

Denton Independent School District

Guyer High School

2023-2024 Improvement Plan



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.

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.

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Guiding Outcome 2: Culture & Climate - In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	28
Guiding Outcome 3: Growth & Management - In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	30
Guiding Outcome 4: Opportunities for Students - In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	32
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Guyer High School is a comprehensive, four-year, public high school in Denton, Texas. In the sixteen years since John H. Guyer High School opened, we have established a standard and tradition for excellence in all areas. Currently, 2570 students are enrolled at GHS. We are classified as a 6A school by the University Interscholastic League. Academically we have continued to grow and achieve at levels above the local, state, and national levels. We continue to see an increase in student participation in College Board Advanced Placement programming. Additionally, in recent years, students have taken advantage of the dual-credit option with a partnership with Texas Woman's University which allows students 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 Advanced Placement and Dual Credit programs at Guyer HS.

Guyer High School continues to place a high priority on employing and retaining a high-quality, talented professional and paraprofessional staff. We strive to ensure that our staff members embody the talent, skill, and will necessary to help ensure that our students' potential is maximized and that our mission, vision, values, and goals are realized daily.

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.

- *Rigorous and relevant curriculum that is cognitively demanding and challenging to students
- *Students engaged in the learning process
- *Parents and community engaged as partners in the learning process
- *Stakeholder involvement in the planning and improvement 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.

- *Professional learning community collaboration
- *Focused and critical examination of our instructional practices
- *Maintaining fidelity in data-driven decision-making
- *Focus on results

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.

We continue to seek opportunities to work vertically with our Guyer Zone schools and to continue our horizontal collaboration with the other district comprehensive high schools.

Our parent community is supportive of our efforts and remains committed to our school-home partnership.

The Guyer High School student body is in tune with the needs of the community and has collectively participated in many worthy causes. Many of our organizations contain some component of community service as a requirement for membership. Some of these include: Interact Club, I Am Second, Girls Soccer, French Club, National Honor Society, English National Honor Society, SADD (Students Against Destructive Decisions), Art Club, HOSA (Health Occupations Students of America) and DOCS (Discovering Opportunities and Careers for Students in Medicine), GHS Baseball partnership with Salvation Army

GHS Orchestra partners with American Red Cross, Spirit Horse (therapy for children using horses), and performs for senior living centers. Student Council partners with a local food pantry, Keep Denton Beautiful, and sponsors classrooms who adopt pre-kindergarten students in Denton ISD. Our choral program consists of over 200 students who comprise six performing choirs. Numerous Guyer students have made the TMEA All State Choir over the past six years, and each of our choirs has earned Sweepstakes Choir over the past six years. The Guyer theater program consistently receives accolades and recognition for outstanding work. They perform numerous programs each year for our school and our community at large. They have been nominated by the Dallas Summer Musicals High School Theater Awards yearly in the following categories: Best Musical, Best Lighting, Best Ensemble, Best Direction, Best Costumes, Best Actress, Best Actor, Best Technical Execution, and Best Choreography. In four out of the last five years, a Guyer High School student has been honored with the coveted Top Actor and Actress award presented by Dallas Summer Musical Theatre, which qualified the students to participate in the National High School Musical Theatre Awards, known as “The Jimmy’s”, on Broadway in New York City. In UIL State One Act Play competition. GHS has advanced through district, regional, and area competition to compete at the state multiple times over the last five years. All three performing orchestras have consistently earned UIL Concert and Sight-reading sweepstakes awards, with our Varsity Orchestra winning every year since Guyer has opened. Our orchestra has previously been recognized as a TMEA Texas Honor Orchestra Competition finalist. Air Force Junior ROTC: Our Air Force Junior Reserve Officer Training Corp continues to be an important part of John Guyer High School, helping future leaders grow and succeed. Listed are some of the group’s notable achievements: Since beginning the unit in 2005, GHS has produced more service academy graduates than any other high school in North Texas In 2019, GHS graduates were awarded the largest amount of Department of Defense funded scholarships ever awarded to a public high school Recognized as a Distinguished Unit with Merit during this year’s inspection. Provides a yearly presentation by current service academy cadets/midshipmen for students interested in attending a service Conducted interview and application prep for 100 area students competing for academy appointments. Volunteered over 5000 hours completing over 150 community service projects.

Federal Ethnicity/Race	Male	Female	Total		
	1308	1263	2571		
American Indian	11	5	16		
Asian	65	69	134		
Black	111	99	210		
Hispanic/Latino	419	350	769		
Pacific Islander	3	1	4		
White	657	690	1347		
Multiracial	42	49	91		
Meal Status	Not	Free	Reduced		
Raw Data	1898	552	121		
Percentages:	73.82341501	21.47024504	4.717348928		
Special Programs	SPED	504	ESL	At-Risk	GT
Raw Data	357	233	254	324	361
Percentage Active	13.91812865	9.083820663	9.902534113	12.63157895	14.07407407

Demographics Strengths

Guyer High School's demographic strengths are as follows:

- *Consistent academic performance 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): Systems and procedures must be further implemented to ensure that the GHS learning community is provided all tools, resources, experiences, and opportunities to maximize its potential. **Root Cause:** Misaligned and underutilized organizational systems lead to unfulfilled potential in students, staff, and the learning community as a whole.

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.

Group Summary: Performance Levels: STAAR EOC, GUYER H S, 2023, STAAR, Algebra I

Group	Admin	STAAR		
		Number Tested	Average Scale Score	Did Not Meet
				%
GUYER H S	Spring 2023	476	4121	12

Group Summary: Performance Levels: STAAR EOC, GUYER H S, 2023, STAAR, Biology

Group	Admin	STAAR		
		Number Tested	Average Scale Score	Did Not Meet
				%
GUYER H S	Spring 2023	668	4309	5

Group Summary: Performance Levels: STAAR EOC, GUYER H S, 2023, STAAR, English I

Group	Admin	STAAR		
		Number Tested	Average Scale Score	Did Not Meet
				%
GUYER H S	Spring 2023	685	4332	12

Group Summary: Performance Levels: STAAR EOC, GUYER H S, 2023, STAAR, English II

Group	Admin	STAAR		
		Number Tested	Average Scale Score	Did Not Meet
				%
GUYER H S	Spring 2023	675	4240	13

Group Summary: Performance Levels: STAAR EOC, GUYER H S, 2023, STAAR, U.S. History

Group	Admin	STAAR		
		Number Tested	Average Scale Score	Did Not Meet
				%
GUYER H S	Spring 2023	590	4458	2

Overview

Longitudinal

ACT

SAT

TSIA

TSIA 2

Dual Credit

AP/IB

College...

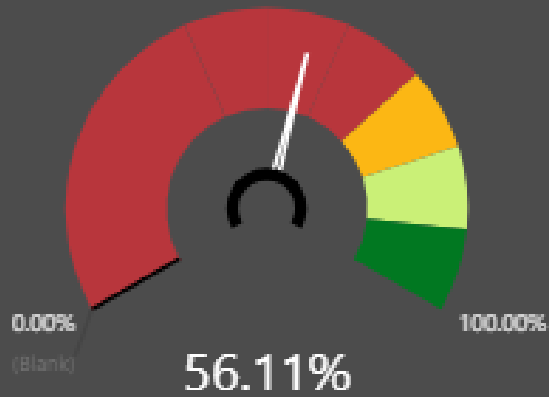
IBCs

Overall List

AP/IB/D...

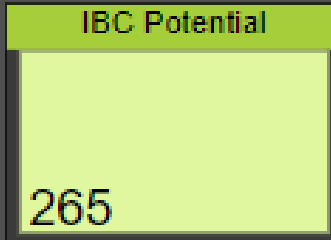
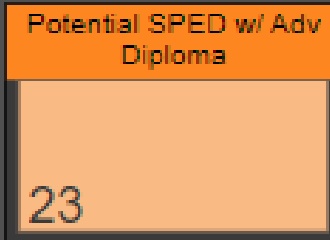
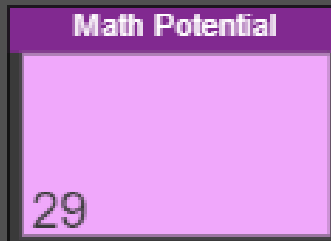
IBC Potential

Percent of Students CCMR Complete

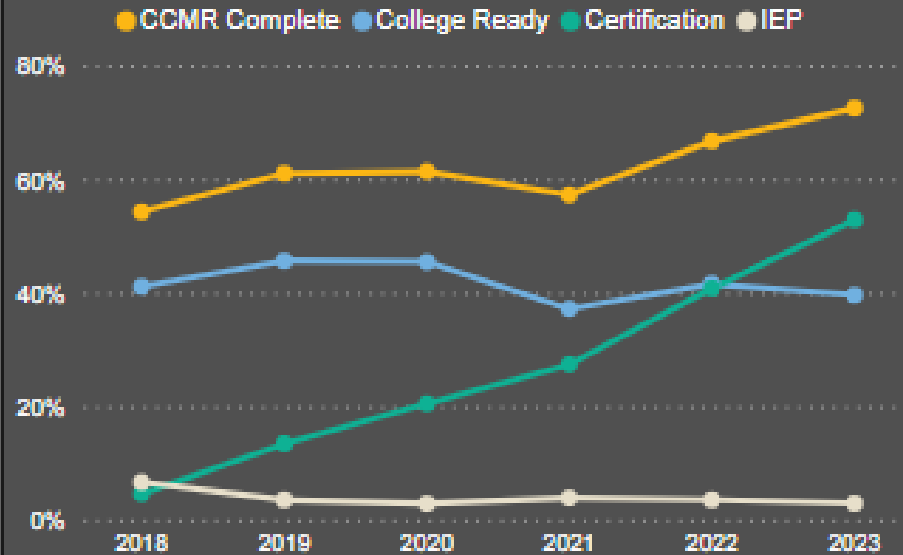


70% Complete = C 80% Complete = B
90% Complete = A

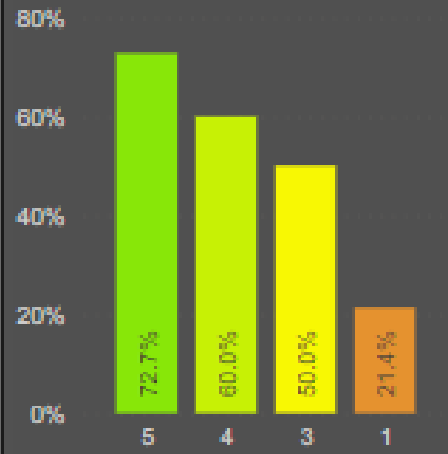
Potential Completers



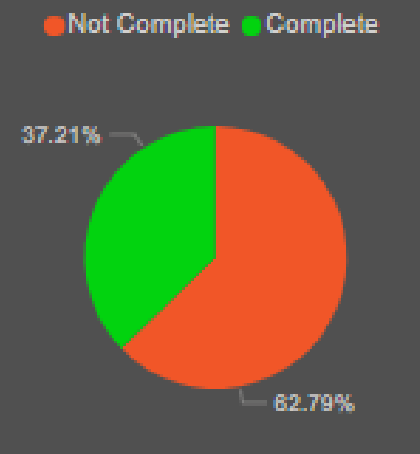
Percent of Students Complete by Indicator

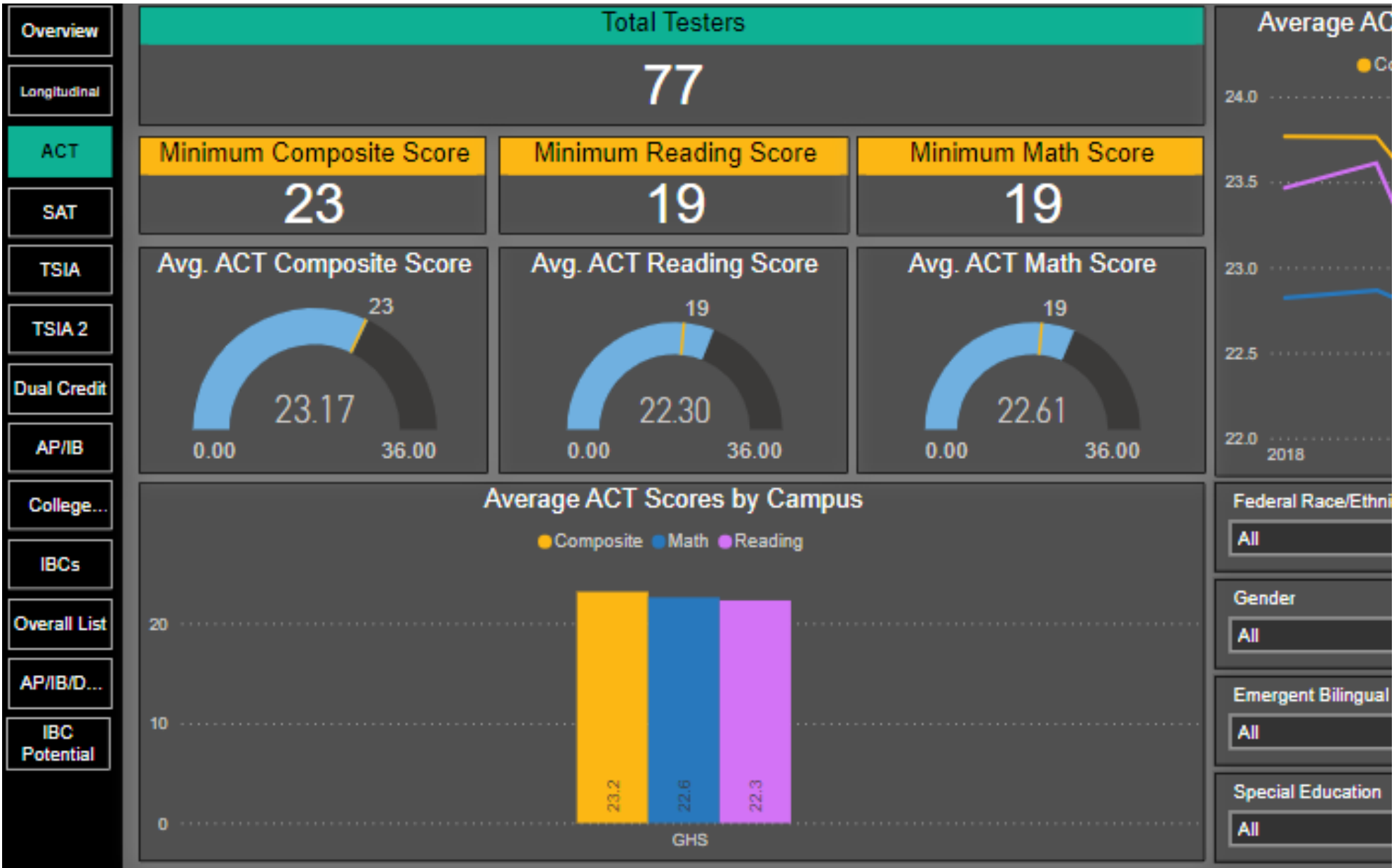


Pct. of Students Complete by Emergent Bilingual Code



Pct. of Special Education Students Complete



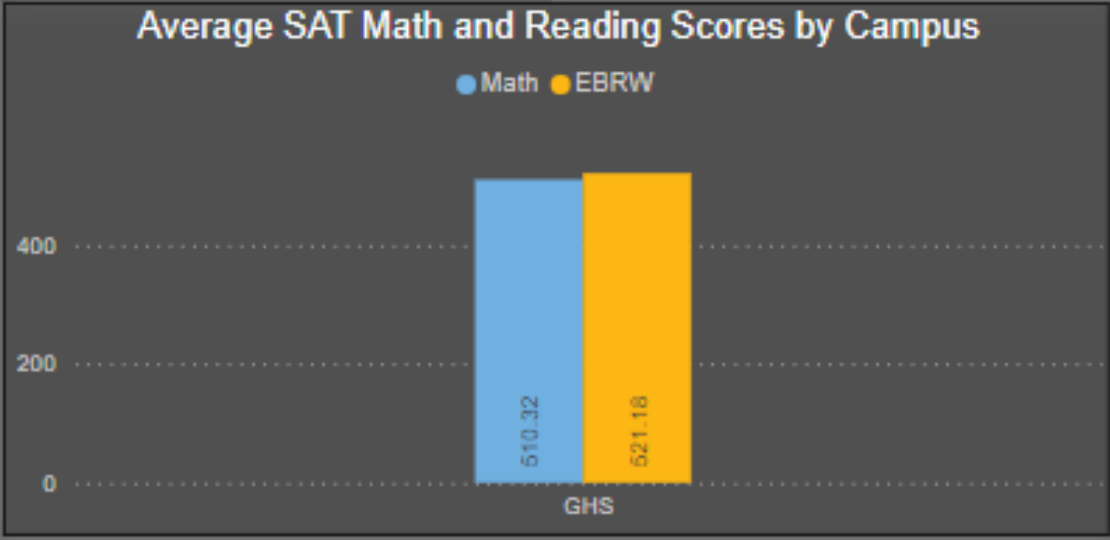
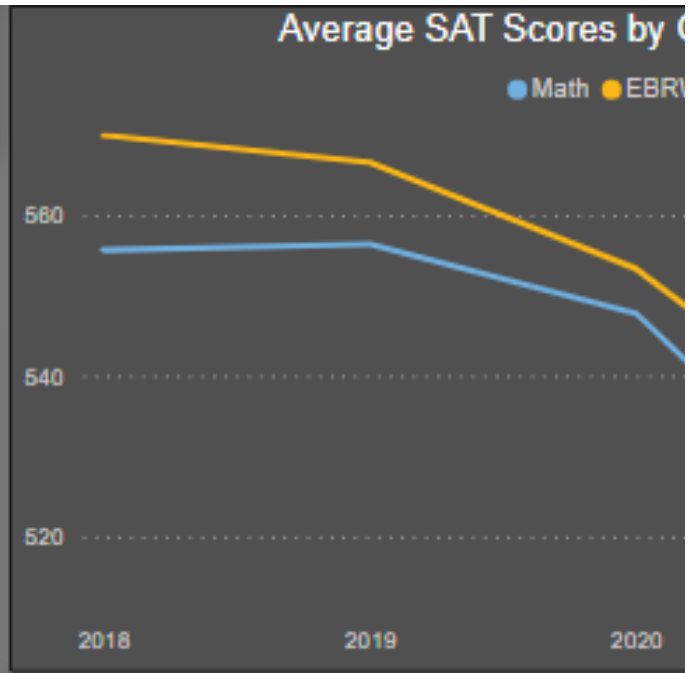
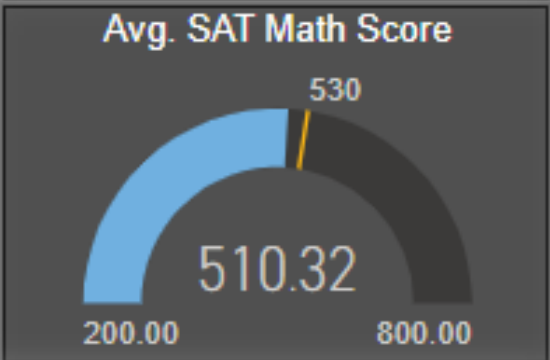
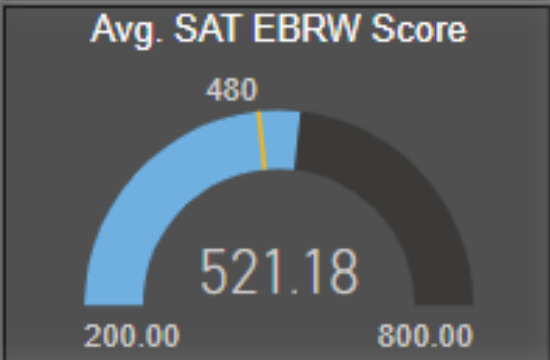


- Overview
- Longitudinal
- ACT
- SAT**
- TSIA
- TSIA 2
- Dual Credit
- AP/IB
- College...
- IBCs
- Overall List
- AP/IB/D...
- IBC Potential

Total Testers
3909

Minimum EBRW Score
480

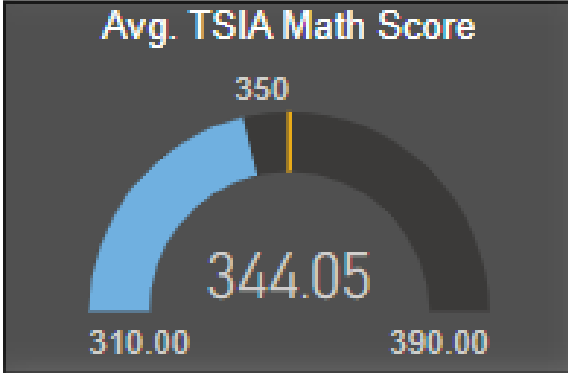
Minimum Math Score
530



- Federal Race/Ethnicity: All
- Gender: All
- Emergent Bilingual: All
- Special Education: All

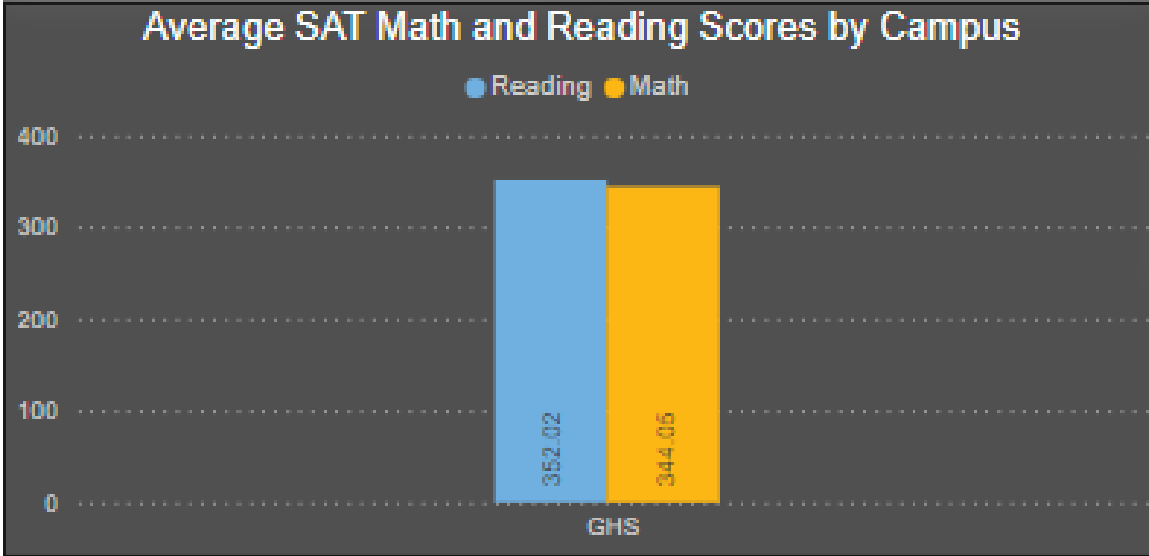
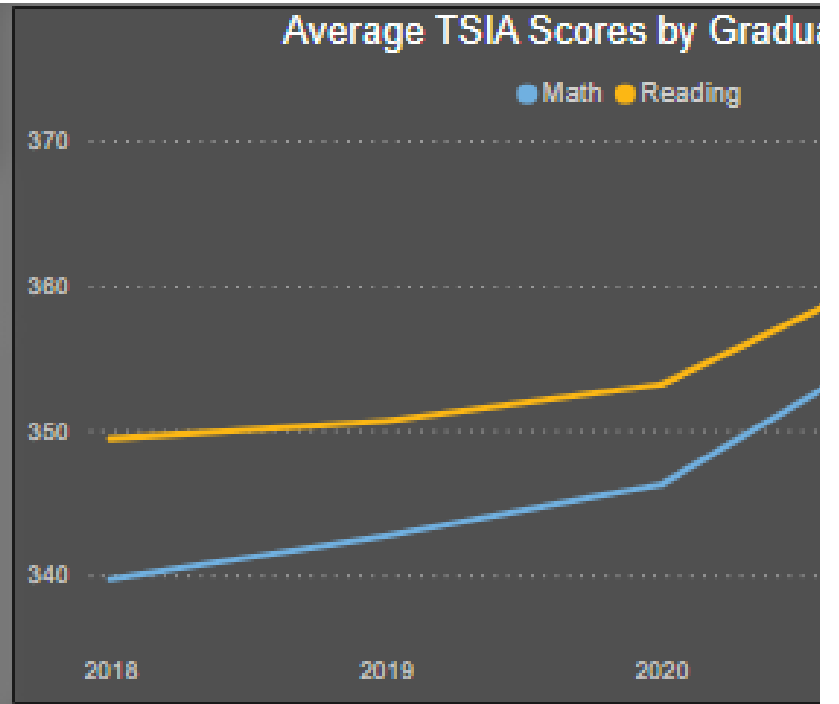
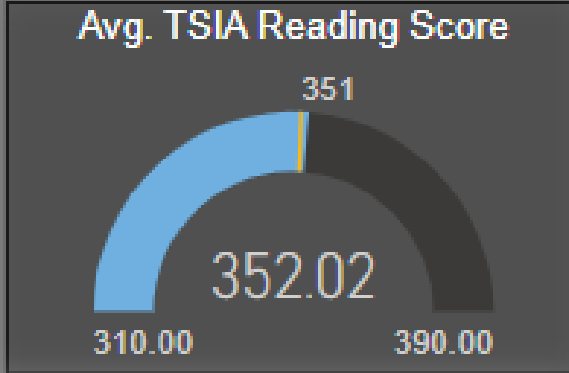
Total Math Testers
1086

Minimum TSIA Math Score
350



Total Reading Testers
1090

Minimum TSIA Reading Score
351

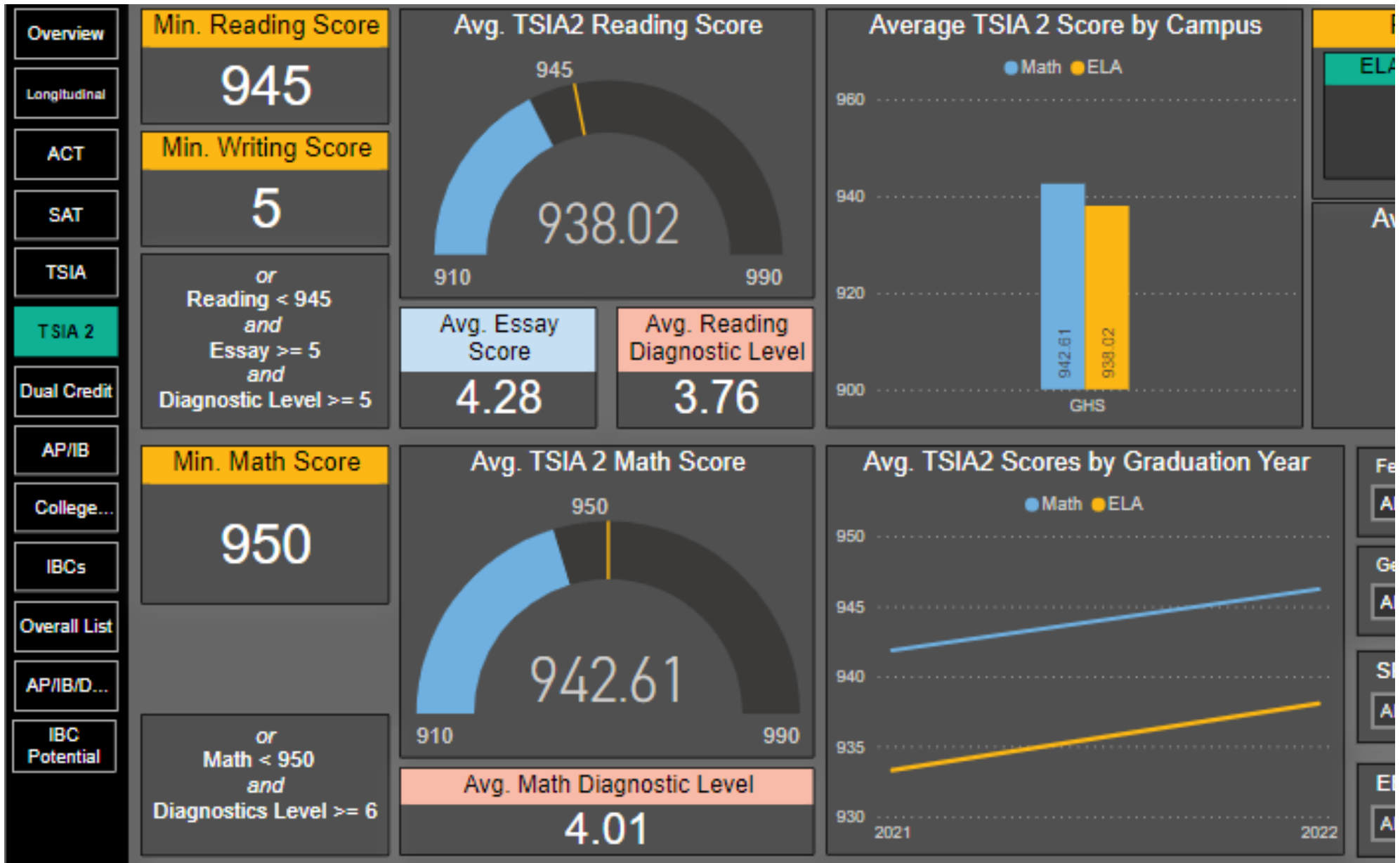


Federal Race/Ethnicity: All

Gender: All

EB: All

SPED: All



Student Learning Strengths

*100% graduation rate

*College, Career, and Military Readiness Component Score increased from our last registered score

*STAAR EOCs-Met Closing the Gaps in 100% of indicators for Graduation Status, English Language Proficiency Status, Student Success Status, and School Quality Status; 90% for Academic Achievement Status

*SAT performance above the state and national average

*ACT performance above the state and national average

*Students in special programming, including Special Education, English as a Second Language, and Section 504 services are progressing towards closing performance gaps

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although we have seen consistent gains in our CCMR score, our component score is less than required to receive the state's highest accountability grade. **Root Cause:** We are not maximizing opportunities for early identification of intentionally designed student routes to gaining their CCMR points.

Problem Statement 2 (Prioritized): As our number and percentage of students receiving special education services has risen considerably for 2023-24 when compared to our number and percentage during 2022-23, we must ensure that our systems and processes, including staffing allocations and placements, allow us to meet the many learning and behavioral needs of our students. **Root Cause:** As our number of students receiving special education services has risen, we have seen a reduction in special education staffing units.

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): Staff members do not understand the differences between and roles/responsibilities of our Campus Leadership Team and our Guiding Coalition.

Root Cause: Insufficient professional learning and lacking knowledge in key elements of a guiding coalition

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.

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): Parent involvement and community partnerships are not as strong as needed to fulfill our mission. **Root Cause:** There may be limited opportunities for partnership and collaboration presented to parents and community members.

Priority Problem Statements

Problem Statement 1: Systems and procedures must be further implemented to ensure that the GHS learning community is provided all tools, resources, experiences, and opportunities to maximize its potential.

Root Cause 1: Misaligned and underutilized organizational systems lead to unfulfilled potential in students, staff, and the learning community as a whole.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As our number and percentage of students receiving special education services has risen considerably for 2023-24 when compared to our number and percentage during 2022-23, we must ensure that our systems and processes, including staffing allocations and placements, allow us to meet the many learning and behavioral needs of our students.

Root Cause 2: As our number of students receiving special education services has risen, we have seen a reduction in special education staffing units.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Parent involvement and community partnerships are not as strong as needed to fulfill our mission.

Root Cause 3: There may be limited opportunities for partnership and collaboration presented to parents and community members.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Staff members do not understand the differences between and roles/responsibilities of our Campus Leadership Team and our Guiding Coalition.

Root Cause 4: Insufficient professional learning and lacking knowledge in key elements of a guiding coalition

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Although we have seen consistent gains in our CCMR score, our component score is less than required to receive the state's highest accountability grade.

Root Cause 5: We are not maximizing opportunities for early identification of intentionally designed student routes to gaining their CCMR points.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

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 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

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

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-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

- Study of best practices

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning -

In pursuit of excellence, we will:

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





Performance Objective 1: By June of 2024, through implementation of a system wide academic intervention, acceleration, and enrichment plan in core courses, we will increase student achievement as measured by students performing at the masters level by 5% in each STAAR EOC area.

