruction through frequent walk-throughs and formal observations. Monitoring data will be systematically collected and analyzed to ensure curriculum alignment, strengthen instructional delivery, and identify areas of need. Findings will be used to guide targeted professional development, provide timely support to teachers, and inform campus-wide strategies that promote continuous improvement in teaching and learning. Evidence of Implementation: Leadership walkthrough and observation data reports Feedback logs with evidence of teacher implementation Professional development calendars and sign-ins connected to identified needs Teacher survey results on the effectiveness of feedback and support Growth in teacher proficiency as noted in T-TESS and district evaluation metrics Strategy's Expected Result/Impact: Improve the Instructional Framework Practices in PLT's Staff Responsible for Monitoring: BHS staff and BHS administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 5: The Braswell High School students' Approaches % rate on U.S. History will meet or exceed the district's established minimum expectation for Tier 3 campuses of 97%.

High Priority

Evaluation Data Sources: STARR Data, Common Formative Assessment Data, Student Data
BOY, MOY, EOY Assessments, TEA Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: At Braswell High School, we will collaborate with teachers to strengthen Tier I instructional practices by establishing and sustaining a consistent classroom rhythm that embeds high-yield instructional strategies. This approach will ensure that instruction is rigorous, aligned to essential standards, and designed to maximize student engagement and improve overall learning outcomes. Strategy's Expected Result/Impact: Improved Tier 1 instruction, improvement in student and teacher engagement while connecting to all aspects of district and local instructional goals. Staff Responsible for Monitoring: BHS Administration and BHS staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: At Braswell High School, staff will continue to grow professionally in research-based instructional best practices and WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading). Teachers will participate in campus-based professional development and collaborative training sessions designed to strengthen instructional delivery and deepen student learning. In addition, staff will engage in professional learning focused on technology integration to enhance student engagement, personalize instruction, and expand digital learning opportunities. Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom Staff Responsible for Monitoring: Teachers, Instructional Coaches, data coaches, APs ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: At Braswell High School, teachers will design lessons that are anchored in intentional learning targets and aligned to essential standards. Instructional design will emphasize clarity of purpose, ensure alignment with curriculum expectations, and promote active student engagement. Teachers will provide timely, specific, and actionable feedback to guide student progress, address learning gaps, and support mastery of academic standards. Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Professional Learning Teams (PLTs) will meet twice weekly, in alignment with the District Performance Playbook, to engage in collaborative planning and continuous improvement. During these meetings, teachers will analyze student performance data, monitor progress toward mastery of essential standards, and ensure instructional practices address the needs of all learners. PLTs will also develop common formative assessments and use district assessments, design intervention strategies for students not meeting benchmarks, and create enrichment opportunities to extend learning for students demonstrating mastery. Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students. Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: We will conduct targeted U.S. History tutorials during Saturday School to strengthen students' content knowledge of key historical eras, themes, and government foundations. Sessions will emphasize analyzing primary and secondary sources, evaluating cause-and-effect relationships, and developing evidence-based written responses. Tutorials will be strategically designed to prepare students for STAAR assessments by addressing areas of need revealed through data analysis. Strategy's Expected Result/Impact: Work with students that have gaps in tested subject are to fill gaps Staff Responsible for Monitoring: Teacher, Instructional Coaches, Administrative team	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: 1. Curriculum Implementation We will ensure the full implementation of the district's written curriculum across all content areas. Classroom instruction will be aligned to the curriculum's content, context, and cognitive demand to promote rigor and consistency. Teachers will be required to administer at least 75% of district common assessments, and results will be closely monitored to guide instructional adjustments and support student achievement. Evidence of Implementation: Lesson plans aligned to district curriculum and priority standards PLC agendas and notes demonstrating curriculum alignment discussions	Formative			Summative
	Dec	Mar	May	May

Common assessment participation reports (more than 75%)				
Student performance growth on district benchmarks and STAAR/EOC assessments				
2. Collaborative Team Planning				
We will strengthen collaborative planning practices among teacher teams by following a written plan that clearly defines expectations, meeting structures, and outcomes. Professional Learning Communities (PLCs) will meet weekly or bi-weekly using a district-aligned meeting protocol focused on the four guiding questions:				
What do we expect students to learn?				
How will we know if they have learned it?				
How will we respond when students do not learn?				
How will we extend and enrich learning for students who are already proficient?				
Collaborative teams will prioritize identifying essential standards and developing instructional responses for students who are not meeting benchmarks, while also designing enrichment opportunities for students demonstrating proficiency.				
Evidence of Implementation:				
Written PLC meeting agendas, sign-ins, and minutes				
Unit planning documents reflecting essential standards and intervention/enrichment plans				
Student work samples showing evidence of intervention and enrichment				
Increased alignment across teacher teams as noted in leadership walkthroughs				
3. Data-Driven Instruction (DDI) Cycles				
We will implement rigorous Data-Driven Instruction (DDI) processes across all grade levels and departments. Teachers will administer regular formative and common assessments aligned to priority standards. Structured data meetings will be conducted to analyze results, identify performance gaps, and plan targeted instruction or intervention. Leadership will provide short-cycle observations and timely feedback to ensure the instructional action plan is effectively implemented. All common assessment results will be representative, reliable, and usable for campus-wide instructional planning.				
Evidence of Implementation:				
Assessment calendars and completed assessment data reports				
Data meeting agendas, sign-ins, and action plans				
Documentation of intervention groups and instructional adjustments				

Walkthrough feedback tied to the implementation of DDI cycles Growth trends on formative, benchmark, and EOC assessments 4. Leadership Monitoring & Support Campus leaders will actively monitor classroom instruction through frequent walk-throughs and formal observations. Monitoring data will be systematically collected and analyzed to ensure curriculum alignment, strengthen instructional delivery, and identify areas of need. Findings will be used to guide targeted professional development, provide timely support to teachers, and inform campus-wide strategies that promote continuous improvement in teaching and learning. Evidence of Implementation: Leadership walkthrough and observation data reports Feedback logs with evidence of teacher implementation Professional development calendars and sign-ins connected to identified needs Teacher survey results on the effectiveness of feedback and support Growth in teacher proficiency as noted in T-TESS and district evaluation metrics Strategy's Expected Result/Impact: Improve the Instructional Framework Practices in PLT's Staff Responsible for Monitoring: BHS staff and BHS administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 6: At Braswell High School, by May 2026, we will strengthen Tier I instructional practices by establishing and sustaining a consistent classroom rhythm that incorporates high-yield instructional strategies. Success will be measured by an increase in student engagement and improved learning outcomes as evidenced by walkthrough and observation data, PLC documentation, and growth in student performance on formative, benchmark, and STAAR/EOC assessments.

High Priority

Evaluation Data Sources: Feedback, Coaching, Walk-Throughs

Strategy 1 Details	Reviews			
Strategy 1: Each classroom will display a Class Rhythm Chart outside the door to establish transparency and consistency in Tier I instructional practices. Instructional leaders and campus administration will utilize these charts to provide monthly feedback and coaching to support alignment with district instructional goals. Teachers will earn strategy stickers as recognition for the successful implementation of key instructional strategies outlined in the rhythm, reinforcing a culture of excellence and continuous improvement. Evidence of Implementation: Class Rhythm Charts posted outside every classroom Leadership feedback logs tied to classroom rhythm observations Monthly coaching notes provided to teachers Distribution records of strategy stickers recognizing implementation Progress Monitoring: Monthly review of feedback and coaching cycles Walkthrough data tied to instructional rhythm expectations Teacher participation and recognition tracking Semester review of instructional strategy usage trends Strategy's Expected Result/Impact: Increase in Tier I instruction, Creating more teachable moments, Less teacher anxiety, Less discipline issues TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 7: By July 2026, Braswell High School will increase opportunities for students to become college, career, military, and life-ready by expanding access to advanced academics, industry certifications, dual credit/dual enrollment, military readiness programs, and postsecondary preparation resources. As a result, the campus will raise its CCMR (College, Career, and Military Readiness) percentage to 75%, ensuring that more students graduate fully prepared for success beyond high school.

High Priority

Evaluation Data Sources: District Data dashboard, CCMR data

Strategy 1 Details	Reviews			
Strategy 1: Braswell High School will convene the CCMR Team to construct a comprehensive plan that supports student readiness for college, career, and military pathways. The team will collaborate with teachers to reinforce the importance of every educator's role in guiding students on their journey to postsecondary success. A targeted action plan will be developed for students who still need to earn their CCMR points, ensuring they are provided with individualized opportunities and resources. Through this collective effort, the campus will work toward increasing the overall CCMR score by 5%. 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. Staff Responsible for Monitoring: Campus Administration, Counseling, and CCMR team	Formative			Summative
	Dec	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 8: During the 2025-2026 school year, Braswell High School will increase student participation in the AVID cohort by 5% by July 2026. Growth will be supported through intentional recruitment, family engagement, and alignment of AVID strategies across classrooms, ensuring more students benefit from college and career readiness opportunities provided by the program.

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

Strategy 1 Details		Reviews			
Strategy 1: Braswell High School teachers will intentionally incorporate at least three WICOR strategies (Writing, Inquiry, Collaboration, Organization, and Reading) in every class period to increase student engagement and strengthen instructional practices. The Bengal Exemplary Classroom video will serve as a model to guide implementation, ensuring consistency and alignment across all classrooms. Strategy's Expected Result/Impact: We will use WICOR strategies campus wide to increase engagement and deepen learning in content areas. Staff Responsible for Monitoring: Mr. Smalley Administration, Mrs. Evans, IC's ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Compass Point 1: Excellence In Student Outcomes

Performance Objective 9: By August 2026, campus committees will analyze 100% of the data sources for dropout prevention and graduation rates to inform future practices and course enrollment.

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

Compass Point 1: Excellence In Student Outcomes

Performance Objective 10: By the end of 2025-2026, the Gifted and Talented survey will demonstrate at least 90% satisfaction among families served by ensuring students are served through advanced and rigorous coursework.

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By May 2026, Braswell High School will maximize instructional time and create engaging classroom opportunities that keep students focused on learning. Students will remain engaged with content and in class at least 95% of the time, while campuswide distractions and discipline referrals will be reduced by 5%. Progress will be measured through classroom walkthrough data, student engagement indicators, and discipline referral reports.

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

Strategy 1 Details	Reviews			
Strategy 1: We will allocate designated personnel to provide campus-wide support in the consistent implementation of the Tardy Tank/Tardy Policy and the 10/10 Rule. This will ensure that student movement is structured, instructional time is maximized, and expectations for punctuality and classroom engagement are upheld across all areas of the campus. 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. Staff Responsible for Monitoring: Administrative staff, Security team, and Campus support team. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will intentionally dedicate time within their classrooms to develop stronger relationships with students. By creating opportunities for meaningful connections, teachers will foster a positive learning environment that promotes trust, engagement, and student well-being. Strengthening teacher-student relationships will support academic growth, improve classroom culture, and reduce behavior incidents. Strategy's Expected Result/Impact: Motivate students to connect in with teacher and classroom environment. Staff Responsible for Monitoring: Teachers, Assistant Principals ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: The campus will utilize the monthly newsletter to communicate academic resources, self-management tips, and skills that support student success. This ongoing communication will provide students and families with practical strategies to improve organization, time management, study habits, and overall well-being. By reinforcing these skills consistently, the campus will strengthen the partnership between school and home while promoting student ownership of learning. Strategy's Expected Result/Impact: Increased communication to parents on self-management skills for their students that can be used Staff Responsible for Monitoring: Counselors, Associate Principal, Principal	Formative			Summative
	Dec	Mar	May	May
Strategy 4 Details	Reviews			
Strategy 4: Braswell High School will provide ongoing teacher education through the weekly Bengal Bulletin "Peek of the Week" and regular faculty meetings. These platforms will be used to share instructional best practices, campus updates, professional learning resources, and strategies aligned to district and campus goals. Consistent communication will ensure that teachers remain informed, supported, and equipped with the tools necessary to strengthen instructional delivery and student outcomes. 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			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Braswell High School will provide ongoing parent education through a monthly parent communication letter. These letters will share academic updates, campus resources, self-management strategies, and family engagement opportunities to strengthen the home-school partnership. By consistently equipping parents with knowledge and tools to support their students, the campus will promote improved academic outcomes, stronger communication, and greater community involvement. 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			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: Braswell High School will provide ongoing student education by collaborating with Student Council (STUCO) and BHS Now to share important campus information, academic resources, and student success strategies. These platforms will be leveraged to communicate expectations, promote engagement opportunities, and highlight supports available to students. By utilizing student leadership and campus media, the school will increase student awareness, ownership of learning, and participation in campus culture. 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			Summative
	Dec	Mar	May	May

Strategy 7 Details	Reviews			
Strategy 7: Assistant Principals and teachers will collaborate to identify, monitor, and support students who demonstrate low levels of engagement in learning. Through regular progress checks, mentoring conversations, and data review, staff will provide encouragement and targeted interventions designed to re-engage students in the learning process. This collaborative approach will ensure that all students are supported in meeting academic expectations and achieving success. Strategy's Expected Result/Impact: Motivate students to change behavior and become more engaged. Staff Responsible for Monitoring: Administration, teachers	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

Performance Objective 2: By May 2025, Braswell High School will bolster Tier I instruction by establishing structure, effectiveness, and consistent implementation of instructional best practices in at least 50% of classrooms. This will create a WICOR-dominant culture (Writing, Inquiry, Collaboration, Organization, and Reading) that promotes student engagement, deep learning, and improved academic outcomes. Progress will be measured through walkthrough and observation data, PLC documentation, and evidence of WICOR strategies embedded in lesson design and delivery.

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

Strategy 1 Details	Reviews			
Strategy 1: Braswell High School will collaborate with the Guided Coalition to provide structured opportunities for teacher voice and leadership in addressing campus needs. The coalition will review and analyze WICOR implementation data to inform instructional practices, guide professional learning priorities, and strengthen a culture of collaboration. By empowering teachers to lead in decision-making, the campus will promote shared ownership of instructional improvement and student success. Strategy's Expected Result/Impact: Development of teacher leaders and teacher voice Staff Responsible for Monitoring: GC team, Administrators, ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Braswell High School instructional leaders will provide ongoing feedback on WICOR strategies observed during classroom visits to ensure effective and consistent implementation. Teachers who consistently integrate WICOR practices into their instruction will be affirmed and recognized, reinforcing a culture of excellence and a WICOR-dominant campus. This approach will strengthen Tier I instruction, promote student engagement, and increase alignment with district instructional goals. Strategy's Expected Result/Impact: To develop teacher leaders to ensure Avid strategies are implemented school-wide. Staff Responsible for Monitoring: GC team, Administrators,Avid Site team	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 4: Braswell High School will implement targeted initiatives to increase the retention of highly talented teachers by 5% by July 2026. The campus will provide professional growth opportunities, foster a supportive and collaborative culture, and recognize staff contributions to ensure teachers feel valued and equipped to thrive. Strengthening teacher retention will promote stability, continuity of instruction, and long-term student success.

High Priority

Evaluation Data Sources: Retention Data - June 2026

Strategy 1 Details	Reviews			
Strategy 1: The administration at Braswell High School will be intentional about maintaining high levels of visibility and availability to teachers and staff. Leaders will actively engage in classrooms, hallways, and common areas to provide timely support, address staff needs, and foster open communication. This consistent presence will build trust, strengthen relationships, and create a culture where teachers feel supported and empowered to focus on student success. Strategy's Expected Result/Impact: Build a strong personal and professional relationship to teachers. Staff Responsible for Monitoring: Administrative Team ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Braswell High School will recognize a Staffer of the Week each week to highlight and celebrate exceptional work, dedication, and contributions to the school community. This recognition program will reinforce a positive campus culture, affirm staff efforts, and promote continued excellence in teaching and support roles. Strategy's Expected Result/Impact: Recognition of staff that is making a difference. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Braswell High School will implement a Teacher of the Week recognition program to honor and celebrate exceptional instructional practices, commitment to students, and contributions to the school community. This initiative will promote a culture of appreciation, highlight exemplary teaching, and encourage staff morale and retention. Strategy's Expected Result/Impact: Recognition of teacher that is making a difference. Staff Responsible for Monitoring: Administrative Team	Formative			Summative
	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Braswell High School will intentionally identify the strengths of faculty and staff members and use this knowledge to foster stronger relationships, collaboration, and team culture. By recognizing and valuing individual talents, the campus will create opportunities for staff to contribute in meaningful ways, build mutual respect, and strengthen the professional community. 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			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Braswell High School will provide staff with a weekly communication platform, the Peek of the Week designed to share important campus information while fostering a sense of personal connection and community. The Bengal Bulletin will serve as a consistent tool to highlight celebrations, provide instructional resources, and ensure staff are informed and engaged in campus initiatives. Strategy's Expected Result/Impact: To create a sense of family and connection. Staff Responsible for Monitoring: Associate Principal	Formative			Summative
	Dec	Mar	May	May
Strategy 6 Details	Reviews			
Strategy 6: Braswell High School will partner with the PTSA to create opportunities for staff to bond and fellowship in small groups. These activities will foster stronger relationships, build a sense of community, and enhance staff morale. By leveraging PTSA support, the campus will provide meaningful experiences that encourage collaboration, reduce isolation, and strengthen the overall school culture. Strategy's Expected Result/Impact: Create a sense of Bengal Family. Staff Responsible for Monitoring: PTSA, Administrative team	Formative			Summative
	Dec	Mar	May	May
Strategy 7 Details	Reviews			
Strategy 7: Braswell High School will expand its digital footprint on social media by implementing the hashtag #BengalExcellence to highlight and affirm the achievements, activities, and contributions of the Bengal community. This initiative will celebrate student and staff success, strengthen school pride, and enhance community engagement by showcasing the positive culture of Braswell High School. 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			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 3: Reciprocal Family & Community Relationships

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

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

Guided Coalition

Committee Role	Name	Position
Support Staff	Cassandra Jones	SPED
Classroom Teacher	Jennifer Pope	English
Administrator	James Wilburn	Assistant Principal
Classroom Teacher	Ivey Ridge	Science
Classroom Teacher	D'andre Pringle	CTE
Counselor	Shajuana Goshton	Impact Counselor
Classroom Teacher	Amelia Evans	AVID
Counselor	Nicole Dampman	Counselor
Classroom Teacher	Tamara George	English
Classroom Teacher	Lacy Toliver	Math
Classroom Teacher	Garrett Staples	Math
Administrator	Felisha Jones	Freshman Principal
Classroom Teacher	Jennifer Wyman	Classroom Teacher
Paraprofessional	Wendy Smith	Paraprofessional
Administrator	William Houff	Dean of Students
Administrator	Amanda Mccullough	Associate Principal
Administrator	Decorian Hailey	Principal

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	2 Classroom Aides to Support Algebra I		\$62,000.00
1	1	6	Tutorials - Extra Duty		\$5,000.00
1	2	3	Substitutes for Planning, PLT's, etc.		\$3,625.00
1	2	5	Tutorials - Extra Duty		\$5,000.00
Sub-Total					\$75,625.00
State Compensatory Education (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	6	Social Worker		\$66,761.00
Sub-Total					\$66,761.00

Denton Independent School District

Denton High School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation
Academic Achievement in Science



DENTON
HIGH SCHOOL

Mission Statement

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

Vision

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

Value Statement

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

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

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Comprehensive Needs Assessment

Revised/Approved: August 15, 2025

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

Demographics

Demographics Summary

Denton High School, per the 2024 TAPR report, has a diverse student body. 36.7% of the students identify as White, 45.6% as Hispanic, 14.9% as African American, and the remaining is a mix of Asian, Native American, and students of Two or More Races. A significant portion, 56.9%, are economically disadvantaged, suggesting the school serves many students from low-income families. Furthermore, 18.5% of the students are English language learners, reflecting a multilingual community, and 14.2% receive special education services. The mobility rate stands at 13.8%.

Ethnicity/Race Distribution: The Hispanic population of DHS has continued to grow over the last ten years. This growth rate has actually slowed slightly from 2023/24 to 2024/25. The percentage of student identifying as Two of More Races has also continued to grow over the last 5 years.

Economic Status: The percentage of DHS students identified as Economically Disadvantaged dropped slightly during the pandemic years of 2020/22 but has increased again this year. The campus percentage (56.9%) is higher than the district average.

English Language Learners (ELL): The rate of ELL students continues to rise each year. DHS has historically been equal to or slightly less than the district average. This year we are 18.5% EL compared to 16.7% for the district.

Special Education: Denton High School continues to have one of the highest Special Education populations (by percentage) in the State. 14.2% compared to a State average of 11.7%.

Mobility Rate: Of the 13.8% of the total student population that is listed as "Mobile", 41.1% are white, 31.7 % are Hispanic, and 21.7% are Black. 72.6% of "Mobile" students are also Economically Disadvantaged and a full quarter of them are Special Education students.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton High School continues to have one of the highest Special Education populations (by percentage) in the State along with a high student mobility rate.

Root Cause: Currently, DHS has the State-Supported Living Center, the County Juvenile Detention Center, and several residential facilities in it's attendance zone (Cumberland Children's has ceased operations for HS aged students but several former clients reside with foster placements in the zone); as well as being the Regional School for Deaf Education.

Student Learning

Student Learning Summary

Algebra I EOC results were mixed with the overall "Approaches" (passing) rate falling but the percentage of "Meets" increased. This is largely on the ability and function of our Algebra I PLC team. These teachers continue to work together at the highest levels and are a model PLC. They pushed every student and did not allow student to "opt out" of doing the work.

English I and English II EOC results decreased and are still lower than state average. Good news is that several sub-population posted significant improvements. The "At-Risk" and EB sub-populations scored substantially lower than the general population.

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

AP enrollment has decreased slightly (students going to dual-credit courses). We have noticed a slight drop in students registering to take exams AND a drop in the number of students passing exams in certain subjects. This is noted in the lack of academic Distinctions earned in the 2025 Accountability report (DHS earned one distinction - in Science).

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

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English I and English II EOC passing rates have dropped from Spring 2024 to Spring 2025 (67% to 58% for Eng. I and 72% to 65% for Eng. II). While the percentage of "Meets" for three subjects increased (Biol., USH, and Alg I), Eng. I and Eng. II both dropped slightly (47% to 45% for Eng. I and 53% to 49% for Eng. II).

Root Cause: EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically the essay question, critical analysis, and editing).

Problem Statement 2 (Prioritized): While Algebra I EOC "Meets grade level" improved significantly in 2025 (28% to 35%), the overall passing rate ("Approaches") decreased from 75% to 70%.

Root Cause: Faculty turnover and overall class size in certain sections (especially Inclusion) are consistently noted as issues.

Problem Statement 3 (Prioritized): A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing.

Root Cause: Faculty identify an overall lack of student "grit" and determination in terms of addressing the workload of advanced classes. Some enrollment shifts seem to be solely based on the teacher instructing a particular course. A new district initiative, "Advancing Futures," hopes to address this issue and we have seen enrollments in certain Honors courses increase in 2025-26

Problem Statement 4: Campus-based walkthrough form development is on-going.

Root Cause: Need for a measurement tool that covers all necessary data (including IB specific factors such as ATL). Pilots are being developed with administration and the CLT.

School Processes & Programs

School Processes & Programs Summary

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

Our two largest student programs - football and band have new leadership this year. David Beaty is our new Campus Athletic Director/Head Football Coach. Lance Walker joins us from FW Paschal HS as Director of Bands and has brought an immediate level of excitement to the program.

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

Denton High School had a record number of new-faculty hires in the Summer/Spring of 2025 (29 new faculty compared to the usual average of approximately 24). While this is not a localized phenomenon, the effect on PLC function and academic performance is noticeable. This reinforces our continuing Performance Objective of developing a campus-based Mentorship program for DHS. The main goal of this program is retention of new/first-year faculty.

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

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

School Processes & Programs Strengths

Curriculum and Instruction

PLC structures

Dynamic Admin team

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff, students, and parents are negotiating several recent changes to school management/policy. Most notable is cell phone prohibition followed by multiple mandates set forth in SB 12. Stakeholders are concerned about effects on teacher retention and recruitment.

Root Cause: Mandates and legislation set forth in the 2025 legislature (HB 1481, SB12, HB 6, etc) caused multiple changes in school management and additional requirements for faculty and staff.

Perceptions

Perceptions Summary

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

Root Cause

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

Perceptions Strengths

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

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Various stakeholders report frustration with transportation surrounding the new campus (construction, roads, sidewalks, traffic, and transportation). Bus transportation concerns related to efficiency and delays are the greatest concern.

Root Cause: Most issues are based in municipal responses to growth in the immediate area. The Bronco Way extension to the I-35 service road should be completed by Nov. 2025 and should alleviate some issues.

Priority Problem Statements

Problem Statement 1: English I and English II EOC passing rates have dropped from Spring 2024 to Spring 2025 (67% to 58% for Eng. I and 72% to 65% for Eng. II). While the percentage of "Meets" for three subjects increased (Biol., USH, and Alg I), Eng. I and Eng. II both dropped slightly (47% to 45% for Eng. I and 53% to 49% for Eng. II).

Root Cause 1: EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically the essay question, critical analysis, and editing).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: While Algebra I EOC "Meets grade level" improved significantly in 2025 (28% to 35%), the overall passing rate ("Approaches") decreased from 75% to 70%.

Root Cause 2: Faculty turnover and overall class size in certain sections (especially Inclusion) are consistently noted as issues.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing.

Root Cause 3: Faculty identify an overall lack of student "grit" and determination in terms of addressing the workload of advanced classes. Some enrollment shifts seem to be solely based on the teacher instructing a particular course. A new district initiative, "Advancing Futures," hopes to address this issue and we have seen enrollments in certain Honors courses increase in 2025-26

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Staff, students, and parents are negotiating several recent changes to school management/policy. Most notable is cell phone prohibition followed by multiple mandates set forth in SB 12. Stakeholders are concerned about effects on teacher retention and recruitment.

Root Cause 4: Mandates and legislation set forth in the 2025 legislature (HB 1481, SB12, HB 6, etc) caused multiple changes in school management and additional requirements for faculty and staff.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: Algebra I students will increase EOC passing rate by 9.3% (70 to 75) and maintain the three year increase in "Meets" (~ 20%/yr.) to 42%.