Strategy 1 Details	Formative Reviews		
Strategy 1: Guyer HS Math *Math teachers will utilize common assessment data to identify and close gaps through high quality instruction and intervention. *To meet the mandates of House Bill 4545, Guyer High School math staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School intervention, in the fall & spring to ensure that our students who were not successful on a previous math STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance. *Math teachers will consistently incorporate SAT practice questions into regular instruction, especially on the District early release PLC days. *Teachers will incorporate 2-3 SAT questions on common assessments and track the results to monitor growth towards SAT success. Strategy's Expected Result/Impact: -STAAR Math EOC show evidence of 5% growth in areas identified in our performance objective. More students on track for graduation Fewer students identified as "at risk" Reduced class sizes in core academic areas due to reduced need for students to retake failed courses -The average SAT Math score for the Class of 2023 will increase by at least 12 points from the Class of 2020 average of 548. Staff Responsible for Monitoring: GHS Math Department GHS Administration TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Highly-qualified teachers to provide targeted intervention through tutorials - State Compensatory Education (SCE) - ESSER Funds - \$5,000	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: Guyer HS English	Formative		
	Dec	Mar	May
<p>*The GHS English staff will increase evidence-based reading and writing opportunities for all students, utilize common planning to create common assessments, analyze common assessment data from Aware to determine areas of need, and design intervention before, during, and after the school day.</p> <p>*The GHS English staff will provide a multi-tiered system of support, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities focused EOC study sessions, and mentoring programs.</p> <p>*To meet the mandates of House Bill 4545, Guyer High School English staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions, in the fall & spring to ensure that our students who were not successful on a previous English STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>*The GHS English staff will increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>*The GHS English staff will consistently reinforce Assessment for Learning Strategies throughout the teaching/learning cycle.</p> <p>Strategy's Expected Result/Impact: STAAR English EOC results will show evidence of 5% growth in areas identified in our performance objective. More students on track for graduation Fewer students identified as "at risk" Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p>Staff Responsible for Monitoring: GHS English Department GHS Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Highly-qualified teachers to provide targeted intervention through tutorials - State Compensatory Education (SCE) - ESSER Funds - \$5,000</p>			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Guyer HS Science</p> <p>Science staff will utilize common planning times and collaboration with colleagues to plan for activities that increase student skills of analysis and synthesis, allowing them to be able to process information more successfully.</p> <p>*The GHS science staff will provide a multi-tiered system of support, through DMTSS, to increase the success of students identified as at-risk. We will continue programs to intervene with our at-risk populations. This will be carried out via multiple avenues including academic support classes, credit retrieval opportunities, focused EOC study sessions, and mentoring programs.</p> <p>*To meet the mandates of House Bill 4545/1416, Guyer High School science staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions, in the fall & spring to ensure that our students who were not successful on a previous science STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>*To increase AP science course enrollments, GHS teachers will regularly visit with AVID, Honors Biology, and high-achieving on-level Biology students so that they understand how much taking advanced classes in high school can help with post-secondary STEM experiences.</p> <p>*The GHS science staff will increase student progress monitoring at 3, 6, and 9 week periods, and increase student/parent contacts for students at-risk of course failure for a 9-week or semester grading period.</p> <p>*The GHS science staff will continue to support and provide common planning time for staff to collaborate and build/analyze quality common assessments (content-based PLCs).</p> <p>*The GHS science staff will increase writing and content evidence-based reading opportunities for all students across all subject areas.</p> <p>*The GHS science staff will consistently reinforce Assessment for Learning Strategies throughout the teaching/learning cycle.</p> <p>Strategy's Expected Result/Impact: STAAR Science EOC results will show evidence of 5% growth in areas identified in our performance objective. More students on track for graduation Fewer students identified as "at risk" Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p>Staff Responsible for Monitoring: GHS Science Department GHS Administration</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Highly-qualified teachers to provide targeted intervention through tutorials - State Compensatory Education (SCE) - ESSER Funds - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: he Guyer High School Social Studies Department will work with our professional learning teams and our campus community to develop and share opportunities to support the emotional wellness of students and fellow faculty. Teachers will increase our use of data-driven decisions to discover current student needs, in order to develop creative and appropriate plans to foster significant growth academically, socially, and emotionally at all levels.</p> <p>*GHS Social Studies will contribute to intervention, acceleration, and enrichment at every level increasing EOC Results by 5% and increasing the number of students who are college ready by working as a PLC to provide students with intentionally curated opportunities for voice and choice to develop their self-advocacy skills on at least three occasions each nine weeks.</p> <p>*Collaborating in our course PLC teams, AP PLC team, along with the GHS Social Studies PLC team to create stronger lessons that facilitate an increase in student-centered learning while maintaining the pace of instruction. This will be accomplished by allowing students to take over more aspects of their learning and lessons creating more opportunities for student choice and voice. Seminars, student-driven open discussions, choice in presentation styles and responsibilities are examples of ways to increase student voice. Choice in investigative focal points within broader essential standards, choice in developing a historical claim, and choice in evidence used for analysis to defend the historical claim empower students.</p> <p>*To meet the mandates of House Bill 4545/1416, Guyer High School social studies staff will provide accelerated instruction tutorials before, during, after school, and during Saturday School interventions in the fall & spring to ensure that our students who were not successful on a previous social studies STAAR assessment receives the additional high-quality instruction and support he/she needs to be adequately prepared to approach, meet, and/or master the satisfactory academic performance standards of the assessment. Each tutorial session will be student-centered and personalized to meet their individual learning needs by focusing on targeted TEKS objectives based on each student's prior performance.</p> <p>Strategy's Expected Result/Impact: *STAAR Social Studies EOC show evidence of 5% growth in areas identified in our performance objective.</p> <p>*More students on track for graduation Fewer students identified as "at risk"</p> <p>*Reduced class sizes in core academic areas due to reduced need for students to retake failed courses</p> <p>Staff Responsible for Monitoring: Guyer HS Social Studies Department Guyer HS Administration</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p> <p>Funding Sources: Highly-qualified teachers to provide targeted intervention through tutorials - State Compensatory Education (SCE) - ESSER Funds - \$5,000</p>	Formative		
	Dec	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Systems and procedures must be further implemented to ensure that the GHS learning community is provided all tools, resources, experiences, and opportunities to maximize its potential. **Root Cause:** Misaligned and underutilized organizational systems lead to unfulfilled potential in students, staff, and the learning community as a whole.

Student Learning

Problem Statement 2: As our number and percentage of students receiving special education services has risen considerably for 2023-24 when compared to our number and percentage during 2022-23, we must ensure that our systems and processes, including staffing allocations and placements, allow us to meet the many learning and behavioral needs of our students. **Root Cause:** As our number of students receiving special education services has risen, we have seen a reduction in special education staffing units.

Guiding Outcome 2: Culture & Climate -

In pursuit of excellence, we will:

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

Performance Objective 1: 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 our annual employee engagement surveys, particularly in the areas of staff reporting receiving recognition or praise for good work and reporting having someone who encourages their development at work.

Evaluation Data Sources: 2023-2024 Gallup End of Year Employee Engagement Survey.

Strategy 1 Details	Formative Reviews		
Strategy 1: Recognize excellent work through acts of gratitude, appreciation, and praise. Capitalize on opportunities for public praise. Celebrate specific accomplishments through shout-outs during staff meetings, team meetings, in	Formative		
	Dec	Mar	May

newsletters, posted in the staff workrooms, on the GHS website.

Capitalize on opportunities for private praise. Handwritten notes, email with only positive feedback, sharing compliments from students, parents, community members, and colleagues.

Creatively find opportunities to provide additional planning and collaboration time.

Celebrate personal accomplishments/.life accomplishments.

Strategy's Expected Result/Impact: Evidence of greater sense of wellbeing amongst staff


Staff Responsible for Monitoring: GHS Administration
GHS Staff


TEA Priorities:


Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Outcome 3: Growth & Management -





In pursuit of excellence, we will:

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

Performance Objective 1: Guyer High School will recruit and retain high quality staff members who are skilled in supporting and meeting the needs of our student body.

Evaluation Data Sources: Employee retention data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: *Cultivate a culture of collaboration through our PLC and Guiding Coalition processes.</p> <p>*Early identification of needs; Early employee screening; Early hiring</p> <p>*Provide high-quality professional learning opportunities (embedded in the work day)</p> <p>*Develop teacher leadership through collaboration during department/PLT opportunities</p> <p>*Provide high-quality on-campus mentorship program</p> <p>*Provide effective feedback/assessment/evaluation on job performance</p> <p>*Proactively and publicly celebrate the great things happening on campus</p> <p>Strategy's Expected Result/Impact: Increased retention of current staff Increased interest in joining staff</p> <p>Staff Responsible for Monitoring: GHS administration GHS instructional leadership</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Systems and procedures must be further implemented to ensure that the GHS learning community is provided all tools, resources, experiences, and opportunities to maximize its potential. Root Cause: Misaligned and underutilized organizational systems lead to unfulfilled potential in students, staff, and the learning community as a whole.</p>
School Processes & Programs
<p>Problem Statement 1: Staff members do not understand the differences between and roles/responsibilities of our Campus Leadership Team and our Guiding Coalition. Root Cause: Insufficient professional learning and lacking knowledge in key elements of a guiding coalition</p>

Guiding Outcome 4: Opportunities for Students -

In pursuit of excellence, we will:

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

Performance Objective 1: The AVID Site Team at Guyer High School will foster academic success and college readiness among the students in the AVID elective, regularly reviewing progress and making necessary adjustments to ensure that students achieve at least a 15% improvement in their overall grade average and are on track to promote to the next grade level at the end of the current school year.





High Priority

Evaluation Data Sources: Interim Progress Reports

6 week Progress Reports

9 week Report Cards

Semester Report Cards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2023-24 school year, to close the opportunity gap and cultivate a culture of college and career readiness, all 9th grade students will become proficient in selected AVID strategies.</p> <p>Employ high-engagement Writing, Inquiry, Collaboration, Organization,, and Reading (WICOR) strategies to empower student learning. (AVID Reading for Disciplinary Literacy: A Schoolwide Approach)</p> <p>Strategy's Expected Result/Impact: Increase students' ability/skill in comprehension of materials and concepts and articulation of ideas at more complex levels/depth</p> <p>Staff Responsible for Monitoring: AVID Team 9th Grade Teaching Staff GHS Administration</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Although we have seen consistent gains in our CCMR score, our component score is less than required to receive the state's highest accountability grade.

Root Cause: We are not maximizing opportunities for early identification of intentionally designed student routes to gaining their CCMR points.

Guiding Outcome 4: Opportunities for Students -

In pursuit of excellence, we will:

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





Performance Objective 2: 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 rate will be at least 5% higher than the average of our comparable schools group by June 2024. Additionally, Guyer High School will ensure that the percentage of students engaged in school and community activities and organizations increases by June 2024.

High Priority

Evaluation Data Sources: 2024 College, Career, and Military Readiness (CCMR)/Academic Accountability Data from Texas Education Agency

2024 GHS Student Engagement in Activities/Organizations Survey Results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: *Educate students, families, and staff regarding what programs, i. e. CTE industry-approved certifications and opportunities are available in district that will engage student interest, increase learning opportunities, and ensure CCMR readiness</p> <p>*Promote knowledge about necessities for college/career readiness to all students and families</p> <p>*Provide at least two college/career readiness presentations during the school year to students and parents</p> <p>*Offer and promote TSI, ACT, and SAT preparation opportunities</p> <p>*Recruit and retain potential students for our PreAP/AP/dual credit courses</p> <p>*Utilize AP Potential to identify students whose classroom performance and standardized testing results suggest high potential for success in AP and on AP Exams</p> <p>*Employ AP Vertical Teaming between middle school and high school in the Guyer Zone</p> <p>*Offer additional professional development for AP teachers</p> <p>*Offer parent education opportunities regarding student participation in AP program</p> <p>*Offer College 101 during course request period for potential dual credit students</p> <p>*Promote district-sponsored FAFSA Nights at each district high school</p> <p>Strategy's Expected Result/Impact: Increase in the number/percentage of students successfully engaged in CCMR coursework and being awarded CCMR credit by TEA.</p> <p>Staff Responsible for Monitoring: GHS Administration GHS Counseling GHS Teaching Staff</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Dec	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Systems and procedures must be further implemented to ensure that the GHS learning community is provided all tools, resources, experiences, and opportunities to maximize its potential. Root Cause: Misaligned and underutilized organizational systems lead to unfulfilled potential in students, staff, and the learning community as a whole.</p>

State Compensatory

Budget for Guyer High School

Total SCE Funds: \$5,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

ESSER Funds: House Bill 4545/1416 require accelerated instruction for students who do not pass the State of Texas Assessments of Academic Readiness (STAAR®). Guyer High School developed an Accelerated Instruction Plan (AIP) and will offer accelerated instruction for every student who did not meet the passing standard for any STAAR and/or EOC assessment. In addition to high-quality instruction provided during a student's regular schedule of classes, under HB 4545/1416, our campus will provide additional intervention opportunities provided by highly-qualified staff during after school and Saturday school focused tutorials.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Highly-qualified teachers to provide targeted intervention through tutorials	ESSER Funds	\$5,000.00
1	1	2	Highly-qualified teachers to provide targeted intervention through tutorials	ESSER Funds	\$5,000.00
1	1	3	Highly-qualified teachers to provide targeted intervention through tutorials	ESSER Funds	\$5,000.00
1	1	4	Highly-qualified teachers to provide targeted intervention through tutorials	ESSER Funds	\$5,000.00
Sub-Total					\$20,000.00

Denton Independent School District

Crownover Middle School

2023-2024 Improvement Plan



CROWNOWER
MIDDLE SCHOOL

Mission Statement

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

Vision

Dedicated to Students-Committed to Excellence

School Values

GRIT

G=Growth Mindset

R=Respect through Relationships

I=Involvement through Service

T=Time to Achieve

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Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition to the Denton ISD community	14
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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Crownover is known for its friendly environment, which includes everything from hosting ice cream socials for our incoming 6th graders, the annual bully prevention program, spirit/school community days, Crownover staff going out into our community, and occasional “Maroon Outs” to showcase school spirit.

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

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

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

Established: 2002

Mascot: Cowboys

Colors: Maroon and Silver Grey

Priorities:

- RCMS will continue to seek current professional development and programs that assist staff in meeting the academic, behavioral, and social/emotional needs of our growing diverse population.
- Continue to build close community relations with local businesses and community stakeholders.

- Strengthen instructional practices to meet the varied needs of our diverse student population.
- Continue implementation of the Cowboy Coalition to provide increased teacher voice.

Student Groups	Count	Percent
All	800	100%
6th	278	33.1%
7th	251	29.88%
8th	311	37.02%
African American	77	9.17%
Hispanic	246	29.29%
White	425	50.6%
Asian	54	6.43%
Other	38	4.51%
Economically Disadvantaged	281	33.45%
Section 504	137	16.31%
English Learners	108	12.86%
At-Risk	124	25.9%
Special Education	96	11.53%
Gifted and Talented	107	12.74%

Demographics Strengths

Strengths:

- Diverse student body make-up.
- Strong feeder elementary campuses.
- Great student exposure to cultures different than their own.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student body continues to increase in diversity in varying manners, we need to strengthen our professional development and conversations around this to ensure we are meeting the varied needs of our students. **Root Cause:** Shift in the make-up of the student body which needs to be addressed in greater detail and continue throughout the school year.

Student Learning

Student Learning Summary

Priorities

- RCMS will continue to utilize and monitor Professional Learning Community (PLC) processes to ensure lesson development that addresses students' needs as well as focuses on instructional classroom rigor levels satisfying a "Meets" and "Masters" level performance as measured by state assessments.
- Continue development and implementation of Workshop model strategies and Assessment For Learning strategies utilize learning targets, effective feedback, goal-setting, and differentiation to improve individual student progress in the area of literacy.
- Implement more targeted intervention during the class period to better meet the needs of our students and address gaps.
- Utilize student half days to focus on intervention time for students that are lacking progress or have gaps in their learning.

Student Learning Strengths

Strengths:

- Increased common assessment scores in ELAR, Math, Science, and Social Studies.
- ELAR success as a Teacher's College campus and progress for students with this implementation.
- RCMS continues to perform above state results as indicated by the Texas Academic Performance Report (TAPR).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: As our student body continues to increase in diversity in varying manners, we need to re-evaluate our instructional practices to ensure that we are addressing all student needs and learning styles in the classroom so that we can close gaps and students can progress in their learning. **Root Cause:** Some staff relying on old teaching practices. Lack of exposure to different teaching practices or styles.

School Processes & Programs

School Processes & Programs Summary

Priorities:

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

School Processes & Programs Strengths

Strengths:

- Strong PTA involvement.
- RCMS has established strong community partnerships with local business partners.
- Well-developed community-based mental health support systems have been established.
- Teacher representation for TCC, EIC, Team, Department leader, and Cowboy Coalition team meetings.
- Parents believe that teachers hold a strong belief in high learning standards, clean school, and collaborative communication.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The change in our demographics has proven the need for social emotional and diversity training for our staff. **Root Cause:** Lack of training centered on diversity. Lack of exposure to students/situations of varied backgrounds.

Perceptions

Perceptions Summary

Priorities:

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

Perceptions Strengths

Strengths:

- The majority of students feel safe as determined from feedback from students and parents.
- Students and parents feel that rules are reinforced and that an adult at RCMS cares when the student is absent.
- Students feel friendships and positive peer relationships are encouraged on campus.
- New students feel that RCMS is a friendly and welcoming environment.
- Students feel they are encouraged to learn skills such as empathy, decision making, problem-solving, communication, and conflict resolution.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to continue to promote and celebrate the diversity on our campus including race and abilities. **Root Cause:** Lack of exposure to other cultures or ways of life for both staff and students.

Priority Problem Statements

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 1: By June of 2024, through implementation of a system wide academic intervention, acceleration, and enrichment plan in core courses, we will increase student achievement as measured by students performing at grade level by 10% in Reading, Math, Science and Social Studies.

Evaluation Data Sources: State Report Card (TAPR)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All core content teachers will participate in CORE time by grade-level 3x/week to develop common lesson plans and assessments to ensure horizontal alignment.</p> <p>Strategy's Expected Result/Impact: Student work, common formative assessments, and common summative assessments.</p> <p>Staff Responsible for Monitoring: Administrators, CORE departments (ELAR, Math, Science and Social Studies) teachers.</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Weekly MTSS grade-level team meetings will be held to identify and monitor students progress in all Core classes to reduce the achievement gap while focusing specifically on special education student performance in reading.</p> <p>Strategy's Expected Result/Impact: Increased student achievement by reducing the number of students on MTSS Tier 2 and Tier 3 targeted lists.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, DMTSS campus team, CORE content teachers.</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ELAR teachers will continue to utilize workshop model strategies to strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p>Staff Responsible for Monitoring: Administration and ELAR teachers.</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementation of Sheltered ELAR Instruction classes designed with a sheltered co-teacher model for EB learners.</p> <p>Strategy's Expected Result/Impact: Increased student academic achievement as measured by TAPR, campus scorecard, and student work.</p> <p>Staff Responsible for Monitoring: ESL Teachers, ESL Campus Coordinator, and Principal.</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue Assessment For Learning (Jan Chappuis, 7 Strategies) implementation.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize the strategies built in AFL to strengthen their classroom instruction. Students will improve student progress as measured by Index 2 as reflected in the State Report Card.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers.</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By June of 2024, we will increase student progress (Index #2) by 5 points as measured on the State Report Card.

Evaluation Data Sources: State Report Card (TAPR)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Strengthen implementation of the DMTSS (Denton Multi-Tiered Support System) team to monitor student academic and behavioral progress.</p> <p>Strategy's Expected Result/Impact: Reduce the number of students listed on Tier 2 and 3 Intervention lists and increase student progress by 5 points as measured on the State Report Card.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, DMTSS Team, Interventionists, and Core teachers.</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of teacher managed campus scorecard in ELAR, Math, Science and Social Studies for 6th, 7th and 8th grades.</p> <p>Strategy's Expected Result/Impact: Teachers will update their scorecard and collaborate on ways to meet the needs of the students through analyzing the data collected.</p> <p>Staff Responsible for Monitoring: Administration, ELAR/Math/SS/Science teachers</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 6th, 7th, and 8th-grade students will utilize MAP testing as the universal screener to determine individual student's reading and math progress.</p> <p>Strategy's Expected Result/Impact: Analysis of student performance data to improve STAAR performance as measured on 6-8th-grade STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Math and Reading teachers</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implementation of Reading and Math Intervention to support identified students showing significant gaps in progress - including both push-in and pull-out supported based on the needs of the student.</p> <p>Strategy's Expected Result/Impact: Improvement in on-level readiness in regards to student achievement in 6-8th-grade STAAR assessments.</p> <p>Staff Responsible for Monitoring: Administration, Reading Interventionist, and ELAR teachers.</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ongoing before/after school and Saturday tutoring offered by individual core content teachers specifically targeting identified students not meeting standard on STAAR assessments.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate a year's growth as measured by state assessments.</p> <p>Staff Responsible for Monitoring: Administration, Math teachers</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implementation of modified intervention schedule for early release days to allow for additional intervention time.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize additional targeted class time to address specific needs of students to fill gaps.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Classroom Teachers</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Opportunities for differentiated learning for the staff to meet the varied learning needs of our students to assist in filling gaps and aid in student progress.</p> <p>Strategy's Expected Result/Impact: Student progress in filling gaps and varied instructional strategies utilized by staff.</p> <p>Staff Responsible for Monitoring: Admin, teachers, specialists, counselors</p>	Formative		
	Dec	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

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

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

Evaluation Data Sources: District community survey and campus developed surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue school-wide recognition for the student of the month. Strategy's Expected Result/Impact: Student of the month will be recommended by grade level team and submitted to the counseling team. Selected students will be recognized in school announcements, staff and parent newsletters, and campus social media websites. Staff Responsible for Monitoring: Campus administration, Counselors, and Team Leaders.</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continuation of Positive Office Referral. Students will be recognized by teachers through a referral form for positive behaviors. Strategy's Expected Result/Impact: As more students are recognized for positive behaviors, the campus will see a decrease in negative behavior office referrals. Staff Responsible for Monitoring: Administration, Counselors, and Staff.</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Use of in-school announcements, school messenger, and campus website and calendar to ensure consistent communication. Strategy's Expected Result/Impact: Continue to improve effective and timely feedback to support district-level communication. Staff Responsible for Monitoring: Administration and campus personnel.</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Use of student surveys for added voice in school environment. Strategy's Expected Result/Impact: Students will feel more invested and take pride in their school community Staff Responsible for Monitoring: Admin and counselors	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 2: Improve staff engagement by 5% as measured by campus and district engagement surveys to create a positive culture with high staff morale.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue school-wide recognition for a staff member of the month, and teacher of the month. Strategy's Expected Result/Impact: Teacher and staff recognition will be lead by their campus peers in which all staff members have an opportunity to nominate and vote. Selected staff members and teachers will be recognized in school announcements, staff and parent newsletters, and campus social media websites.</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continuation of trainings for strategies for staff to work with and become more aware our growing diverse student population. Strategy's Expected Result/Impact: Staff increase in ability to navigate their classes effectively and form strong relationships with all students. Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, Teachers</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continued implementation and expansion of campus Sunshine Committee. Strategy's Expected Result/Impact: Increase and improve teacher input, campus voice, and feedback as measured by the campus-level decision-making process. Staff Responsible for Monitoring: Administration and Sunshine Committee</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continuation of The Lasso to be sent out weekly (staff communication memo) so staff is aware of upcoming events and dates, celebrate the successes of each other and minimize emails throughout the week.</p> <p>Strategy's Expected Result/Impact: Weekly newsletter developed through the use of the SMORE online communication tool to improve teacher feedback and communication loop.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continuation of quarterly (minimum) staff outings/events to foster collegiality.</p> <p>Strategy's Expected Result/Impact: Continue to strengthen the staff relationships.</p> <p>Staff Responsible for Monitoring: Admin and counselors</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continuation and expansion in scope of work of Cowboy Coalition to offer input on decisions on campus.</p> <p>Strategy's Expected Result/Impact: With added teacher voice in decisions made across campus, staff will feel more engaged and empowered.</p> <p>Staff Responsible for Monitoring: Admin and Cowboy Coalition</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Crownover Middle School

Total SCE Funds: \$1,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Our SCE funds will be used for Friday evening and Saturday tutorials for students not making adequate progress as outlined by state assessments. These learning opportunities are outside the regular school and will work to fill gaps and get students closer to grade-level readiness.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
Sub-Total					\$0.00

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

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

Grade 6 Reading Language Arts

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
					1		2		Reading		Writing		Points Possible		28	
Number	Percent				Did Not Meet		Approaches		Meets		Masters					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	265	100														
Students Not Tested																
Absent	1	0														
Other	0	0														
Total Documents Submitted	266	100														
Legend																
--- = No Data Reported For Fewer Than Five Students																
All Students			265	1675	41	15	224	85	166	63	79	30	17.0	61	16.0	57
Male			130	1659	25	19	105	81	77	59	36	28	16.5	59	15.1	54
Female			135	1691	16	12	119	88	89	66	43	32	17.5	63	16.8	60
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			70	1629	18	26	52	74	34	49	13	19	15.4	55	13.8	49
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			19	1756	0	0	19	100	14	74	11	58	19.4	69	19.7	70
Black or African American			28	1650	6	21	22	79	16	57	8	29	15.6	56	15.8	56
Native Hawaiian or Other Pacific Islander			2	---	---	---	---	---	---	---	---	---	---	---	---	---
White			146	1693	16	11	130	89	101	69	47	32	17.8	64	16.6	59
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		68	1578	24	35	44	65	21	31	4	6	13.3	47	11.5	41
	No		197	1708	17	9	180	91	145	74	75	38	18.3	65	17.5	63
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		1	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		264	1676	40	15	224	85	166	63	79	30	17.1	61	16.0	57
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		257	1678	37	14	220	86	163	63	78	30	17.2	61	16.0	57
	No Information Provided		8	1586	4	50	4	50	3	38	1	13	11.9	42	13.1	47
Identified as Emergent Bilingual/English Learner			38	1614	10	26	28	74	18	47	5	13	15.0	54	13.0	46
Monitored 1st Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			224	1684	31	14	193	86	145	65	72	32	17.3	62	16.4	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		265	1675	41	15	224	85	166	63	79	30	17.0	61	16.0	57
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		37	1609	10	27	27	73	17	46	4	11	14.8	53	12.7	45
	Nonparticipants		228	1686	31	14	197	86	149	65	75	33	17.4	62	16.5	59
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		28	1530	14	50	14	50	5	18	0	0	12.1	43	8.6	31
	No		230	1695	24	10	206	90	158	69	78	34	17.8	63	16.9	60
	No Information Provided		7	1600	3	43	4	57	3	43	1	14	12.4	44	13.9	49
Section 504	Yes		46	1651	8	17	38	83	24	52	7	15	16.4	58	14.2	51
	No		212	1683	30	14	182	86	139	66	71	33	17.3	62	16.4	59
	No Information Provided		7	1598	3	43	4	57	3	43	1	14	11.9	42	14.3	51
Gifted/Talented	Participants		39	1829	0	0	39	100	38	97	31	79	21.7	77	23.0	82
	Nonparticipants		218	1651	37	17	181	83	125	57	47	22	16.4	59	14.8	53
	No Information Provided		8	1586	4	50	4	50	3	38	1	13	11.9	42	13.1	47
At-Risk	Yes		88	1590	30	34	58	66	33	38	6	7	13.8	49	12.0	43
	No		171	1723	8	5	163	95	131	77	73	43	18.9	68	18.1	65
	No Information Provided		6	1556	3	50	3	50	2	33	0	0	10.8	39	11.8	42



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 6 Reading Language Arts

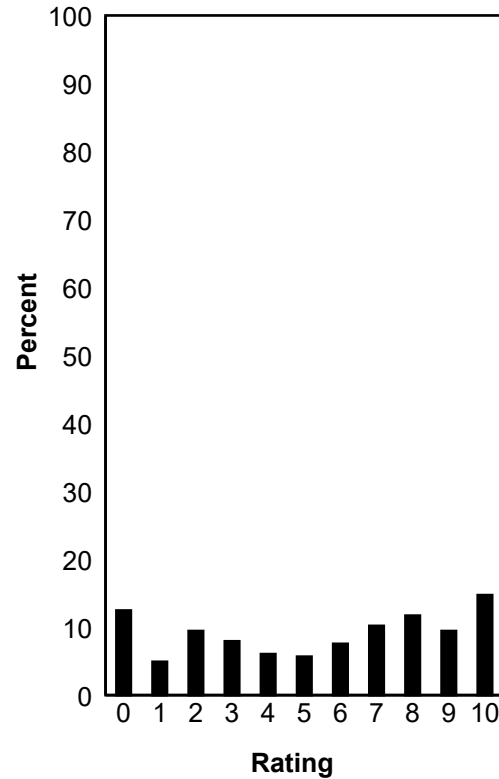
District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	33	12
1	13	5
2	25	9
3	21	8
4	16	6
5	15	6
6	20	8
7	27	10
8	31	12
9	25	9
10	39	15
Total	265	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

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

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																	
					Number Percent		1		2		3		4		10		17		7		9	
					Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	265	100																				
Students Not Tested																						
Absent	0	0																				
Other	0	0																				
Total Documents Submitted	265	100																				
Legend																						
--- = No Data Reported For Fewer Than Five Students																						
All Students	265	1726	50	19	215	81	113	43	35	13	5.6	56	8.6	51	3.0	43	5.1	56				
Male	130	1746	19	15	111	85	62	48	19	15	5.9	59	9.3	55	3.1	44	5.1	57				
Female	135	1707	31	23	104	77	51	38	16	12	5.2	52	7.9	47	2.9	42	5.0	56				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino	70	1670	24	34	46	66	16	23	3	4	4.7	47	7.1	42	2.6	38	4.4	49				
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian	19	1799	3	16	16	84	12	63	6	32	6.2	62	10.6	62	3.6	52	6.2	68				
Black or African American	28	1712	6	21	22	79	13	46	2	7	5.5	55	8.2	48	3.0	42	5.0	55				
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White	146	1748	16	11	130	89	72	49	24	16	6.0	60	9.2	54	3.1	44	5.3	59				
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged	Yes	68	1648	28	41	40	59	14	21	1	4.0	40	6.6	39	2.5	36	4.3	48				
	No	197	1753	22	11	175	89	99	50	34	6.1	61	9.3	55	3.2	45	5.3	59				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	264	1727	49	19	215	81	113	43	35	5.6	56	8.6	51	3.0	43	5.1	56				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	No	257	1730	45	18	212	82	111	43	35	5.6	56	8.7	51	3.0	43	5.1	57				
	No Information Provided	8	1612	5	63	3	38	2	25	0	4.3	43	5.8	34	2.4	34	2.8	31				
Identified as Emergent Bilingual/English Learner	Monitored 1st Year, reclassified from EB/EL	38	1676	16	42	22	58	13	34	1	4.4	44	7.5	44	2.8	39	4.6	51				
	Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Former EB/EL (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Non-Emergent Bilingual/Non-English Learner	224	1732	34	15	190	85	97	43	32	5.7	57	8.7	51	3.0	43	5.1	57				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	265	1726	50	19	215	81	113	43	35	5.6	56	8.6	51	3.0	43	5.1	56				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL	Participants	37	1675	16	43	21	57	13	35	1	4.4	44	7.5	44	2.7	39	4.5	50				
	Nonparticipants	228	1734	34	15	194	85	100	44	34	5.7	57	8.8	52	3.0	43	5.2	57				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education	Yes	28	1629	12	43	16	57	2	7	0	3.9	39	6.6	39	2.0	29	3.6	40				
	No	230	1741	34	15	196	85	109	47	35	5.8	58	8.9	53	3.1	45	5.3	59				
	No Information Provided	7	1614	4	57	3	43	2	29	0	4.3	43	5.9	34	2.3	33	2.9	32				
Section 504	Yes	46	1705	10	22	36	78	14	30	3	5.2	52	7.8	46	2.7	39	5.0	56				
	No	212	1734	36	17	176	83	97	46	32	5.7	57	8.8	52	3.1	44	5.2	57				
	No Information Provided	7	1624	4	57	3	43	2	29	0	4.4	44	6.3	37	2.4	35	2.7	30				
Gifted/Talented	Participants	39	1878	1	3	38	97	33	85	21	8.1	81	12.6	74	4.0	57	6.6	73				
	Nonparticipants	218	1703	44	20	174	80	78	36	14	5.2	52	8.0	47	2.8	41	4.9	54				
	No Information Provided	8	1612	5	63	3	38	2	25	0	4.3	43	5.8	34	2.4	34	2.8	31				
At-Risk	Yes	88	1652	33	38	55	63	17	19	1	4.3	43	6.7	40	2.4	34	4.3	47				
	No	171	1769	13	8	158	92	95	56	34	6.3	63	9.7	57	3.3	48	5.6	62				
	No Information Provided	6	1592	4	67	2	33	1	17	0	4.2	42	5.3	31	2.2	31	2.2	24				