High Priority

HB3 Compass Point

Evaluation Data Sources: TEA Accountability Reports

TEA EOC reports

TAPR reports

DISD Common Assessments

IXL Level UP

Campus-developed assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement Targeted Remediation program for December and April Re-testers in Algebra I Strategy's Expected Result/Impact: Increase passing rate for targeted students (passing rate for 2024 group was 49% above the general testing population). Staff Responsible for Monitoring: Administration Math Department Chair LaShawn Brock Alg I PLT TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Salary for tutorials - At-Risk (SCE) - \$5,000, Student Supplies - At-Risk (SCE) - \$2,724.50	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Continue implementation of Station-Rotation Model in Algebra I classrooms (especially training for new faculty member). Strategy's Expected Result/Impact: Increase proficiency with calculator embedded in testing package. Increase proficiency with "grid-able" answer choices on assessment. Staff Responsible for Monitoring: Math Department Chair LaShawn Brock Algebra. I PLT group TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Substitutes for Algebra I teachers (PD) - At-Risk (SCE) - \$4,000	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Provide Algebra I/Geom "trailer" course for remediation/acceleration of previous year Algebra I failures Strategy's Expected Result/Impact: Recover Algebra I credit for students. Accelerate Geom. instruction to have this group "on-level" by the beginning of their junior year. Staff Responsible for Monitoring: Administration LaShawn Brock Tra Thomas TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: - At-Risk (SCE) - \$47,000	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: While Algebra I EOC "Meets grade level" improved significantly in 2025 (28% to 35%), the overall passing rate ("Approaches") decreased from 75% to 70%. **Root Cause:** Faculty turnover and overall class size in certain sections (especially Inclusion) are consistently noted as issues.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: DHS will continue and evaluate the campus-based professional development series to familiarize faculty with the IB Approaches to Learning (PD series developed and implemented in 23-24).

- High Priority
- HB3 Compass Point
- Evaluation Data Sources: Faculty survey
- Administration walkthroughs
- IB Audit

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement Professional development series to familiarize faculty with the IB Approaches to Learning (ATL) Strategy's Expected Result/Impact: An increase in ATL strategies as noted by admin walkthroughs Staff Responsible for Monitoring: Crystal Sullivan Matt Speight CLT TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative			Summative
	Dec	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing. Root Cause: Faculty identify an overall lack of student "grit" and determination in terms of addressing the workload of advanced classes. Some enrollment shifts seem to be solely based on the teacher instructing a particular course. A new district initiative, "Advancing Futures," hopes to address this issue and we have seen enrollments in certain Honors courses increase in 2025-26

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: Eng. I, and Eng. II will increase EOC performance by 10% in both passing rate and "Meets."

High Priority

HB3 Compass Point

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

Strategy 1 Details	Reviews			
Strategy 1: Implement new Progress Monitoring and Walkthrough programs in English I and English II Strategy's Expected Result/Impact: Increase in participation and performance on Eng. I and Eng. II common assessments, formatives, and the EOC. Staff Responsible for Monitoring: Administration Shelby Simmons (ELAR Dept Chair) Eng.I and II PLT's TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Implement Targeted Remediation program for December and April Re-testers in English I and English II Strategy's Expected Result/Impact: Increase passing rate for targeted students (raise scale score by 10% or more to achieve "Approaches" passing level). Increase percentage of "Meets Grade Level" for the targeted populations Staff Responsible for Monitoring: Administration ELA Department Chair Erika Simon Mark Goggins Eng. I and Eng. II PLT groups TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Salary for tutorials - At-Risk (SCE) - \$5,000, Student Supplies - At-Risk (SCE) - \$2,724.50	Formative			Summative
	Dec	Mar	May	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: English I and English II EOC passing rates have dropped from Spring 2024 to Spring 2025 (67% to 58% for Eng. I and 72% to 65% for Eng. II). While the percentage of "Meets" for three subjects increased (Biol., USH, and Alg I), Eng. I and Eng. II both dropped slightly (47% to 45% for Eng. I and 53% to 49% for Eng. II). Root Cause: EOC analysis identified several TEKS/Learning Standards in which students struggled (specifically the essay question, critical analysis, and editing).

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

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

Compass Point 2: Exceptional Workplace Environment

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

High Priority

Evaluation Data Sources: Staff surveys
Human Resources data
TAPR report

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

Strategy 2 Details	Reviews			
Strategy 2: Recruit NEW veteran teachers in the Spring for the 2026 class of new hires. Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey) Staff Responsible for Monitoring: Donna Russell Renatta Delello Mark Goggins Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Re-design Mentorship Program Improvement survey. Review information from form (both mentors and mentees) to improve the program for 2025-26. Strategy's Expected Result/Impact: Increase first year faculty retention by 50% Increase professional content knowledge of returning staff by 25% (as indicated by staff survey) Staff Responsible for Monitoring: Donna Russell Renatta Delello Mark Goggins Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Staff, students, and parents are negotiating several recent changes to school management/policy. Most notable is cell phone prohibition followed by multiple mandates set forth in SB 12. Stakeholders are concerned about effects on teacher retention and recruitment. **Root Cause:** Mandates and legislation set forth in the 2025 legislature (HB 1481, SB12, HB 6, etc) caused multiple changes in school management and additional requirements for faculty and staff.

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Best practices research
IB Audit

Strategy 1 Details	Reviews			
Strategy 1: Guiding Coalition will review best practices and IB products to develop a walkthrough plan for the unique environment of DHS (IB/DC/AP). Strategy's Expected Result/Impact: Increase faculty feedback regarding instructional strategies and classroom management Increase faculty retention Staff Responsible for Monitoring: Guiding Coalition Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Implement new walkthrough system Strategy's Expected Result/Impact: Increase faculty feedback regarding instructional strategies and classroom management Increase faculty retention Staff Responsible for Monitoring: Guiding Coalition Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: A slow but continuous decrease in enrollment in advanced academics (IB DP, AP, Dual Credit). This is an overall trend although some individual courses are increasing. Root Cause: Faculty identify an overall lack of student "grit" and determination in terms of addressing the workload of advanced classes. Some enrollment shifts seem to be solely based on the teacher instructing a particular course. A new district initiative, "Advancing Futures," hopes to address this issue and we have seen enrollments in certain Honors courses increase in 2025-26
School Processes & Programs
Problem Statement 1: Staff, students, and parents are negotiating several recent changes to school management/policy. Most notable is cell phone prohibition followed by multiple mandates set forth in SB 12. Stakeholders are concerned about effects on teacher retention and recruitment. Root Cause: Mandates and legislation set forth in the 2025 legislature (HB 1481, SB12, HB 6, etc) caused multiple changes in school management and additional requirements for faculty and staff.

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: Denton High School will focus on increasing the Gallup Q12 Engagement Survey in two areas. Engagement element Q4, (In the last seven days, I have received recognition or praise for doing good work) will show an increase from 2.95 to 3.2. Engagement element Q6, (There is someone at work who encourages my development) will show an increase from 3.53 to 3.7.

Evaluation Data Sources: Gallup Q12 Employee Engagement Survey

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

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

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

State Compensatory

Budget for Denton High School

Total SCE Funds: \$19,449.00

Total FTEs Funded by SCE: 0.4

Brief Description of SCE Services and/or Programs

\$8000 - Alg I (tutorials, substitutes, training, and supplies) \$8000 - Eng.I and Eng.II (tutorials, substitutes, training, and supplies) \$3449 - Training and substitutes for Alg. I Station Rotation model (new faculty member in Alg. I)

Personnel for Denton High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
A'traviya Thomas	Math teacher	0.4

Campus Leadership Team

Committee Role	Name	Position
Parent	Toby Vaughn	Parent
Classroom Teacher	Mo Hillard	Teacher
Classroom Teacher	Sergio London	Teacher
Classroom Teacher	Melina Pena	Teacher
Classroom Teacher	Jimmy Rosin	Teacher
Classroom Teacher	Hannah Hintz	Teacher
Community Representative	Chris Garcia	Community Representative
Non-classroom Professional	Crystal Sullivan	IB Coordinator
SPED Personnel	Alison Peterman	SPED Teacher
Classroom Teacher	Will Matthews	Teacher
Non-classroom Professional	Blair Polly	Counselor
Dept Chair	John Corsi	Teacher
Administrator	Trey Peden	Associate Principal
Administrator	Joel Hays	Principal

Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Supplies		\$2,724.50
1	1	1	Salary for tutorials		\$5,000.00
1	1	2	Substitutes for Algebra I teachers (PD)		\$4,000.00
1	1	3			\$47,000.00
1	3	2	Salary for tutorials		\$5,000.00
1	3	2	Student Supplies		\$2,724.50
Sub-Total					\$66,449.00

Denton Independent School District

Guyer High School

2025-2026 Campus Improvement Plan

Accountability Rating: A



GUYER

HIGH SCHOOL

Mission Statement

Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process.

Vision

Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

Value Statement

We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

John H. Guyer High School

Executive Summary

Institutional History

Guyer High School, founded in 2005, is a comprehensive, public high school in Denton, Texas, serving grades 9-12. In the twenty years since John H. Guyer High School opened, we have established a standard and tradition for excellence in all areas of performance, academically, artistically, athletically, and socially. Academically we have continued to grow and achieve at levels above the local, state, and national levels. We are currently one of only seven schools in our Texas Education Agency identified statewide comparison group of campuses to have maintained an “A” rating from the Texas Education Agency under the Agency’s accountability system. Additionally, we have been consistently named to the U. S. News & World Report’s Best U. S. High Schools and Best Texas High Schools.

Community Context

Guyer High School is situated in a suburban North Texas community and partners with our “Guyer Zone” partners, consisting of seven elementary and two middle schools. Currently, 2580 students are enrolled at GHS. Our enrollment has remained consistent over the last five years. We continue to see a growing Emergent Bilingual student population, with Spanish as the predominant language for our students identified as Limited English Proficient. We are classified as a 6A school by the University Interscholastic League under the governance of the Texas Education Agency. We continue to see an increase in student participation in our College Board Advanced Placement course offerings. Additionally, in recent years, students have been taking advantage of the dual-credit option with a partnership with Texas Woman’s University to receive college credit through classes taken on the high school campus. Students are graduating with higher numbers of college credits through participation in the AP and Dual Credit programs at Guyer HS.

Governance Structure

Our campus operates under the governance of the Texas Education Agency and the Denton Independent School District (ISD) Board of Trustees. The Denton ISD Board is responsible for setting the district’s overarching vision and goals, adopting local policies, approving the annual budget, and overseeing the leadership and operations across the district. These responsibilities are executed in partnership with the

district superintendent and our campus's area superintendent. This governance structure provides a solid foundation for accountability, strategic planning, and visionary leadership, allowing our campus to align our local plans with district-wide goals that promote academic achievement and organizational excellence.

Guyer High School Mission, Vision, and Values

Mission Statement: Guyer High School is committed to providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. engage our students, parents, staff, and community in the learning process.

Vision Statement: Guyer High School will provide a high quality education that prepares students to be responsible citizens who flourish in their post-secondary lives after graduation. We will cultivate an environment of efficient and effective problem-solvers who are empowered to think critically, collaborate, and communicate effectively.

School Values: We promote high expectations and a rigorous curriculum; We believe all students deserve an equitable education; We value collaborative learning; We promote critical thinking; We value effective communication; We value respect of self and others.

Educational Philosophy

Our vision is focused on our commitment to continuous improvement and delivering our instructional services as a high-performing, thriving Professional Learning Community (PLC). With a focus on results, our PLC work is anchored in a focus on student and professional learning and effective professional collaboration within and between our learning teams. We review and reflect upon our goals consistently, as a campus and as individual teams within our campus. Our reviews and reflections occur during mandatory campus leadership team meetings, during professional learning communities collaboration sessions, and during content area team discussions on a weekly, quarterly, and annual basis.

Our campus remains steadfast in its commitment to becoming a high-functioning Professional Learning Community (PLC). We continue to build on a positive trajectory by fostering a collaborative culture that emphasizes collective responsibility for student success. Through shared leadership, aligned instructional practices, and data-informed decision-making, we strive to ensure that every student receives high-quality instruction. Our PLC model is rooted in ongoing reflection, continuous improvement, and a shared vision for excellence in teaching and learning.

Instructional Practices

Instruction and assessment on our campus are guided by the Denton ISD Teaching & Learning Department, which leads the design, delivery, and support of our district's curriculum. This department ensures that teachers are equipped with standards-aligned curriculum materials,

effective instructional resources, and robust professional development. Teaching & Learning teams collaborate to create the written curriculum and assessments and to select foundational and supplemental instructional materials that support differentiated learning. Professional learning is strategically designed to promote engaging, research-based instructional strategies. Our instructional framework is grounded in the principles of Professional Learning Communities at Work, Understanding by Design, and Assessment for Learning. It centers around the four essential PLC questions that drive our practice and decision-making. We support equitable and technology-integrated instruction through our 1:1 Chromebook initiative and the use of interactive whiteboards in classrooms. This alignment of philosophy, pedagogy, and infrastructure ensures a coherent and impactful instructional experience for all students.

Personnel Management

Our personnel management practices are anchored in our commitment to excellence, equity, and the professional growth of all staff. We implement a rigorous and inclusive hiring process designed to attract high-quality educators and support personnel. Our staff is evaluated using appropriate state and locally developed systems: teachers under the Texas Teacher Evaluation and Support System (T-TESS), administrators under the Texas Principal Evaluation and Support System (T-P ESS), and other professionals and paraprofessionals through Denton ISD's local evaluation frameworks. These evaluations inform professional development priorities and support a culture of continuous learning. We strive to cultivate a positive, growth-oriented work environment by offering meaningful training opportunities and promoting leadership development. Our goal is to recruit, develop, and retain top talent, understanding that the success of our students is closely linked to the quality and dedication of our faculty and staff.

Student Performance

At Guyer High School, student achievement is assessed and supported through a comprehensive, data-informed approach that spans all grade levels and content areas. We employ a balanced assessment system that incorporates formative, interim, and summative assessments to provide a holistic view of student learning, ensuring alignment between curriculum, instruction, and assessment. This approach supports both individual student growth and broader program improvement. Our assessments are designed to meet the diverse needs and strengths of our learners, allowing for differentiated instruction and equitable access to learning opportunities. We utilize a robust Multi-Tiered System of Supports (MTSS) to proactively address academic, behavioral, and social-emotional needs. This framework includes universal screening, tiered interventions that move from universal, to targeted, to intensive (Tiers 1–3), and regular progress monitoring to ensure timely and appropriate supports for all students. In addition to academic performance, we closely track key nonacademic indicators such as attendance and graduation rates. Attendance is monitored daily, with a campus-wide goal of 97%, and our staff engages families early and consistently to address chronic absenteeism. Our commitment to student success is further reflected in our 100% graduation rate last year—an outcome supported by intentional planning that begins before students attend their first class and continues through ongoing monitoring and communication with students and families.