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Reading Language Arts

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

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number	Percent				#		%		#		%		#		%				
					28		28		28		28		28		28				
					Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved				
Legend																			
--- = No Data Reported For Fewer Than Five Students																			
All Students			254	1723	24	9	230	91	169	67	97	38	18.7	67	18.1	64			
Male			145	1710	14	10	131	90	92	63	50	34	18.4	66	17.5	62			
Female			109	1740	10	9	99	91	77	71	47	43	19.0	68	18.8	67			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			75	1710	11	15	64	85	47	63	25	33	18.3	65	17.1	61			
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			17	1762	0	0	17	100	14	82	8	47	19.6	70	20.5	73			
Black or African American			39	1706	4	10	35	90	24	62	15	38	18.2	65	17.4	62			
Native Hawaiian or Other Pacific Islander			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			121	1733	9	7	112	93	84	69	49	40	19.0	68	18.6	66			
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged																			
Yes			64	1670	13	20	51	80	31	48	16	25	17.0	61	15.5	55			
No			190	1741	11	6	179	94	138	73	81	43	19.2	69	18.9	68			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A																			
Participants			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			253	1723	24	9	229	91	169	67	97	38	18.7	67	18.1	65			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant																			
Yes			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
No			253	1723	24	9	229	91	168	66	97	38	18.7	67	18.1	64			
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Identified as Emergent Bilingual/English Learner																			
Monitored 1st Year, reclassified from EB/EL			35	1624	11	31	24	69	14	40	5	14	15.5	55	13.5	48			
Monitored 2nd Year, reclassified from EB/EL			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 3rd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Former EB/EL (Post Monitoring)			1	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-Emergent Bilingual/Non-English Learner																			
No Information Provided			214	1736	13	6	201	94	150	70	88	41	19.1	68	18.6	67			
Bilingual																			
Participants			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Nonparticipants			254	1723	24	9	230	91	169	67	97	38	18.7	67	18.1	64			
ESL																			
Participants			34	1619	11	32	23	68	13	38	4	12	15.4	55	13.1	47			
Nonparticipants			220	1739	13	6	207	94	156	71	93	42	19.2	69	18.8	67			
Special Education																			
Yes			30	1632	8	27	22	73	10	33	8	27	16.0	57	13.6	48			
No			223	1735	16	7	207	93	158	71	89	40	19.0	68	18.7	67			
Section 504																			
Yes			36	1669	4	11	32	89	15	42	8	22	17.3	62	15.0	53			
No			217	1732	20	9	197	91	153	71	89	41	18.9	67	18.6	66			
Gifted/Talented																			
Participants			29	1866	0	0	29	100	28	97	26	90	22.8	81	24.1	86			
Nonparticipants			224	1704	24	11	200	89	140	63	71	32	18.1	65	17.3	62			
At-Risk																			
Yes			45	1647	13	29	32	71	20	44	9	20	16.3	58	14.4	51			
No			208	1739	11	5	197	95	148	71	88	42	19.2	69	18.9	67			
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 7 Reading Language Arts

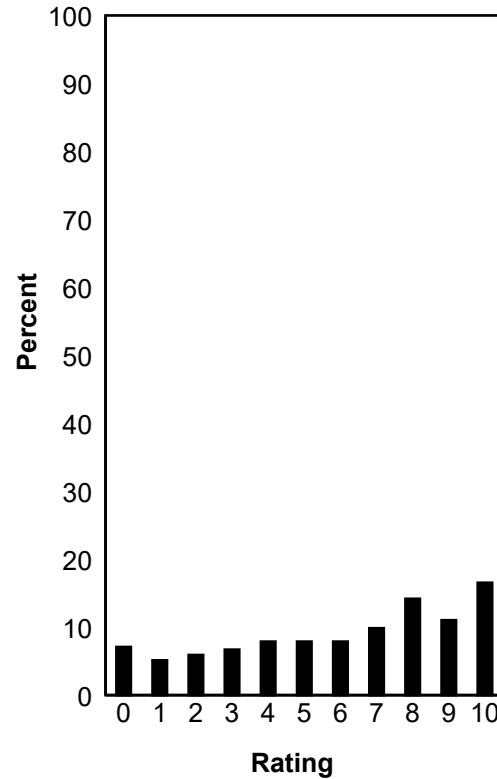
District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	18	7
1	13	5
2	15	6
3	17	7
4	20	8
5	20	8
6	20	8
7	25	10
8	36	14
9	28	11
10	42	17
Total	254	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Mathematics

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

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																	
					Number Percent		1		2		3		4		8		17		12		9	
					Did Not Meet		Approaches		Meets		Masters		Probability and Numerical Representations		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	253	100																				
Students Not Tested																						
Absent	0	0																				
Other	0	0																				
Total Documents Submitted	253	100																				
Legend																						
--- = No Data Reported For Fewer Than Five Students																						
All Students	253	1823	51	20	202	80	137	54	41	16	5.8	73	9.6	56	5.9	49	5.5	61				
Male	144	1825	28	19	116	81	81	56	23	16	5.8	72	9.6	57	5.9	49	5.6	63				
Female	109	1820	23	21	86	79	56	51	18	17	5.9	73	9.5	56	6.0	50	5.3	59				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino	75	1810	15	20	60	80	36	48	9	12	5.5	69	9.4	56	5.7	47	5.2	58				
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian	16	1877	2	13	14	88	12	75	3	19	6.7	84	11.1	65	6.7	56	5.8	64				
Black or African American	39	1780	13	33	26	67	15	38	5	13	5.3	66	8.5	50	5.3	44	5.3	58				
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
White	121	1840	20	17	101	83	74	61	24	20	6.1	76	9.9	58	6.2	51	5.7	64				
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged	Yes	64	1767	21	33	43	67	23	36	5	5.2	65	8.3	49	4.9	41	4.9	55				
	No	189	1842	30	16	159	84	114	60	36	6.0	76	10.0	59	6.3	52	5.7	63				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Title I, Part A	Participants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	252	1823	51	20	201	80	137	54	41	5.8	73	9.6	56	5.9	49	5.5	61				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No	252	1824	51	20	201	80	137	54	41	5.8	73	9.6	57	5.9	49	5.5	61				
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Identified as Emergent Bilingual/English Learner	35	1761	13	37	22	63	11	31	3	9	4.9	61	8.4	50	4.9	41	4.8	53				
Monitored 1st Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Former EB/EL (Post Monitoring)	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Non-Emergent Bilingual/Non-English Learner	213	1828	38	18	175	82	121	57	35	16	6.0	74	9.7	57	6.0	50	5.6	62				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	253	1823	51	20	202	80	137	54	41	5.8	73	9.6	56	5.9	49	5.5	61				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
ESL	Participants	34	1755	13	38	21	62	10	29	2	4.8	60	8.4	49	4.8	40	4.7	52				
	Nonparticipants	219	1834	38	17	181	83	127	58	39	6.0	75	9.8	58	6.1	51	5.6	62				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Special Education	Yes	30	1754	13	43	17	57	8	27	4	4.8	60	7.8	46	5.3	44	4.5	50				
	No	222	1833	38	17	184	83	129	58	37	6.0	75	9.9	58	6.0	50	5.6	62				
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Section 504	Yes	36	1768	11	31	25	69	15	42	3	5.4	68	8.6	50	4.8	40	4.6	51				
	No	216	1833	40	19	176	81	122	56	38	5.9	74	9.8	58	6.1	51	5.6	63				
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Gifted/Talented	Participants	28	2021	0	0	28	100	26	93	16	7.2	90	13.7	80	8.9	74	7.5	83				
	Nonparticipants	224	1799	51	23	173	77	111	50	25	5.7	71	9.1	54	5.6	46	5.2	58				
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
At-Risk	Yes	45	1775	16	36	29	64	14	31	6	5.0	62	8.6	50	5.1	43	4.9	55				
	No	207	1834	35	17	172	83	123	59	35	6.0	75	9.8	58	6.1	51	5.6	62				
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Reading Language Arts

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

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
					1		2		Reading		Writing		Points Possible		28	
Number	Percent				Did Not Meet		Approaches		Meets		Masters					
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	308	100														
Students Not Tested																
Absent	0	0														
Other	0	0														
Total Documents Submitted	308	100														
Legend																
--- = No Data Reported For Fewer Than Five Students																
All Students			308	1780	16	5	292	95	232	75	138	45	18.8	67	17.7	63
Male			155	1762	11	7	144	93	109	70	58	37	18.5	66	16.5	59
Female			153	1797	5	3	148	97	123	80	80	52	19.1	68	18.9	67
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			98	1732	5	5	93	95	59	60	27	28	17.2	62	15.3	55
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			19	1855	2	11	17	89	17	89	12	63	19.6	70	21.1	75
Black or African American			33	1730	3	9	30	91	24	73	16	48	17.1	61	17.7	63
Native Hawaiian or Other Pacific Islander			2	---	---	---	---	---	---	---	---	---	---	---	---	---
White			155	1812	6	4	149	96	130	84	83	54	20.1	72	18.8	67
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		86	1746	7	8	79	92	56	65	28	33	17.7	63	16.1	57
	No		221	1793	9	4	212	96	176	80	110	50	19.2	69	18.3	65
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		307	1780	16	5	291	95	232	76	138	45	18.8	67	17.7	63
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		300	1780	16	5	284	95	226	75	134	45	18.8	67	17.7	63
	No Information Provided		8	1774	0	0	8	100	6	75	4	50	19.9	71	16.4	58
Identified as Emergent Bilingual/English Learner			39	1724	5	13	34	87	22	56	10	26	17.0	61	14.4	51
Monitored 1st Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			3	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			2	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			2	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			259	1787	11	4	248	96	203	78	123	47	19.0	68	18.1	65
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		307	1780	16	5	291	95	232	76	138	45	18.8	67	17.7	63
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		39	1724	5	13	34	87	22	56	10	26	17.0	61	14.4	51
	Nonparticipants		268	1788	11	4	257	96	210	78	128	48	19.0	68	18.2	65
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		31	1675	7	23	24	77	12	39	3	10	14.5	52	12.5	45
	No		271	1791	9	3	262	97	214	79	131	48	19.2	69	18.2	65
	No Information Provided		6	1825	0	0	6	100	6	100	4	67	21.5	77	19.5	70
Section 504	Yes		59	1728	6	10	53	90	34	58	17	29	17.2	62	15.2	54
	No		241	1792	10	4	231	96	192	80	117	49	19.1	68	18.3	65
	No Information Provided		8	1774	0	0	8	100	6	75	4	50	19.9	71	16.4	58
Gifted/Talented	Participants		43	1926	0	0	43	100	43	100	41	95	22.9	82	23.8	85
	Nonparticipants		258	1756	16	6	242	94	184	71	94	36	18.1	65	16.7	60
	No Information Provided		7	1758	0	0	7	100	5	71	3	43	19.7	70	15.1	54
At-Risk	Yes		99	1701	10	10	89	90	49	49	17	17	16.1	58	13.6	49
	No		205	1816	6	3	199	97	179	87	118	58	20.0	71	19.6	70
	No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 8 Reading Language Arts

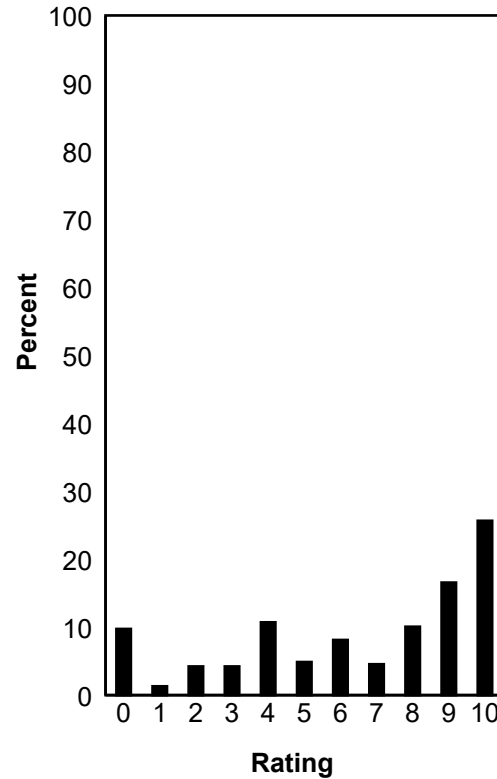
District: 061-901 DENTON ISD
Campus: 041 CROWNOVER MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

--- = No Data Reported For Fewer Than Five Students

Extended Constructed Responses Rating Summary

Rating	#	%
0	30	10
1	4	1
2	13	4
3	13	4
4	33	11
5	15	5
6	25	8
7	14	5
8	31	10
9	51	17
10	79	26
Total	308	100



Each composition has been scored independently by two readers. The extended constructed response rating of 0-10 represents the summation of these scores.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Mathematics

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

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																	
					Number Percent		1		2		3		4		5		18		18		7	
					Did Not Meet		Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	230	100																				
Students Not Tested																						
Absent	0	0																				
Other	0	0																				
Total Documents Submitted	230	100																				
Legend																						
--- = No Data Reported For Fewer Than Five Students																						
All Students	230	1896	35	15	195	85	126	55	58	25	3.3	67	10.1	56	10.2	56	4.0	57				
Male	118	1889	18	15	100	85	59	50	27	23	3.4	67	9.9	55	9.8	55	4.0	57				
Female	112	1902	17	15	95	85	67	60	31	28	3.3	66	10.4	58	10.5	58	4.0	57				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino	84	1862	14	17	70	83	38	45	14	17	3.2	64	9.2	51	9.4	52	3.6	51				
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian	10	2008	1	10	9	90	7	70	4	40	3.8	76	11.6	64	12.7	71	4.7	67				
Black or African American	25	1856	5	20	20	80	15	60	5	20	3.2	65	10.2	56	9.1	51	4.2	59				
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
White	108	1923	14	13	94	87	65	60	35	32	3.4	69	10.8	60	10.8	60	4.3	61				
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged	Yes	73	1881	9	12	64	88	36	49	16	22	3.5	69	9.6	53	9.8	54	3.8	55			
	No	156	1904	25	16	131	84	90	58	42	27	3.3	66	10.4	58	10.4	58	4.1	59			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	229	1897	34	15	195	85	126	55	58	25	3.3	67	10.2	57	10.2	57	4.0	57			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	No	225	1899	33	15	192	85	126	56	58	26	3.3	67	10.2	57	10.3	57	4.0	58			
	No Information Provided	5	1759	2	40	3	60	0	0	0	0	3.0	60	7.0	39	5.0	28	2.6	37			
Identified as Emergent Bilingual/English Learner		32	1844	8	25	24	75	13	41	4	13	3.3	65	8.7	48	8.4	47	3.3	46			
Monitored 1st Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 3rd Year, reclassified from EB/EL		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Monitored 4th Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Former EB/EL (Post Monitoring)		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Non-Emergent Bilingual/Non-English Learner		191	1904	25	13	166	87	108	57	52	27	3.4	67	10.4	58	10.4	58	4.1	59			
No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
	Nonparticipants	229	1897	34	15	195	85	126	55	58	25	3.3	67	10.2	57	10.2	57	4.0	57			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
ESL	Participants	32	1844	8	25	24	75	13	41	4	13	3.3	65	8.7	48	8.4	47	3.3	46			
	Nonparticipants	197	1905	26	13	171	87	113	57	54	27	3.4	67	10.4	58	10.5	58	4.1	59			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Special Education	Yes	31	1806	12	39	19	61	6	19	4	13	2.9	59	7.1	40	7.8	43	2.5	35			
	No	196	1912	22	11	174	89	120	61	54	28	3.4	68	10.7	59	10.6	59	4.2	61			
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Section 504	Yes	53	1867	12	23	41	77	27	51	12	23	3.2	63	9.6	54	9.8	54	3.6	51			
	No	172	1909	21	12	151	88	99	58	46	27	3.4	68	10.4	58	10.4	58	4.2	59			
	No Information Provided	5	1759	2	40	3	60	0	0	0	0	3.0	60	7.0	39	5.0	28	2.6	37			
Gifted/Talented	Participants	14	2069	0	0	14	100	12	86	9	64	4.3	86	13.7	76	13.6	76	6.0	86			
	Nonparticipants	211	1888	33	16	178	84	114	54	49	23	3.3	66	10.0	55	10.0	56	3.9	56			
	No Information Provided	5	1759	2	40	3	60	0	0	0	0	3.0	60	7.0	39	5.0	28	2.6	37			
At-Risk	Yes	91	1809	27	30	64	70	24	26	7	8	2.7	54	7.7	43	7.9	44	3.0	42			
	No	138	1953	8	6	130	94	102	74	51	37	3.7	75	11.7	65	11.6	65	4.7	67			
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Social Studies

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

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number Percent		1		2		3		4		History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society
			#	%	#	%	#	%	#	%	Points Possible				Avg. # of Points / % Achieved						
											Did Not Meet		Approaches		Meets		Masters		18		11
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%			
All Students			308	3801	94	31	214	69	114	37	51	17	8.6	48	7.2	65	6.2	48	3.7	53	
Male			155	3813	46	30	109	70	62	40	21	14	8.9	49	6.9	63	6.3	48	3.8	55	
Female			153	3789	48	31	105	69	52	34	30	20	8.3	46	7.5	68	6.2	48	3.6	51	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			98	3653	40	41	58	59	22	22	9	9	7.9	44	6.4	58	5.4	41	3.2	46	
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			19	4098	6	32	13	68	11	58	7	37	9.9	55	8.1	73	7.7	60	4.1	58	
Black or African American			33	3589	13	39	20	61	10	30	2	6	7.4	41	6.7	61	5.9	46	3.4	49	
Native Hawaiian or Other Pacific Islander			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			155	3903	35	23	120	77	71	46	33	21	9.1	50	7.7	70	6.7	51	4.0	58	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	86	3671	33	38	53	62	24	28	8	9	8.0	44	6.3	57	5.6	43	3.4	49
			No	221	3855	60	27	161	73	90	41	43	19	8.8	49	7.6	69	6.5	50	3.8	55
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	307	3803	93	30	214	70	114	37	51	17	8.6	48	7.2	66	6.3	48	3.7	53
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	300	3798	92	31	208	69	112	37	50	17	8.6	48	7.2	65	6.2	48	3.7	53
			No Information Provided	8	3906	2	25	6	75	2	25	1	13	9.1	51	7.3	66	6.9	53	3.4	48
Identified as Emergent Bilingual/English Learner			39	3585	17	44	22	56	10	26	4	10	7.8	43	5.6	51	5.2	40	3.2	46	
Monitored 1st Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL			3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner			259	3829	73	28	186	72	100	39	44	17	8.7	48	7.4	68	6.4	49	3.8	54	
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	307	3803	93	30	214	70	114	37	51	17	8.6	48	7.2	66	6.3	48	3.7	53
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	39	3585	17	44	22	56	10	26	4	10	7.8	43	5.6	51	5.2	40	3.2	46
			Nonparticipants	268	3835	76	28	192	72	104	39	47	18	8.7	48	7.4	68	6.4	49	3.8	54
			No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	31	3435	21	68	10	32	5	16	2	6	6.7	37	4.9	45	4.7	36	2.4	35
			No	271	3836	73	27	198	73	107	39	48	18	8.7	49	7.4	68	6.4	49	3.8	55
			No Information Provided	6	4137	0	0	6	100	2	33	1	17	10.7	59	8.3	76	7.5	58	4.2	60
Section 504			Yes	59	3623	25	42	34	58	15	25	9	15	8.0	44	6.3	58	5.4	42	3.2	45
			No	241	3841	67	28	174	72	97	40	41	17	8.7	48	7.4	67	6.4	49	3.9	55
			No Information Provided	8	3906	2	25	6	75	2	25	1	13	9.1	51	7.3	66	6.9	53	3.4	48
Gifted/Talented			Participants	43	4257	2	5	41	95	34	79	18	12	11.0	61	9.1	82	8.8	68	4.7	68
			Nonparticipants	258	3723	90	35	168	65	79	31	42	22	8.2	45	6.9	63	5.8	45	3.6	51
			No Information Provided	7	3869	2	29	5	71	1	14	1	14	9.1	51	7.0	64	6.6	51	3.0	43
At-Risk			Yes	99	3493	54	55	45	45	13	13	5	5	6.8	38	5.6	51	4.9	37	2.8	41
			No	205	3940	40	20	165	80	99	48	45	22	9.4	52	7.9	72	6.9	53	4.1	59
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

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

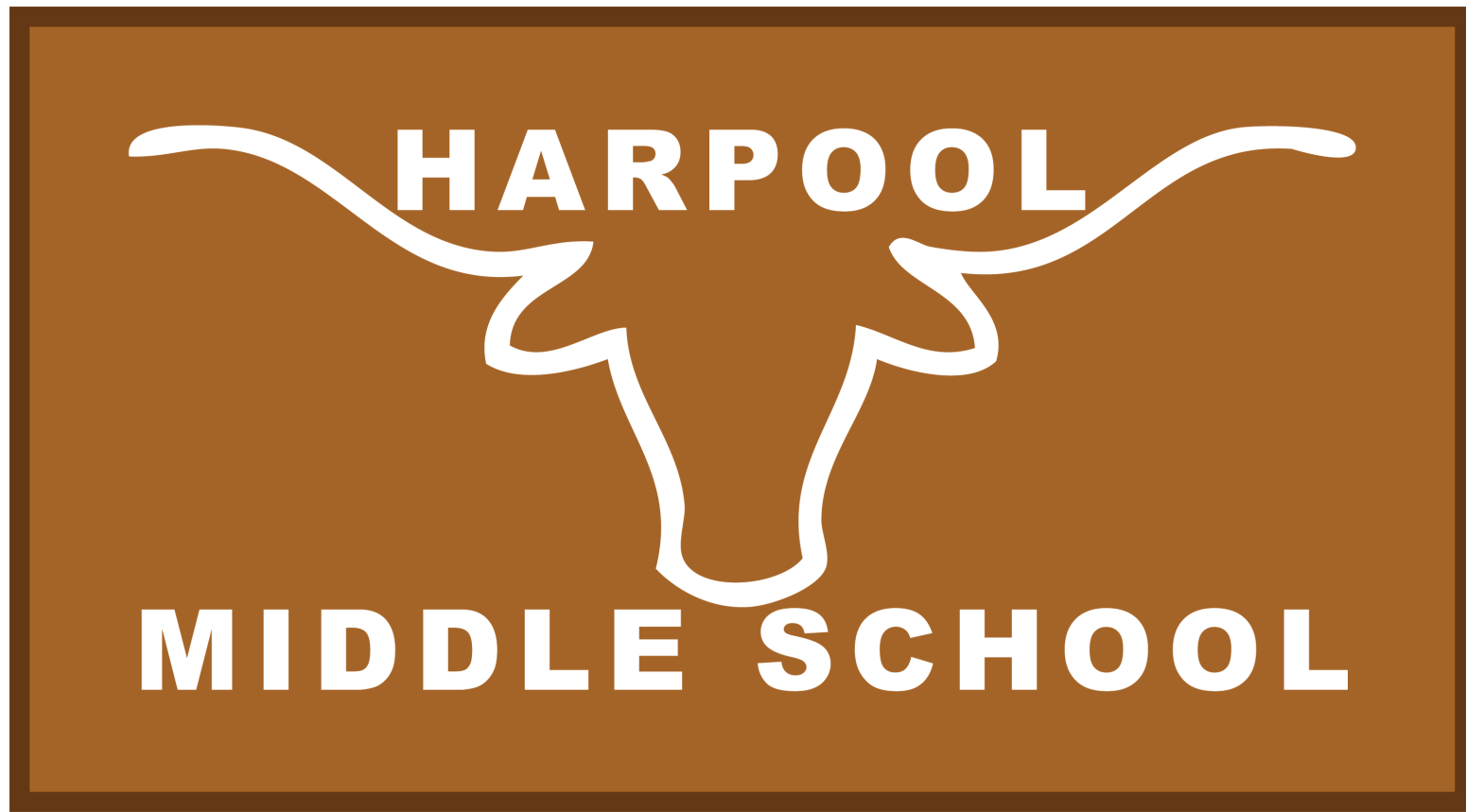
Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number Percent		Did Not Meet		Approaches		Meets		Masters		1		2		3		4
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	308	100																			
Students Not Tested																					
Absent	0	0																			
Other	0	0																			
Total Documents Submitted	308	100																			
Legend																					
--- = No Data Reported For Fewer Than Five Students																					
All Students	308	4125	46	15	262	85	177	57	72	23	9.0	64	4.7	47	6.9	63	6.0	55			
Male	155	4131	22	14	133	86	91	59	30	19	8.7	62	4.7	47	7.1	65	6.1	55			
Female	153	4120	24	16	129	84	86	56	42	27	9.2	66	4.7	47	6.7	61	5.9	54			
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	98	3914	26	27	72	73	39	40	11	11	7.6	54	4.2	42	6.0	55	5.4	49			
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	19	4474	3	16	16	84	14	74	10	53	10.4	74	5.8	58	7.7	70	7.2	65			
Black or African American	33	3887	5	15	28	85	17	52	4	12	8.7	62	4.2	42	6.2	57	5.2	47			
Native Hawaiian or Other Pacific Islander	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	155	4268	12	8	143	92	106	68	46	30	9.7	69	5.0	50	7.5	69	6.5	59			
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	86	3989	21	24	65	76	43	50	12	14	8.3	59	4.3	43	6.4	58	5.2	48		
	No	221	4186	24	11	197	89	134	61	60	27	9.3	66	4.9	49	7.1	65	6.3	57		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	307	4131	45	15	262	85	177	58	72	23	9.0	64	4.7	47	6.9	63	6.0	55		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	300	4135	44	15	256	85	173	58	72	24	9.0	64	4.7	47	7.0	63	6.0	55		
	No Information Provided	8	3773	2	25	6	75	4	50	0	0	7.0	50	3.6	36	5.6	51	5.6	51		
Identified as Emergent Bilingual/English Learner	39	3934	15	38	24	62	15	38	6	15	7.5	53	4.3	43	6.2	57	5.1	47			
Monitored 1st Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year, reclassified from EB/EL	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year, reclassified from EB/EL	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual/Non-English Learner	259	4148	30	12	229	88	156	60	62	24	9.2	65	4.7	47	7.0	64	6.1	56			
No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	307	4131	45	15	262	85	177	58	72	23	9.0	64	4.7	47	6.9	63	6.0	55		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants	39	3934	15	38	24	62	15	38	6	15	7.5	53	4.3	43	6.2	57	5.1	47		
	Nonparticipants	268	4160	30	11	238	89	162	60	66	25	9.2	66	4.8	48	7.0	64	6.1	56		
	No Information Provided	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes	31	3631	12	39	19	61	6	19	2	6	6.1	44	3.4	34	4.9	45	4.4	40		
	No	271	4184	34	13	237	87	167	62	70	26	9.3	66	4.8	48	7.2	65	6.2	56		
	No Information Provided	6	4051	0	0	6	100	4	67	0	0	8.3	60	4.3	43	6.7	61	6.5	59		
Section 504	Yes	59	3978	13	22	46	78	28	47	8	14	8.0	57	4.4	44	6.6	60	5.6	51		
	No	241	4173	31	13	210	87	145	60	64	27	9.2	66	4.8	48	7.0	64	6.1	56		
	No Information Provided	8	3773	2	25	6	75	4	50	0	0	7.0	50	3.6	36	5.6	51	5.6	51		
Gifted/Talented	Participants	43	4683	1	2	42	98	41	95	23	53	11.3	81	6.3	63	8.6	78	8.4	77		
	Nonparticipants	258	4045	43	17	215	83	133	52	49	19	8.6	62	4.5	45	6.7	61	5.6	51		
	No Information Provided	7	3682	2	29	5	71	3	43	0	0	6.7	48	3.3	33	5.0	45	5.4	49		
At-Risk	Yes	99	3752	35	35	64	65	24	24	7	7	6.7	48	3.6	36	5.6	51	4.6	42		
	No	205	4306	11	5	194	95	150	73	65	32	10.1	72	5.2	52	7.6	69	6.7	61		
	No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		

Denton Independent School District

Harpool Middle School

2023-2024 Improvement Plan



Values

We VALUE and NURTURE students within our school.

We BELIEVE that every student is capable of learning and should be held accountable for his/her performance and citizenship.

We CELEBRATE and SUPPORT student and faculty success.

We LAUGH and SMILE everyday with our students and each other.

We CONDUCT our business of education in a professional, ethical, and legal manner.

We PROVIDE an inviting, supportive, and safe environment.

We ENGAGE in a community environment that allows all stakeholders to work together on various aspects of the middle school experience.

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

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

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- Guiding Outcomes 11
- Guiding Outcome 1: Teaching & Learning In pursuit of excellence we will: *Develop and maintain a culture where learning remains our first priority *Develop and practice accountability based on measurement of individual student progress over time *Cultivate a network of professional learning communities that address the educational needs of every child *Incorporate best practices in teaching and learning *Be committed to the continuous improvement process 12
- Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: *Foster a culture of respect among students * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community * Honor the dedication and professionalism of all staff 13
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Comprehensive Needs Assessment

Revised/Approved: September 6, 2023

Demographics

Demographics Summary

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

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

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

Located in Argyle, Harpool is the southernmost middle school in the district. It’s a hub for Denton ISD parents who live in the Lantana community. At Harpool, our staff are working to align with the 4 elementary feeder schools that send us students, as well as Guyer High School, where we send our students once they have completed 8th grade. We are in year 2 of implementation of our mission statement that is: Lead with integrity. Act with compassion. Strive for excellence. Together. This mission statement was developed in the summer of 2022 after the campus needs assessment was complete.

At Harpool, we have a highly engaged parent community rich with support. On the last published TAPR report, our student demographics were: 5% African American, 20% Hispanic, 67% white, 5/4% Asian, and 3% two or more races. 13% of our students were coded economically disadvantaged, and 20% were coded at risk. 20% of our students were coded gifted and talented, and 12% were coded Special Education. Our emergent bilingual percentage is 5% and we had a 7% mobility rate.

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

Demographics Strengths

We have a highly supportive, engaged parent community. Our teachers have access to resources needed in order to best support their students. As a whole, most of our parents are actively engaged in their child’s learning and want to participate in supporting their learning. Because of the strong foundation of early childhood education most of our students have, many of them come to us performing on grade level. Many of our students have educated parents and attend strong elementary schools, so they are set up for success in middle

school. Many of our students are motivated to learn and have a desire to perform well. Many of our students are involved in extracurricular activities including fine arts, athletics and various clubs and organizations. 87% of our students report that there is at least one staff member in the school that cares about them. This speaks to how our staff build connections with their students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 56% of our students reported that their peers do not respect others with differences, including gender, race, culture, disability, learning differences for the 2022-2023 school year. **Root Cause:** This could be a result of a lack of knowledge of others with differences, a lack of diversity, or a lack of empathy or compassion.

Student Learning

Student Learning Summary

Students at Harpool score well above the district average on state and local assessments (see addendums). On the 2022 state report card, Harpool earned an A rating with a distinction in closing the gaps. Harpool historically falls within the middle range within the TEA comparable groups for each tested subject. Teachers work with within the district scope and sequence and work with collaborative teams on lesson design and planning. The district curriculum departments have identified essentials for each grade level and some departments have developed lessons for teachers to utilize. Last school year an intervention and enrichment time was introduced to teachers so that they could intervene (or extend) lessons as necessary based on student data.

Student Learning Strengths

Most students at Harpool are eager to learn and possess some degree of intrinsic motivation. Additionally, most students are able to access materials at home or attend tutoring before and after school. For the 22-23 school year, the failure rate on all STAAR assessments was below 10% with the exception of 8th grade math. For each STAAR assessment, we had anywhere from 27%-87% of students earn mastery on the STAAR assessments, with the highest percentage being 87% for the Algebra assessment.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: We have 27%-38% of students that met standard on the STAAR assessments. Many of those students were 1-3 questions away from earning masters on the assessment. **Root Cause:** Students could benefit from targeted intervention that can occur when teachers know where their students are by standard. There has not been a systemic way to track student progress.

School Processes & Programs

School Processes & Programs Summary

*Teachers at Harpool Middle School are supported by the district curriculum and instruction team.

*Teachers engaged in professional learning prior to the 23-24 school year that was focused on the following: PLCs, discipline management, and communication. These topics were identified in the CNA.

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

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

*Bi-weekly PLC Data Meetings for each content.

*Master schedule built off of course requests.

School Processes & Programs Strengths

Harpool's master schedule is conducive to the teachers meeting with their content partner for the purpose of collaborative planning and student progress monitoring. Each core teacher has at least one planning period off with their partner. Teacher leaders are being trained in the practices of professional learning communities and the four essential questions of 1) What do we want students to learn? 2) How will we know if they have learned it? 3) How will we respond if they didn't learn it? 4) How will we respond if they did learn it? The 23-24 school year we have implemented a teacher scorecard developed by the teachers and their teams that have essential standards identified.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a not a clear understanding of the four essential questions of PLCs and how they should guide instruction. **Root Cause:** Lack of knowledge and exposure to effective PLCs

Perceptions

Perceptions Summary

Based on our Parent Survey data, seventy eight percent of parents who responded felt like Harpool Middle School was either "inviting" or "extremely inviting".

On the same Parent Survey, eighty eight percent of parents who responded rated the school as "Acceptable", "Good", or "Excellent" when asked if the school made you feel heard in terms of concerns and problem solving.

We polled out parents on the best method of communication when it comes to social media and found seventy two percent preferred Facebook. In reaction to this we have increased our Facebook presence this school year.

To increase the number of parents on our campus, we have asked for parent volunteers and are taking all that are willing. This includes a new group we are calling the "Cattle Guards" which will help walk around and ensure the safety of Harpool Middle School in a similar way to the Watch Dogs program.

We will be hosting monthly meetings with parents that will cover topics related to transitioning well to middle school, counseling topics, safety, etc. While allowing parent input, it will also allow parents to see our campus culture first-hand.

We are seeking community sponsorship for our Student of the Month. In the past we have worked with the Lantana Fire Department and this year we are looking to expand our work with the community.

Perceptions Strengths

Our community views our environment as welcoming and friendly. The front office staff are engaging, welcoming, and warm. Our parents' perception of our leadership is that they feel heard and seen when interacting with them.

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

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

Our community is very active on social media. With this in mind we are trying to grow our online presence to better interact with our families in the online environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some staff members struggle to have transparent communication with other adults, including their colleagues and parents. **Root Cause:** Lack of teacher understanding the importance of this communication, as well as many do not feel equipped and/or empowered for those conversations.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence we will:





- *Develop and maintain a culture where learning remains our first priority
- *Develop and practice accountability based on measurement of individual student progress over time
- *Cultivate a network of professional learning communities that address the educational needs of every child
- *Incorporate best practices in teaching and learning
- *Be committed to the continuous improvement process

Performance Objective 1: Students will increase performance on STAAR assessments for reading, math, social studies, and science from meets to masters by 10%.

High Priority

Evaluation Data Sources: 23-24 STAAR Performance Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Core intervention time offered 3 days a week during the school day. Additional time could be before or after school as needed.</p> <p>Strategy's Expected Result/Impact: Targeted intervention by standard.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Materials and Planning Time - State Compensatory Education (SCE) - \$500</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each content team will develop an individual teacher scorecard by student by standard.</p> <p>Strategy's Expected Result/Impact: Teachers will know areas of growth for each student so that targeted intervention can occur.</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will engage in professional learning centered around response to intervention and professional learning communities.</p> <p>Strategy's Expected Result/Impact: Teachers will continue to grow in professional practices that improve student success.</p> <p>Staff Responsible for Monitoring: Administrators and Teachers</p> <p>ESF Levels: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Learning and Development - LEF Grant Funds - \$15,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The instructional team of the guiding coalition will lead the campus in conducting learning walks modeled for PLTs.</p> <p>Strategy's Expected Result/Impact: Teachers will have an opportunity to observe other teachers teaching and see different instructional practices.</p> <p>Staff Responsible for Monitoring: Administration and guiding coalition</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Core departments will meet monthly to discuss horizontal and vertical alignment and analyze essential standards.</p> <p>Strategy's Expected Result/Impact: Increase collaboration and rigor within the department.</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: Students will decrease negative peer interactions and increase positive peer interactions.

High Priority

Evaluation Data Sources: Student survey data, Office referrals

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Frequent meetings with student advisory council that provides ideas for engaging student body in mutual respect. Strategy's Expected Result/Impact: Ideas to build a mutually respectful environment. Staff Responsible for Monitoring: Administration and counseling</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff will recognize students with cards who are leading with integrity, acting with compassion, striving for excellence, together. Students will put cards in a box for a drawing each week. Strategy's Expected Result/Impact: Positive reinforcement will encourage students to act respectfully towards their peers. Staff Responsible for Monitoring: Teachers, counselors, administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will celebrate 12 students each month, 4 from each grade level that represent each value in our mission statement, for student of the month.</p> <p>Strategy's Expected Result/Impact: Celebrate and grow positive student leadership.</p> <p>Staff Responsible for Monitoring: Administration and counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Food for celebrations - LEF Grant Funds - \$500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 2: Culture & Climate

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- * Effectively communicate achievements and recognitions to the Denton ISD community
- * Honor the dedication and professionalism of all staff

Performance Objective 2: Teachers will feel valued and appreciated consistently throughout the year.

High Priority

Evaluation Data Sources: Q12 Gallup survey, end of year campus survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will celebrate a staff and teacher of the month, nominated by their colleagues. Strategy's Expected Result/Impact: Help with positive recognition of staff. Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Administrators will provide monthly treats/meals for staff and facilitate staff lunches once per quarter. Strategy's Expected Result/Impact: Promote a culture of togetherness and family. Staff Responsible for Monitoring: Administrators and counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly Harpool Hoorays Strategy's Expected Result/Impact: Provide a consistent place for staff to recognize one another on a weekly basis. ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Celebrate staff birthdays by providing Sonic drinks and birthday songs. Strategy's Expected Result/Impact: Staff would feel seen on their special day. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and Planning Time		\$500.00
Sub-Total					\$500.00
LEF Grant Funds					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Professional Learning and Development		\$15,000.00
2	1	3	Food for celebrations		\$500.00
Sub-Total					\$15,500.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: HARPOOL MIDDLE

Campus Number: 061901048

2022 Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	71%	92%	82%	90%	92%	*	100%	-	-	53%	100%	91%	94%	76%	83%
	2021	62%	68%	87%	69%	81%	87%	-	100%	-	*	60%	100%	90%	75%	75%	79%
At Meets Grade Level or Above	2022	43%	42%	70%	29%	58%	75%	*	84%	-	-	30%	80%	71%	67%	30%	28%
	2021	32%	36%	59%	46%	57%	58%	-	80%	-	*	24%	40%	61%	51%	47%	50%
At Masters Grade Level	2022	23%	22%	43%	12%	30%	48%	*	63%	-	-	3%	60%	43%	43%	12%	11%
	2021	15%	16%	31%	38%	41%	27%	-	33%	-	*	14%	20%	29%	35%	28%	50%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	69%	96%	100%	92%	96%	*	100%	-	-	73%	100%	95%	97%	85%	89%
	2021	68%	70%	87%	69%	84%	87%	-	100%	-	*	55%	93%	88%	82%	66%	100%
At Meets Grade Level or Above	2022	39%	32%	73%	47%	60%	77%	*	95%	-	-	33%	80%	75%	67%	48%	50%
	2021	36%	34%	58%	46%	57%	55%	-	93%	-	*	29%	47%	59%	52%	44%	71%
At Masters Grade Level	2022	16%	13%	44%	12%	36%	47%	*	63%	-	-	7%	35%	46%	39%	9%	11%
	2021	15%	12%	27%	15%	35%	26%	-	33%	-	*	12%	27%	29%	22%	22%	36%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	82%	94%	95%	93%	94%	*	100%	*	-	71%	95%	94%	93%	89%	90%
	2021	69%	73%	93%	87%	91%	95%	-	89%	-	89%	62%	100%	93%	93%	87%	88%
At Meets Grade Level or Above	2022	56%	58%	78%	60%	69%	81%	*	90%	*	-	43%	74%	78%	79%	68%	70%
	2021	45%	49%	69%	53%	54%	75%	-	89%	-	67%	23%	88%	72%	57%	56%	52%
At Masters Grade Level	2022	37%	39%	60%	45%	50%	62%	*	85%	*	-	21%	47%	62%	56%	54%	60%
	2021	25%	27%	45%	20%	31%	50%	-	67%	-	56%	4%	63%	46%	39%	24%	28%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	62%	84%	75%	76%	86%	*	94%	*	-	44%	89%	84%	85%	69%	90%
	2021	55%	64%	90%	67%	87%	93%	-	88%	-	89%	59%	100%	91%	84%	78%	85%
At Meets Grade Level or Above	2022	31%	33%	60%	45%	50%	64%	*	67%	*	-	27%	58%	64%	51%	49%	60%
	2021	27%	33%	63%	47%	49%	68%	-	75%	-	67%	19%	75%	64%	58%	37%	42%
At Masters Grade Level	2022	13%	12%	26%	10%	29%	26%	*	39%	*	-	7%	16%	28%	19%	26%	35%
	2021	12%	13%	32%	20%	19%	35%	-	75%	-	44%	7%	25%	33%	28%	22%	27%
Grade 8 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

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At Approaches Grade Level or Above	2022	83%	83%	97%	81%	96%	98%	*	100%	-	-	75%	100%	98%	93%	91%	93%
	2021	73%	76%	91%	88%	84%	94%	*	91%	*	83%	61%	100%	94%	82%	88%	81%
At Meets Grade Level or Above	2022	58%	58%	79%	50%	75%	82%	*	92%	-	-	39%	100%	81%	72%	64%	73%
	2021	46%	48%	67%	59%	54%	72%	*	64%	*	67%	26%	60%	70%	56%	53%	29%
At Masters Grade Level	2022	37%	37%	64%	25%	59%	68%	*	75%	-	-	32%	80%	65%	57%	43%	50%
	2021	21%	22%	37%	35%	21%	43%	*	36%	*	33%	17%	20%	39%	32%	25%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	59%	92%	73%	90%	95%	*	*	-	-	52%	100%	93%	89%	81%	88%
	2021	62%	56%	88%	75%	79%	95%	-	83%	-	67%	48%	86%	90%	82%	74%	74%
At Meets Grade Level or Above	2022	40%	28%	76%	40%	74%	81%	*	*	-	-	22%	100%	80%	64%	55%	69%
	2021	36%	30%	71%	44%	60%	82%	-	50%	-	50%	43%	71%	76%	57%	49%	47%
At Masters Grade Level	2022	14%	9%	31%	7%	18%	38%	*	*	-	-	0%	14%	32%	27%	10%	12%
	2021	11%	9%	34%	19%	21%	43%	-	33%	-	17%	17%	14%	38%	24%	17%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	72%	95%	75%	92%	97%	*	100%	-	-	64%	100%	96%	92%	87%	87%
	2021	68%	68%	87%	82%	68%	95%	*	82%	*	67%	52%	100%	90%	77%	67%	43%
At Meets Grade Level or Above	2022	45%	43%	71%	38%	60%	76%	*	92%	-	-	18%	70%	73%	60%	47%	50%
	2021	43%	41%	64%	41%	41%	74%	*	73%	*	67%	43%	89%	67%	56%	41%	19%
At Masters Grade Level	2022	24%	21%	40%	19%	26%	44%	*	83%	-	-	11%	50%	42%	32%	19%	17%
	2021	24%	20%	40%	29%	18%	48%	*	36%	*	50%	26%	67%	43%	31%	26%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	61%	89%	75%	79%	92%	*	100%	-	-	64%	100%	90%	82%	74%	70%
	2021	57%	59%	72%	53%	55%	80%	*	73%	*	67%	52%	100%	74%	66%	62%	38%
At Meets Grade Level or Above	2022	31%	31%	59%	44%	45%	63%	*	92%	-	-	18%	90%	62%	47%	34%	30%
	2021	28%	27%	39%	35%	21%	47%	*	27%	*	17%	26%	44%	38%	40%	31%	10%
At Masters Grade Level	2022	18%	17%	37%	19%	30%	38%	*	75%	-	-	4%	50%	38%	30%	23%	17%
	2021	14%	12%	16%	24%	4%	21%	*	0%	*	17%	9%	22%	17%	15%	15%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	70%	100%	*	100%	100%	-	100%	-	-	*	*	100%	100%	100%	*
	2021	73%	73%	97%	*	91%	98%	*	100%	*	-	-	*	96%	100%	83%	*

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At Meets Grade Level or Above	2022	43%	38%	95%	*	92%	95%	-	100%	-	-	*	*	95%	94%	100%	*
	2021	41%	40%	94%	*	82%	96%	*	100%	*	-	-	*	95%	93%	83%	*
At Masters Grade Level	2022	27%	22%	83%	*	67%	83%	-	100%	-	-	*	*	83%	81%	100%	*
	2021	23%	21%	71%	*	55%	73%	*	86%	*	-	-	*	78%	47%	83%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	73%	93%	83%	89%	94%	93%	99%	*	-	62%	97%	93%	91%	82%	86%
	2021	67%	69%	87%	73%	80%	91%	*	91%	*	81%	55%	98%	89%	81%	75%	72%
At Meets Grade Level or Above	2022	48%	46%	72%	45%	62%	75%	79%	87%	*	-	30%	79%	74%	65%	51%	55%
	2021	41%	42%	62%	46%	48%	67%	*	75%	*	61%	27%	63%	64%	53%	45%	39%
At Masters Grade Level	2022	23%	22%	45%	20%	36%	48%	43%	71%	*	-	11%	45%	46%	40%	27%	28%
	2021	18%	18%	33%	25%	21%	36%	*	40%	*	37%	12%	30%	34%	28%	22%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	76%	94%	87%	93%	95%	100%	100%	*	-	67%	98%	95%	94%	86%	90%
	2021	68%	71%	90%	82%	86%	92%	*	94%	*	89%	60%	100%	93%	83%	84%	83%
At Meets Grade Level or Above	2022	53%	54%	76%	47%	68%	79%	83%	88%	*	-	38%	82%	77%	73%	56%	60%
	2021	45%	46%	65%	53%	55%	68%	*	77%	*	68%	24%	58%	68%	55%	52%	43%
At Masters Grade Level	2022	25%	25%	56%	28%	48%	59%	17%	75%	*	-	19%	59%	57%	52%	38%	43%
	2021	18%	19%	38%	31%	30%	40%	*	43%	*	53%	12%	30%	39%	36%	26%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	68%	92%	83%	88%	93%	83%	98%	*	-	56%	96%	92%	91%	79%	90%
	2021	66%	67%	89%	71%	84%	92%	*	94%	*	79%	54%	94%	91%	84%	74%	85%
At Meets Grade Level or Above	2022	42%	37%	72%	45%	65%	75%	67%	84%	*	-	28%	76%	75%	63%	54%	63%
	2021	37%	37%	66%	47%	56%	69%	*	83%	*	63%	29%	61%	68%	59%	45%	52%
At Masters Grade Level	2022	20%	17%	39%	11%	30%	41%	50%	63%	*	-	6%	29%	41%	32%	20%	24%
	2021	18%	16%	34%	20%	26%	37%	*	53%	*	26%	12%	27%	37%	26%	24%	25%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	73%	95%	75%	92%	97%	*	100%	-	-	64%	100%	96%	92%	87%	87%
	2021	71%	71%	87%	82%	68%	95%	*	82%	*	67%	52%	100%	90%	77%	67%	43%
At Meets Grade Level or Above	2022	47%	44%	71%	38%	60%	76%	*	92%	-	-	18%	70%	73%	60%	47%	50%
	2021	44%	43%	64%	41%	41%	74%	*	73%	*	67%	43%	89%	67%	56%	41%	19%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	19%	40%	19%	26%	44%	*	83%	-	-	11%	50%	42%	32%	19%	17%
	2021	20%	17%	40%	29%	18%	48%	*	36%	*	50%	26%	67%	43%	31%	26%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	89%	75%	79%	92%	*	100%	-	-	64%	100%	90%	82%	74%	70%
	2021	73%	74%	72%	53%	55%	80%	*	73%	*	67%	52%	100%	74%	66%	62%	38%
At Meets Grade Level or Above	2022	50%	51%	59%	44%	45%	63%	*	92%	-	-	18%	90%	62%	47%	34%	30%
	2021	49%	49%	39%	35%	21%	47%	*	27%	*	17%	26%	44%	38%	40%	31%	10%
At Masters Grade Level	2022	30%	29%	37%	19%	30%	38%	*	75%	-	-	4%	50%	38%	30%	23%	17%
	2021	29%	28%	16%	24%	4%	21%	*	0%	*	17%	9%	22%	17%	15%	15%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	26%	61%	24%	46%	66%	*	83%	-	-	23%	68%	63%	55%	24%	17%
	2021	24%	25%	47%	38%	49%	44%	-	73%	-	*	19%	33%	48%	45%	38%	50%
Reading and Mathematics Including EOC	2022	31%	26%	61%	24%	46%	66%	*	83%	-	-	23%	68%	63%	55%	24%	17%
	2021	24%	25%	47%	38%	49%	44%	-	73%	-	*	19%	33%	48%	45%	38%	50%
Reading Including EOC	2022	43%	42%	70%	29%	58%	75%	*	83%	-	-	30%	79%	70%	67%	30%	28%
	2021	32%	36%	59%	46%	57%	58%	-	80%	-	*	24%	40%	61%	51%	47%	50%
Math Including EOC	2022	40%	32%	73%	47%	60%	77%	*	94%	-	-	33%	79%	75%	67%	48%	50%
	2021	36%	34%	58%	46%	57%	55%	-	93%	-	*	29%	47%	59%	52%	44%	71%
7th Graders																	
Reading and Mathematics	2022	32%	31%	56%	45%	48%	59%	*	56%	*	-	22%	53%	58%	50%	49%	55%
	2021	26%	29%	55%	47%	39%	60%	-	71%	-	67%	12%	75%	57%	45%	29%	32%
Reading and Mathematics Including EOC	2022	33%	31%	56%	45%	48%	59%	*	60%	*	-	22%	53%	58%	51%	51%	55%
	2021	27%	30%	55%	47%	39%	60%	-	78%	-	67%	12%	75%	57%	46%	29%	32%
Reading Including EOC	2022	56%	58%	78%	60%	69%	81%	*	90%	*	-	43%	74%	78%	79%	68%	70%
	2021	45%	49%	69%	53%	54%	75%	-	89%	-	67%	23%	88%	72%	57%	56%	52%
Math Including EOC	2022	37%	33%	61%	45%	50%	64%	*	70%	*	-	27%	58%	64%	52%	51%	60%
	2021	32%	34%	63%	47%	49%	68%	-	80%	-	67%	19%	75%	64%	59%	37%	42%
8th Graders																	
Reading and Mathematics	2022	27%	24%	66%	33%	64%	70%	*	*	-	-	19%	100%	69%	56%	50%	62%
	2021	21%	22%	51%	31%	40%	58%	-	33%	-	50%	26%	57%	54%	41%	34%	21%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	36%	73%	38%	68%	76%	*	92%	-	-	21%	100%	75%	63%	55%	67%
	2021	33%	30%	60%	35%	47%	67%	*	55%	*	50%	26%	50%	63%	48%	43%	24%
Reading Including EOC	2022	58%	58%	79%	50%	75%	82%	*	92%	-	-	39%	100%	81%	72%	64%	73%
	2021	47%	48%	67%	59%	54%	72%	*	64%	*	67%	26%	60%	70%	56%	53%	29%
Math Including EOC	2022	48%	40%	81%	44%	77%	85%	*	92%	-	-	25%	100%	84%	72%	60%	73%
	2021	43%	37%	77%	47%	64%	86%	*	73%	*	50%	43%	70%	81%	65%	54%	52%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	61%	35%	54%	64%	67%	70%	*	-	21%	67%	63%	53%	42%	47%
	2021	26%	26%	51%	39%	42%	54%	-	64%	-	63%	19%	50%	53%	44%	33%	33%
Reading and Mathematics Including EOC	2022	36%	33%	64%	36%	56%	67%	67%	76%	*	-	22%	69%	66%	56%	45%	50%
	2021	28%	27%	54%	40%	44%	57%	*	69%	*	63%	19%	48%	56%	46%	36%	33%
Reading Including EOC	2022	53%	54%	76%	47%	68%	79%	83%	88%	*	-	38%	81%	77%	73%	56%	60%
	2021	41%	42%	65%	53%	55%	68%	*	77%	*	68%	24%	58%	68%	55%	52%	43%
Math Including EOC	2022	43%	38%	72%	45%	65%	75%	67%	84%	*	-	28%	75%	75%	63%	54%	63%
	2021	37%	36%	66%	47%	56%	69%	*	83%	*	63%	29%	61%	68%	59%	45%	52%

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

Texas Education Agency
2021-22 Progress (TAPR)
HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	60	69	29	68	71	*	76	-	-	50	84	68	69	61	85
	2019	42	45	47	38	35	51	-	44	*	29	29	50	50	37	32	16
Grade 6 Mathematics	2022	61	52	75	71	72	73	*	92	-	-	70	68	75	75	82	82
	2019	54	47	67	56	61	69	-	78	*	64	42	61	67	66	50	42
Grade 7 ELA/Reading	2022	88	87	92	100	88	91	-	100	*	-	73	89	92	91	86	94
	2019	77	79	82	85	76	83	*	94	-	75	79	86	81	84	79	78
Grade 7 Mathematics	2022	60	57	72	66	70	73	-	73	*	-	63	69	75	62	77	76
	2019	62	66	77	75	76	75	*	88	-	100	61	86	79	69	68	64
Grade 8 ELA/Reading	2022	83	81	91	87	88	92	*	89	-	-	84	94	91	86	87	83
	2019	77	76	82	78	79	83	-	100	-	*	83	100	83	81	76	71
Grade 8 Mathematics	2022	74	66	85	70	79	89	*	*	-	-	58	92	86	81	77	71
	2019	82	82	88	93	89	87	-	*	-	*	87	93	86	94	85	96
End of Course Algebra I	2022	67	62	92	-	83	94	-	100	-	-	*	*	93	92	100	*
	2019	75	77	93	*	100	93	-	86	-	-	-	*	94	88	*	-
All Grades Both Subjects	2022	74	71	81	72	78	82	81	87	*	-	67	81	82	77	80	82
	2019	69	70	74	72	72	75	*	85	*	66	62	75	75	71	65	59
All Grades ELA/Reading	2022	78	77	84	76	82	84	*	88	*	-	69	88	84	82	79	87
	2019	68	69	71	68	66	72	*	84	*	53	61	73	72	67	63	53
All Grades Mathematics	2022	69	64	78	69	75	79	*	87	*	-	64	73	80	73	80	77
	2019	70	72	78	75	77	78	*	86	*	79	63	77	78	76	67	65

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	73%	93%	-	-	-	-	-	-	80%	-	79%	83%	*	93%	80%	100%
	2021	67%	69%	87%	-	-	-	-	-	-	65%	100%	65%	*	-	89%	65%	96%
At Meets Grade Level or Above	2022	48%	46%	72%	-	-	-	-	-	-	41%	-	38%	48%	*	73%	43%	86%
	2021	41%	42%	62%	-	-	-	-	-	-	26%	100%	24%	*	-	64%	26%	78%
At Masters Grade Level	2022	23%	22%	45%	-	-	-	-	-	-	16%	-	16%	18%	*	46%	17%	57%
	2021	18%	18%	33%	-	-	-	-	-	-	10%	20%	10%	*	-	34%	10%	39%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	76%	94%	-	-	-	-	-	-	85%	-	86%	82%	*	95%	85%	100%
	2021	68%	71%	90%	-	-	-	-	-	-	78%	*	79%	*	-	91%	78%	100%
At Meets Grade Level or Above	2022	53%	54%	76%	-	-	-	-	-	-	46%	-	43%	55%	*	77%	48%	88%
	2021	45%	46%	65%	-	-	-	-	-	-	27%	*	26%	*	-	67%	27%	94%
At Masters Grade Level	2022	25%	25%	56%	-	-	-	-	-	-	26%	-	20%	45%	*	57%	27%	77%
	2021	18%	19%	38%	-	-	-	-	-	-	11%	*	12%	*	-	39%	11%	63%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	68%	92%	-	-	-	-	-	-	85%	-	86%	82%	*	92%	85%	100%
	2021	66%	67%	89%	-	-	-	-	-	-	80%	*	81%	*	-	89%	80%	100%
At Meets Grade Level or Above	2022	42%	37%	72%	-	-	-	-	-	-	52%	-	49%	64%	*	73%	54%	85%
	2021	37%	37%	66%	-	-	-	-	-	-	43%	*	42%	*	-	67%	43%	81%
At Masters Grade Level	2022	20%	17%	39%	-	-	-	-	-	-	15%	-	17%	9%	*	40%	17%	42%
	2021	18%	16%	34%	-	-	-	-	-	-	17%	*	16%	*	-	35%	17%	50%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	73%	95%	-	-	-	-	-	-	81%	-	75%	89%	-	96%	81%	100%
	2021	71%	71%	87%	-	-	-	-	-	-	25%	*	20%	-	-	91%	25%	100%
At Meets Grade Level or Above	2022	47%	44%	71%	-	-	-	-	-	-	33%	-	25%	44%	-	73%	33%	92%
	2021	44%	43%	64%	-	-	-	-	-	-	13%	*	7%	-	-	68%	13%	50%
At Masters Grade Level	2022	21%	19%	40%	-	-	-	-	-	-	10%	-	8%	11%	-	42%	10%	50%
	2021	20%	17%	40%	-	-	-	-	-	-	6%	*	7%	-	-	43%	6%	17%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	89%	-	-	-	-	-	-	57%	-	42%	78%	-	91%	57%	100%
	2021	73%	74%	72%	-	-	-	-	-	-	31%	*	27%	-	-	75%	31%	67%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	51%	59%	-	-	-	-	-	-	14%	-	8%	22%	-	62%	14%	75%
	2021	49%	49%	39%	-	-	-	-	-	-	6%	*	0%	-	-	41%	6%	33%
At Masters Grade Level	2022	30%	29%	37%	-	-	-	-	-	-	5%	-	8%	0%	-	39%	5%	50%
	2021	29%	28%	16%	-	-	-	-	-	-	0%	*	0%	-	-	18%	0%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	71%	81%	-	-	-	-	-	-	78%	-	80%	73%	*	81%	79%	88%
	2019	69%	70%	74%	-	-	-	-	-	-	60%	*	60%	-	-	-	60%	-
All Grades ELA/Reading	2022	78%	77%	84%	-	-	-	-	-	-	84%	-	89%	70%	*	83%	85%	88%
	2019	68%	69%	71%	-	-	-	-	-	-	54%	*	55%	-	-	-	54%	-
All Grades Mathematics	2022	69%	64%	78%	-	-	-	-	-	-	73%	-	72%	75%	*	78%	74%	88%
	2019	70%	72%	78%	-	-	-	-	-	-	66%	*	65%	-	-	-	66%	-

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

- Indicates there are no students in the group.

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

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	*	-	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	93%	97%	95%	95%	98%	100%	97%	*	-	91%	98%	99%	92%	90%	95%
Not Included in Accountability: Mobile	5%	5%	2%	5%	4%	2%	0%	3%	*	-	6%	2%	1%	8%	9%	5%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	-	2%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	*	-	100%	100%	100%	100%	99%	100%
Included in Accountability	92%	92%	97%	95%	95%	98%	100%	98%	*	-	92%	98%	99%	93%	91%	96%
Not Included in Accountability: Mobile	5%	5%	2%	5%	4%	2%	0%	2%	*	-	6%	2%	1%	7%	8%	4%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	1%	0%	0%	0%	*	-	2%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%
Absent	1%	1%	0%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	99%	100%	100%	100%	*	-	100%	100%	100%	100%	99%	100%
Included in Accountability	93%	93%	97%	95%	95%	98%	100%	98%	*	-	92%	98%	99%	93%	91%	96%
Not Included in Accountability: Mobile	5%	5%	2%	5%	4%	2%	0%	2%	*	-	6%	2%	1%	7%	8%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	-	2%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	0%	0%	*	-	0%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	100%	100%	99%	100%	* 100%	100%	-	-	100%	100%	100%	100%	98%	100%
Included in Accountability	93%	94%	97%	94%	96%	98%	* 92%	92%	-	-	90%	100%	99%	90%	87%	94%
Not Included in Accountability: Mobile	4%	5%	3%	6%	3%	2%	* 8%	8%	-	-	6%	0%	0%	10%	11%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	* 0%	0%	-	-	3%	0%	0%	0%	0%	0%
Not Tested	2%	1%	0%	0%	1%	0%	* 0%	0%	-	-	0%	0%	0%	0%	2%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	0%	1%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	100%	100%	99%	100%	*	100%	-	-	100%	100%	100%	100%	98%	100%
Included in Accountability	94%	94%	97%	94%	96%	98%	*	92%	-	-	90%	100%	99%	90%	87%	94%
Not Included in Accountability: Mobile	4%	4%	3%	6%	3%	2%	*	8%	-	-	6%	0%	0%	10%	11%	6%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	-	3%	0%	0%	0%	0%	0%
Not Tested	2%	1%	0%	0%	1%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Absent	1%	1%	0%	0%	1%	0%	*	0%	-	-	0%	0%	0%	0%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	-	0%	0%	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	95%	93%	96%	95%	*	92%	*	91%	92%	98%	94%	96%	93%	97%
Included in Accountability	83%	89%	91%	83%	88%	93%	*	89%	*	86%	86%	98%	93%	83%	88%	90%
Not Included in Accountability: Mobile	3%	4%	4%	10%	7%	2%	*	2%	*	6%	1%	0%	1%	12%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	2%	0%	*	1%	*	0%	4%	0%	0%	1%	1%	1%
Not Tested	12%	6%	5%	7%	4%	5%	*	8%	*	9%	8%	2%	6%	4%	7%	3%
Absent	2%	1%	0%	0%	1%	0%	*	0%	*	0%	0%	2%	0%	0%	1%	0%
Other	10%	5%	5%	7%	3%	5%	*	8%	*	9%	8%	0%	5%	4%	6%	3%
Reading																
Assessment Participant	89%	94%	95%	93%	97%	95%	*	95%	*	91%	93%	100%	95%	95%	94%	99%
Included in Accountability	83%	88%	91%	83%	88%	93%	*	90%	*	86%	88%	100%	94%	83%	89%	90%
Not Included in Accountability: Mobile	3%	4%	3%	9%	7%	2%	*	3%	*	5%	1%	0%	1%	11%	5%	6%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	0%	*	3%	*	0%	4%	0%	0%	1%	1%	3%
Not Tested	11%	6%	5%	7%	3%	5%	*	5%	*	9%	7%	0%	5%	5%	6%	1%
Absent	2%	1%	0%	0%	1%	0%	*	0%	*	0%	1%	0%	0%	1%	0%	0%
Other	10%	5%	5%	7%	3%	5%	*	5%	*	9%	6%	0%	5%	4%	6%	1%
Mathematics																
Assessment Participant	88%	94%	95%	93%	97%	96%	*	90%	*	91%	92%	100%	95%	96%	95%	96%
Included in Accountability	84%	89%	92%	83%	90%	93%	*	88%	*	86%	88%	100%	94%	84%	89%	90%
Not Included in Accountability: Mobile	4%	5%	3%	9%	7%	2%	*	2%	*	5%	1%	0%	1%	11%	5%	6%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	1%	0%	*	0%	*	0%	3%	0%	0%	1%	1%	0%
Not Tested	12%	6%	5%	7%	3%	4%	*	10%	*	9%	8%	0%	5%	4%	5%	4%
Absent	2%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	5%	7%	3%	4%	*	10%	*	9%	8%	0%	5%	4%	5%	4%
Science																
Assessment Participant	87%	93%	94%	91%	95%	94%	*	92%	*	88%	90%	90%	93%	96%	94%	100%
Included in Accountability	84%	88%	89%	77%	85%	92%	*	92%	*	75%	79%	90%	92%	81%	83%	95%
Not Included in Accountability: Mobile	3%	4%	4%	14%	8%	2%	*	0%	*	13%	3%	0%	1%	13%	9%	5%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	3%	0%	*	0%	*	0%	7%	0%	0%	3%	2%	0%
Not Tested	13%	7%	6%	9%	5%	6%	*	8%	*	13%	10%	10%	7%	4%	6%	0%
Absent	2%	1%	0%	0%	2%	0%	*	0%	*	0%	0%	10%	0%	0%	2%	0%
Other	10%	6%	6%	9%	3%	6%	*	8%	*	13%	10%	0%	7%	4%	4%	0%
Social Studies																
Assessment Participant	87%	91%	93%	91%	95%	92%	*	92%	*	88%	90%	90%	92%	96%	94%	100%
Included in Accountability	84%	87%	88%	77%	85%	90%	*	92%	*	75%	79%	90%	90%	81%	83%	95%
Not Included in Accountability: Mobile	3%	3%	4%	14%	8%	2%	*	0%	*	13%	3%	0%	1%	13%	9%	5%
Not Included in Accountability: Other Exclusions	0%	0%	1%	0%	3%	0%	*	0%	*	0%	7%	0%	0%	3%	2%	0%
Not Tested	13%	9%	7%	9%	5%	8%	*	8%	*	13%	10%	10%	8%	4%	6%	0%
Absent	3%	3%	1%	0%	2%	1%	*	0%	*	0%	0%	10%	1%	0%	2%	0%
Other	10%	7%	6%	9%	3%	7%	*	8%	*	13%	10%	0%	7%	4%	4%	0%