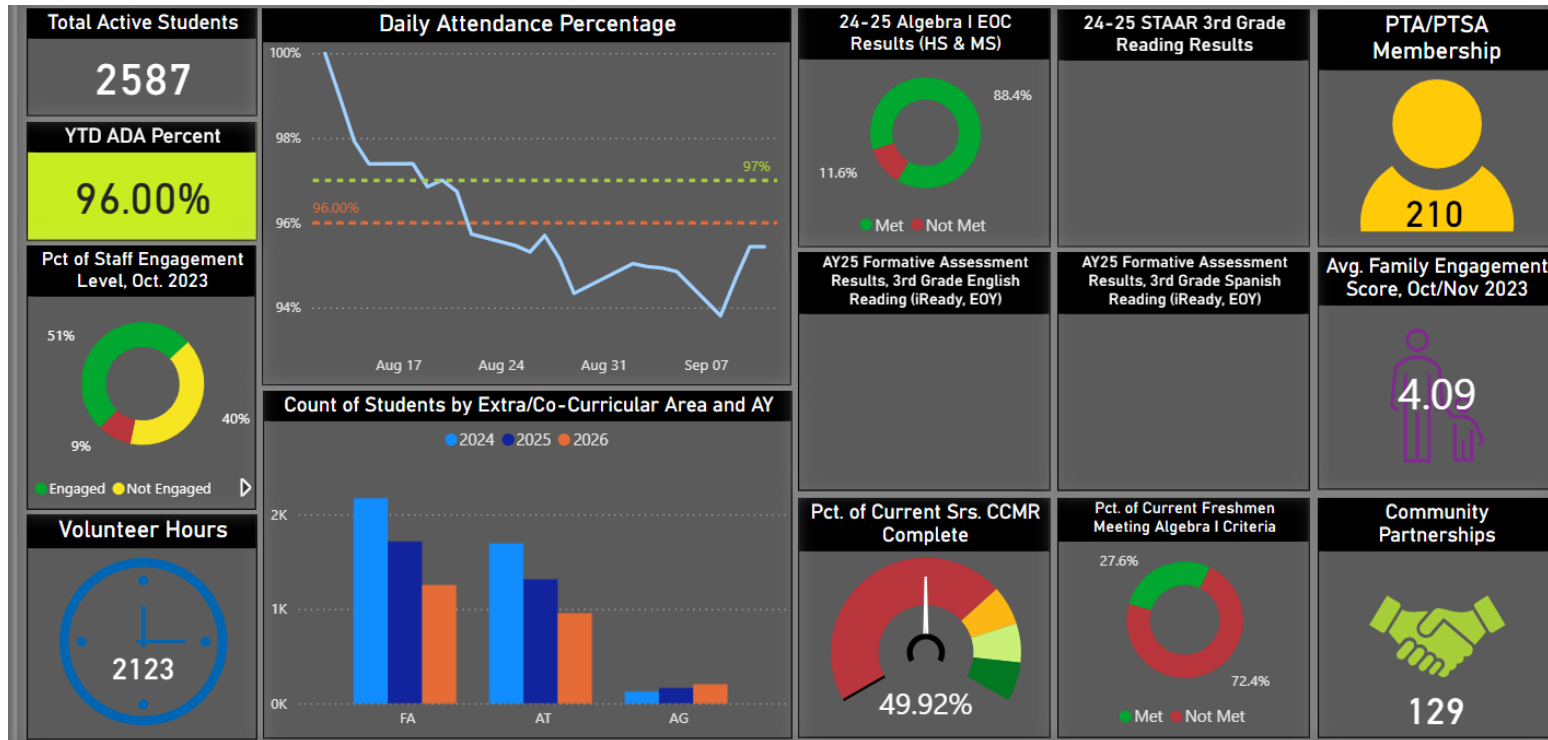
Campus Improvement Initiatives

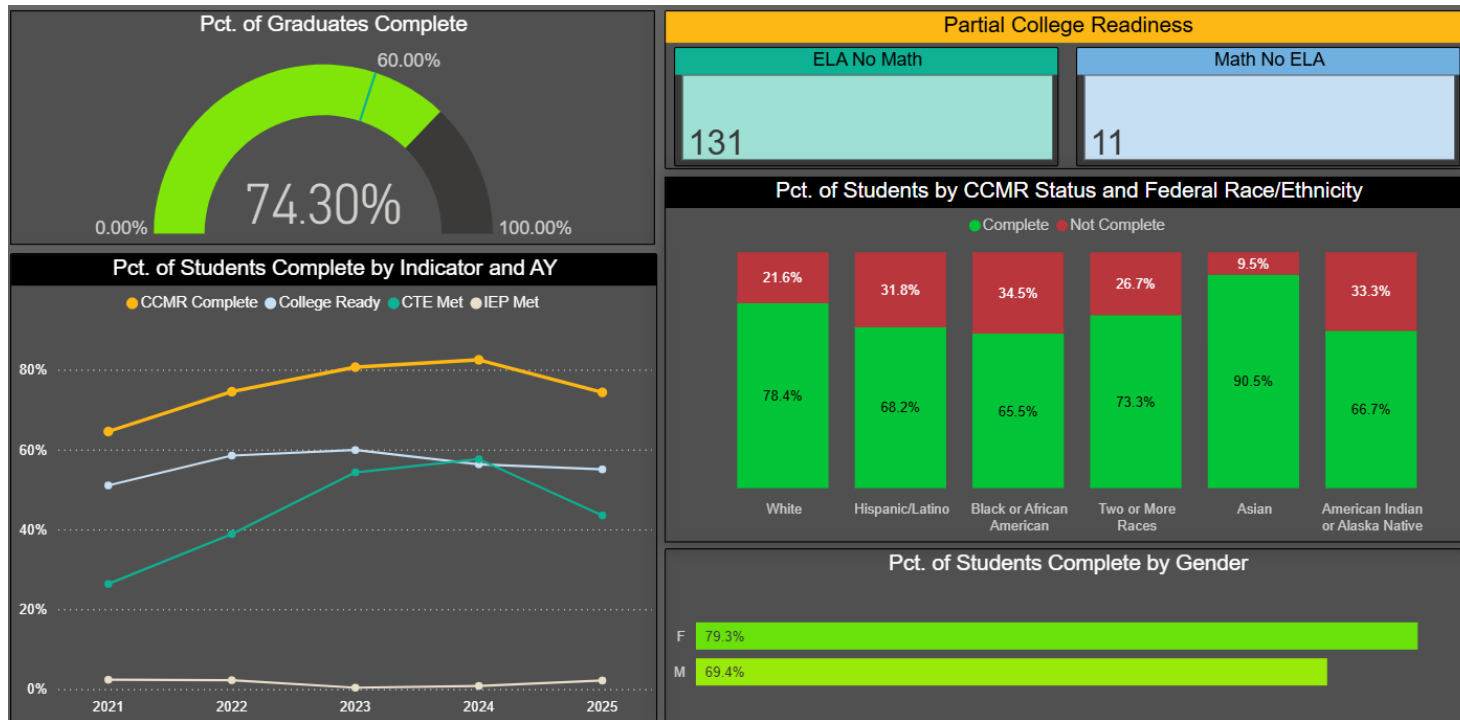
Our process for continuous improvement is comprehensive and inclusive, led by our campus leadership team in collaboration with key stakeholders. Each academic year begins with a Campus Needs Assessment (CNA) that evaluates both quantitative data and qualitative input to identify strengths and areas for growth. The CNA informs our focus on the district's Compass Points, which serve as our guiding goals. From this foundation, we establish campus-specific performance objectives and develop a Campus Improvement Plan (CIP) with clearly defined strategies, benchmarks, and timelines. Formative and summative reviews are conducted throughout the year to monitor progress and make necessary adjustments, ensuring that our continuous improvement efforts remain responsive and effective.

Our campus improvement efforts are rooted in a structured and data-informed process that aligns with our district's strategic goals. The process begins annually with a Campus Needs Assessment that engages stakeholders in a thorough review of performance data and school climate indicators. This analysis leads to the identification of top campus priorities within two key focus areas: Excellence in Student Outcomes and Exceptional Workplace Environment. These priorities guide the development of specific, measurable performance objectives, supported by targeted strategies from instructional teams, counseling services, administrative leadership, and other campus departments. Our current improvement goals aim to sustain academic performance in the top quartile of our state-defined campus comparison group, close achievement gaps across student populations, and increase the percentage of graduating seniors meeting College, Career, and Military Readiness (CCMR) criteria. These initiatives are embedded within our continuous improvement cycle, ensuring accountability and momentum toward achieving our vision for student and staff success.

In conclusion, John H. Guyer High School remains deeply committed to excellence in all facets of education—academic achievement, professional collaboration, student engagement, and community involvement. Guided by strong leadership, a clear instructional framework, and a culture of continuous improvement, we are proud of our accomplishments and confident in our future direction. Our ongoing pursuit of innovation, equity, and student-centered practices reflects the shared vision of our staff, students, families, and community stakeholders. As we continue to grow as a high-functioning Professional Learning Community, we remain focused on preparing every student to graduate with the skills, knowledge, and character needed to thrive in an ever-changing world. Through strategic planning, data-driven instruction, and a steadfast commitment to our mission and values, Guyer High School is poised to sustain and expand its legacy of excellence.

						Student Overview Data										
Enrollment Count		01	02	03	04	05	06	07	08	09	10	11	12	EE	KG	
John Guyer High School										659	627	642	659			
F/R Lunch Count			01	02	03	04	05	06	07	08	09	10	11	12	EE	
John Guyer High School		01									175	151	146	152		
		02									24	28	21	39		
Summary Data																
Current Building Name		Student Count	F/R Lunch Count	Percentage												
John Guyer High School		2,587	736	28.45												
Sub-Population Data																
Current Building Name		Grade	Hispanic Total	Asian Total	Black/African American Total	American Indian/Alaska Native Total	Native Hawaiian/OPI Total	White Total	Multiple Total	At Risk Total	ESL Total	Bilingual Total	SpEd Total	504 Total		
John Guyer High School		09	179	40	65	0	0	345	30	121	81	18	75	117		
		10	192	40	63	2	1	304	25	101	63	1	71	103		
		11	186	40	47	0	1	336	32	113	69	6	69	126		
		12	229	33	58	1	2	320	16	120	82	9	64	124		





Demographics Strengths

Guyer High School's demographic strengths are as follows:

- *Consistent academic performance/ratings, as it relates to TEA Accountability System
- *Increasing College, Career, and Military Readiness measures
- *Exceptionally high graduation/completion rate
- *High student attendance rate
- *Teacher/student ratios allows for highly effective instruction
- *Traditionally low student mobility/student stability rate

*Traditionally strong truancy prevention measures

*Growing diversity in student population

*Strong community ties/support

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An academic performance gap continues to exist among demographic populations

Root Cause: A diverse population requires deep understanding of the diverse needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Student Learning Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, Denton ISD Curriculum & Instruction documents, and the results of ongoing campus based assessments. At the beginning of each grading period and during ongoing district-allotted PLC days/times, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught and assessed for the upcoming instructional period. During PLC collaboration opportunities, to ensure that learning plans are aligned with campus, district, and state standards and expectations, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs. Students are encouraged to enroll in advanced academics programs offered at Guyer HS, including honors, advanced placement, and dual credit courses. Our goal is to provide students with a learning experience that is catered to their goals and abilities. By ensuring that all of our programming is of the highest standard, we will meet and/or exceed student, family, school, and community expectations as they relate to serving all of our students' needs.