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.0%	99.3%	98.6%	99.1%	99.3%	-	99.6%	*	99.3%	98.4%	98.5%	99.4%
2019-20	98.3%	99.0%	99.4%	99.6%	99.3%	99.3%	*	99.7%	*	99.5%	98.7%	99.5%	99.5%
Chronic Absenteeism													
2020-21	15.0%	7.9%	0.4%	0.0%	1.1%	0.3%	-	0.0%	*	0.0%	1.7%	1.4%	0.0%
2019-20	6.7%	3.5%	1.3%	0.0%	1.0%	1.6%	*	0.0%	*	0.0%	3.0%	0.8%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
2019-20	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	98.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	99.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	99.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	98.5%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	2.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	85.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	90.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	2.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	87.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	86.3%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	89.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	2,095	358,842
By Ethnicity:				
African American	-	-	342	44,018
Hispanic	-	-	658	183,306
White	-	-	973	103,898
American Indian	-	-	14	1,195
Asian	-	-	59	18,030
Pacific Islander	-	-	4	553
Two or More Races	-	-	45	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	729
Foundation H.S. Program (No Endorsement)	-	-	286	56,281
Foundation H.S. Program (Endorsement)	-	-	42	13,582
Foundation H.S. Program (DLA)	-	-	1,766	287,316
Special Education Graduates	-	-	200	31,028
Economically Disadvantaged Graduates	-	-	857	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	166	32,809
At-Risk Graduates	-	-	511	155,884
CTE Completers	-	-	615	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	868	100.0%	31,771	5,402,928	868	100.0%	31,951	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	3.8%	4.1%	0	0.0%	3.7%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.9%	0.6%	0	0.0%	0.9%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	2.9%	3.5%	0	0.0%	2.9%	3.5%
Kindergarten	0	0.0%	7.4%	6.8%	0	0.0%	7.3%	6.8%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	7.1%	7.1%	0	0.0%	7.1%	7.1%
Grade 3	0	0.0%	7.5%	7.1%	0	0.0%	7.4%	7.1%
Grade 4	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.3%	7.2%
Grade 6	282	32.5%	7.0%	7.4%	282	32.5%	7.0%	7.4%
Grade 7	280	32.3%	7.4%	7.7%	280	32.3%	7.4%	7.7%
Grade 8	306	35.3%	7.6%	7.9%	306	35.3%	7.6%	7.8%
Grade 9	0	0.0%	8.2%	8.8%	0	0.0%	8.1%	8.8%
Grade 10	0	0.0%	7.9%	7.6%	0	0.0%	7.9%	7.5%
Grade 11	0	0.0%	7.6%	7.2%	0	0.0%	7.6%	7.2%
Grade 12	0	0.0%	7.1%	6.7%	0	0.0%	7.0%	6.7%
Ethnic Distribution:								
African American	44	5.1%	20.3%	12.8%	44	5.1%	20.3%	12.8%
Hispanic	172	19.8%	33.9%	52.8%	172	19.8%	33.8%	52.7%
White	577	66.5%	38.2%	26.3%	577	66.5%	38.3%	26.3%
American Indian	2	0.2%	0.4%	0.3%	2	0.2%	0.4%	0.3%
Asian	47	5.4%	3.4%	4.8%	47	5.4%	3.4%	4.8%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	26	3.0%	3.7%	2.9%	26	3.0%	3.7%	2.9%
Sex:								
Female	430	49.5%	49.0%	48.9%	430	49.5%	48.9%	48.8%
Male	438	50.5%	51.0%	51.1%	438	50.5%	51.1%	51.2%
Economically Disadvantaged	118	13.6%	49.3%	60.7%	118	13.6%	49.2%	60.6%
Non-Educationally Disadvantaged	750	86.4%	50.7%	39.3%	750	86.4%	50.8%	39.4%
Section 504 Students	135	15.6%	10.8%	7.4%	135	15.6%	10.8%	7.4%
EB Students/EL	48	5.5%	16.7%	21.7%	48	5.5%	16.7%	21.7%
Students w/ Disciplinary Placements (2020-21)	5	0.5%	0.6%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	100	11.5%	6.8%	5.0%	100	11.5%	6.8%	5.0%
Foster Care	2	0.2%	0.4%	0.3%	2	0.2%	0.4%	0.3%
Homeless	1	0.1%	1.1%	1.1%	1	0.1%	1.1%	1.1%
Immigrant	1	0.1%	1.3%	2.0%	1	0.1%	1.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	35.6%	64.3%	0	0.0%	35.7%	64.3%
Military Connected	15	1.7%	0.6%	3.3%	15	1.7%	0.6%	3.3%
At-Risk	186	21.4%	35.4%	53.5%	186	21.4%	35.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	47	5.4%	17.7%	21.9%	47	5.4%	17.6%	21.8%
Career and Technical Education	363	41.8%	30.9%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	79.5%	71.0%				
Gifted and Talented Education	181	20.9%	9.7%	8.0%	181	20.9%	9.6%	8.0%
Special Education	110	12.7%	12.7%	11.6%	110	12.7%	13.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	110							
By Type of Primary Disability								
Students with Intellectual Disabilities	40	36.4%	35.0%	43.0%				
Students with Physical Disabilities	7	6.4%	23.4%	20.8%				
Students with Autism	13	11.8%	12.4%	14.7%				
Students with Behavioral Disabilities	50	45.5%	28.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	68	7.4%	13.9%	13.6%				
By Ethnicity:								
African American	6	0.7%	3.8%	2.5%				
Hispanic	18	2.0%	4.1%	6.6%				
White	40	4.4%	5.0%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	3	0.3%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.7%	0.5%				
Count and Percent of Special Ed Students who are Mobile	9	7.6%	16.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	7.8%	11.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	16	11.2%	17.1%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	60	10.2%	17.1%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.7%	1.9%	-	4.1%	5.2%
Grade 1	-	1.1%	2.9%	-	1.4%	4.2%
Grade 2	-	0.4%	1.7%	-	1.4%	2.2%
Grade 3	-	0.5%	1.0%	-	0.3%	1.0%
Grade 4	-	0.1%	0.7%	-	0.6%	0.7%
Grade 5	-	0.1%	0.5%	-	0.6%	0.7%
Grade 6	0.0%	0.1%	0.6%	0.0%	0.3%	0.6%
Grade 7	0.0%	0.1%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.4%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	4.5%	10.5%	-	4.3%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	16.9	18.7
Grade 1	-	17.2	18.7
Grade 2	-	17.6	18.6
Grade 3	-	17.7	18.7
Grade 4	-	17.6	18.8
Grade 5	-	18.0	20.2
Grade 6	20.7	19.9	19.2
Secondary:			
English/Language Arts	16.3	18.9	16.3
Foreign Languages	22.3	19.9	18.4
Mathematics	13.8	19.5	17.5
Science	21.4	20.3	18.5
Social Studies	22.2	21.2	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	86.6	100.0%	100.0%	100.0%
Professional Staff:	77.0	88.8%	70.4%	64.1%
Teachers	66.3	76.6%	55.2%	49.3%
Professional Support	7.6	8.8%	12.2%	10.7%
Campus Administration (School Leadership)	3.0	3.5%	2.4%	2.9%
Educational Aides:	9.7	11.2%	9.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	32.0	4,194.0
Part-time Librarians	0.0	n/a	5.0	607.0
Full-time Counselors	2.0	n/a	87.0	13,550.0
Part-time Counselors	1.0	n/a	9.0	1,176.0
Total Minority Staff:	11.3	13.0%	32.1%	52.1%
Teachers by Ethnicity:				
African American	3.5	5.4%	8.5%	11.2%
Hispanic	2.1	3.1%	14.6%	28.9%
White	56.6	85.3%	73.9%	56.4%
American Indian	0.1	0.2%	0.3%	0.3%
Asian	2.0	3.0%	1.0%	1.9%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	2.0	3.0%	1.6%	1.2%
Teachers by Sex:				
Males	21.2	31.9%	24.9%	24.1%
Females	45.2	68.1%	75.1%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	47.2	71.1%	67.2%	72.6%
Masters	19.1	28.9%	30.6%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.1	7.7%	8.5%	7.9%
1-5 Years Experience	10.1	15.3%	21.2%	26.7%
6-10 Years Experience	7.0	10.6%	22.1%	20.6%
11-20 Years Experience	27.6	41.6%	31.8%	28.6%
21-30 Years Experience	16.5	24.8%	14.2%	13.2%
Over 30 Years Experience	0.0	0.0%	2.3%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	13.1	n/a	13.2	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.3	6.3
Average Years Experience of Principals with District	9.0	6.6	5.4
Average Years Experience of Assistant Principals	10.5	6.5	5.5
Average Years Experience of Assistant Principals with District	7.5	6.1	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	13.8	11.2	11.1
Average Years Experience of Teachers with District:	9.1	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,612	\$56,759	\$51,054
1-5 Years Experience	\$57,330	\$57,708	\$54,577
6-10 Years Experience	\$59,429	\$59,895	\$57,746
11-20 Years Experience	\$63,140	\$63,370	\$61,377
21-30 Years Experience	\$66,342	\$66,510	\$65,949
Over 30 Years Experience	-	\$73,147	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,155	\$61,517	\$58,887
Professional Support	\$71,639	\$71,092	\$69,505
Campus Administration (School Leadership)	\$91,018	\$91,268	\$84,990
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	75.0%	64.9%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.6	0.9%	2.2%	6.2%
Career and Technical Education	3.4	5.1%	4.8%	5.2%
Compensatory Education	0.0	0.0%	1.6%	3.0%
Gifted and Talented Education	0.0	0.0%	1.0%	1.7%
Regular Education	47.5	71.7%	77.8%	70.8%
Special Education	4.6	7.0%	6.5%	9.6%
Other	10.2	15.3%	6.1%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
HARPOOL MIDDLE (061901048) - DENTON ISD - DENTON COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters	Results for Each Reporting Category						
									1		2				
Number	Percent									Points Possible					
										28	28	28	28		
										Avg. # of Points / % Achieved					
										#	%	#	%		
Students Tested	248	100													
Students Not Tested															
Absent	1	0													
Other	0	0													
Total Documents Submitted	249	100													
Legend															
-- = No Data Reported For Fewer Than Five Students															
All Students															
	248	100	24	10	22	90	188	76	97	39	18.2	65	17.8	64	
Male	132	1689	16	12	116	88	95	72	45	34	17.8	64	16.8	60	
Female	116	1730	8	7	108	93	93	80	52	45	18.6	66	19.0	68	
No Information Provided	0														
Hispanic/Latino	42	1669	5	12	37	88	28	67	11	26	16.4	59	16.6	59	
American Indian or Alaska Native	2														
Asian	11	1818	0	0	11	100	10	91	8	73	21.1	75	22.3	80	
Black or African American	20	1682	3	15	17	85	12	60	7	35	17.0	61	16.7	59	
Native Hawaiian or Other Pacific Islander	1														
White	172	1714	16	9	156	91	135	78	70	41	18.6	66	17.9	64	
Two or More Races	0														
No Information Provided	0														
Economically Disadvantaged	Yes	35	1640	8	17	29	83	20	57	6	17	15.3	55	14.9	53
	No	213	1719	18	8	195	92	168	79	43	18.6	67	18.3	65	
	No Information Provided	0													
Title I, Part A	Participants	0													
	Nonparticipants	248	1708	24	10	224	90	188	76	39	18.2	66	17.8	64	
	No Information Provided	0													
Migrant	Yes	0													
	No	244	1709	24	10	220	90	184	75	97	40	18.2	65	17.8	64
	No Information Provided	4													
Identified as Emergent Bilingual/English Learner		15	1642	2	13	13	87	9	60	3	20	15.0	54	15.5	55
Monitored 1st Year, reclassified from EB/EL		1													
Monitored 2nd Year, reclassified from EB/EL		1													
Monitored 3rd Year, reclassified from EB/EL		1													
Monitored 4th Year, reclassified from EB/EL		0													
Former EB/EL (Post Monitoring)		1													
Non-Emergent Bilingual/Non-English Learner		229	1711	22	10	207	90	175	76	91	40	18.3	66	17.9	64
No Information Provided		0													
Bilingual	Participants	0													
	Nonparticipants	248	1708	24	10	224	90	188	76	97	39	18.2	65	17.8	64
	No Information Provided	0													
ESL	Participants	14	1631	2	14	12	86	8	57	2	14	14.6	52	15.0	54
	Nonparticipants	234	1713	22	9	212	91	180	77	95	41	18.4	66	18.0	64
	No Information Provided	0													
Special Education	Yes	28	1566	11	39	17	61	7	25	1	4	13.0	46	10.6	38
	No	216	1728	13	6	203	94	177	82	96	44	18.9	67	18.8	67
	No Information Provided	4													
Section 504	Yes	42	1674	4	10	38	90	28	67	8	19	17.6	63	15.9	57
	No	202	1717	20	10	182	90	156	77	89	44	18.3	66	18.3	65
	No Information Provided	4													
Gifted/Talented	Participants	43	1836	0	0	43	100	42	98	32	74	22.4	80	22.7	81
	Nonparticipants	201	1682	24	12	177	88	142	71	65	32	17.3	62	16.8	60
	No Information Provided	4													
At-Risk	Yes	47	1609	12	26	35	74	18	38	7	15	14.3	51	12.9	46
	No	198	1733	12	6	186	94	167	84	90	45	19.1	68	19.0	68
	No Information Provided	3													



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 6 Mathematics

District: 061-901 DENTON ISD
Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1		2		3		4		10		17		7		9	
Number Percent			Did Not Meet	Approaches	Meets	Masters	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy		Points Possible					
							#	%	#	%	#	%	#	%	#	%	#	%	#	%
Legend			Avg. # of Points / % Achieved																	
-- = No Data Reported For Fewer Than Five Students																				
Students Tested	249	100	1837	18	7	231	93	182	73	90	36	6.9	69	10.7	63	4.2	59	6.6	73	
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	249	100																		
All Students	249		1837	18	7	231	93	182	73	90	36	6.9	69	10.7	63	4.2	59	6.6	73	
Male	132		1854	8	6	124	94	103	78	51	39	7.1	71	11.1	65	4.3	61	6.8	76	
Female	117		1818	10	9	107	91	79	68	39	33	6.7	67	10.4	61	4.0	57	6.4	71	
No Information Provided	0																			
Hispanic/Latino	42		1784	4	10	38	90	25	60	10	24	5.9	59	9.5	56	3.6	52	6.2	69	
American Indian or Alaska Native	2																			
Asian	11		2032	0	0	11	100	11	100	7	64	9.2	92	14.2	83	5.5	78	7.5	83	
Black or African American	20		1721	5	25	15	75	10	50	3	15	5.4	54	8.2	48	3.2	46	5.5	61	
Native Hawaiian or Other Pacific Islander	1																			
White	173		1853	9	5	164	95	134	77	70	40	7.2	72	11.1	65	4.3	62	6.8	75	
Two or More Races	0																			
No Information Provided	0																			
Economically Disadvantaged	Yes	35	1716	5	14	30	86	13	37	3	9	5.3	53	8.2	48	2.8	40	5.5	61	
	No	214	1857	13	6	201	94	169	79	87	41	7.1	71	11.1	66	4.4	62	6.8	75	
	No Information Provided	0																		
Title I, Part A	Participants	0																		
	Nonparticipants	249	1837	18	7	231	93	182	73	90	36	6.9	69	10.7	63	4.2	59	6.6	73	
	No Information Provided	0																		
Migrant	Yes	0																		
	No	245	1839	18	7	227	93	179	73	90	37	6.9	69	10.8	63	4.1	59	6.6	73	
	No Information Provided	4																		
Identified as Emergent Bilingual/English Learner		15	1774	0	0	15	100	9	60	3	20	6.3	63	9.4	55	3.4	49	5.5	61	
Monitored 1st Year, reclassified from EB/EL		1																		
Monitored 2nd Year, reclassified from EB/EL		1																		
Monitored 3rd Year, reclassified from EB/EL		1																		
Monitored 4th Year, reclassified from EB/EL		0																		
Former EB/EL (Post Monitoring)		1																		
Non-Emergent Bilingual/Non-English Learner		230	1839	18	8	212	92	169	73	84	37	6.9	69	10.8	63	4.2	60	6.6	74	
No Information Provided		0																		
Bilingual	Participants	0																		
	Nonparticipants	249	1837	18	7	231	93	182	73	90	36	6.9	69	10.7	63	4.2	59	6.6	73	
	No Information Provided	0																		
ESL	Participants	14	1740	0	0	14	100	8	57	2	14	6.1	61	8.9	52	3.2	46	5.3	59	
	Nonparticipants	235	1843	18	8	217	92	174	74	88	37	6.9	69	10.9	64	4.2	60	6.7	74	
	No Information Provided	0																		
Special Education	Yes	28	1848	12	43	16	57	8	29	1	4	4.0	40	6.4	38	2.6	38	4.5	50	
	No	217	1863	6	3	211	97	171	79	89	41	7.3	73	11.3	87	4.3	62	6.9	76	
	No Information Provided	4																		
Section 504	Yes	42	1813	4	10	38	90	30	71	12	29	6.4	64	10.3	61	4.0	57	6.5	72	
	No	203	1844	14	7	189	93	149	73	78	38	7.0	70	10.9	64	4.2	60	6.6	74	
	No Information Provided	4																		
Gifted/Talented	Participants	43	2034	0	0	43	100	43	100	36	84	9.0	90	14.6	86	5.4	77	8.0	89	
	Nonparticipants	202	1797	18	9	164	91	136	67	54	27	6.4	64	10.0	59	3.9	55	6.3	70	
	No Information Provided	4																		
At-Risk	Yes	47	1725	8	17	39	83	21	45	6	13	5.1	51	8.3	49	3.1	44	5.3	59	
	No	199	1865	10	5	189	95	159	80	84	42	7.3	73	11.3	67	4.4	63	6.9	77	
	No Information Provided	3																		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 7 Reading Language Arts

District: 061-901 DENTON ISD
 Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category														
					Did Not Meet					Approaches					Meets				
Number Percent					1		2		Reading		Writing		Points Possible		28		28		
Legend							Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved		Avg. # of Points / % Achieved
-- = No Data Reported For Fewer Than Five Students							#	%	#	%	#	%	#	%	#	%	#	%	#
Students Tested	277	100			277	1778	14	5	263	95	233	84	158	57	20.2	72	20.8	74	
Students Not Tested																			
Absent	0	0																	
Other	0	0																	
Total Documents Submitted	277	100																	
All Students			277	1778	14	5	263	95	233	84	158	57	20.2	72	20.8	74			
Male			141	1768	6	4	135	96	117	83	77	55	20.3	72	20.0	72			
Female			136	1789	8	6	128	94	116	85	81	60	20.2	72	21.5	77			
No Information Provided			0																
Hispanic/Latino			51	1763	3	6	48	94	39	76	24	47	19.2	69	20.6	74			
American Indian or Alaska Native			3																
Asian			24	1839	0	0	24	100	24	100	18	75	22.0	79	23.4	83			
Black or African American			19	1695	3	16	16	84	13	68	8	42	17.4	62	17.5	63			
Native Hawaiian or Other Pacific Islander			0																
White			180	1783	8	4	172	96	154	86	107	59	20.6	74	20.8	74			
Two or More Races			0																
No Information Provided			0																
Economically Disadvantaged			Yes	29	1698	5	17	24	83	20	69	9	31	18.1	65	17.1	61		
			No	248	1787	9	4	239	96	213	86	149	60	20.5	73	21.2	76		
			No Information Provided	0															
Title I, Part A			Participants	1															
			Nonparticipants	276	1779	13	5	263	95	233	84	158	57	20.3	72	20.8	74		
			No Information Provided	0															
Migrant			Yes	0															
			No	273	1777	14	5	259	95	229	84	156	57	20.2	72	20.8	74		
			No Information Provided	4															
Identified as Emergent Bilingual/English Learner			13	1691	2	15	11	85	7	54	2	15	16.6	59	17.2	61			
Monitored 1st Year, reclassified from EB/EL			0																
Monitored 2nd Year, reclassified from EB/EL			0																
Monitored 3rd Year, reclassified from EB/EL			0																
Monitored 4th Year, reclassified from EB/EL			1																
Former EB/EL (Post Monitoring)			3																
Non-Emergent Bilingual/Non-English Learner			260	1782	12	5	248	95	222	85	153	59	20.4	73	20.9	75			
No Information Provided			0																
Bilingual			Participants	0															
			Nonparticipants	277	1778	14	5	263	95	233	84	158	57	20.2	72	20.8	74		
			No Information Provided	0															
ESL			Participants	12	1659	2	17	10	83	6	50	1	8	15.8	57	16.3	58		
			Nonparticipants	265	1783	12	5	253	95	227	86	157	59	20.4	73	21.0	75		
			No Information Provided	0															
Special Education			Yes	25	1650	14	58	11	44	3	12	0	0	12.9	46	9.8	35		
			No	248	1800	0	0	248	100	226	91	158	83	20.9	75	21.9	78		
			No Information Provided	4															
Section 504			Yes	52	1735	2	4	50	96	39	75	20	38	19.0	68	19.2	69		
			No	221	1787	12	5	209	95	190	86	136	62	20.5	73	21.1	75		
			No Information Provided	4															
Gifted/Talented			Participants	65	1878	0	0	65	100	64	98	61	94	23.4	84	24.2	87		
			Nonparticipants	208	1746	14	7	194	93	165	79	95	46	18.2	69	18.7	70		
			No Information Provided	4															
At-Risk			Yes	39	1627	13	33	26	67	16	41	4	10	14.7	52	14.1	50		
			No	234	1802	1	0	233	100	213	91	152	65	21.1	75	21.9	78		
			No Information Provided	4															



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report Grade 7 Mathematics

District: 061-901 DENTON ISD
Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary				Results for Each Reporting Category																								
Number		Percent	Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		1				2				3				4			
Students Tested		270			100	#	%	#	%	#	%	#	%	Probability and Numerical Representations		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy								
Students Not Tested		Absent			0	0	Other	0	0	Total Documents Submitted	270	100	Points Possible															
Legend				Avg. # of Points / % Achieved																								
— = No Data Reported For Fewer Than Five Students				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%							
All Students				270	1916	24	9	246	91	201	74	99	37	6.5	81	11.6	68	7.3	61	6.8	75							
Male				138	1911	13	10	123	90	104	76	48	35	6.4	80	11.7	69	7.2	60	6.6	74							
Female				134	1921	11	8	123	92	97	72	51	38	6.6	82	11.5	68	7.4	61	6.9	77							
No Information Provided				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Hispanic/Latino				51	1890	6	12	45	88	38	75	17	33	6.3	79	11.3	66	7.0	58	6.7	75							
American Indian or Alaska Native				3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
Asian				22	1984	0	0	22	100	20	91	11	50	6.7	84	13.3	78	8.6	72	7.4	82							
Black or African American				19	1767	5	26	14	74	8	42	2	11	5.6	70	8.8	52	4.8	40	4.8	51							
Native Hawaiian or Other Pacific Islander				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
White				175	1933	12	7	163	93	133	76	68	39	6.6	83	11.8	69	7.5	63	6.9	77							
Two or More Races				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
No Information Provided				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
Economically Disadvantaged				Yes	29	1783	10	34	19	68	13	45	3	10	5.2	65	9.1	53	5.2	43	5.0	56						
No				241	1932	14	6	227	94	188	78	96	40	6.7	83	11.9	70	7.5	63	7.0	77							
No Information Provided				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
Title I, Part A				Participants	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
Nonparticipants				269	1918	23	9	246	91	201	75	99	37	6.5	82	11.6	68	7.3	61	6.8	75							
No Information Provided				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
Migrant				Yes	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
No				267	1917	24	9	243	91	199	75	98	37	6.5	81	11.8	68	7.3	61	6.7	75							
No Information Provided				3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—					
Identified as Emergent Bilingual/English Learner				12	1746	5	42	7	58	3	25	1	8	4.3	54	8.0	47	4.8	40	4.8	54							
Monitored 1st Year, reclassified from EB/EL				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Monitored 2nd Year, reclassified from EB/EL				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Monitored 3rd Year, reclassified from EB/EL				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Monitored 4th Year, reclassified from EB/EL				1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Former EB/EL (Post Monitoring)				3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Non-Emergent Bilingual/Non-English Learner				254	1925	19	7	235	93	194	78	98	39	6.6	83	11.7	69	7.4	62	6.9	76							
No Information Provided				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Bilingual				Participants	0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Nonparticipants				270	1916	24	9	246	91	201	74	99	37	6.5	81	11.6	68	7.3	61	6.8	75							
No Information Provided				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
ESL				Participants	12	1746	5	42	7	58	3	25	1	8	4.3	54	8.0	47	4.8	40	4.8	54						
Nonparticipants				258	1924	19	7	239	93	198	77	98	38	6.6	83	11.7	69	7.4	62	6.8	76							
No Information Provided				0	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Special Education				Yes	25	1671	15	60	10	40	1	4	0	0	3.7	48	5.9	35	3.7	31	3.6	40						
No				242	1942	9	4	233	96	198	82	98	40	6.8	85	12.2	72	7.7	64	7.1	79							
No Information Provided				3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Section 504				Yes	52	1861	6	12	46	88	31	60	12	23	6.3	79	10.0	59	6.8	55	6.4	71						
No				215	1930	16	8	197	92	168	78	86	40	6.6	82	12.0	70	7.5	62	6.8	76							
No Information Provided				3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
Gifted/Talented				Participants	60	2101	0	0	60	100	59	98	49	82	7.5	94	14.9	87	9.8	82	8.3	92						
Nonparticipants				207	1863	24	12	183	88	140	68	49	24	6.2	78	10.8	63	6.6	55	6.3	70							
No Information Provided				3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						
At-Risk				Yes	38	1723	17	45	21	55	8	21	2	5	4.4	56	7.2	42	4.5	38	4.3	48						
No				229	1949	7	3	222	97	191	83	96	42	6.8	86	12.3	72	7.8	65	7.1	79							
No Information Provided				3	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—						



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																		
					Did Not Meet					Approaches					Meets					Masters			
Number	Percent				#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	272	100			15	8	257	94	220	81	146	54	19.7	70	18.4	66							
Students Not Tested																							
Absent	1	0																					
Other	0	0																					
Total Documents Submitted	273	100																					
Legend																							
— = No Data Reported For Fewer Than Five Students																							
All Students			272	1798	15	8	257	94	220	81	146	54	19.7	70	18.4	66							
Male			130	1780	11	8	119	82	96	74	62	48	19.1	68	17.2	61							
Female			142	1814	4	3	138	97	124	87	84	59	20.1	72	19.5	70							
No Information Provided			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
Hispanic/Latino			46	1759	6	13	40	87	32	70	18	39	17.8	64	16.8	60							
American Indian or Alaska Native			1	—	—	—	—	—	—	—	—	—	—	—	—	—							
Asian			20	1852	0	0	20	100	20	100	15	75	21.8	78	21.1	75							
Black or African American			19	1761	1	5	18	95	12	63	8	42	17.7	63	17.0	61							
Native Hawaiian or Other Pacific Islander			1	—	—	—	—	—	—	—	—	—	—	—	—	—							
White			185	1805	8	4	177	96	155	84	104	56	20.1	72	18.7	67							
Two or More Races			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
No Information Provided			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
Economically Disadvantaged			Yes	23	1722	5	22	18	78	12	52	8	35	16.6	59	14.9	53						
			No	249	1805	10	4	239	96	208	84	138	55	19.9	71	18.7	67						
No Information Provided			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
Title I, Part A			Participants	0	—	—	—	—	—	—	—	—	—	—	—	—							
			Nonparticipants	272	1798	15	6	257	94	220	81	146	54	19.7	70	18.4	66						
No Information Provided			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
Migrant			Yes	0	—	—	—	—	—	—	—	—	—	—	—	—							
			No	268	1799	14	5	254	95	217	81	145	54	19.7	70	18.5	66						
No Information Provided			4	—	—	—	—	—	—	—	—	—	—	—	—	—							
Identified as Emergent Bilingual/English Learner			8	1658	4	50	4	50	3	38	2	25	13.9	50	12.0	43							
Monitored 1st Year, reclassified from EB/EL			4	—	—	—	—	—	—	—	—	—	—	—	—	—							
Monitored 2nd Year, reclassified from EB/EL			1	—	—	—	—	—	—	—	—	—	—	—	—	—							
Monitored 3rd Year, reclassified from EB/EL			3	—	—	—	—	—	—	—	—	—	—	—	—	—							
Monitored 4th Year, reclassified from EB/EL			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
Former EB/EL (Post Monitoring)			5	1816	0	0	5	100	5	100	3	60	18.2	65	22.0	79							
Non-Emergent Bilingual/Non-English Learner			251	1801	11	4	240	96	204	81	137	55	19.8	71	18.5	66							
No Information Provided			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
Bilingual			Participants	0	—	—	—	—	—	—	—	—	—	—	—	—							
			Nonparticipants	272	1798	15	6	257	94	220	81	146	54	19.7	70	18.4	66						
No Information Provided			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
ESL			Participants	5	1636	3	60	2	40	2	40	1	20	12.8	46	11.6	41						
			Nonparticipants	267	1801	12	4	255	96	218	82	145	54	19.8	71	18.5	66						
No Information Provided			0	—	—	—	—	—	—	—	—	—	—	—	—	—							
Special Education			Yes	40	1658	11	28	29	73	13	33	5	13	14.8	53	11.1	40						
			No	229	1823	3	1	226	99	205	90	140	61	20.5	73	19.7	70						
No Information Provided			3	—	—	—	—	—	—	—	—	—	—	—	—	—							
Section 504			Yes	48	1755	3	6	45	94	36	75	15	31	18.3	65	16.4	59						
			No	221	1807	12	5	209	95	181	82	130	59	19.9	71	18.8	67						
No Information Provided			3	—	—	—	—	—	—	—	—	—	—	—	—	—							
Gifted/Talented			Participants	52	1906	0	0	62	100	52	100	48	92	22.8	82	23.2	83						
			Nonparticipants	216	1773	14	6	202	94	165	76	97	45	18.9	68	17.3	62						
No Information Provided			4	—	—	—	—	—	—	—	—	—	—	—	—	—							
At-Risk			Yes	65	1685	14	22	51	78	29	45	11	17	15.6	56	12.8	46						
			No	203	1835	0	0	203	100	188	93	134	66	21.0	75	20.3	72						
No Information Provided			4	—	—	—	—	—	—	—	—	—	—	—	—	—							



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Mathematics

District: 061-901 DENTON ISD
Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1		2		3		4		5		6		7			
Number	Percent			Did Not Meet	Approaches		Meets		Masters		Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
Legend			Points Possible																	
-- = No Data Reported For Fewer Than Five Students			Avg. # of Points / % Achieved																	
Students Tested	188	99	188	1912	26	14	162	86	123	65	51	27	3.6	71	10.2	57	10.9	61	4.5	64
Students Not Tested																				
Absent	1	1																		
Other	0	0																		
Total Documents Submitted	189	100																		
Legend			Points Possible																	
-- = No Data Reported For Fewer Than Five Students			Avg. # of Points / % Achieved																	
All Students			188	1912	26	14	162	86	123	65	51	27	3.6	71	10.2	57	10.9	61	4.5	64
Male			79	1679	16	20	63	80	42	53	15	19	3.5	70	9.1	51	10.2	57	4.1	58
Female			109	1936	10	9	99	91	81	74	36	33	3.6	73	11.0	61	11.5	64	4.8	69
No Information Provided			0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic/Latino			34	1851	8	24	26	76	15	44	3	9	3.4	68	8.4	46	9.1	51	3.9	55
American Indian or Alaska Native			1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian			11	2008	0	0	11	100	9	82	6	55	4.3	85	11.5	64	13.7	76	5.5	78
Black or African American			17	1890	3	18	14	82	10	59	4	24	3.4	68	9.8	54	10.5	58	4.0	57
Native Hawaiian or Other Pacific Islander			0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
White			125	1925	15	12	110	88	89	71	38	30	3.6	72	10.6	59	11.3	63	4.7	67
Two or More Races			0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
No Information Provided			0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Economically Disadvantaged	Yes		20	1845	6	30	14	70	9	45	4	20	3.3	65	9.0	50	8.8	49	3.3	47
	No		168	1920	20	12	148	88	114	68	47	28	3.6	72	10.3	57	11.2	62	4.6	66
	No Information Provided		0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Title I, Part A	Participants		0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	Nonparticipants		188	1912	26	14	162	86	123	65	51	27	3.6	71	10.2	57	10.9	61	4.5	64
	No Information Provided		0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Migrant	Yes		0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	No		188	1912	26	14	160	86	122	66	51	27	3.6	72	10.2	57	11.0	61	4.5	64
	No Information Provided		2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Identified as Emergent Bilingual/English Learner			7	1788	3	43	4	57	2	29	1	14	2.9	57	8.0	44	6.6	37	2.7	39
Monitored 1st Year, reclassified from EB/EL			2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Monitored 2nd Year, reclassified from EB/EL			1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Monitored 3rd Year, reclassified from EB/EL			1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Monitored 4th Year, reclassified from EB/EL			0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Former EB/EL (Post Monitoring)			4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Non-Emergent Bilingual/Non-English Learner			173	1915	23	13	150	87	115	66	47	27	3.6	72	10.2	57	11.1	62	4.5	65
No Information Provided			0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bilingual	Participants		0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	Nonparticipants		188	1912	26	14	162	86	123	65	51	27	3.6	71	10.2	57	10.9	61	4.5	64
	No Information Provided		0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
ESL	Participants		4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	Nonparticipants		184	1915	24	13	160	87	122	66	51	28	3.6	72	10.2	57	11.1	61	4.6	65
	No Information Provided		0	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Special Education	Yes		38	1790	17	46	21	56	11	29	2	5	2.8	55	7.2	40	7.8	42	2.6	37
	No		148	1944	9	6	139	94	111	75	49	33	3.8	76	10.9	61	11.8	66	5.0	71
	No Information Provided		2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Section 504	Yes		41	1913	4	10	37	90	24	59	10	24	3.6	73	10.1	56	10.7	59	4.6	66
	No		146	1912	22	15	124	85	98	67	41	28	3.6	71	10.2	57	11.0	61	4.5	64
	No Information Provided		1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Gifted/Talented	Participants		10	2086	0	0	10	100	9	90	6	60	4.6	92	13.9	77	13.8	77	6.2	89
	Nonparticipants		176	1903	26	15	150	85	113	64	45	26	3.5	70	10.0	55	10.8	60	4.4	83
	No Information Provided		2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
At-Risk	Yes		60	1803	22	37	38	63	19	32	3	5	3.0	59	7.3	41	8.0	44	2.9	42
	No		126	1965	4	3	122	97	103	82	48	38	3.9	77	11.5	64	12.4	69	5.2	75
	No Information Provided		2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Science

District: 061-901 DENTON ISD
 Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																
					Number Percent		1				2				3				4		
					Did Not Meet		Approaches		Meets		Masters		Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments		
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Students Tested	272	100																			
Students Not Tested																					
Absent	0	0																			
Other	0	0																			
Total Documents Submitted	272	100																			
Legend																					
— = No Data Reported For Fewer Than Five Students																					
All Students	272		4267		27	10	245	90	182	67	76	28	9.2	65	5.1	51	7.7	70	6.5	59	
Male	130		4339		14	11	116	89	86	66	47	36	9.3	68	5.4	54	7.9	72	6.7	61	
Female	142		4202		13	9	129	91	96	68	29	20	8.0	65	4.8	48	7.6	69	6.3	57	
No Information Provided	0																				
Hispanic/Latino	46		4138		8	17	38	83	25	54	11	24	8.4	60	4.7	47	7.1	65	6.1	56	
American Indian or Alaska Native	1																				
Asian	20		4621		2	10	18	90	16	80	9	45	10.9	78	6.6	66	8.3	75	7.4	67	
Black or African American	19		3942		5	26	14	74	10	53	2	11	7.9	56	4.2	42	6.7	61	5.1	46	
Native Hawaiian or Other Pacific Islander	1																				
White	185		4296		12	6	173	94	130	70	53	29	9.3	67	5.1	51	7.9	72	6.6	60	
Two or More Races	0																				
No Information Provided	0																				
Economically Disadvantaged	23	Yes	3891		5	22	18	78	11	48	2	9	7.4	53	4.2	42	6.1	56	5.3	49	
	249	No	4302		22	9	227	91	171	69	74	30	9.3	67	5.2	52	7.9	72	6.6	60	
No Information Provided	0																				
Title I, Part A	0	Participants																			
	272	Nonparticipants	4267		27	10	245	90	182	67	76	28	9.2	65	5.1	51	7.7	70	6.5	59	
No Information Provided	0																				
Migrant	0	Yes																			
	288	No	4268		27	10	241	90	180	67	75	28	9.1	65	5.1	51	7.7	70	6.5	59	
No Information Provided	4																				
Identified as Emergent Bilingual/English Learner	8		3708		3	38	5	63	2	25	0	0	6.6	47	3.5	35	4.9	44	4.9	44	
Monitored 1st Year, reclassified from EB/EL	4																				
Monitored 2nd Year, reclassified from EB/EL	1																				
Monitored 3rd Year, reclassified from EB/EL	3																				
Monitored 4th Year, reclassified from EB/EL	0																				
Former EB/EL (Post Monitoring)	5		4312		0	0	5	100	4	80	1	20	9.2	66	6.0	60	7.2	65	7.0	64	
Non-Emergent Bilingual/Non-English Learner	251		4276		24	10	227	90	169	67	70	28	9.2	66	5.1	51	7.8	71	6.4	59	
No Information Provided	0																				
Bilingual	0	Participants																			
	272	Nonparticipants	4267		27	10	245	90	182	67	76	28	8.2	65	5.1	51	7.7	70	6.5	59	
No Information Provided	0																				
ESL	5	Participants	3763		2	40	3	60	1	20	0	0	7.0	50	3.8	38	5.0	45	5.0	45	
	267	Nonparticipants	4277		25	9	242	91	181	68	76	28	9.2	66	5.1	51	7.8	71	6.5	59	
No Information Provided	0																				
Special Education	40	Yes	3838		17	43	23	58	8	20	3	8	6.2	44	3.2	32	5.2	47	4.3	39	
	229	No	4381		10	4	219	96	173	76	73	32	8.7	69	5.4	54	8.2	74	8.8	62	
No Information Provided	3																				
Section 504	48	Yes	4080		4	8	44	92	31	65	6	13	8.0	57	4.5	45	7.5	69	5.9	54	
	221	No	4307		23	10	198	90	149	67	69	31	9.4	67	5.2	52	7.8	71	6.6	60	
No Information Provided	3																				
Gifted/Talented	52	Participants	4913		0	0	52	100	50	96	34	65	12.0	88	7.0	70	9.5	88	8.6	78	
	216	Nonparticipants	4113		27	13	189	88	130	60	41	19	8.5	60	4.7	47	7.3	67	5.9	54	
No Information Provided	4																				
At-Risk	65	Yes	3721		19	29	46	71	16	25	5	8	6.3	45	3.4	34	5.8	53	4.7	43	
	203	No	4443		8	4	195	98	164	81	70	34	10.1	72	5.7	57	8.3	76	7.0	64	
No Information Provided	4																				



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 8 Social Studies

District: 061-901 DENTON ISD
Campus: 048 HARPOOL MIDDLE

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					Number Percent		1				2				3				4	
				Did Not Meet	Approaches		Meets		Masters		History		Geography and Culture		Government and Citizenship		Economics, Science, Technology, and Society			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%		
				Points Possible																
				18				11				13				7				
				Avg. # of Points / % Achieved																
				#	%	#	%	#	%	#	%	#	%	#	%	#	%			
Students Tested	271	100		25	9	248	91	172	63	89	33	11.2	62	8.5	77	7.8	60	4.1	58	
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	271	100																		
Legend			-- = No Data Reported For Fewer Than Five Students																	
All Students	271	4142		25	9	248	91	172	63	89	33	11.2	62	8.5	77	7.8	60	4.1	58	
Male	129	4198		11	9	118	91	87	67	54	42	11.8	65	8.3	76	8.1	62	4.2	69	
Female	142	4090		14	10	128	90	85	60	35	25	10.6	59	8.6	78	7.6	58	4.0	57	
No Information Provided	0																			
Hispanic/Latino	46	4079		4	9	42	91	26	57	14	30	11.0	61	8.2	74	7.3	57	4.1	58	
American Indian or Alaska Native	1																			
Asian	20	4371		0	0	20	100	16	80	10	50	12.4	69	9.2	84	8.8	67	5.1	73	
Black or African American	19	4006		4	21	15	79	9	47	4	21	10.0	56	8.5	78	6.8	53	3.5	50	
Native Hawaiian or Other Pacific Islander	1																			
White	184	4149		17	9	167	91	120	65	61	33	11.3	63	8.5	77	7.9	61	4.0	58	
Two or More Races	0																			
No Information Provided	0																			
Economically Disadvantaged	Yes	23	3802	6	26	17	74	5	22	2	9	9.3	52	7.7	70	6.0	46	2.6	37	
	No	248	4174	19	8	229	92	167	67	87	35	11.4	63	8.5	78	8.0	61	4.2	60	
	No Information Provided	0																		
Title I, Part A	Participants	0																		
	Nonparticipants	271	4142	25	9	246	91	172	63	89	33	11.2	62	8.5	77	7.8	60	4.1	58	
	No Information Provided	0																		
Migrant	Yes	0																		
	No	287	4148	24	9	243	91	171	64	88	33	11.2	62	8.5	77	7.8	60	4.1	59	
	No Information Provided	4																		
Identified as Emergent Bilingual/English Learner	8	3613		3	38	5	63	2	25	0	0	8.5	47	7.0	64	4.9	38	2.0	29	
Monitored 1st Year, reclassified from EB/EL	4																			
Monitored 2nd Year, reclassified from EB/EL	1																			
Monitored 3rd Year, reclassified from EB/EL	3																			
Monitored 4th Year, reclassified from EB/EL	0																			
Former EB/EL (Post Monitoring)	5	4189		0	0	5	100	3	60	1	20	12.6	70	9.0	82	7.8	60	3.4	49	
Non-Emergent Bilingual/Non-English Learner	250	4148		22	9	228	91	159	64	83	33	11.2	62	8.5	77	7.8	60	4.1	59	
No Information Provided	0																			
Bilingual	Participants	0																		
	Nonparticipants	271	4142	25	9	246	91	172	63	89	33	11.2	62	8.5	77	7.8	60	4.1	58	
	No Information Provided	0																		
ESL	Participants	5	3511	3	60	2	40	1	20	0	0	7.6	42	6.4	58	4.8	37	1.6	23	
	Nonparticipants	266	4154	22	8	244	92	171	64	89	33	11.3	63	8.5	77	7.9	60	4.1	59	
	No Information Provided	0																		
Special Education	Yes	40	3703	16	40	24	60	11	28	4	10	8.3	46	6.7	61	6.1	47	2.7	39	
	No	228	4225	8	4	220	96	160	70	84	37	11.7	65	8.8	80	8.1	63	4.3	62	
	No Information Provided	3																		
Section 504	Yes	48	3948	9	19	39	81	21	44	10	21	10.0	56	7.8	71	6.6	51	3.9	55	
	No	220	4187	16	7	204	93	150	68	78	35	11.4	64	8.6	78	8.1	62	4.2	59	
	No Information Provided	3																		
Gifted/Talented	Participants	52	4647	0	0	52	100	49	94	39	75	14.2	79	9.4	86	10.2	78	5.1	73	
	Nonparticipants	215	4028	24	11	191	89	122	57	49	23	10.5	58	8.3	75	7.3	56	3.9	55	
	No Information Provided	4																		
At-Risk	Yes	65	3730	19	29	46	71	20	31	3	5	8.6	48	7.2	66	5.8	45	3.0	42	
	No	202	4283	5	2	197	98	151	75	85	42	12.1	67	8.9	81	8.5	65	4.5	64	
	No Information Provided	4																		

Data Meetings

Week of September 11th, 25th; October 10th, 23rd; November 6th, 27th; December 11th; January 8th, 22nd; February 5th, 20th; March 4th, 25th; April 8th, 22nd; May 6th

Grade Level Meetings (Wednesdays)

Week of September 5th, 18th; October 2nd, 16th, 30st; November 13th; December 4th; January 5th, 16th, 29th; February 12th, 26th; **March 18th**; April 2nd, 15th, 29th; May 13th

Staff Meetings (Wednesdays before or after school)

September 13th

October 11th

November 8th

December 13th

January 17th

February 21st

March 27th *STAAR Test Training

April - Virtual, TBD

May 23rd, 1:15, lunch provided

CLT Meetings

September 6

October 18th

November 15th

December 6th????

January 24th

February 28th

March 20th

April 24th

May 15th

Guided Coalition Meetings

September 13th

October

November 1st

December 13th

January 30th

March 5th

May 7th

Student Advisory Committee, TBD

Coffee Talks (with parents in the library)

September 8th - Success for middle school and beyond, introduce SchoolLinks

October 13th- Drug/alcohol awareness

November 10th - College & Career Readiness, Conversations with ATC students

December 8th - Holiday Blues/Anxiety

January 12th - Course planning (for next year) conversations

February 9th - Showing LOVE/How to connect with your kid

March 22nd - Test Prep/Coping with Test Anxiety

April - not meeting

May 10th - Wrap up! Parent feedback/suggestions.

Denton Independent School District

Adkins Elementary

2023-2024 Improvement Plan



Learn. Connect. Serve.

Mission Statement

Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world.

Learn. Connect. Serve.

Vision

We believe to accomplish our mission as a staff we must be a school that:
Is open and flexible in our thinking;
Commits to professional learning in an on-going way;
Constantly evaluates our practice to assess positive learning outcomes;
Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;
Supports students' leadership development at every opportunity;
Partners with parents in decision making and implementation;
Listens to feedback from all members of our learning community

Core Beliefs

In order to achieve our vision we have made the following commitments:
We will celebrate our students' learning successes.
We will provide a school environment that focuses on learning.
We will model, mentor, teach, and support one another in our professional development.
We will engage in a positive way.
We will engage in professional, open, and honest communication that is built on a foundation of trust.
We will implement a system of intervention that will promote student success.
We will honor our students efforts to serve others and our community as a whole

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

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

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Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	16
Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	25
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Members: Trina Stephens, Kali Hirst, Marci Kirby

Dorothy P. Adkins exists to create a learning culture; to be a school where every person feels a sense of belonging and connection; to serve our community and our world. Learn.Connect. Serve.

Adkins Elementary is located within a master-planned community with over half of their residents having a bachelor's degree or higher. This close-knit community offers a variety of activities to keep their residents connected, and this includes involved parents who love to volunteer at school. Adkins Elementary also welcomes residents from surrounding towns, including Double Oak, Copper Canyon, Bartonville, Argyle, and Flower Mound. Adkins' attendance zone is the most diverse of the three elementary schools located in Lantana.

Adkins has reached an enrollment plateau from the 2022-2023 to the 2023-2024 school year. We have a currently enrollment of 437 compared to an enrollment of 440 in the previous year. There is a fairly balanced ratio of males/females (48.85%/51.14%). The population consists of the following ethnicities: White 68.26%, Hispanic 19.4%, Asian 8.67%, African American 2.96%, American Indian-Alaskan Native .45%, and Two or More 3.88%. The school has a gifted and talented program that is 16.8% of enrolled students. In the previous two years we have seen a decrease in the demographic of Economically Disadvantaged. This year there is a slight increase from 12.72% to 14.18%. The campus has both inclusion and self-contained special education classrooms. The campus has identified 16.2% of students with special education services, which is an increase from 13.62% in 2022-2023. The at-risk population decreased has continued to decrease from 32.28% to 29.69% to 14.18% this year.

Demographics Findings

ADKINS DEMOGRAPHICS

Total Students	Student Population									
	Grade Levels	PK	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade		
438		31	65	61	67	60	79	71		
	Ethnicity									
	Hispanic	Asian	Black	American Indian/Alaska Native	Native Hawaiian	Two or More	SpEd	Section 504	ESL	At Risk
	85 - 19.4%	38 - 8.67%	13 - 2.96%	2 - .45%	1 - 0.22%	17 - 3.88%	71 - 16.2%	36 - 8.21%	31 - 8.2%	39 - 8.9%
	Male/Female									
	Male	Female								
	214 - 48.85%	224 - 51.14%								
	Student Programs									
	Gifted & Talented	Dyslexia	Special Ed	Emerging Bil.	Section 504					
			71 - 16.2%	31 - 8.2%	36 - 8.21%					
	Student Indicators									
	At Risk	Free & Reduced Meals								
	39 - 89%	62 - 14%								
	Staff Information									
	Administrative Support	Teachers	Educational Aide	Other Supports						
3	38	8	9							

Demographics Strengths

Over the 2021-2022 and 2022-2023 school year we have seen an increase in our diversity (percentages). This diversity has brought huge advantages to our campus. We have deepened our level of inclusivity through the direct learning of our diverse student cultures. Adkins has implemented a Multiculturalists Club and the library has worked diligently to ensure that our collection reflects our current demographics, offering every culture a mirror in the literature that is available. Adkins has also implemented an ASL club. Both of these new clubs recognize and celebrate diversity at our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the pandemic, our at risk population has increased. Campus teachers and staff need to continue to monitor and implement targeted intervention for these students. While our at-risk percentages are decreasing from year to year, we continue to see heightened numbers in the the grade levels that were affected in Kindergarten and 1st grade. (4th & 5th Graders in the 2022-2023 school year). **Root Cause:** The root cause from the 2021-2022 school year was the pandemic and remote learning. Teachers will continue to intervene as needed to increase progress of at-risk students.

Student Learning

Student Learning Summary

Student Learning

- Jenna Wilson
- Shelby Payeur
- Alyson Powell
- Sandy Brown
- Vicki Davis

Monitoring Student Learning. We assess using multiple data points to ensure student learning and growth. Data from the following assessments is used to inform classroom instruction, targeted interventions, and extensions.

- CLI Engage (TPRI)
- Primary Numeracy
- iReady for Reading and Math
- Developmental Reading Assessment (DRA) (LLI)
- Stemscoptes (Math & Science)
- STAAR
- Common Assessments

As a campus we find it imperative that the needs of our students are being addressed and met. Our staff understands the need to support students in gaining more than a year's worth of growth in reading, writing & math. The current tools we utilize to ensure student growth are:

- Master Schedule
- DMTSS Process (for academic, behavioral and social/emotional)
- Individual Education Plans
- Section 504 Plan
- Grade-Level Intervention
- Reading Interventionists

- Math Interventionist
- Emergent Bilingual Specialist
- Workshop Model
- Reading Comprehension

		BOY				MOY				EOY			
Grade Level	Assessment	Total Students	On Level	Progressing	At Risk	Total Students	On Level	Progressing	At Risk	Total Students	On Level	Progressing	At Risk
Kindergarten	Guided Reading	61	61	0	0	57	45	8	4	60	44	15	1
1st Grade	Guided Reading	67	43	19	5	67	61	4	2	68	61	4	3
2nd Grade	Guided Reading	56	46	5	5	56	33	17	5	56	46	10	6
	Istation	56	40	8	8	56	42	7	6	56	43	5	8
3rd Grade	Guided Reading	84	26	49	9	81	26	30	25	82	39	25	18
	Istation	84	68	10	6	80	63	10	6	82	70	9	3
4th Grade	Guided Reading	65	44	15	6	64	46	14	4	67	48	14	5
	Istation	60	44	12	4	65	49	10	6	64	52	9	3
5th Grade	Guided Reading	67	54	9	4	65	53	8	4	65	53	8	4
	Istation	65	54	7	4	65	53	7	4	65	54	6	5

1 Years Worth of Growth

1 Years Worth of Growth			
Reading Level			
Grade	Total # of Students	Showed 1 Yrs Growth	Approaches
Kindergarten	60	56	4
1st Grade	68	63	5
2nd Grade	59	27	32
3rd Grade	82	77	5
4th Grade	67	66	1
5th Grade	65	60	5

Kinder - 2nd Grade Primary Numeracy

Math Primary Numeracy Assessment												
2022-2023												
		BOY				MOY				EOY		
Grade Level	Assessment	Total Students	On Level	Progressing	At Risk	Total Students	On Level	Progressing	At Risk	On Level	Progressing	At Risk
Kindergarten	PNA	60	60	0	0	57	54	3	0	57	0	3
1st Grade	PNA	67	57	6	4	67	49	8	10	50	6	12
2nd Grade	PNA	55	6	20	29	55	16	25	14	29	18	9

Imagine Math 2nd-5th

Imagine Math Assessment

2022-2023

Grade Level	Assessment	BOY					MOY				EOY			
		Total Students	Proficient	Basic	BB	FBB	Proficient	Basic	BB	FBB	Proficient	Basic	BB	FBB
2nd Grade	Imagine Math	58	49	5	3	1	53	1	0	1	56	0	1	0
3rd Grade	Imagine Math	84	21	34	22	4	47	27	3	4	68	10	1	4
4th Grade	Imagine Math	65	20	27	11	7	38	16	9	2	51	12	3	0
5th Grade	Imagine Math	68	27	22	12	7	43	13	7	0	54	5	4	1

STAAR Interim

STAAR INTERIM Reading

Grade	Total Students	Scale Score	Approaches	Meets	Masters	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
3rd	76	1448	82.89%	44.74%	11.84%	82.09%	42.58%	16.38%
4th	66	1537	92.42%	65.15%	42.42	89.09%	63.83%	37.47%
5th	64	1602	89.06%	64.06%	32.81%	87.66%	60.78%	34.27%

STAAR INTERIM Math

Grade	Total Students	Scale Score	Approaches	Meets	Masters	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
3rd	76	1448	82.89%	44.74%	11.84%	82.09%	42.58%	16.38%
4th	66	1537	92.42%	65.15%	42.42	89.09%	63.83%	37.47%
5th	64	1602	89.06%	64.06%	32.81%	87.66%	60.78%	34.27%

STAAR Data

STAAR 22-23

Reading

	Total Students	Did Not Meet	Approached	Met	Mastered
3rd Grade	82	11	71	57	27
4th Grade	67	8	59	47	20
5th Grade	62	2	60	48	28

Extendend Constructed Response

	Total Students	0	1	2	3	4	5	6	7	8	9	10
3rd Grade	82	26	1	8	7	24	2	5	3	2	3	1
4th Grade	67	32	0	3	1	5	6	4	6	1	8	1
5th Grade	62	2	2	4	4	2	5	7	10	9	12	5

Math

	Total Students	Did Not Meet	Approached	Met	Mastered
3rd Grade	82	10	72	46	20
4th Grade	67	9	58	42	17
5th Grade	64	2	62	51	20

Student Learning Strengths

- Consistent use of assessment tools to determine conferring, small group lessons, and whole group lessons.
- Data-driven discussions during PLT to determine next steps for students.
- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Collaborative goal setting with students in grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Adkins staff has observed that while our math and reading scores are similar our scores for short-constructed and extended-constructed responses were lower than expected. This is concerning as responding to both reading and math in writing is essential for success in higher education and the workforce. **Root Cause:** Several potential root causes may contribute to the lower writing scores. These include, a lack of writing intervention from grade-level to grade-level, a focus on reading and math small group and interventions, disruptions caused by the COVID pandemic and the lack of strong assessment tools for writing campus-wide.

Problem Statement 2: Adkins staff has observed that while our students in Kindergarten through 2nd grade are progressing in both math and literacy, our math scores are slightly lower than expected. This is concerning because the foundations built in our early elementary grades is essential for deep levels of learning in upper elementary and beyond. **Root Cause:** Shortage of staff available to support Kinder through 2nd grade interventions.

Problem Statement 3: Adkins staff has observed we need well-written common formative assessments aligned to our grade-level essentials to ensure quality assessments are being used to monitor student progress. **Root Cause:** Time and support to unpack standards, create cognitive ladders and understand depth and knowledge prior to building common assessments. Support in writing assessments.

School Processes & Programs

School Processes & Programs Summary

Professional Practices

- We have a guaranteed and viable curriculum using district-provided curriculum.
- We use Assessment for Learning practices across all grade levels.
- We collaborate in PLTs to create common formative assessments, administer assessments and analyze assessment data to create targeted intervention and extension plans for students.
- Teachers attend professional development days throughout the school year to deepen their learning in both literacy and math.
- Our Master Schedule has protected intervention times for each grade level (grades 2, 3, 4 & 5 have two intervention times).
- Aviator Time has been beneficial for many of the grade levels to provide intervention without pulling from Core instructional learning time.
- Specialists working within the the master schedule have been successful because of the collaborative planning of grade level teams and specialists.
- Interventions are focused on content essentials in reading, writing, and math.
- All grades use a system of morning check-in to determine where each student is emotionally.
- The DMTSS Process has a clearly laid out plan for brainstorming solutions, implementing intervention, and moving to testing when needed for students of concern.

Programs and Opportunities for Students

- We have implemented a variety of diverse after school clubs to increase engagement and community: MultiCulturators, ASL Club, Future Teachers, Gardening/Leadership, Jump Rope, Girls Who Code, and Choir
- There are a variety of ways for students to serve as leaders on campus: Safety Patrol, News Team, Student Ambassadors, 5th Grade Gardening/Leadership Club.

Procedures

- We will continue to grow and recruit highly qualified, effective, and diverse staff through our innovative interviewing process. We requested candidates perform tasks, including videoing a minilesson and working through a communication task, before we offer a panel interview with our Teacher Selection Committee.
- Our Master Schedule will continue to be created collaboratively with all stakeholders having input. Our schedule will have protected intervention times for each grade level.
- We utilize CHAMPS, Restorative Practices, Zones of Regulation, and Love & Logic to support our students social emotional needs.
- A Guiding Coalition is being implemented for 2023-2024 which will consist of motivational, positive, leaders whose goal is to look at data and make changes to move forward as a school. Those interested will submit applications.

School Processes & Programs Strengths

- Master Schedule ensures Core instruction is prioritized while also maintaining protected intervention times
- Utilizing data from key assessments to drive targeted instruction and intervention
- Workshop Model used across all content and grade levels
- Lucy Calkins curriculum used across grade levels in reading and writing
- Lucy Calkins UOS Phonics in grades K-2 supports the reading and writing instruction
- Primary Numeracy Assessments in K-2 identifies gaps in numeracy, which leads to both targeted interventions and/or enrichment activities
- Intentional development of Aviator groups to support differentiated needs
- Evenly Divided Membership Roles and Responsibilities for each grade level
- Consistent and transparent communication to staff, parents, leaders, and community
- CHAMPS program to ensure safety during transitions and establish a respectful learning environment
- Restorative Practices builds capacity in self-regulation and conflict-resolution while building a positive classroom culture
- Several teacher leaders in Tech innovation
- Access to chromebooks and iPads

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Adkins staff has observed that we need accelerated learning with depth and knowledge for students mastering the essential TEKS. **Root Cause:** Effective practices to extend student knowledge when students have mastered grade-level essentials. Teachers feel that they are proficient in meeting the needs of students with academic gaps, but struggle to implement strategies to meet the needs of students who need extension.

Problem Statement 2: We are seeing a heightened need for behavior and social/emotional support in the classroom. Students are struggling to maintain focus, self regulate emotions, and understand how to interact appropriately with both adults and other students. This has led to an increase in office referrals and behavior concerns. **Root Cause:** The lack of socialization and consistent structure at home during the COVID pandemic has contributed to these behaviors. Lack of training in behavior management has teachers feeling unprepared to handle these negative behaviors.

Perceptions

Perceptions Summary

Perceptions Summary:

- Families and the community members are involved in school decisions through a variety of ways including feedback to PTA, teachers, and administrators. Parents are active school board meeting attendees and are involved not only in our elementary school, but are also volunteers and active participants at the district level.
- At Adkins we have a myriad of services available to support families, community members, and students to encourage healthy family relationships: Through the counseling department, we offer class guidance lessons and small groups. We offer resources for outside counseling based on the needs of the family; Administrators/PTA send out a weekly newsletter for parents including topics about family,
- School Nurse has contacts like Lions Club for free glasses; we also have free health resources for various health needs and dental needs for students and family members;
- Mission Moms joins with Adkins for an annual food drive.
- Staff members provide Christmas gifts to students through a yearly Angel Tree.
- Continue to keep up purposeful communication between home and school using a variety of modalities to reach all stakeholders.
- Explore new ways to incorporate Adkins Flight Crew (Father Figure Club) into our daily school routines.
- Explore new ways to connect with parents and community through technology.
- Adkins measures parent and community participation rates by tracking volunteer hours and the number of visitors on campus.

Perceptions Strengths

- High rates of involvement, volunteerism, participation in events
- Communication between home and school is very healthy
- Parent Partnerships created through Zoom/ in person meetings provides important information to parents about how students are being taught
- Parent and Community Involvement on the CLT
- Active Dads Program, with a variety of ways for father figures to get involved
- Partnerships with local businesses to provide donations for students and teachers
- Our school partners with Mission Moms, United Way, Bridgeway Church, Lion's Club, Eagle/Boy Scouts & Kiwanis Club to provide assistance when needed
- PTA supports students on Free and Reduced lunch to receive books, t-shirts, event tickets and yearbooks.
- Students led initiatives to serve others in need in our community that align with our school vision of Learn, Connect and Serve.

- Staff fosters classroom environment to implement the initiatives that align with our school mission (restorative practices/ CHAMPS).
- High Flyer Program
- Weekly Staff kudos to appreciate others is in place
- Vision Awards: Teachers will nominate fellow teachers for the Learn, Connect or Serve Awards monthly.
- Student spotlight to recognize students extra efforts in and around the school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We want to cultivate connection and relationship with our diverse and new to Adkins families. Last year, we realized that parents of our diverse learners and new to Adkins families were less involved in our whole-school events and PTA. **Root Cause:** Language, cultural and other barriers hinder us from building these relationships.

Priority Problem Statements

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2024, Dorothy P. Adkins Elementary School will ensure the number of students reading on level or above will increase by 10% as evidenced by guiding reading levels.