2025 Accountability Rating Overall Summary

GUYER H S (061901007) - DENTON ISD - DENTON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		92	A	70%
STAAR Performance	63	91		
College, Career and Military Readiness	86	88		
Graduation Rate	100.0	100		
School Progress		83	B	0%
Academic Growth	67	69	D	
Relative Performance (Eco Dis: 24.4%)		83	B	✓
Closing the Gaps	78	92	A	30%

STAAR Performance						
Calculation Report						
	RLA	Math	Science	Social Studies	Total	%age (Rounded to whole number)
Total Tests	1362	458	632	582	3034	
Approaches GL or Above	1109	371	598	558	2636	87
Meets GL or Above	980	230	494	474	2178	72
Masters GL	243	129	209	323	904	30
Total Percentage Points						189
Component Score						63

Calculate your STAAR Performance: for each subject					
STAAR Performance-RLA			STAAR Performance- Math		
Calculation Report			Calculation Report		
	#	%		#	%
Total Tests	1362		Total Tests	458	
Approaches	1109	81	Approaches GL	371	81



Approaches GL or Above	1100	81	Approaches GL or Above	371	81
Meets GL or Above	980	72	Meets GL or Above	230	50
Masters GL	243	18	Masters GL	129	28
Total Percentage Points	171		Total Percentage Points	158	
Component Score	57		Component Score	53	
Scale Score (If Domain I)	86		Scale Score (If Domain I)	80	

STAAR Performance- Science			STAAR Performance- Soc Studies		
Calculation Report			Calculation Report		
	#	%		#	%
Total Tests	632		Total Tests	582	
Approaches GL or Above	598	95	Approaches GL or Above	558	96
Meets GL or Above	494	78	Meets GL or Above	474	81
Masters GL	209	33	Masters GL	323	55
Total Percentage Points	206		Total Percentage Points	232	
Component Score	69		Component Score	77	
Scale Score (If Domain I)	92		Scale Score (If Domain I)	94	

Leadership Data Dig

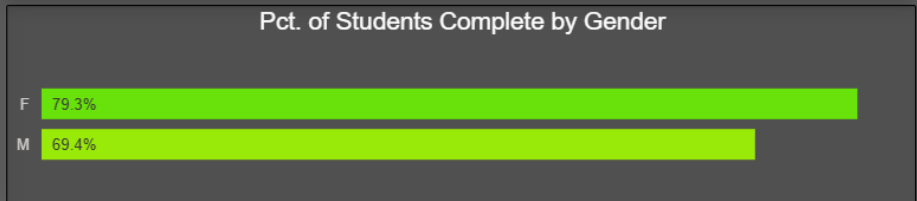
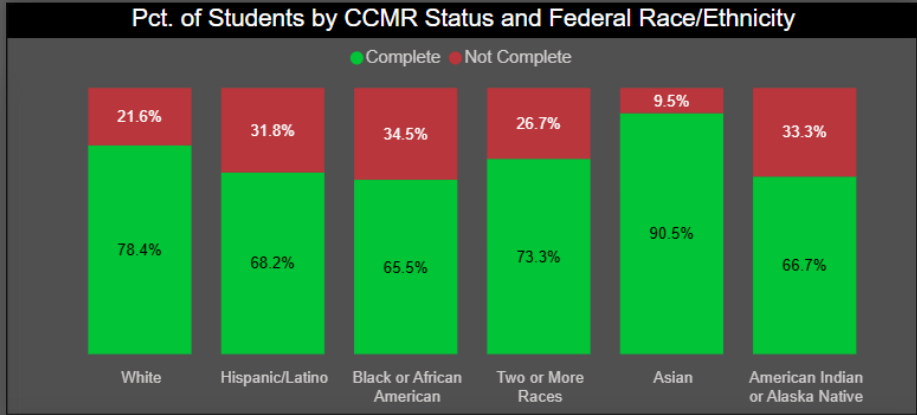
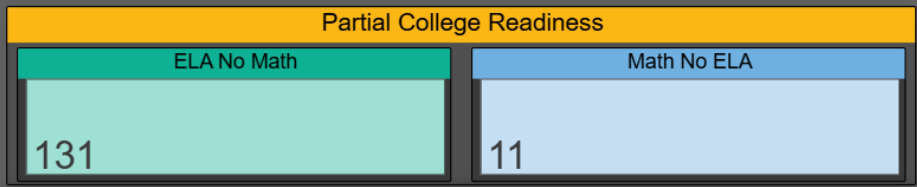
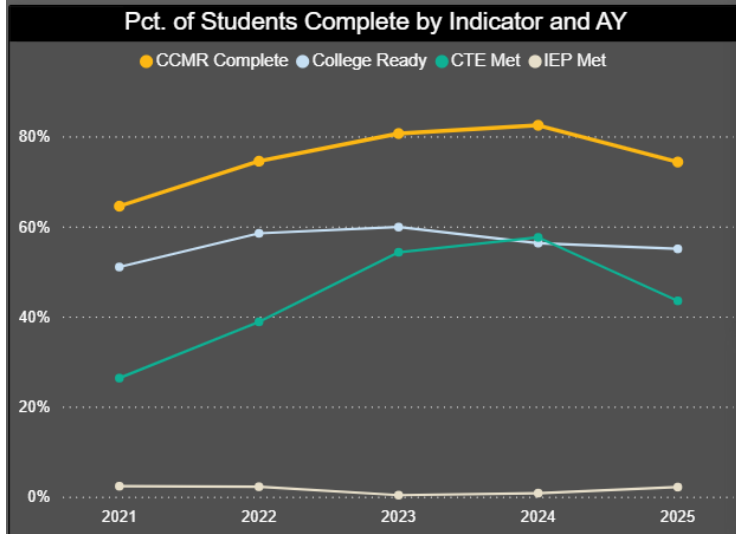
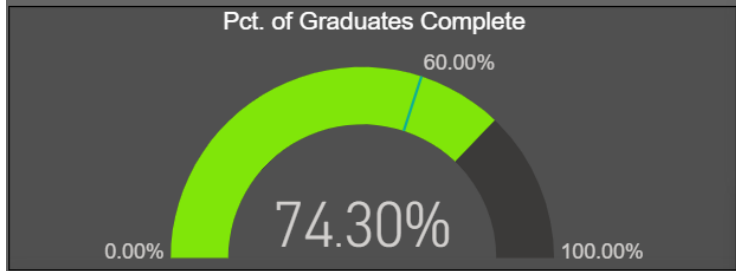
Calculate your STAAR Performance by grade level for each subject





STAAR Performance-Subject			STAAR Performance Gr.		
Calculation Report			Calculation Report		
	#			#	%
Total Tests			Total Tests		
Approaches GL or Above			Approaches GL or Above		
Meets GL or Above			Meets GL or Above		
Masters GL			Masters GL		
Total Percentage Points			Total Percentage Points		
Component Score			Component Score		
Scale Score (If Domain I)			Scale Score (If Domain I)		

STAAR Performance-Gr.			STAAR Performance-Gr.		
Calculation Report			Calculation Report		
	#			#	%
Total Tests			Total Tests		
Approaches GL or Above			Approaches GL or Above		
Meets GL or Above			Meets GL or Above		
Masters GL			Masters GL		
Total Percentage Points			Total Percentage Points		
Component Score			Component Score		
Scale Score (If Domain I)			Scale Score (If Domain I)		



Student Learning Strengths

*Guyer HS received an "A" for our overall letter grade in TEA's 2025 accountability system.

*Student Achievement STAAR Performance Domain is scheduled to receive an "A" accountability rating from TEA.

*Closing the Gaps Domain is scheduled to receive an "A" accountability rating from TEA.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As it pertains to our 2025-26 accountability measures in Academic Growth, a growing number/percentage of students did not show evidence of at least one year of academic growth as measured by STAAR End of Course results.

Root Cause: Lack of consistent, monitored focus, alignment, and implementation on research-based, campus-adopted instructional models, instructional practices, and instructional strategies.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Guyer High School is guided by the Texas Essential Knowledge and Skills, the Denton ISD Curriculum & Instruction curriculum documents, and the results of ongoing campus based assessments. At the beginning of each grading period, during PLC collaboration opportunities, our content area teams map out the specific essential skills and standards that will be taught for the upcoming grading period. During PLC collaboration opportunities, assessment data is disaggregated, common formative and summative assessments are created, and short-term and long-term lesson planning takes place, based on student needs.

Through utilizing the tools provided by Denton ISD Human Resources, as well as campus-based protocols and procedures, we seek to recruit, support, and retain a highly-talented staff. Our staff commonly reports how they feel supported on campus, and this is also reflected in the high staff retention rate each year.

Our organizational structures support collaboration, innovation, and calculated risk-taking. Administratively, our administrative team is structured into two teams: Instructional Leadership Team and Organizational Leadership Team. The Instructional Leadership Team is tasked with leading the instructional focus and initiatives, while our Organizational Leadership Team is tasked with leading our operational/ organizational focus. Our department chairs lead their core academic departments, and we have lead teachers who assist in leader content areas within their departments. Our structure collectively support collegiality and high levels of professional learning.

School Processes & Programs Strengths

School Processes & Programs Strengths are as follows:

- *Association/Collaboration/Partnership with the Guyer Zone
- *Staff and Student Well-being Focus
- *Professional Learning Communities Culture
- *Campus Guiding Coalition
- *Assessment for Learning Strategies
- *Extracurricular and Co-curricular activities/offerings for students
- *Denton Multi-tiered System of Supports
- *Strengths-Based education
- *Dual credit opportunities
- *Open enrollment in Honors and AP coursework
- *Advanced Technology Center opportunities
- *Credit Recovery programming

- *English Language Learner support
- *Special Education Services
- *Administrative Leadership Team
- *Partnership with City of Denton for School Resource Officers
- *1:1 Technology with Chromebook initiative
- *Counseling/Social Work Team
- *Teacher Leadership Team (Department Chairs)
- *Campus Leadership Team
- *Teacher Selection Processes
- *Instructional Leadership Team
- *Organizational Leadership
- *Team Leadership Development
- *High Teacher Retention

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Consistent implementation of PLC/PLT processes vary amongst PLTs, departments, and other collaborative teams.

Root Cause: Lack of consistent administrative monitoring and PLT leadership leads to inconsistent protocols/expectations carried out in collaborative meetings.

Perceptions

Perceptions Summary

All Guyer High School staff members have a common shared vision for ensuring that our students maximize their potential during their time at GHS. Our learning community is committed to fulfilling our mission of providing an exceptional academic program for all students that integrates the intellectual, social, cultural and physical aspects of learning in a positive environment. We focus on research best practices, and, to the greatest extent possible, seek to provide a personal, individualized, targeted plan of instruction which moves our students closer to realizing their goals. Guyer High School is a tradition-rich campus that is known for excellence in academics, fine arts, and athletics. GHS is consistently named to U. S. News and World Reports list of "Top U. S. High Schools", and we were recently named one of the top STEM high schools in the United States. Because the school has historically been successful, the standard of expectation within and outside of the campus continues to rise. Our strong campus culture reflects and embodies what we mean by #TheGuyerWay.

2024 Denton ISD Employee Engagement Survey

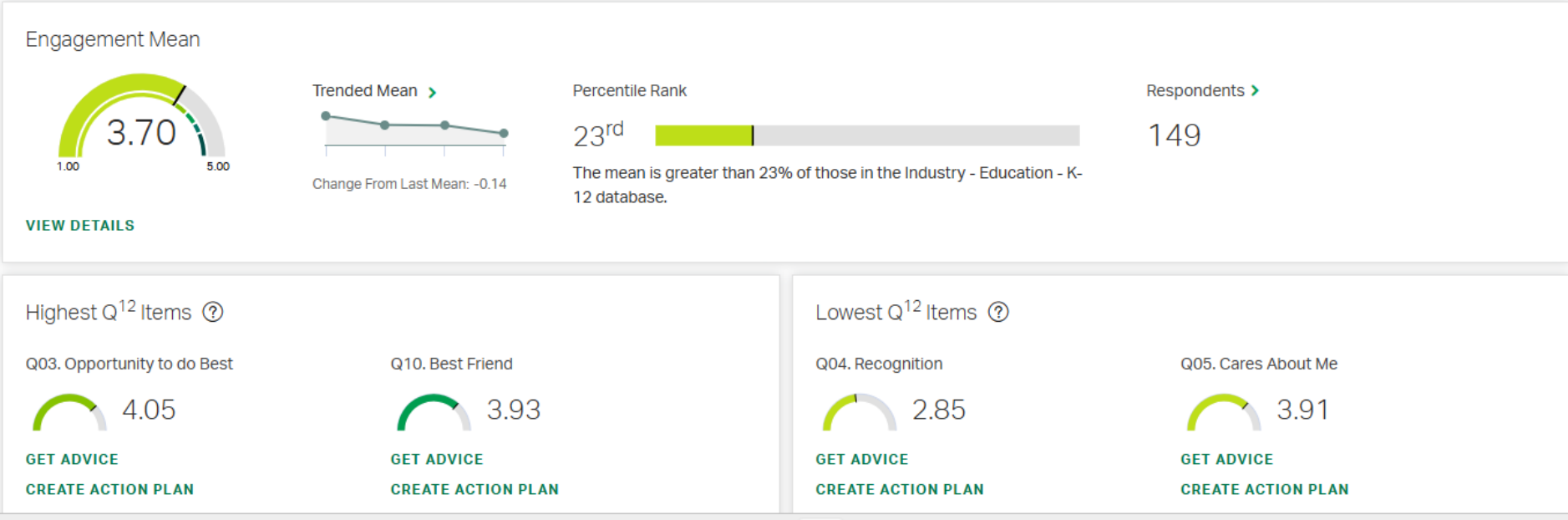
TOTAL RESPONDENTS	PARTICIPATION	START DATE	END DATE
150	70%	SEP 30, 2024	OCT 15, 2024

Overview Questions Heatmap Text Analytics

Teams Selected: ... / PARHAM, CHARLENE / PERRY, SHAUN

Reporting Group All Clear

Employee Engagement Q¹² Insights



Engagement Index ?



- 29% engaged (past 33%)
- 55% not engaged (past 56%)
- 16% actively disengaged (past 11%)

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

ENGAGEMENT RATIO

There are **1.81** engaged employees for each actively disengaged employee.

1.81:1



Past: 3.00:1

Perceptions Strengths

Perception Strengths are as follows:

- *Clear campus mission, vision, values, and goals
- *Tradition-rich campus leads to positive campus culture and climate
- *A growth mindset is valued amongst students and staff
- *High standards for both academic and character success
- *Highly supportive Parent, Teachers, Student Association (PTSA)
- *Highly qualified professional and paraprofessional staff Family Culture-"Once a Wildcat, Always a Wildcat"
- *Creating and fostering relationships in the learning environment to support the academic and social/emotional needs of our learners

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As reflected in the 2024-25 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day.", continuing a negative trend.

Root Cause: Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.

Priority Problem Statements

Problem Statement 1: As it pertains to our 2025-26 accountability measures in Academic Growth, a growing number/percentage of students did not show evidence of at least one year of academic growth as measured by STAAR End of Course results.

Root Cause 1: Lack of consistent, monitored focus, alignment, and implementation on research-based, campus-adopted instructional models, instructional practices, and instructional strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: An academic performance gap continues to exist among demographic populations

Root Cause 2: A diverse population requires deep understanding of the diverse needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Consistent implementation of PLC/PLT processes vary amongst PLTs, departments, and other collaborative teams.

Root Cause 3: Lack of consistent administrative monitoring and PLT leadership leads to inconsistent protocols/expectations carried out in collaborative meetings.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As reflected in the 2024-25 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day.", continuing a negative trend.

Root Cause 4: Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Parent/Community Data

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

Support Systems and Other Data

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

Compass Points

Revised/Approved: September 10, 2025

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: By June 2026:

In alignment with the district's tiered minimum performance benchmarks, Guyer High School will meet or exceed the Tier 2 minimum expectation score of 81% in Approaches for Algebra I STAAR EOC performance.

In alignment with the district's tiered minimum performance benchmarks, Guyer High School will meet or exceed the Tier 2 minimum expectation score of 81% in Approaches for English I STAAR EOC performance.

In alignment with the district's tiered minimum performance benchmarks, Guyer High School will meet or exceed the Tier 2 minimum expectation score of 81% in Approaches for English II STAAR EOC performance.

In alignment with the district's tiered minimum performance benchmarks, Guyer High School will meet or exceed the Tier 2 minimum expectation score of 95% in Approaches for Biology STAAR EOC performance.

In alignment with the district's tiered minimum performance benchmarks, Guyer High School will meet or exceed the Tier 2 minimum expectation score of 98% in Approaches for US History EOC STAAR performance.

Additionally, by June 2026, through an enhanced focus on improving the effectiveness of Tier 1 instruction for all students via enhanced implementation of aligned curriculum and instruction, implementation of a system-wide academic instruction, intervention, acceleration, and enrichment plan, implementation of an effective progress monitoring system, and facilitation of an effective formative and summative assessment system plan, Guyer High School students will perform in the top quartile of our comparable schools group in Student Achievement (Domain I), School Progress (Domain II), and Closing the Gaps (Domain III), as measured by the Texas Education Agency's campus accountability ratings.

High Priority

Evaluation Data Sources: BOY, MOY, EOY Assessments
STAAR EOC Assessments
TEA Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: Ensure implementation of the district's written curriculum. Align classroom instruction to the curriculum's content, context, and cognitive demand. Use 80% of the district common assessments and monitor results to adjust for instruction. Strengthen collaborative team planning. Follow a written plan outlining team expectations, with regular (weekly or bi-weekly) meetings. Use the PLC framework and an agreed upon collaborative team meeting protocol to focus on the four key questions. Focus on identifying essential standards and planning responses for students not meeting benchmarks. Implement rigorous Data-Driven Instruction (DDI) cycles. Administer regular formative and common assessments tied to priority standards. Hold structured data meetings to analyze results, identify gaps, and plan targeted instruction or intervention. Follow up with short-cycle observations and timely feedback to ensure the action plan is implemented. Ensure that common assessment results are representative and usable for campuswide analysis and instructional planning. Campus leaders actively monitor classroom instruction. Campus leaders use walk-throughs and observations to ensure curriculum alignment and strong instructional delivery. Campus leaders collect and use monitoring data to inform campus-wide supports and professional development needs. Strategy's Expected Result/Impact: Improved curriculum alignment and Tier 1 instruction, improvement in student work meeting appropriate levels of expectation and increased assessment scores. Staff Responsible for Monitoring: GHS Administration, GHS teaching staff TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May

Strategy 2 Details	Reviews			
Strategy 2: Consistent implementation of Assessment for Learning (AFL) strategies during classroom instruction: 1) Provide students with a clear and understandable vision of the learning target 2) Use examples and models of strong and weak work 3) Offer regular feedback 4) Teach students to self-assess and set goals 5) Design lessons to focus on one learning target or aspect of quality at a time 6) Teach students focused revision 7) Engage students in self-reflection and let them keep track of and share their learning Strategy's Expected Result/Impact: Improved Tier 1 instructional strategies implementation, improvement in student work meeting appropriate levels of expectation and increased assessment scores. Staff Responsible for Monitoring: GHS administration, GHS teaching staff ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: An academic performance gap continues to exist among demographic populations Root Cause: A diverse population requires deep understanding of the diverse needs of various learners while implementing a common set of values and expectations as a school.
Student Learning
Problem Statement 1: As it pertains to our 2025-26 accountability measures in Academic Growth, a growing number/percentage of students did not show evidence of at least one year of academic growth as measured by STAAR End of Course results. Root Cause: Lack of consistent, monitored focus, alignment, and implementation on research-based, campus-adopted instructional models, instructional practices, and instructional strategies.
School Processes & Programs
Problem Statement 1: Consistent implementation of PLC/PLT processes vary amongst PLTs, departments, and other collaborative teams. Root Cause: Lack of consistent administrative monitoring and PLT leadership leads to inconsistent protocols/expectations carried out in collaborative meetings.

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: Through a systematic plan for increasing academic readiness and engagement readiness in Guyer High School graduates, as measured by the Texas Agency's College, Career, and Military Readiness Indicators, the Guyer HS CCMR rating will be in the top quartile of our comparable schools group by June 2026. Additionally, Guyer High School will ensure that the percentage of students engaged in school and community activities and organizations increases by June 2026.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Currently identify CCMR deficient students and have them meet with counselors to discuss the benefits of taking the TSIA and getting them to sign up for future assessment dates. Strategy's Expected Result/Impact: Increase in the number and percentage of students receiving a CTE certification and gaining CCMR point. Staff Responsible for Monitoring: GHS administration, GHS Counseling, CTE teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: A focus on ensuring students are enrolled in a CTE course that has a certification test attached to it; students take and pass the certification test. Strategy's Expected Result/Impact: Increase in the number and percentage of students receiving a CTE certification and gaining CCMR point. Staff Responsible for Monitoring: GHS administration, GHS Counseling, CTE teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May

Strategy 3 Details	Reviews			
Strategy 3: All students are provided the opportunity to enroll in an Advanced Academic classes in order to fulfill their CCMR requirement. Strategy's Expected Result/Impact: Increase in the number and percentage of students receiving a CTE certification and gaining CCMR point. Staff Responsible for Monitoring: GHS administration, GHS Counseling, Department Chairs, Advanced Placement teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: As it pertains to our 2025-26 accountability measures in Academic Growth, a growing number/percentage of students did not show evidence of at least one year of academic growth as measured by STAAR End of Course results. Root Cause: Lack of consistent, monitored focus, alignment, and implementation on research-based, campus-adopted instructional models, instructional practices, and instructional strategies.

Compass Point 1: Excellence In Student Outcomes

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

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

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By June 2026, through the facilitation of an effective Guiding Coalition focused on improving the culture and climate of campus, by modeling a continuous improvement model associated with ensuring a positive working environment, we will see an improvement in the results of an our annual employee engagement surveys, particularly in the area of staff reporting that they have an opportunity to do what they do best every day in their professional capacities.

High Priority

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: *Promote a healthy work-life balance to ensure that personal needs are as essential to being met as professional requirements. *Provide effective constructive feedback to staff aimed at improving staff performance and building trust with colleagues. *Encourage meaningful work, outside of content-specific actions, to drive commitment to students, including student groups, social organizations, etc. *Set clear expectations for staff to improve engagement and productivity. *Encourage innovation through providing the autonomy to do things differently, think creatively, and take calculated, research-based risks. *Delegate opportunities to develop the leadership capacity in staff members which allows them to grow personally and professionally. Strategy's Expected Result/Impact: Increased work satisfaction; staff report being provided increased opportunities to do what they do best in their professional capacities; high staff retention Staff Responsible for Monitoring: GHS Administration; GHS Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: As reflected in the 2024-25 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day.", continuing a negative trend. **Root Cause:** Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.

Compass Point 2: Exceptional Workplace Environment

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

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 2: Exceptional Workplace Environment

Performance Objective 3: Guyer High School will recruit and retain high quality staff members who are skilled in supporting and meeting the needs of our student body.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: *Cultivate a culture of collaboration through our PLC and Guiding Coalition processes *Early identification of needs; Early employee screening; Early hiring *Provide high-quality professional learning opportunities (embedded in the work day) *Develop teacher leadership through collaboration during department/PLT opportunities *Provide high-quality on-campus mentorship program *Provide effective feedback/assessment/evaluation on job performance *Proactively and publicly celebrate the great things happening on campus Strategy's Expected Result/Impact: Continued high rate of staff annual retention Staff Responsible for Monitoring: GHS Administration; Guiding Coalition TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Dec	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Consistent implementation of PLC/PLT processes vary amongst PLTs, departments, and other collaborative teams. Root Cause: Lack of consistent administrative monitoring and PLT leadership leads to inconsistent protocols/expectations carried out in collaborative meetings.

Perceptions

Problem Statement 1: As reflected in the 2024-25 Employee Engagement Survey, GHS staff members' mean rating was below the Denton ISD mean rating on the survey item related to "At work, I have the opportunity to do what I do best every day.", continuing a negative trend. **Root Cause:** Currently, obstacles exist in staff members' daily work-related activities and environment that hinder their abilities to do what they do best on a daily basis.

Compass Point 3: Reciprocal Family & Community Relationships

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

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

Campus Leadership Team/Guiding Coalition

Committee Role	Name	Position
Member	Shaun Perry	Principal
Member	Nicole Jund	Associate Principal
Member	Consonya Owens	Freshman House Principal
Member	Britnee Dangerfield	Assistant Principal
Member	Reagan Glenn	Assistant Principal
Member	Evan Forte	Assistant Principal
Member	Tony Bonner	Assistant Principal
Member	Franco Garcia	Assistant Principal
Member	Erin Marshall	Librarian
Member	Jill Best-Sampson	Teacher
Member	Lori Berney	Teacher
Member	Kevin Tucker	Teacher
Member/Non-Teaching Professional	Mikayla Wells	Testing Coordinator
Member	Mary Johansson	Teacher
Member	David Cassidy	Teacher
Member	Stephanie Riley	Teacher
Member	Melissa Boyd	Teacher
Member	Shanna Stovall	Teacher
Member	Jill McGrew	Teacher
Member	Tracy Madrid	Dyslexia Therapist
Member	Misty Moffitt	Teacher
Member	Stephanie Taylor-Whitlow	Teacher
Member	Bridget Matamoros	Teacher
Business/Community Representative	Laquita Harmon	Business/Community
Parent	Leah McCormick	Parent

Denton Independent School District
Ryan High School
2025-2026 Campus Improvement Plan



Mission Statement

Billy Ryan High School seeks to provide its diverse student population with a sense of well-being and a sense of belonging. Because of students' individual needs, Billy Ryan High School stresses individual attention to each student to allow each individual to develop to his/her fullest potential. In a safe school climate, the entire school faculty and staff work together to produce individuals who are aware, concerned, knowledgeable and responsible. Therefore, Billy Ryan High School seeks to foster citizenship, promote literacy, produce workers and cultivate personal fulfillment in its student body.

Vision

The vision of Billy Ryan High School is to produce productive citizens in the community. We pledge to prepare our students as thoroughly as possible for the needs of today and tomorrow. We will prepare them to be communicators, problem solvers, and contributors in the community after high school. Upon graduation, Ryan students will be prepared to take on their next step in life, regardless of whether they choose college, the work force, or the military.

Value Statement

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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

See addendum RHS Closing the Gaps.

Demographics

Demographics Summary

RHS currently has a very diverse student body. The makeup of the school community is a tradition-rich one, marked by years of success at all levels of the educational process. The actual student makeup is consistent in an average enrollment between 2038-2220 over the previous three years. An overall high number from over a decade ago saw RHS at 2,550 students.

The diversity of the campus includes the following: 2102 enrollment. Of that number, 63% are Economically Disadvantaged. 36.4% of those students are at risk. The makeup of the campus includes 21% African-American, 46% Hispanic, 28% White, .005% American Indian, 1.7% Asian, and 3% Two or More Races.

Staff at RHS is comprised of 57% with Bachelor's degrees. 41% with Master's degrees, and 1.3% with Doctoral degrees. Experience make-up is as follows: 1st year: 3.7%, 1-5 years: 20.6%, 6-10 years: 20.8%, 11-20 years: 28.5%, 21-30 years: 21.4%, over 30 years experience: 5.0% The average years of experience for RHS staff is 13 years. The average years of experienced teachers with the district is 9%.

Demographics Strengths

Strengths of the demographic makeup of the RHS campus embrace attention to many areas of the academic, social-emotional, and overall growth of the student. The staff at RHS recognizes that the diverse makeup of the campus allows for a variety of teaching and learning opportunities for teachers and students. Programming to meet the needs of the campus is a critical component of the RHS team. The RHS counseling team will use psycho-educational groups to increase understanding and coping skills

among students. Groups will be led by members of the counseling team with a focus on the social-emotional development and regulation of our students and engaging in positive alternative activities to promote behavior, health, and wellness.

The EB programs increased with staffing allowing the school to focus on many varied needs of the EB program. ESL classes for English Language Learners have been a focal point for the school for several years. In addition, there have been increases in many programs that introduce new curricular areas for the needs and interest levels of the student body at Ryan. CTE programming for the capturing of the CCMR and state accountability have added to the overall progress of the school as it relates to the growth of the individual student.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): RHS continues to work to improve and enhance the ability to meet the varied educational needs of the At-Risk student population

Root Cause: Various social, emotional, academic, and other academic needs associated with the school population.

Student Learning

Student Learning Summary

Student learning at RHS remains the number one priority for each school year. The 2024-2025 school year will bring unique and challenging opportunities that the staff will embrace enthusiastically. As has been the case in previous years, the academic progress of RHS consists of planning to address numerous focus areas. As the campus is accustomed to each year, reviewing academic standards from the previous year's assessment tools is utilized.