HB3 Guiding Outcome

Evaluation Data Sources: TxKEA

TPRI

DRA





K-2 District Created: Phonics Assessment Data

iReady Reading Data

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1d69ffc2-f2d1-3026-beb8-4c3a341845f6>

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Mastery of phonological awareness, phonics, and comprehension skills in grade level appropriate texts.</p> <p>Strategy's Expected Result/Impact: Students can read accurately and fluently with comprehension.</p> <p>Staff Responsible for Monitoring: Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers in grades K-5 will provide leveled-text daily guided reading for all below-level readers. Students on-level will continue to receive targeted instruction: small groups, books clubs, conferring.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in reading by the end of the year.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers, specialists and administrators will utilize bi-weekly PLTs (Professional Learning Teams) and campus professional development days to identify grade-level essentials, unpack TEKS to create quarterly learning targets, determine cognitive ladders, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in reading by the end of the year.</p> <p>Staff Responsible for Monitoring: Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in reading by the end of the year.</p> <p>Staff Responsible for Monitoring: Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide high-quality curriculum, assessment resources and continued professional development to develop and support best practice instructional strategies for literacy.</p> <p>Strategy's Expected Result/Impact: Teachers will have access to high-quality curriculum to deepen students' learning in order to provide high levels of learning for every student.</p> <p>Staff Responsible for Monitoring: Administrator, Specialists, Secretary, CLT members</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The campus will utilize Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in reading by the end of the year.</p> <p>Staff Responsible for Monitoring: CLT, Reading Recovery Specialist, Reading Interventionist</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$90,000</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 100% of eligible HB4545/1416 students will be served by May 2024.</p> <p>Strategy's Expected Result/Impact: Student's will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Interventionists, Administrators</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 2: By May 2024, Dorothy P. Adkins Elementary will focus on ensuring one year's growth in Writing for every student. This will be evidenced by:

*90% of students On-Level

Evaluation Data Sources: District Report Card Writing Assessments
 Beginning of the Year On-Demand Writing
 Middle of the Year On-Demand Writing
 End of the Year On-Demand Writing

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in grades K-5 will meet with students to confer on writing about individual goals based on district rubrics.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p>Staff Responsible for Monitoring: Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers, specialists and administrators will utilize bi-weekly PLTs (Professional Learning Teams) and campus professional development days to identify grade-level essentials, unpack TEKS to create quarterly learning targets, determine cognitive ladders, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p>Staff Responsible for Monitoring: Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p>Staff Responsible for Monitoring: Teachers, Team Leaders, Reading Recovery, Reading Interventionist and EL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: High-Quality Curriculum and Assessment Resources: TCRWP Units of Study resources, district assessments, and campus created assessments</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year or to have made one year's growth in writing.</p> <p>Staff Responsible for Monitoring: Administrator, Specialists, Secretary, CLT members</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: By May 2024, Dorothy P. Adkins Elementary School will focus on ensuring the number of students on level or above in math will increase by 5% as evidenced by report card assessments, iReady data and Primary Numeracy data.





HB3 Guiding Outcome

Evaluation Data Sources: K-2 Primary Numeracy Assessment

- District Math Assessments
- iReady Math Benchmarks
- Campus Formative Assessments
- Math STEMscopes

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, specialists and administrators will utilize bi-weekly PLTs (Professional Learning Teams) and campus professional development days to identify grade-level essentials, unpack TEKS to create quarterly learning targets, determine cognitive ladders, create common assessments, review student data in relationship to essential learning, create intervention and enrichment groups, and monitor student progress utilizing grade-level data sheet quarterly.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Team Leader, Math Interventionist, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provided targeted intervention based on Primary Numeracy, formative, and summative assessment data.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Aviator Time will be designated on the master schedule for every grade to provide both intervention and enrichment for students on a daily basis. Interventions and extensions will take place in the classroom, however, some students will benefit from time with our interventionists outside of the classroom.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Math Interventionist, Administrators, CLT</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will utilize the Math Interventionist to support growth in math.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level by the end of the year, or to have made one year's growth in math.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 100% of eligible HB1416 students will be served by May 2024.</p> <p>Strategy's Expected Result/Impact: Student's will receive targeted instruction in the essential knowledge and skills for math in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Special Education Teachers, Interventionists, Administrators, ACE tutor</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 4: By May 2024, Dorothy P. Adkins Elementary School will focus on ensuring at least one year's growth for Pre-K students. This will be evidenced by:

- * 90% of students entering Kindergarten in the fall of 2024 will be Kindergarten ready as evidenced by CLI Engage progress monitoring tool.

Evaluation Data Sources: CLI Engage Progress Monitoring Tool
Pre-K Report Card

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-K students will participate in daily shared reading and small groups to target individual learning goals in reading, writing, and math. Students will participate in targeted small groups as needed, to reinforce fine motor learning targets from the district report card. Students will participate in targeted small groups as needed, to reinforce social emotional learning targets from the district report card.</p> <p>Strategy's Expected Result/Impact: PreK students will be on-level and ready for Kindergarten.</p> <p>Staff Responsible for Monitoring: PreK Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize PLT time to review student data and create intervention and enrichment groups based on a variety of measures including , but not limited to, our district report card, CLI, and observational data. . We will also evaluate social/emotional and fine motor learning targets based on the district report card.</p> <p>Strategy's Expected Result/Impact: PreK students will be on-level and ready for Kindergarten.</p> <p>Staff Responsible for Monitoring: PreK Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: By May 2024, Dorothy P. Adkins Elementary School will effectively implement social-emotional strategies that support self-regulation, encourage communication when needing additional support, and edify teachers and students, in order to maintain a safe and healthy climate and bolster a culture of encouragement and compassion that results in positive change as measured through various data points.

Evaluation Data Sources: Teacher input
 Formative Feedback
 Parent Responses (Needs Assessment)
 Zones of Regulation Morning Check-In Data
 PK Essentials progress monitoring data
 Strengths Finder Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide staff appreciation with monthly Adkins Awards (Learn, Connect, Serve), Weekly Staff Kudos, and Monthly Staff Celebration Meetings.</p> <p>Strategy's Expected Result/Impact: Maintain and/or increase staff engagement by encouragement and affirmations that support the overall school culture and climate</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use of daily social/emotional check-in using the Zones of Regulation, with teachers and students in grades K-5 to gauge one's social-emotional health and support self-regulation strategies. Data from this daily check-in provides ability for teachers to identify patterns and trends, and seek support for students.</p> <p>Strategy's Expected Result/Impact: Teachers are able to identify how a student is feeling and address any concerns in real-time. Teacher provides individual consult and recommended regulation strategies, counselor will provide small groups for students needing additional support.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Character Education Committee (Social-Emotional/Engagement) created to support teachers' use of Restorative Practices, CHAMPS, and self-regulation strategies.</p> <p>Strategy's Expected Result/Impact: Classrooms conduct Green Circles daily, every classroom creates a Classroom Agreement for students to have ownership in the way their classroom functions, and grade levels build in time for self regulations check-ins.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 2: By May 2024, Dorothy P. Adkins School will provide various opportunities for students, teachers, and parents to forge deeper connections through cultural awareness and arts and sciences activities throughout the school year.

Evaluation Data Sources: Perception Data





Teacher Input

Student Feedback

PK Essentials progress monitoring data

Parent Feedback (Needs Assessment)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Character Ed. (SEL) committee will meet and plan cultural and heritage awareness activities.</p> <p>Strategy's Expected Result/Impact: The Character Ed. (SEL) committee will gather feedback from students, teachers, and parents in order to provide opportunities to learn and celebrate various cultural and heritage celebrations throughout the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teacher Leads</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Clubs will be created to bring students together to explore the beauty of discovery, science, the arts, and humanity, while encouraging a growth mindset.</p> <p>Strategy's Expected Result/Impact: Offering diverse options for our students to explore culter, science, arts and humanity will build a school with a foundation of inclusion. These clubs will foster connection and relationships between both students and staff.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teacher Leader</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Staff will be provided various opportunities to join health and wellness activities and challenges such as walking groups, yoga sessions, and healthy eating information meetings after school.</p> <p>Strategy's Expected Result/Impact: Offering time and options for exercising and eating healthy builds a consistent message that we want our staff to initiate self-care. The opportunity to walk together, take part in a yoga session and share recipes builds a positive climate and encourages a culture of healthy relationships with others.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teacher Leaders</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
2	1	2	Use of daily social/emotional check-in using the Zones of Regulation, with teachers and students in grades K-5 to gauge one's social-emotional health and support self-regulation strategies. Data from this daily check-in provides ability for teachers to identify patterns and trends, and seek support for students.

State Compensatory

Personnel for Adkins Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Holly Hamilton	Reading Recovery Teacher	NaN
Hope Creech	Reading Interventionist	0.5
Renee Grems	Math Interventionist	0.5

Plan Notes

Literacy: Trina, Shelby, Jenna, Sandy

Math: Alyson, Vicki, Macey, Michelle C.

PreK: Michelle L., Marci K, Kali

Strategy 1: Add the following to this sentence: Students will also participate in small groups as needed to reinforce fine motor **and social emotional** learning targets from the district report card.

Strategy 2: Add- District report card, CLI, observational data

SEL: Mariella, Tobie, Jamie M.

Performance Objective 1.

- TxKEA
- TPRI
- DRA

Summary of all the literacy assessments:

https://docs.google.com/document/d/1uILGqmp1QTm8tSWx_-NmYFK5dhGw60-g7rrdtUXp71w/edit

Kindergarten:

Units of Study *only if not previously mastered	<ul style="list-style-type: none"> • Letter/ Sound Correspondence • Concepts About Print • Phonological Awareness <ul style="list-style-type: none"> ◦ rhyming ◦ blending ◦ segmenting ◦ adding 	<ul style="list-style-type: none"> • *Letter/ Sound Correspondence • *Concepts About Print • Phonological Awareness <ul style="list-style-type: none"> ◦ *rhyming ◦ *blending ◦ *segmenting ◦ *adding ◦ deleting ◦ substituting • Developmental Spelling • Snap words 	<ul style="list-style-type: none"> • *Letter/ Sound Correspondence • *Concepts About Print • Phonological Awareness <ul style="list-style-type: none"> ◦ *rhyming ◦ *blending ◦ *segmenting ◦ *adding ◦ *deleting ◦ *substituting • Developmental Spelling • Snap words
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- First Grade

Units of Study	<ul style="list-style-type: none"> ◦ Letter/ Sound Correspondence ◦ Phonological Awareness ◦ Phonic Blending (K) ◦ Developmental Spelling (Version 1) ◦ Snap words 	<ul style="list-style-type: none"> ◦ Phonological Awareness ◦ Phonic Blending (Unit 2) ◦ Developmental Spelling (Version 2) ◦ Snap words 	<ul style="list-style-type: none"> ◦ Phonological Awareness ◦ Phonic Blending (Unit 4) ◦ Developmental Spelling (Version 2 if needed) ◦ Snap words
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2nd Grade:

Units of Study	<ul style="list-style-type: none"> • Phonological Awareness (blending, segmenting, adding, deleting and substituting) • Phonic Blending • Developmental Spelling (Version 1) • Snap Words 	<ul style="list-style-type: none"> • Phonological Awareness (blending, segmenting, adding, deleting and substituting) as needed • Phonic Blending • Developmental Spelling (Version 1 as needed) • Snap Words 	<ul style="list-style-type: none"> • Phonological Awareness (blending, segmenting, adding, deleting and substituting) as needed • Phonic Blending • Developmental Spelling (Version 2) • Snap Works
DRA or F&P	Independent Text Level	Independent Text Level	Independent Text Level
Istation	ISIP	ISIP	ISIP

Lexia Core 5 K-5

Istation 2-5

Moving Readers Up Levels: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.monroe.k12.nj.us/cms/lib/NJ01000268/Centricity/domain/103/sepag/2020-21/Supporting%20Moving%20Readers%20Up%20Levels%20A-Z.pdf

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1d69ffc2-f2d1-3026-beb8-4c3a341845f6>

Padlet:

<https://padlet.com/kpayne910/96it5swo448ue1zq>

Text Bands K-W: https://docs.google.com/document/d/1tvSWqsRULjZVg-R9DUjJWzvSGLUL_PpEPEhQTbEwAa4/edit?usp=sharing

Erin and Dedra,

Do we need to add a writing goal?

Strategy 1

Staff Appreciation with weekly Staff Kudos, Staff Celebration Meetings, Staff Appreciation Events, 12-Days of Christmas from office staff Self-Care Bingo??? (Pitillo) Team shirts & jeans Monday

Strategy's Expected Result/Impact

Maintain and/or increase student and staff engagement by supporting social-emotional health and wellness

Staff Responsible for Monitoring

Administration, Counselor

Title I Schoolwide Elements None

TEA Priorities Recruit, support, retain teachers and principals

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 2

Use of Rhithm app daily with teachers and students in grades 2-5 to gauge one's social-emotional health. The Rhithm app teaches self-regulation skills and provides teachers a way to identify a student's ability to access learning. Data from Rhithm provides reports in order to identify patterns and trends, not only with individual students but with the campus as a whole.

Strategy's Expected Result/Impact

Teachers are able to instantly identify at the beginning of a day how a student is feeling and address any concerns before learning occurs. Teachers are able to ask students to "Get in Rhithm" at various points during the day if needed.

Staff Responsible for Monitoring

Teachers, Counselor, Administrators

Title I Schoolwide Elements None

TEA Priorities

Recruit, support, retain teachers and principals.

Build a strong foundation in reading, writing, and math.

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 3

SEBL Team (Social, Emotional, and Behavior Learning Team) created to support teachers' use of Restorative Practices and Rhithm app.

Strategy's Expected Result/Impact

Classrooms conduct Green Circles daily, every classroom creates a Relationship Treatment Agreement for students to have ownership in the way their classroom functions.

Staff Responsible for Monitoring

Counselor, Teachers, Administrators

Title I Schoolwide Elements None

TEA Priorities

Recruit, support, retain teachers and principals

Build a foundation of reading and math

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 4

Goal Soccer Team: Fourth and Fifth Grade students will have the opportunity to participate in our GOAL Soccer and Leadership Team.

Strategy's Expected Result/Impact

Students learn grit, resiliency, leadership skills, and teamwork through participation on and off the soccer field.

Staff Responsible for Monitoring

Volunteer -Teacher Coaches, Administrators

Title I Schoolwide Elements None

TEA Priorities

Build a strong foundation of reading, writing, and math

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Strategy 5

Culture Club being created and implemented this year to bring our students together to explore the beauty of humanity. We will also be focused on teaching a growth mindset which helps students become more accepting of others.

Strategy's Expected Result/Impact

A campus which has cultural diversity acceptance for all.

Staff Responsible for Monitoring None

Title I Schoolwide Elements None

TEA Priorities

Recruit, support, retain teachers and principals.

Build a foundation of reading, writing, and math.

ESF Levers None

Problem Statements None

Funding Sources None

Crate Documentation Disabled

Student Learning Thinking Questions

Student Outcomes and Performance

As a campus we find it imperative that the needs of our students are being addressed and met. The current tools we have available to ensure that the student performance is being met are: the DMTSS process, students with IEPs, 504 implementations, PLC times for teachers, intervention times, resources, both reading recovery and math interventionists, as well as a designated English Language support teacher. As a campus we work as a team to support the needs of all our students. In grades K through 2nd grade we use both Primary Numeracy and the English Language Inventory as one way to monitor student growth. After taking a look at the data, following our kiddos from kindergarten who are now in second grade we saw a dramatic shift in the at risk and progressing students following the period we were not at school due to the pandemic. This likewise occurred in our current first grade classrooms as well. However, with targeted interventions we have seen a shift of our at risk students throughout the course of the year.

For Primary Numeracy we started the beginning of the year with 15% of our kindergarten students at risk or progressing. For 1st grade, 34% of our students were either at-risk or progressing. For 2nd grade, 83% of our students started the year either at-risk or progressing. That breaks down to 40% of the students entered at-risk. This was a huge increase in at-risk students from the previous year. We see this as another indication of how the pandemic adversely affected our students.

The data to measure growth for 3rd-5th graders in math is Imagine Math. For 3rd grade, 32% of the students' Imagine Math BOY scores were either Far Below or Below Basic. After small groups and intervention, that percentage went down to 8% with the MOY benchmark. 4th grade had similar results with 58% of students either Far Below or Below Basic when taking the BOY and decreasing to 11% for the MOY. 5th grade started at 38% either Far Below or Below Basic and decreased to 19% for the MOY. The EOY benchmark will be given within the next week. That data will be added to this report once it has been collected.

We focused on the reading levels to measure growth for 3rd-5th grade. At the beginning of the year, 28% of third graders were reading below grade level, 51% fourth graders, and 42% fifth graders. Once reading levels have been assessed for the end of year, that data will be added to this report.

Student Engagement

We currently have the majority of our students, 98.47% present at school. Students are currently both in person and remote for the 2020-2021 school year. This school year, we are seeing a drop in our disciplinary patterns from past school years. We currently have 39 students who have visited the office for a disciplinary reason. Of those 39 students 12 girls and 27 boys. The ethnicity for those students are: 26 white, 11 hispanic and 2 African American. Of the visits we had 6 office referrals in the fall and 20 in April alone. Those students struggling with multiple visits have supports put in place to help them reach their social needs. Our counselor works with kiddos during lunch as part of a lunch bunch to help with social skills as well.

Staff Responses to Safety Survey

100% of staff feel safe, supported, and heard at Adkins Elementary. Words used by teachers and staff to describe the school environment are enjoyable, friendly, supported, positive, learning environment, student-centered, and respected.

Student Responses to Safety Survey

100% of the students feel safe at school. 63% of the students love coming to school, 36% of the students sometimes do not want to come to school, and 1% does not like school. 88% of the students said they do feel like they have someone at school that they can talk to while 12% did not. 92% of students say they feel respected at Adkins, 7% of the students said they do not feel respected, and 1% did not answer. 96% of the students said they have a friend at school while 3% said they did not and 1% did not answer.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$90,000.00
1	3	4			\$30,000.00
Sub-Total					\$120,000.00

Denton Independent School District
Blanton Elementary
2023-2024 Improvement Plan



Mission Statement

We will work collaboratively to ensure high levels of learning for ALL students, while inspiring and empowering them to become safe, respectful, and caring learners.

Vision

We believe that our capacity to function as a Professional Learning Community is the foundation for achieving the mission of Blanton Elementary. We envision a school in which staff:

- Collaborate to achieve a common purpose and clear goals
- Seek and implement research-based practices for improving student achievement
- Monitor each student's progress on a continuous basis
- Demonstrate a personal commitment to provide a nurturing learning environment and a willingness to do whatever it takes to promote student success.

Our Commitment

We value developing relationships with students and our school community as the foundation for learning. We commit to:

- Using data analysis to target specific areas of need
- Engaging in research-based staff development opportunities
- Ensuring continuous student improvement through the use of a variety of formative assessment tools
- Meeting individual needs by thinking "out of the box" and doing whatever it takes for *every* child
- Enjoying the journey!

Building Dreams

Empowering Minds

Strengthening our Community

Blanton Elementary School

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

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

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- Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community 22
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established - 2008

Mascot - Knight

Colors - Blue and White

Motto - Grow, Care, Serve

The overall campus demographics are:

- Enrollment is 528 students in grades PK-5. The student population is stable even with additional homes built in the school's attendance zone.
- This is a neighborhood school with most students living within walking distance of the campus.
- A Pre-K program was added for 20-21 school year which provided a unique opportunity to help the youngest students to be Kindergarten ready. It has been a success with high enrollment. Pre-K enrollment will stay about the same for the 2023-24 school year.
- The economically disadvantaged rate has increased in the past couple of years. Due to COVID-19, the number of "at risk" students has also increased leading to additional supports for students who are at risk.
- Due to COVID-19, free breakfast and lunch was available for all students.

School Population (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

	Count	Percentage
Student Total	530	100%
Early Education Grade	2	0.38%
Pre-Kindergarten Grade	36	6.79%
Kindergarten Grade	71	13.40%
1st Grade	83	15.66%
2nd Grade	76	14.34%
3rd Grade	78	14.72%
4th Grade	96	18.11%
5th Grade	88	16.60%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Gender		
Female	253	47.74%
Male	277	52.26%
<hr/>		
Ethnicity		
Hispanic-Latino	86	16.23%
<hr/>		
Race		
American Indian - Alaskan Native	0	0.00%
Asian	28	5.28%
Black - African American	22	4.15%
Native Hawaiian - Pacific Islander	1	0.19%
White	367	69.25%
Two-or-More	26	4.91%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Dyslexia	32	6.04%
Gifted and Talented	60	11.32%
Regional Day School Program for the Deaf	0	0.00%
Section 504	39	7.36%
Special Education (SPED)	65	12.26%
Bilingual/ESL		
Emergent Bilingual (EB)	29	5.47%
Bilingual	0	0.00%
English as a Second Language (ESL)	29	5.47%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	0	0.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Demographics Strengths

- Blanton Elementary has a consistent population, which has created stability for instructional interventions that can be built on each year.
- Blanton's student attendance rates for the 2019-20 and 2020-21 school years are higher than the district and state averages. Our campus student chronic absenteeism is significantly lower than the district and state averages for the 2019-20 and 2020-21 school years.
- Blanton has a variety of educational settings to meet the needs of students including English learners, reading recovery and literacy groups, two dyslexia therapists, reading and math intervention, gifted and talented program, speech program, counseling services, special education, and iPABS.
- Blanton provides early childhood intervention through community assessment referrals and walk-in Speech therapy.
- The Blanton Leadership Team meets regularly to analyze data in relation to campus goals, provide feedback of strengths and needs from individual teams,

and implement the campus improvement plan.

- The Blanton staff feel supported through a mentor program when transitioning to a new grade level, campus, or content area. Teams are supportive of one another and eagerly welcome new members. Professional development needs are identified by the Campus Leadership Team providing support to all staff members.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the pandemic, our at risk population has increased. Campus teachers and staff need to continue to monitor those students. **Root Cause:** The COVID-19 pandemic increased the number of economically disadvantaged students.

Student Learning

Student Learning Summary

- Blanton staff sees the need to continue supporting students in attaining more than one year's growth in reading, writing, and math.
- At-risk students are provided interventions within the classroom as well as with campus interventionists.
- Grade-level teams are using the essential standards to guide instruction in interventions.
- Guided reading, small group work, and individual conferring have helped students to make academic gains in the past. These practices should continue to support students.
- Because Blanton does not have a math interventionist for the primary grades, primary teachers work within their PLC to provide supportive interventions for math.
- Our master schedule includes a dedicated intervention time for each grade level. This ensures the interventionist can pull students at a time where they will not miss Tier 1 instruction, comply with HB 4545, and also allow time for classroom teachers to provide Tier 2 instruction.

Student Achievement - Based on results from the 2021-2022 School Report Card

Student Learning Strengths

- Student strengths and intervention needs are discussed with the Professional Learning Communities. The PLCs collaborate and share students to support the intervention needs.
- Assessment for Learning practices are used consistently to allow students to better understand the goal of the day's learning, their strengths, as well as their next steps in learning (goal-setting).
- Blanton's Vertical PLCs ensure alignment of essential learning standards for all students.
- Teachers meet regularly with small groups as well as individual conferring to support student growth.
- Data indicates that Blanton students learn to develop themselves, as well as the culture and climate of their classrooms. Restorative Practices and Guidance lessons from the Counselor are important tools to help our students develop and maintain a healthy well-being.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Blanton staff has observed that while students are making progress in reading, their math scores are slightly lower than expected. This is concerning as math proficiency is essential for success in higher education and the workforce. **Root Cause:** Several potential root causes may contribute to the lower math scores. These include, a lack of a dedicated math interventionist for primary grades, the efficacy of math interventions compared to those for reading, disruptions caused by the Covid pandemic may have affected math instruction more than reading instruction, and the lack of strong assessment tools for math campus-wide.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

- A master schedule is developed and monitored throughout the year with the input from all staff members and the Team Leaders. It includes deliberate planning for interventions and consideration of special programming to maximize learning time.
- Professional Learning Teams meet horizontally to consistently review data to ensure the curriculum is aligned and equitable for all students.
- Interventions are intentional with progress monitoring and goal setting. Staff PD on planning specific interventions.
- Staff will review and revisit Assessment for Learning strategies and Restorative Practices in 23-24 school year.
- Grades K-5 utilized Curriculum coordinators in Math. Grades K-5 work with Solution Tree on ELA essential standards.
- Blanton has two sections of Pre-K Academy to support Pre-K students as they transition into Kindergarten.
- We were able to continue school programs such as fine arts night, daddy daughter dance, parents at fun run, mother son laser tag, etc.

Technology

- Students are 1-1 with Chromebooks to support learning in grades Kindergarten - 5th.
- Along with district technology support for classroom Promethean panels, Blanton staff have assistance in engaging all learners.
- Use of programs such as I-Ready, Lexia, IXL, etc.

School Context and Organization

- Blanton has a large number of teacher leaders on campus.
- Administrators communicate via newsletters with both staff and the community.
- Staff development is organized and meets the needs of the staff.

Staff Quality, Recruitment, and Organization

- Blanton Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority. Blanton had very little turnover the past 2 years.
- The use of mentors (on campus and district), professional development, and teacher placement based on strengths assists in teacher retention rates at Blanton.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Use of district UBD and Birds Eye View documents to plan instruction and create consistency.
- Pre-assessments and formative assessments are used often to adapt curriculum and meet the needs of each child.
- Assessment for Learning strategies provide clear learning targets, student self-assessment and goal-setting.
- The use of Workshop model in all subjects allows for small group instruction/reteaching/enrichment, differentiated instruction, provides student choice, and collaboration.
- Intentional intervention time targets students academic needs.
- MTSS team meets to provide support to at-risk learners.

Technology

- Technology access is 1:1 for all students.
- Seesaw Ambassadors who are staff members provide Seesaw support to colleagues
- Higher engagement rate due to implementation of technology both at home as well as on campus.
- Students can be successful independently and demonstrate understanding and learning in a multitude of technology platforms.
- Promethean panels were installed in every classroom with staff support from the district.

School Context and Organization

- Collaborative decision making among staff.
- Staff is student focused on the whole child: socially, emotionally, and academically. Looking in to more SEL training and intervention for the 23-24 school year.
- Professional development opportunities are planned, meaningful, and able to be implemented smoothly.
- DISD Curriculum support for staff including mentoring new teachers, lab-based professional development, and feedback.
- Administrators have an open door policy for staff and all stakeholders.
- Regular communication between home and school has built positive and collaborative relationships.
- Campus Leadership team meets regularly to discuss strengths and needs.

Staff Quality, Recruitment, and Retention

- Consistent use of an interview team to evaluate and hire quality staff members.
- Support for new staff from teams, curriculum department, and administrators.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: This year we have had increased behavior issues and office referrals than previous years. **Root Cause:** The lack of socialization and inconsistency and lack of structure at home during the Covid years has contributed to the negative student behaviors.

Perceptions

Perceptions Summary

Family and Community Involvement

- Parents are actively involved in many ways at Blanton Elementary which provides tremendous support for students and staff.
- Parent volunteers support teachers through tasks such as making copies, die cuts, and making class books. etc. on Fridays.
- The Watch DOG program has resumed to help mentor and foster relationships with our students.
- During the enrollment process, background checks for volunteers are clearly communicated and accessible so that parents will be able to be more involved.
- Communication has improved between home and school and the campus believes this is a priority to continue.
- Several businesses from the community show their support by donating items for our teachers. In turn the staff tries to highlight those businesses on social media to thank them for the appreciation they bestowed on the teachers.
- Career day would not be a success without the engagement of businesses to share in their experiences and career pathways.

School Culture and Climate

- Trust has been established between leadership and staff through PLCs, CLT, and staff meetings.
- Administrators publish a weekly parent newsletter highlighting campus events, student accomplishments, and various articles from staff members.
- Classroom teachers publish a consistent newsletter specific to their grade level.
- Social media, websites, and Seesaw are also utilized to keep the community informed of campus events and highlights.
- Teachers conduct conferences in person and virtually to meet the needs of the parents.
- Campus support is provided for students through the campus counselor and nurse. The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling.
- The counselor and nurse also provide access to resources for families with physical needs, such as glasses, immunizations, mental health needs such as counseling, parenting resources and health needs.
- Based on need, Blanton provides snacks (nutritional needs) and other resources to help families.
- The PAALs program are peer mentors from Guyer and are a valuable resource when it comes to meeting the social and emotional needs of some of the students.
- Administration will continue to meet with staff to establish their goals and the processes to meet them professionally and personally. The new staff will have a mentor teacher that they will also be partnered with to support them during the year.

Perceptions Strengths

Family and Community Involvement

- Blanton staff and parents value the partnership that has been established between home and school.
- Communication is consistent with student success as the goal.
- Parents are eager to volunteer and support the staff in multiple ways.

School Culture and Climate

- Students and staff are recognized through various programs (Happy Camper ticket, Staff Self-Care activities, Staff Shout Outs, PTA recognition, staff games, and competitions) which leads to feelings of well-being and pride in school/job on the part of both staff and students.
- Enthusiasm among staff and students continues.
- Staff is involved with campus decisions leading to ownership of the mission and vision of the school. For example, teachers were surveyed about the qualities needed in a good administrator.
- Relationships are built by staff with students
- Staff feels they are a family and support one another professionally and personally.
- Staff trusts the administration to make good decisions.
- The Social Committee plays a key role in building relationships and enriching the community through celebrations, special events, and regular communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We currently utilize a district staff engagement survey, but find the questions and answers do not necessarily give specific insight to our staff's strengths and needs. We would like to have a better tool for measuring student engagement, beyond attendance. **Root Cause:** The root cause for staff is that we do not have control over the type of engagement tool utilized by the district universally. For students, we do not feel that attendance is a complete indicator of engagement for all students.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- Accountability Distinction Designations
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2024, Blanton Elementary School will focus on ensuring all students will be on level in reading with a minimum on level of:

Kindergarten - 90%

1st Grade - 85%

2nd Grade - 85%

3rd Grade - 90%

4th Grade - 90%

5th Grade - 95%

HB3 Guiding Outcome

Evaluation Data Sources: Individual Reading Inventory - IRI
Developmental Reading Assessment - DRA
TXKEA
I-Ready Assessments
Unit of Study Reading Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in Grades K-5 will provide leveled-text daily guided reading instruction for all below level readers.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist, ESL Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading at the end of year.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional Supplemental Substitutes - LEF Grant Funds - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will utilize the Reading Recovery teacher and Reading Interventionist to support growth in reading.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading for the end of year or attain a year's growth in reading.</p> <p>Staff Responsible for Monitoring: CLT representatives, Reading Recovery Specialist, Reading Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading Recovery Specialist and 1/2 Time Reading Interventionist - State Compensatory Education (SCE) - \$90,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide continued professional development that supports best practice instructional strategies for reading, to include identifying essential standards and supporting new staff.</p> <p>Strategy's Expected Result/Impact: By May 2024, all students will achieve at least a year's worth of growth in reading based on DRA,</p>	Formative		
	Dec	Mar	May

IRI, Report Card Assessments, and observation reports.

Staff Responsible for Monitoring: Teachers, Administrators, Campus Leadership Team

TEA Priorities:

Build a foundation of reading and math



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 2: By May 2024, Blanton Elementary School will focus on ensuring all students will be on level in math.





HB3 Guiding Outcome

Evaluation Data Sources: I-Ready Benchmark

Primary Numeracy

Campus Developed Common Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives, Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional Supplemental Substitutes - LEF Grant Funds - \$2,000</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers in Grades K-5 will provide daily intervention in essential math standards for students performing below level.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will utilize the Math Interventionist to support growth in math.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: Math Interventionist, CLT representatives</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 1/2 Time Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 3: By May 2024, Blanton Elementary School will focus on ensuring all students will be on level in writing with a minimum of 90% of students achieving on level at EOY.

HB3 Guiding Outcome

Evaluation Data Sources: District Writing rubrics
On Demand Writing Assessments at BOY, MOY, and EOY

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, specialists, and administrators will utilize PLT meetings and campus professional development days to review student data in relation to identified essential learnings, collaborate on assessments, analyze data, small group planning for at-risk students, enrichment for above level students, and instructional planning.</p> <p>Strategy's Expected Result/Impact: Students will be on-level for writing by the end of the year.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, CLT representatives, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Additional Supplemental Substitutes - LEF Grant Funds - 2,000</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2024, Blanton Elementary will effectively implement social-emotional strategies which support a healthy climate and culture that results in positive change and to ensure students succeed across various settings.