Given the varied instructional formats implemented in previous years, traditional learning expectations were adjusted to address resulting gaps in student achievement. To ensure accuracy and depth in identifying current student needs, the campus analyzes multiple data sources, including state assessment results, local benchmark assessments, and teacher-collected performance records. This triangulated approach provides a more comprehensive picture of student progress and guides targeted instructional planning.

One of the top learning targets of the school will be the continued effort to close the gaps in both Algebra 1 as well as English 1 and 2. The focus on Algebra 1 passing rates and the improvement in the overall writing and reading skills necessary for English classrooms remains a top priority. The effective use of tutorials, extended school days, and blended learning models is a necessary component of the efforts of the school staff to continuously improve the skill levels for both subject areas. The use of IXL diagnostic testing serves as an introductory starting point for Algebra 1, English 1, and English 2 domains. IXL diagnostic testing will provide a baseline understanding of each student's strengths and areas for improvement. IXL will automatically generate a diagnostic action plan that outlines the key areas each student needs to work on. Ryan High School purchased IXL for English 3 to continue to monitor how much students have improved in specific skill areas. This data will be used to adjust instruction and provide additional support where necessary.

With the ELA / English 1 and 2 learning goals, the strongest emphasis remains on the ability to show improvement in reading and writing. Writing and paragraph development remain a target for students of

RHS. Attention to the details of the well-developed essay and the skill sets required for the development of coherent writing pieces remains a top priority for teachers in this subject area.

RHS will follow HB4545 and HB1416 guidelines to address the day-to-day instruction in the areas of English Language Arts, Biology, Algebra 1, and US History. The use of a designed curriculum to meet the needs of 15-30 hours of accelerated study in all areas of EOC assessments for all students who have not been previously successful. This requirement will be met through the use of IXL, tutorials, classroom one-on-one strategies, and opportunities to attend Saturday school.

The campus prioritizes providing teachers with access to high-quality professional development, including workshops, collaboration through Professional Learning Communities, and a range of instructional resources designed to support literacy growth. Additionally, the intentional integration of **Newsela across all content areas** will serve as a strategic tool to strengthen reading comprehension and writing proficiency. This resource not only provides differentiated supports for struggling readers and writers but also offers leveled texts and extension activities to challenge on-level and advanced students, ensuring that all learners receive appropriate opportunities to grow and succeed across disciplines.

Student Learning Strengths

Consistency is how the ELA department has approached the importance of evidence-based writing. This has enabled the students to progress over their time at RHS. The ability of the students to understand that with each piece of writing they complete, there is an expectation that if you write it, you support it with facts and elaboration. Additionally, students must continue to understand grammar rules in completing quality assessment-level writing.

Regarding Algebra 1 and the DISD goal of continuing to work toward 90% mastery of Algebra 1 skills, RHS has implemented numerous supplemental areas of study for students. IXL and consistent use of Desmos, as well as various other skill-building practice materials, are used

daily. Implementing Strategic Learning HS Math using the Agile Mind program into the master schedule is another intervention tool used to help close the gaps of our Algebra 1 learners. RHS Algebra 1 teachers will implement the Blended Learning/Station Rotation model as well as meet weekly in their PLC to review progress and plan for upcoming units of study to develop consistent methods of teaching Algebra 1 skill-building. Review of standardized testing results and district-wide benchmarks are also utilized to plan for the continued improvement of the Algebra 1 population for the year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): With the number of students being served, scheduling time is a variable between the framework of the master schedule and other academic classes, creating a challenge to get every student access.

Root Cause: The number of students requiring accommodations equals various methods of interventions that must be used to accommodate the needs of all students.

School Processes & Programs

School Processes & Programs Summary

Ryan High School has a long-standing tradition of excellence in all academic and extra-curricular programs. One of the primary reasons the success has been maintained is through the retention and recruitment of highly qualified staff. The TEA TAPR report indicates that RHS is above the state average in years of experience and is also above average in those teachers who currently hold Master's and Doctoral degrees. With regard to years of experience, the following statistics are recorded for RHS:

Over 30 years of experience: 5%

21-30 years of experience: 21.4%

11-20 years of experience: 28.5%

6-10 years of experience: 20.8%

1-5 years of experience: 20.6%

1st year experience: 3.7%.

The average years of experience for Ryan High School is currently 13 years. The average daily attendance for the campus last year was 96.37%.

The teacher turnover rate for the 2024-2025 year was 10.8% with new student enrollment totaling 181

School Processes & Programs Strengths

Ryan High School continues to utilize its ability to find the strengths of its staff to best fit the needs of its student body. The added support for the Emergent Bilingual learning population continued to produce positive gains. Adding staff to meet the needs of all core subject areas for the EB population is at an all-time high for the campus. Core areas have consistent ESL-certified and content-area-certified teachers across all curricula. Programming has allowed for the ability to utilize the EB team to work collaboratively with teachers developing professional development that in turn produces strategies that have been effective in the past year's growth. Increased parent involvement has also been a priority. EB Interventionist has continued to mold many aspects of the job, has influenced the position across the district, and made RHS one of the innovators in high school EB programming.

In addition to the District establishing a Mentor program for new teachers, Ryan High School will support the new growth of teachers new to the profession and/or new to the campus by continuing a mentor action plan that will allow for collaboration on solutions to questions and concerns that have and will occur during daily operations of the school day.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high-quality educators, while at the same time remaining innovative and creative with a high at-risk student population.

Root Cause: The effect of the Pandemic and school closure put increasingly difficult demands on all teachers. Teachers continue to close the gaps created by the loss of face-to-face time during the 19-20 and 20-21 school years.

Perceptions

Perceptions Summary

Ryan High School is a tradition-rich school. The school has long been an established pillar of the community, enabling its students to have many opportunities for their educational goals.

The school participates in a number of extracurricular programs intended to extend the overall development of the total student experience. With a community of RHS graduates, the overall support system for the school and its programs is superb. The Ryan community provides numerous opportunities for work programs, donations to the school, involvement in the PTSA, and various other forms of teacher appreciation and staff awareness. The Raider Renaissance program was designed many years ago to begin a system of recognition for students and staff.

The Renaissance program continues to honor students for their outstanding classroom accomplishments, leadership endeavors, and attendance. This has become a consistent tradition of the school to pay tribute to teachers and students for the work well done. Numerous community members and parent volunteers dedicate their time and talents to honor and pay tributes to teachers and students four or five times per year.

Perceptions Strengths

Strengths of the Ryan High School culture and climate would indicate that much community support in many forms is consistent. The school has excelled in both academic and athletic endeavors over two decades. The work that is supported by all stakeholders is indicated in the various surveys that are part of the district-wide school and building evaluation. Parents, students, and staff indicate that they have very high regard for the communication and dedication that Ryan offers to students and families. Surveys indicate that students and families have confidence in the staff and leaders of the school. For the most recent staff engagement

survey, high levels of satisfaction were affirmed for the overall effectiveness of the school leadership and teachers of the campus. Another strength of the campus has long been that students feel that they can always find a person on the campus willing to listen and help them with their concerns. Additionally, the school is a very welcoming and trusting environment. This is a long-standing tradition and strength of the school and one that has fostered solid relationships for all Ryan High School community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Continued recognition and rewarding of students and staff for their academic and leadership accomplishments during the school year. Finding ways to be creative and proactive in the way we honor the work of teachers and students for both leadership and academics. Raider Media will capture students and staff's small successes.

Root Cause: Finding ways to be creative in honoring teachers and continuing to show support for the work being done to close gaps and work with many learning platforms.

Priority Problem Statements

Problem Statement 1: RHS continues to work to improve and enhance the ability to meet the varied educational needs of the At-Risk student population

Root Cause 1: Various social, emotional, academic, and other academic needs associated with the school population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: With the number of students being served, scheduling time is a variable between the framework of the master schedule and other academic classes, creating a challenge to get every student access.

Root Cause 2: The number of students requiring accommodations equals various methods of interventions that must be used to accommodate the needs of all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Retention and recruitment of highly qualified staff. Through this process the ability to continue to produce high-quality educators, while at the same time remaining innovative and creative with a high at-risk student population.

Root Cause 3: The effect of the Pandemic and school closure put increasingly difficult demands on all teachers. Teachers continue to close the gaps created by the loss of face-to-face time during the 19-20 and 20-21 school years.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Continued recognition and rewarding of students and staff for their academic and leadership accomplishments during the school year. Finding ways to be creative and proactive in the way we honor the work of teachers and students for both leadership and academics. Raider Media will capture students and staff's small successes.

Root Cause 4: Finding ways to be creative in honoring teachers and continuing to show support for the work being done to close gaps and work with many learning platforms.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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
- Local Accountability Systems (LAS) 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- 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
- Pregnancy and related services 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
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Compass Points

Compass Point 1: Excellence In Student Outcomes

Performance Objective 1: The Ryan High School students' Approaches % rate on Algebra I EOC will exceed the district's established minimum expectation for Tier 4 high school campuses of 72%.

HB3 Compass Point

Evaluation Data Sources: IXL diagnostics, district benchmarks, In-class assessments, review of state-released practice tests, End of Course Algebra 1, and teacher feedback. based on classroom performance.

Strategy 1 Details	Reviews			
Strategy 1: The campus will utilize data from previous STAAR scores, district benchmark assessments, and IXL diagnostic tools administered at the beginning of the semester to establish each student's baseline knowledge. This process will identify individual areas for growth and inform the creation of personalized learning paths. A station-rotation instructional model will be implemented to strategically group students for targeted instruction that addresses specific needs while incorporating flexible pacing. Students demonstrating mastery will advance to more rigorous content, while those requiring additional support will focus on strengthening foundational skills. Strategy's Expected Result/Impact: Gradual improvement in skill sets in Algebra 1., improving passing rate for Algebra 1. Increase student performance on Algebra 1 EOC. Staff Responsible for Monitoring: Math teachers, counseling team, campus administration, and district-level supervisors. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college Funding Sources: Tutorials, Small Groups, Credit Recovery for At-Risk Learners - At-Risk (SCE) - \$18,876	Formative			Summative
	Dec	Mar	May	May
	 No Progress	 No Progress	 No Progress	

Strategy 2 Details	Reviews			
Strategy 2: Follow 1416 guidelines to address the day-to-day instructional intervention for students in the areas of Algebra I. Teachers will use the district approved and adopted curriculum and resources to design the intervention to meet a minimum of 15-30 hours of accelerated study in all areas of EOC assessments for all previously unsuccessful students. This will account for all students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement Algebra 1 taught by math and ELAR teachers, in addition to the use of IXL, Advice Sessions, tutorials, night school, and Saturday school. Algebra 1 will implement the station-to-station rotation model to provide individualized feedback. Strategy's Expected Result/Impact: Close achievement gaps and prepare students to pass the EOC's. Staff Responsible for Monitoring: Admin, teachers, counselors TEA Priorities: Build a foundation of reading and math Funding Sources: At-Risk Teacher to Provide Intervention - At-Risk (SCE) - \$61,100	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 2: The performance of graduates who meet the criteria for CCMR will meet or exceed 70% by August 2026

HB3 Compass Point

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: All Seniors will complete the Senior Survey, indicating their post-secondary goals. Counselors and the CCMR committee will monitor CCMR student progress with campus trackers, hold regular data meetings, and provide individualized support plans for students who have not yet met a readiness indicator. Strategy's Expected Result/Impact: Survey results will reveal individual CCMR pathways. Allowing the counseling team to ensure all students have access to appropriate resources. Counselors will consult individually with each senior to track CCMR progress ensuring every senior has the opportunity to complete their CTE pathway. Staff Responsible for Monitoring: CCMR Committee and Counselors	Formative			Summative
	Dec	Mar	May	May
Strategy 2 Details	Reviews			
Strategy 2: Implement the SAT Prep Course embedded in the master schedule to provide structured test preparation and support student success on college readiness assessments. Strategy's Expected Result/Impact: Increase student performance on the SAT, resulting in a higher percentage of students meeting college readiness. Students will demonstrate improved test-taking strategies. strengthen confidence and preparedness, contributing to overall CCMR growth. Staff Responsible for Monitoring: Counselors, CCMR committee, SAT Prep Teachers, Testing coordinator, Campus Administration. TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	May
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for TSIA2 testing during the PSAT school day and offer multiple retesting opportunities throughout the school year. Strategy's Expected Result/Impact: Providing greater student access and reduced barriers to testing will increase the number of students meeting CCMR standards. Staff Responsible for Monitoring: Testing Coordinator, Counselors, CCMR Committee.	Formative			Summative
	Dec	Mar	May	May

Strategy 4 Details	Reviews			
Strategy 4: Maintain and expand dual credit opportunities in English, Math, and Social Studies through a partnership with Texas Woman's University. Strategy's Expected Result/Impact: Students will earn college credit before graduating high school, ensuring CCMR indicators are met. Staff Responsible for Monitoring: Counselors, Dual Credit Teachers, and Administration. TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	May
Strategy 5 Details	Reviews			
Strategy 5: Strengthen career pathways by ensuring students have access to high-demand industry-based certifications (IBCs), providing practice resources, and supporting students through testing. Strategy's Expected Result/Impact: Increase industry certifications, ensuring that students are workforce-ready. Staff Responsible for Monitoring: CTE Teachers, CTE Department Chair, CCMR committee, Administration. TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Compass Point 1: Excellence In Student Outcomes

Performance Objective 3: The Ryan High School students' Approaches % rate on English I EOC will exceed the district's established minimum expectation for Tier 4 high school campuses of 61%.
The Ryan High School students' Approaches % rate on English II EOC will meet or exceed the district's established minimum expectation for Tier 4 high school campuses of 72%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 1: For English 1 and English 2, the aim is for 75% of students to be reading and writing at grade level or above, with the expectation that they will pass the state assessments by the end of the spring 2026 semester while improving EOC ratings for both subjects. Teachers will administer the IXL Diagnostic to get a snapshot of each student's reading and writing skills. Based on the results, IXL will create a personalized plan of skill-building activities that target gaps and weaknesses with specific IXL lessons. IXL will be integrated into daily or weekly activities for students to practice the aligned skills. Teachers will regularly monitor progress, adjusting lesson plans and providing feedback as needed. Teachers will reassess students using IXL Diagnostic at the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) to measure growth. This strategy ensures personalized skill-building, timely feedback, and ongoing assessments to effectively improve reading and writing proficiency. To further enhance literacy development, Newsela will be integrated across all content areas to support students who struggle with reading and writing. Teachers will be expected to incorporate a minimum of two Newsela-based lessons per grading period to help monitor reading comprehension and writing proficiency. Implementation will be monitored through classroom walkthroughs, looking into classrooms with Guiding Coalition, IXL/ELA, Newsela, reading leveled growth, and PLC discussions to ensure consistent integration and measurable student growth in reading comprehension and writing proficiency. Intentional integration of Newsela across all content areas will serve as a strategic tool to strengthen reading comprehension and writing proficiency. This resource not only provides differentiated supports for struggling readers and writers but also offers leveled texts and extension activities to challenge on-level and advanced students, ensuring that all learners receive appropriate opportunities to grow and succeed. Strategy's Expected Result/Impact: Using the IXL diagnostics and analytics action plan to provide students with a personalized skill-building plan will allow them to increase reading and writing proficiency due to the skill-building practices, district benchmarks, In-class assessments, review of state-released practice tests, EOC English 1 and English 2 state assessment. Students will show measurable improvement in their reading and writing proficiency. By targeting specific skill gaps with personalized activities, regularly practicing aligned skills, and receiving continuous feedback, students will strengthen their foundational abilities. Periodic reassessment through the IXL Diagnostic will demonstrate growth, helping both teachers and students track progress and adjust learning strategies to ensure improvement over time. Staff Responsible for Monitoring: Guiding Coalition and Campus Administrators				

Strategy 2 Details	Reviews			
Strategy 2: Follow 1416 guidelines to address the day-to-day instructional intervention for students in the areas of English I and English II EOC. Teachers will use the district approved and adopted curriculum and resources to design the intervention to meet a minimum of 15-30 hours of accelerated study in all areas of EOC assessments for all previously unsuccessful students. This will account for all students with all lessons of study and curriculum that are designed to review TEKS and practice EOC strategies that will aid in upcoming EOC testing. This will be achieved by implementing specially designed courses in the master schedule to supplement with ELAR teachers, in addition to the use of IXL, Advice Sessions, tutorials, night school, and Saturday school. Strategy's Expected Result/Impact: close achievement gaps and prepare students to pass the EOC's. Staff Responsible for Monitoring: Campus administrators, teachers and counselors TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	May
No Progress Accomplished Continue/Modify Discontinue				

Compass Point 1: Excellence In Student Outcomes

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

Evaluation Data Sources: Gifted and Talented Survey

Compass Point 1: Excellence In Student Outcomes

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

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

Compass Point 2: Exceptional Workplace Environment

Performance Objective 1: By August 2026, the campus will recruit and retain highly effective teachers through targeted recruitment efforts, a district mentorship program, and focused professional development.

Evaluation Data Sources: Teacher Hiring and Retention data

Compass Point 3: Reciprocal Family & Community Relationships

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

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

State Compensatory

Budget for Ryan High School

Total SCE Funds: \$18,876.00

Total FTEs Funded by SCE: 75

Brief Description of SCE Services and/or Programs

Students will attend school on Monday and Wednesday nights. Students will also participate in Saturday school. The Master Schedule is designed to allow one content teacher from the math and ELAR departments to work with students who have struggled to pass Algebra 1, English 1, and English 2 STAAR

Personnel for Ryan High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ruby Kovoor	Academic Liaison	NaN

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Jarrod Valls	Teacher
Administrator	Jason Rainey	Director Human Resources
Parent	Johanna Taylor	Parent
Classroom Teacher	Sarah Schreiner	Teacher
Administrator	Ronda Bean	Administrator
Administrator	Vernon Reeves	Building Principal
Classroom Teacher	Lizeth Acevedo	Classroom Teacher
Student Assistance Counselor	Emily Kinnaird	Student Assistant Counselor
Classroom Teacher	Raiford Malone	Teacher
Campus Testing Coordinator	Mandy McCollum	CTC
Classroom Teacher	Randal Hare	Teacher
Classroom Teacher	Robert Lamon	Teacher

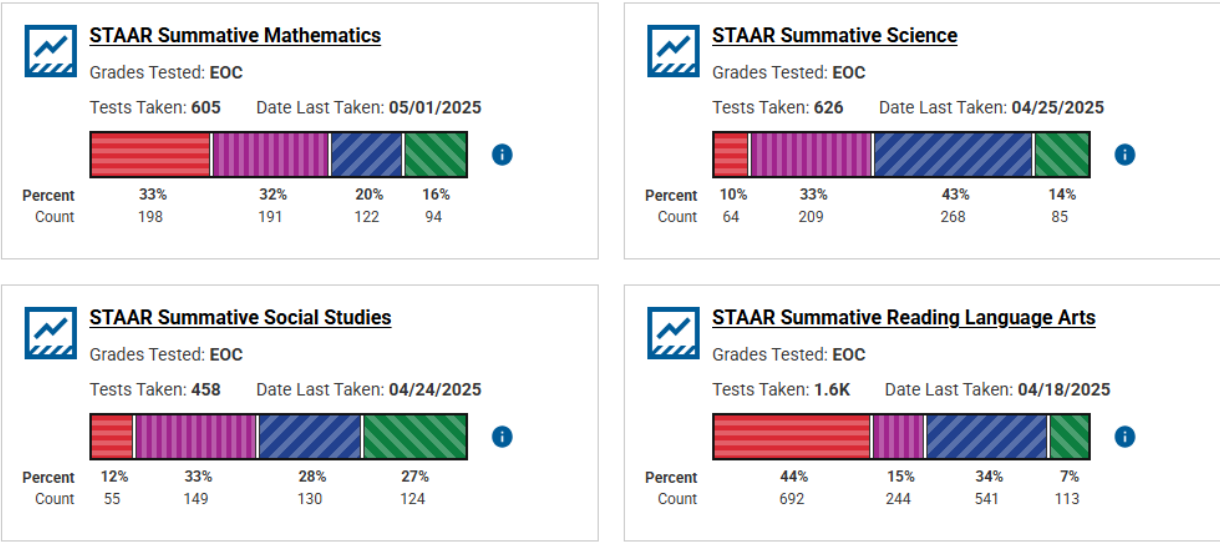
Campus Funding Summary

At-Risk (SCE)					
Compass Point	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials, Small Groups, Credit Recovery for At-Risk Learners		\$18,876.00
1	1	2	At-Risk Teacher to Provide Intervention		\$61,100.00
Sub-Total					\$79,976.00

Addendums

Performance Distribution, By Program: RYAN H S, 2024-2025

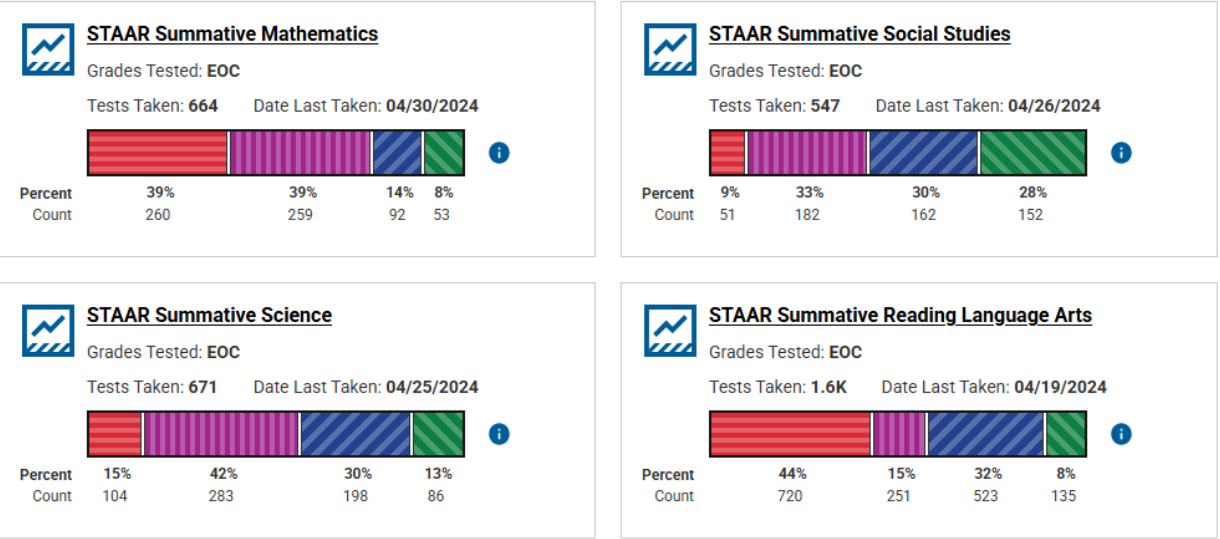
Filtered By **Test Administrations:** All Test Administrations | **Sorted By:** Date Last Taken



Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2025 STAAR English II Online and ASL Forms		STAAR Summative	EOC	STAAR EOC Spring 2025 RLA	616	3959	Percent Count 33% 14% 43% 9% 218 89 277 32	04/18/2025
Spring 2025 STAAR English I Online and ASL Forms		STAAR Summative	EOC	STAAR EOC Spring 2025 RLA	676	3990	Percent Count 37% 13% 36% 12% 250 101 244 81	04/18/2025

Performance Distribution, By Program: RYAN H S, 2023-2024

Filtered By **Test Administrations:** All Test Administrations | **Reporting Time Period:** 05/24/2024 | **Sorted By:** Date Last Taken



Assessment Name		Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
Spring 2024 STAAR English II Online, ASL, and Proctored Administration Forms		STAAR Summative	EOC	STAAR EOC Spring 2024 RLA	614	3978	Percent Count 32% 17% 45% 8% 199 106 279 30	04/19/2024
Spring 2024 STAAR English I Online, ASL, and Proctored Administration Forms		STAAR Summative	EOC	STAAR EOC Spring 2024 RLA	678	4008	Percent Count 40% 12% 33% 13% 273 79 222 104	04/18/2024

% of Failure per class

	Grindle	Van Eynde	Davidson	Zeigler
1	61		32	0
A2				
A3	38	36	0	0
A4	41	22	17	0
B2	52	27	24	8
B3		12	9	0
B4	41	25	9	
5	33			
	44.33333333	24.4	15.16666667	1.6

	Aeschbacher	Hughes	Beachley	Feranda	Montano
1	0	40	29	48	
A2	0	36	29		
A3		3		20	
A4		36	35		
B2					39
B3		7	38	33	
B4		18	19	40	
5			10		26
	0	23.33333333	26.66666667	35.25	32.5

	Eccles	Beckwith	Phillips	Gilhome
1	32	24	7	0
A2		8	25	
A3	39		14	15
A4		16		13
B2				
B3	37	5	6	
B4	41	19		26
5		21	15	0
	37.25	15.5	13.4	10.8

IXL Math Fall LevelUP Window BOY (Aug 18, 2025 - Sep 5, 2025)

Above grade

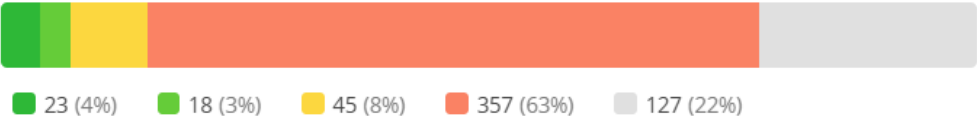
On grade

Below grade

Far below grade

Incomplete

Overall math levels



Grades 9 - 10



Linear Functions: Equations and Inequalities



Advanced Functions: Equations and Inequalities



Number and Algebraic Methods



Geometry



Data and Probability



IXL ELA Fall LevelUP Window BOY (Aug 18, 2025 - Sep 5, 2025)

Above grade

On grade

Below grade

Far below grade

Incomplete

Overall ELA levels



149 (26%) 38 (7%) 48 (8%) 289 (51%) 46 (8%)

Reading



Writing & Language



Grades 6 - 12

Reading | Literature



Reading | Informational Text



Writing & Language | Writing



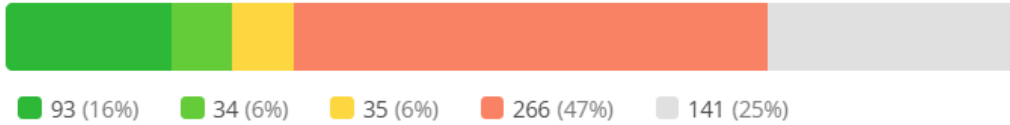
Writing & Language | Language



IXL ELA Fall LevelUP Window BOY (Aug 18, 2025 - Sep 5, 2025)

- Above grade
- On grade
- Below grade
- Far below grade
- Incomplete

Overall ELA levels



Reading



Writing & Language



Grades 6 - 12



Reading | Literature



Reading | Informational Text



Writing & Language | Writing



Writing & Language | Language