Evaluation Data Sources: Teacher Input, Formative Feedback, Parent Responses, Gallup Q12

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff Appreciation events throughout the year, Staff Shout Outs, PTA Appreciation events, Self-Care activities, Staff Celebrations Strategy's Expected Result/Impact: Maintain and/or increase engagement Staff Responsible for Monitoring: Administrators, Campus Social Committee, and Counselor	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Blanton students will be provided with monthly guidance lessons on the Essential 8. Strategy's Expected Result/Impact: Student increase their understanding of the Essential 8 and how it impacts their interactions with others. Staff Responsible for Monitoring: Counselor	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Students' increase engagement in school and grow socially-emotionally. Strategy's Expected Result/Impact: Increase students' sense of belonging through lunch-bunch, KORT, News media, PALs, Peer Welcoming Committee, Student Council, etc. Staff Responsible for Monitoring: Counselor, Teachers	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Blanton Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for Blanton Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Christopher Ryal	Reading and Math Interventionist	1
Michelle Elizalde	Reading Recovery	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Landon Turrubiarte	Principal
Administrator	Mandy Nabors	Assistant Principal
Classroom Teacher	Melissa McDonald	Teacher
Classroom Teacher	Melissa Argo	Teacher
Classroom Teacher	Becky Jones	Teacher
Classroom Teacher	Melissa Hooton	Teacher
Classroom Teacher	Kari Hawkins	Teacher
Classroom Teacher	Marissa Russell	Teacher
Non-classroom Professional	Stacey Gow	Counselor
Non-classroom Professional	Chris Ryal	Interventionist
Paraprofessional	Sara Bell	Secretary
District-level Professional	Jennifer Hood	Elementary Math Coordinator
Parent	Ed Nejeschalaba	Parent
Community Representative	Katie Messerle	Community Member
Business Representative	Tanya Auerbach	Business
Classroom Teacher	Kathryn Jones	Teacher
Classroom Teacher	Ariana Ayala	Classroom Teacher

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Reading Recovery Specialist and 1/2 Time Reading Interventionist		\$90,000.00
1	2	3	1/2 Time Math Interventionist		\$30,000.00
Sub-Total					\$120,000.00
LEF Grant Funds					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Additional Supplemental Substitutes		\$2,000.00
1	2	1	Additional Supplemental Substitutes		\$2,000.00
1	3	1	Additional Supplemental Substitutes	2,000	\$0.00
Sub-Total					\$4,000.00

Addendums

Denton Independent School District
Hawk Elementary
2023-2024 Improvement Plan



Mission Statement

To create successful learners

Vision

We believe to accomplish our mission as a staff we will become a school that:

Works collaboratively to ensure the emotional, social, and academic success of our children

Collaborates and aligns our curriculum in vertical and grade level teams

Celebrates the successes of our students and teachers

Commits to reflect and adapt our instructional practices based on our continued learning and professional conversations

Is innovative and uses technology to prepare our children for the world in which they live

Has fun!

Value Statement

In order to achieve our vision we have made the following commitments:

We will compassionately support our children, staff, and school.

We will provide a school environment that promotes learning, social responsibility, and critical thinking.

We will model, mentor, teach, and support one another in our professional development with a positive attitude.

We will maintain a compassionate and positive attitude.

We will engage in professional, open, and honest communication that is built on a foundation of trust.

We will implement interventions that will support student success.

We will continually seek to grow and develop as professionals.

We will model risk-taking to promote a growth mindset.

Hawk Values:

Courageous

Collaborative

Connected

Compassionate

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Established ~ 2005

Mascot ~ Mavericks

Colors ~ Blue and Light Blue

Values ~ Courageous, Collaborative, Connected, Compassionate

The overall campus demographics are:

- Current enrollment of 652 - up a little from the last 3 years.
- Average daily attendance is 95.6%
- Balanced ratio of females/males (48.45%/51.54%).
- The population consists of the following ethnicities: white 58%, Hispanic 21.9%, African American 6.13%, Asian 8.44%, Hawaiian/Pacific Islander 0.3%, and two or more 5.06%. The school has a gifted and talented program that is 8.68%.
- The Economically Disadvantaged percentage has steadily increased over the last 3 years.
- The campus is currently at 21.01% economically disadvantaged.
- The campus has both inclusion and self-contained special education classrooms.
- The campus has identified 16.13% of students with special education services.
- The at-risk population is at 22.08%. This is up from 15.69% last year.
- The campus has implemented 2 intervention times to address closing educational gaps.
- The campus needs to continue to hire diverse staff members to better reflect the school community.
- The Hawk interview committee needs to continue to seek highly qualified diverse staff members.
- New staff members feel the mentor program could be more intentional, especially the TAC grading/behavioral comments, intervention time/huddle schedule, and the process/options for classroom behavior redirection when it requires intervention beyond the classroom.
- Current staff members would value additional feedback on professional next steps
- K-2nd teachers would like to benefit from an on-campus literacy interventionist
- Need follow-up for professional development

Demographics Strengths

- Mildred M. Hawk Elementary's enrollment has increased this year by about 20 students.

- Instructional interventions are able to be built upon due to the stability of the community.
- The economically disadvantaged rate has increased over the last 4 years. This increase has led to additional intentional interventions for those students who are at risk.
- The Hawk staff feels that there is a support system when transitioning to a new role or being a new staff member on campus.
- New staff feels supported, valued, and appreciated by the administration, support staff, and their teammates.
- Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)
- The district curriculum coordinators continue to provide instructional support and resources to strengthen campus growth.
- We utilize our local colleges to place student teachers on our campuses in an effort to “grow our own”.
- The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Staff feels supported in taking instructional risks that benefit student growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus needs a systematic method to provide learning opportunities about the diversity within the campus and community. **Root Cause:** Lack of understanding of the various cultures of our community

Problem Statement 2: Professional development is difficult to implement. **Root Cause:** We need more follow up pieces after professional development.

Student Learning

Student Learning Summary

- Hawk staff sees the need to continue supporting students to be at grade level or higher by the end of 5th grade.
- At-risk students are provided interventions within the classroom as well as with campus interventionists.
- Grade-level teams are using the essential standards to guide instruction in interventions.
- Grade levels are creating common formative assessments to monitor the progress of the identified essential standards.
- Guided reading, small group work, and individual conferring have helped students to make academic gains. These practices continue to support students to attain grade level or higher.
- Hawk does not have a math interventionist for the primary grades, primary teachers work within their PLC to provide supportive interventions for math.
- The master schedule grades 3-5 have a designated time, both in the morning and in the afternoon, to provide targeted intervention and enrichment for students.
- Teachers, interventionists, and other needed tutors provide targeted instruction to address HB4545.
- Classrooms have larger numbers of students with specialized needs and different learning abilities.

Student Learning Strengths

- Collaborating and sharing students to support intervention needs.
- Impact of Interventionists and Specialists.
- Consistent use of assessment tools to determine conferencing, small group lessons, and whole group lessons.
- Continuous intentional discussions to determine the next steps for students.
- Collaborative goal setting with students in grade levels.
- Continuous professional development.
- Consistent Assessment for Learning practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Current behavior issues are affecting the learning outcomes for all students. 60% of teachers believe that student behavior has the biggest impact on learning,

and 88% of teachers have seen an increase in student behavior that affects the entire environment. **Root Cause:** Need for common expectations and more frequent check ins in the classroom.

Problem Statement 2: We have an increased number of students needing intervention and not enough people to intervene. **Root Cause:** We need to dip back into PLC practices as a campus to move all toward use of common assessment data, following to intervention, and getting a systematic cycle in PLCs stronger across grade levels.

School Processes & Programs

School Processes & Programs Summary

- Hawk Elementary utilizes Interview Teams to recruit and select high-quality educators.
- Retaining highly qualified teachers is a priority.
- The use of mentors, professional development, and teacher placement based on strengths assist in teacher retention rates at Hawk.
- The master schedule is developed with input from staff members, CLT, and the Team Leaders. It includes deliberate planning for interventions and consideration of special programming to maximize learning time.
- Professional Learning Teams meet horizontally to consistently calibrate and review data to ensure the curriculum is aligned and equitable for all students.
- Interventions are intentional with progress monitoring and goal setting. Staff is committed to assessment for learning strategies to ensure student success.
- Hawk has a Pre-K academy to support Pre-K students as they transition into Kindergarten.
- Students are 1-1 with Chromebooks to support learning. Along with district technology support for classroom Promethean panels, Hawk staff consistently utilize the panels to engage all learners.
- Our Counselor designs grade-level lessons to teach coping skills for various emotions, challenges, and social interactions. These class lessons provide students with the opportunity to learn how to respectfully interact with each other.
- The district engagement coach provides resources and activities that promote student regulation.

School Processes & Programs Strengths

The programs and processes at Hawk Elementary have yielded many strengths. Processes and programs are evaluated continually by staff, administration, and the campus leadership team.

- Use of UBD and Birds Eye View to plan instruction and create consistency
- Pre-assessments and common formative assessments are used to monitor essentials and adapt curriculum to meet students' needs.
- Workshop model allows for differentiated instruction, provides choice, collaboration opportunities, and small group instruction/reteach/enrichment
- Intentional intervention time to target students' academic needs
- Daily intervention time in grades K-2nd and two intervention times in 3rd-5th.
- Tutorials as needed

- Collaborative campus culture
- Open door policy of the administration with all stakeholders
- Collaborative decision making with leadership teams and staff
- Student focused staff. Staff focus on the whole child: their well-being and academic growth
- Staff feels that there is a support system when transitioning to a new role or being a new staff member on campus. New staff feels supported, valued, and appreciated by administration, support staff, and their teammates.
- Staff feels that systems are in place to help with continuous improvement (meaningful PD opportunities, T-TESS goals)
- The district sends reps to job fairs around Texas to help recruit newly qualified staff members. We utilize our local colleges to place student teachers on our campuses in an effort to "grow our own". The campus consistently utilizes an interview committee to evaluate and hire quality staff members.
- Promethean Panel use in every classroom
- Access to Chromebooks and innovative apps
- Students are able to independently use and apply technology skills- at home and on campus
- Higher rate of engagement due to implementation of technology(online curriculum specifically)- seen both on campus as well as at home
- Students are able to demonstrate understanding and learning in a multitude of technology platforms.
- Interventions are intentional with progress monitoring and goal setting.

Perceptions

Perceptions Summary

- Parents are actively involved in many ways at Hawk Elementary which provides tremendous support for students and staff.
- Parent volunteers support teachers through tasks such as making copies, die cuts, organizing class parties, filling Friday folders, etc.
- Hawk will continue the partnership with Guyer for the P.A.L.S. program.
- Our goal is that during the enrollment process, background checks for volunteers will be clearly communicated and accessible so that parents will be able to be more involved.
- Communication has improved between home and school. Administrators publish a bi-weekly parent newsletter highlighting campus events, student accomplishments, counselor connection, and other announcements from staff members and PTA. Continue to work in this area.
- Classroom teachers publish a consistent newsletter specific for their grade level.
- Social media and websites are also utilized to keep the community informed of campus events and highlights.
- Teachers can conduct conferences in person and virtually to meet the needs of the parents.
- Campus support is also provided for students through the campus counselor, nurse, and SEL liason.
- The counselor regularly engages students in guidance lessons, as well as provides individual and group counseling.
- Hawk provides weekly snack packs (nutritional needs) and other resources to help families.
- The counselor and nurse also provide resources to families to help with physical needs, such as glasses, immunizations, counseling, and health needs.

Perceptions Strengths

- Parents and Grandparents can volunteer with the school's PTA organization.
- The PTA holds monthly meetings to share information for upcoming events and volunteer opportunities.
- The Principal attends each meeting to provide updates on academic and student support activities within the school.
- If a student has a 504 or IEP, yearly meetings are held with the student's teachers, parents and the Vice Principal. They create a plan of support for the student that will be used throughout the year.
- Every fall, a parent teacher conference is held between the student's teacher and their parents. This gives the parents an opportunity to discuss the student's progress and bring up any concerns the parents may have. Finally, any time during the year a parent can request a meeting with their student's teacher if an issue or concern has come up that needs more than an email to discuss and resolve.

- Denton ISD has a Social Services Office that provides support to families by offering various services focused on a specific need.
- Hawk Elementary offers multiple programs to support the various needs of their students. These services include Reading and/or Math Support, Dyslexia, Speech and Special Education.
- Denton ISD offers an Adopt a School program that allows businesses within the community to provide support to the school and its students. This support can be provided in various ways from providing needed school supplies for students to hosting a spirit night at a local restaurant.
- Hawk Elementary partners with local businesses in Corinth and Denton
- Staff feels very supported by administration and team members.
- PTA goes above and beyond to support staff with our lounge, mid-week munchies, and more.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Access to information for non-English speaking families? **Root Cause:** Increase in emergent bilingual students who are not necessarily Spanish speaking.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 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
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Working as a Professional Learning Community, staff at Hawk Elementary will ensure an increase in the number of students reading on grade level in each grade by May of 2024. This will be evidenced by:

DRA: Kindergarten (80% on level), 1st Grade (80% on level), 2nd Grade (82% on level)

IRI: 3rd Grade (66% on level), 4th Grade (79% on level), 5th Grade (63% on level)

Evaluation Data Sources: DRA, IRI, Running Records, Reading Correlation Chart

2022-2023 Reading Data (% students reading on grade level):

Kinder: 74% (current 1st graders)

1st Grade: 77% (current 2nd graders)





2nd Grade: 56% (current 3rd graders)

3rd Grade: 69% (current 4th graders)

4th Grade: 53% (current 5th graders)

5th Grade: 49%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, specialists, and administration will engage in regular PLC work* that focuses on a backwards design model, analysis of student data and work samples, and determining next steps for instruction and intervention on essential standards. Students will demonstrate academic growth as a result of this work as evidenced by common formative assessments to their post assessments.</p> <p>*1. What do we want students to know and be able to do? 2. How will we know they have learned it at high levels? 3. How will we respond if they don't learn it? 4. How will we respond if they already know it?</p> <p>Evidence of Implementation: PLC Agendas, grade level scorecards/progress monitoring sheets, content roadmaps, intervention plans of action</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year and/or have a year's growth in reading +. Grade level scorecards will be analyzed for growth over time. Increase in student achievement.</p> <p>Staff Responsible for Monitoring: PLC teams, classroom teachers, CLT representatives, reading specialist, reading recovery specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All K-2 teachers will provide systematic guided reading/intervention to ensure students have mastery of phonological awareness, phonics, and comprehension skills across fiction and non-fiction text.</p> <p>Strategy's Expected Result/Impact: An increase in students performing on level in reading by May 2024 (if not on level yet, an increase in a year + in reading level to begin closing the gaps).</p> <p>Staff Responsible for Monitoring: Kinder, 1st, 2nd, Special Education, Reading Recovery teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All 3rd-5th teachers will provide systematic small groups, conferring opportunities, and guided reading/intervention to ensure students have mastery of phonics, and comprehension skills across the text bands in fiction and non-fiction.</p> <p>Strategy's Expected Result/Impact: Students can read accurately, fluently with comprehension.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, special education specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 100% of eligible HB1416 students will be served by May 2024 to support closing gaps.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, LLI , iReady, STAAR, common assessments and report card assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, special education staff, administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutor - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Hawk staff will implement with fidelity a progress monitoring system that collects multiple sources of data aligned with reading essentials, is reviewed systematically in PLC and MTSS meetings, and drives classroom instruction and intervention instruction. 100% of the essential standards will include common formative assessments in addition to post assessments as evidenced by the grade level scorecards, content roadmaps, and PLC documents.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in reading +.</p> <p>Staff Responsible for Monitoring: PLC teams, classroom teachers, CLT representatives, reading specialist, reading recovery specialist, and EL specialist.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





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- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: By May, 2024 Hawk Elementary School will ensure growth in Reading for every Pre-K student. 95% of 4 year-olds will be "Kindergarten Ready" as evidenced by CLI Engage progress monitoring tool.

Evaluation Data Sources: CLI Engage data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide daily shared reading with students in whole group or small group situations.</p> <p>Strategy's Expected Result/Impact: Students will understand concepts about print, letter recognition, and letter sounds.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 1: Teaching & Learning





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Performance Objective 3: Working as a Professional Learning Community, staff at Hawk Elementary will ensure 90% of students meet their growth goal in iReady math by May of 2024. Teachers will utilize small group instruction and intervention tools such as iReady intervention, Primary Numeracy intervention, Math STEMscopes, and Math Fluency Kits to help students make growth.

Evaluation Data Sources: Primary Numeracy assessments
 iReady Math assessments and lesson completion
 District Report Card Assessments
 Campus Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers, specialists, and administration will engage in regular PLC work* that focuses on a backwards design model, analysis of student data and work samples, and determining next steps for instruction and intervention on essential standards. Students will demonstrate academic growth as a result of this work as evidenced by common formative assessments to their post assessments.</p> <p>*1. What do we want students to know and be able to do? 2. How will we know they have learned it at high levels? 3. How will we respond if they don't learn it? 4. How will we respond if they already know it?</p> <p>Evidence of Implementation: PLC Agendas, grade level scorecards/progress monitoring sheets, content roadmaps, intervention plans of action</p> <p>Strategy's Expected Result/Impact: Grade level scorecards will be analyzed for growth over time. Increase in student achievement in math K-5.</p> <p>Staff Responsible for Monitoring: PLC teams, classroom teachers, CLT representatives, math specialist, and EL specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will provide targeted intervention based on iReady math components, Primary Numeracy components, formative, and common assessments.</p> <p>Strategy's Expected Result/Impact: Students will meet their growth goal (at least one year's growth in math) as evidenced by iReady diagnostics.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers in Grades K-5 will provide daily intervention in essential math standards for below level learners.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level in math for the end of the year or attain a year's growth.</p> <p>Staff Responsible for Monitoring: PLC teams, classroom teachers, Math Interventionist, CLT representatives</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 100% of eligible HB1416 students will be served by May 2024.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for reading in grades 4 & 5 and have increased student performance in math according to DMTSS monitoring, Math STEMScopes, iReady Math, STAAR, common assessments and report card assessments.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, special education staff, administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutor - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Hawk staff will implement with fidelity a progress monitoring system that collects multiple sources of data aligned with reading essentials, is reviewed systematically in PLC and MTSS meetings, and drives classroom instruction and intervention instruction. 100% of the essential standards will include common formative assessments in addition to post assessments as evidenced by the grade level scorecards, content roadmaps, and PLC documents.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level by end of the year or have a year's growth in math.</p> <p>Staff Responsible for Monitoring: PLC teams, classroom teachers, CLT representatives, reading specialist, reading recovery specialist, and EL specialist.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 4: By May, 2024 Hawk Elementary School will focus on ensuring growth in Math for every Pre-K student. 100% of 4 year-olds will be able to consistently rote count to 30, count to 10 with one to one correspondence, and master number identification to 10.

Evaluation Data Sources: Quarterly assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide daily counting instruction using multiple strategies (examples: number mats, tens frames, math games). Strategy's Expected Result/Impact: Students will be able to rote count to 30. Students will be able to count to 10 using one to one correspondence (counting objects). Staff Responsible for Monitoring: Classroom Teachers</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: By May of 2024, Hawk Elementary will promote a healthy climate and culture and effectively implement strategies which support the well being of students that results in positive change and student success.

Evaluation Data Sources: Teacher input, formative feedback, parent responses.
 Staff Engagement Survey (focus on teacher voice, ownership, and professional development follow-up and follow through).
 Campus PLC Evaluation Tracking Chart.
 Family Engagement Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain and/or increase staff engagement by focusing on a positive climate: Staff appreciation monthly events, Monthly Madness, PTA Mid-Week munchies, Staff celebration meetings, staff appreciation days by office team, setting intentional time to build relationships across grade levels/programs.</p> <p>Strategy's Expected Result/Impact: Maintain and/or increase staff engagement</p> <p>Staff Responsible for Monitoring: All staff Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Maintain and/or increase staff engagement by focusing on a positive culture: Continue to grow a community of learners (PLC progress, Guiding Coalition work, Campus Leadership Team passion project work, teacher mentoring/classroom visits, vertical team collaboration).</p> <p>Strategy's Expected Result/Impact: Maintain and/or increase staff engagement (specifically targeting areas such as: I know what is expected of me at work, teacher voice, professional development, ownership in the work, and professional development follow-up and follow through).</p> <p>Staff Responsible for Monitoring: All Staff Administrators Leadership committees</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

State Compensatory

Budget for Hawk Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 100

Brief Description of SCE Services and/or Programs

--

Personnel for Hawk Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Hope Creech	Reading Interventionist	NaN
Renee Grems	Math Interventionist	NaN

Plan Notes

February 13, 2023

Engagment Survey- Priority

- Connection
- Recognition

Highest Items:

- Know what is expected
- Opportunity to do best

Verbatims:

- Supported
- Open Door-Good communication
- Focus on staff who aren't as vocal
- Leadership opportunities

CNA Planning 2023-2024: Assignment

- Demographics
- Student Learning
- School Processes & Programs
- Perceptions

Guiding Coalition-

- Training on February 23rd- Marti and Tracy attending with Admin
- Decision making- Goal setting
- Do we combine CLT and Team Leaders?
- How would we or do we restructure Team Leaders?

March CLT:

- Review progress towards goals

- Identify questions for gathering data for Needs Assessment

March 7, 2023

Guiding Coalition

- How to structure
- Areas of Focus- DMTSS, Instructional, Data Analysis, Campus Culture
- Choice- per assignment
- Goals for areas of focus
- Equitable voice and representation
- Application process- google doc: drop down, why you, areas of strength
- Schedule for meetings
- Stipend/Time for time
- Commitment of staff- what will it look like: term limits, stays/goes?
- Enter feedback by April 14th

Areas of Focus

Instructional: PD-how to deliver, Vertical Teams- Quarterly?

Data Analysis: Involve district coaches/coordinators

Campus Culture: Ideas for growth

DMTSS: Possibly rename and combine with SOC

CNA 2023-2024

Assignments:

Demographics- Crystal & Ginny

Student Learning- Kate & Cheryl

School Processes & Programs- Celina, Danielle, & Stephanie

Perceptions- Laurie, Tracy, & Joey

Campus Leadership Team

Committee Role	Name	Position
Administrator	Lauren Shapiro	Principal
Classroom Teacher	Ginny Lent	1st Grade Teacher
Classroom Teacher	Tracy Prickett	3rd Grade Teacher
Administrator	Marti Blair	Assistant Principal
Non-classroom Professional	Joey McGee	Counselor
District-level Professional	Katie Payne	District ELAR Coordinator
Paraprofessional	Leann Kanatzar	Receptionist
Classroom Teacher	Jessica Gloria	4th Grade Teacher
Classroom Teacher	Kristen Stagliano	2nd Grade Teacher
Community Representative	Sally Turley	Community Representative
Classroom Teacher	Lauren Modica	5th Grade
Parent	Katie Beth Bruxvoort	Parent
Classroom Teacher	Lisa Huggins	PK Teacher
Classroom Teacher	Celina Willis	Kindergarten Teacher
Classroom Teacher	Stephanie Ndolo	Art Teacher

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Tutor		\$2,500.00
1	3	4	Tutor		\$2,500.00
Sub-Total					\$5,000.00

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading

All Students

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet		Approaches		Meets		Masters		1		2		3	
Number	Percent				#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	113	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	113	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
Male			55	1500	9	16	46	84	34	62	22	40	4.5	91	11.2	74	9.1	65
Female			58	1545	3	5	55	95	43	74	28	48	4.6	92	12.4	83	10.1	72
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			17	1501	1	6	16	94	10	59	4	24	4.5	91	11.5	77	9.5	68
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			7	1524	0	0	7	100	4	57	3	43	4.7	94	12.1	81	9.3	66
Black or African American			5	1476	1	20	4	80	3	60	1	20	4.6	92	11.0	73	7.8	56
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			83	1530	10	12	73	88	59	71	41	49	4.6	92	11.9	79	9.8	70
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		21	1503	2	10	19	90	14	67	6	29	4.6	91	11.8	79	9.1	65
	No		92	1528	10	11	82	89	63	68	44	48	4.6	92	11.8	79	9.8	70
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
Identified as Emergent Bilingual/English Learner			6	1503	1	17	5	83	3	50	3	50	4.0	80	11.3	76	9.0	64
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			107	1524	11	10	96	90	74	69	47	44	4.6	92	11.8	79	9.7	69
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		113	1523	12	11	101	89	77	68	50	44	4.6	92	11.8	79	9.7	69
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		6	1503	1	17	5	83	3	50	3	50	4.0	80	11.3	76	9.0	64
	Nonparticipants		107	1524	11	10	96	90	74	69	47	44	4.6	92	11.8	79	9.7	69
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		17	1422	5	29	12	71	7	41	3	18	3.9	79	10.1	67	7.5	53
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		96	1541	7	7	89	93	70	73	47	49	4.7	94	12.1	81	10.0	72
Gifted/Talented	Participants		13	1693	0	0	13	100	13	100	11	85	4.8	97	14.5	96	12.4	88
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		100	1501	12	12	88	88	64	64	39	39	4.6	91	11.5	76	9.3	66
At-Risk	Yes		19	1456	5	26	14	74	8	42	7	37	4.1	81	10.3	69	7.9	57
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		94	1537	7	7	87	93	69	73	43	46	4.7	94	12.1	81	10.0	71



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

All Students

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					Did Not Meet		Approaches		Meets		Masters		1		2		3		4	
Number	Percent		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	113	100																		
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	113	100																		
Legend			--- = No Data Reported For Fewer Than Five Students																	
All Students	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64		
Male	55	1486	11	20	44	80	28	51	12	22	6.5	81	8.8	68	3.9	56	2.6	66		
Female	58	1488	8	14	50	86	29	50	17	29	6.6	83	8.9	69	4.1	58	2.5	63		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	17	1428	6	35	11	65	5	29	3	18	6.1	76	7.6	58	3.4	49	2.4	60		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	7	1603	0	0	7	100	5	71	4	57	7.1	89	10.7	82	5.0	71	3.1	79		
Black or African American	5	1437	1	20	4	80	2	40	2	40	5.0	63	8.6	66	4.0	57	2.0	50		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	83	1492	12	14	71	86	44	53	20	24	6.7	83	9.0	69	4.0	58	2.6	64		
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	21	1435	7	33	14	67	8	38	3	14	5.9	73	7.5	58	3.7	53	2.4	61	
	No	92	1499	12	13	80	87	49	53	26	28	6.7	84	9.2	70	4.1	58	2.6	65	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64	
Identified as Emergent Bilingual/English Learner	6	1467	2	33	4	67	2	33	2	33	5.8	73	7.5	58	4.2	60	2.5	63		
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual/Non-English Learner	107	1488	17	16	90	84	55	51	27	25	6.6	82	8.9	69	4.0	57	2.6	64		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	113	1487	19	17	94	83	57	50	29	26	6.5	82	8.9	68	4.0	57	2.6	64	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants	6	1467	2	33	4	67	2	33	2	33	5.8	73	7.5	58	4.2	60	2.5	63	
	Nonparticipants	107	1488	17	16	90	84	55	51	27	25	6.6	82	8.9	69	4.0	57	2.6	64	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes	17	1373	8	47	9	53	4	24	1	6	5.2	65	6.2	48	2.9	42	2.4	59	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	96	1507	11	11	85	89	53	55	28	29	6.8	85	9.3	72	4.2	60	2.6	65	
Gifted/Talented	Participants	13	1722	0	0	13	100	13	100	13	100	7.9	99	12.2	94	6.2	88	3.2	79	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	100	1457	19	19	81	81	44	44	16	16	6.4	80	8.4	65	3.7	53	2.5	62	
At-Risk	Yes	19	1434	6	32	13	68	7	37	4	21	5.8	72	7.9	61	3.5	50	2.3	57	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	94	1498	13	14	81	86	50	53	25	27	6.7	84	9.1	70	4.1	59	2.6	66	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading

All Students

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					Did Not Meet		Approaches		Meets		Masters		1		2		3	
Number	Percent				#	%	#	%	#	%	#	%	#	%	#	%		
Students Tested	86	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	86	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
Male			42	1632	4	10	38	90	35	83	20	48	7.1	88	12.7	85	9.5	73
Female			44	1652	0	0	44	100	40	91	24	55	7.4	92	13.2	88	10.1	78
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			22	1597	4	18	18	82	15	68	9	41	6.9	86	11.9	79	8.8	68
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			7	1724	0	0	7	100	7	100	6	86	7.1	89	14.4	96	11.4	88
Black or African American			9	1586	0	0	9	100	7	78	3	33	7.0	88	11.9	79	9.3	72
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			48	1661	0	0	48	100	46	96	26	54	7.4	93	13.5	90	10.1	78
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		14	1579	2	14	12	86	9	64	5	36	7.0	88	11.8	79	8.2	63
	No		72	1654	2	3	70	97	66	92	39	54	7.3	91	13.2	88	10.1	78
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
Identified as Emergent Bilingual/English Learner			5	1616	1	20	4	80	4	80	3	60	7.0	88	12.2	81	9.6	74
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			80	1641	3	4	77	96	70	88	40	50	7.3	91	13.0	87	9.8	75
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		86	1642	4	5	82	95	75	87	44	51	7.2	90	13.0	87	9.8	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		5	1616	1	20	4	80	4	80	3	60	7.0	88	12.2	81	9.6	74
	Nonparticipants		81	1643	3	4	78	96	71	88	41	51	7.2	91	13.0	87	9.8	75
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		14	1526	3	21	11	79	7	50	3	21	6.7	84	10.5	70	7.3	56
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		72	1664	1	1	71	99	68	94	41	57	7.3	92	13.5	90	10.3	79
Gifted/Talented	Participants		14	1721	0	0	14	100	14	100	12	86	7.5	94	14.3	95	11.1	86
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		72	1626	4	6	68	94	61	85	32	44	7.2	90	12.7	85	9.5	73
At-Risk	Yes		12	1546	4	33	8	67	8	67	4	33	6.5	81	10.8	72	8.0	62
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		74	1657	0	0	74	100	67	91	40	54	7.4	92	13.4	89	10.1	78



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

All Students

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
													1		2		3		4		
Number	Percent											Numerical Representations and Relationship		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
Students Tested	86	100																			
Students Not Tested																					
Absent	0	0																			
Other	0	0																			
Total Documents Submitted	86	100																			
Legend													Number of Items Tested								
--- = No Data Reported For Fewer Than Five Students													9		11		10		4		
												Avg. # of Items / % Correct									
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students			86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72	
Male			42	1671	0	0	42	100	34	81	23	55	7.6	85	8.4	76	8.1	81	2.9	73	
Female			44	1670	3	7	41	93	38	86	22	50	7.4	83	8.4	76	8.0	80	2.8	71	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			22	1650	2	9	20	91	18	82	11	50	7.1	79	8.3	76	7.9	79	2.9	72	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			7	1838	0	0	7	100	7	100	7	100	8.6	95	9.9	90	9.6	96	3.4	86	
Black or African American			9	1583	1	11	8	89	6	67	2	22	6.8	75	7.4	68	7.0	70	2.0	50	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			48	1673	0	0	48	100	41	85	25	52	7.7	86	8.4	77	8.1	81	3.0	74	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	14	1652	1	7	13	93	10	71	5	36	7.4	82	7.9	72	7.6	76	2.6	66
			No	72	1675	2	3	70	97	62	86	40	56	7.6	84	8.5	77	8.1	81	2.9	73
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72
Identified as Emergent Bilingual/English Learner			5	1711	0	0	5	100	5	100	3	60	7.6	84	9.4	85	8.4	84	3.0	75	
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner			80	1664	3	4	77	96	66	83	41	51	7.5	83	8.3	76	8.0	80	2.9	72	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	86	1671	3	3	83	97	72	84	45	52	7.5	84	8.4	76	8.0	80	2.9	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL			Participants	5	1711	0	0	5	100	5	100	3	60	7.6	84	9.4	85	8.4	84	3.0	75
			Nonparticipants	81	1668	3	4	78	96	67	83	42	52	7.5	84	8.3	76	8.0	80	2.9	72
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education			Yes	14	1552	2	14	12	86	6	43	1	7	6.2	69	6.9	62	6.5	65	2.3	57
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	72	1694	1	1	71	99	66	92	44	61	7.8	86	8.7	79	8.3	83	3.0	75
Gifted/Talented			Participants	14	1780	0	0	14	100	14	100	14	100	8.6	96	9.7	88	9.2	92	3.2	80
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	72	1650	3	4	69	96	58	81	31	43	7.3	81	8.2	74	7.8	78	2.8	70
At-Risk			Yes	12	1618	1	8	11	92	9	75	3	25	6.4	71	8.3	76	7.3	73	2.6	65
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	74	1679	2	3	72	97	63	85	42	57	7.7	86	8.4	77	8.1	81	2.9	73



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading

All Students

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category													
					1		2		3		4		5					
Number	Percent		#	%	Did Not Meet		Approaches		Meets		Masters		Understanding/Analysis Across Genres		Understanding/Analysis of Literary Texts		Understanding/Analysis of Informational Texts	
					#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	103	100																
Students Not Tested																		
Absent	0	0																
Other	0	0																
Total Documents Submitted	103	100																
Legend																		
--- = No Data Reported For Fewer Than Five Students																		
All Students			103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
Male			47	1655	5	11	42	89	34	72	20	43	6.4	80	12.6	78	11.5	82
Female			56	1675	2	4	54	96	43	77	29	52	6.5	81	13.3	83	11.6	83
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			18	1612	3	17	15	83	9	50	6	33	5.9	74	11.7	73	10.5	75
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			8	1683	0	0	8	100	6	75	4	50	6.5	81	13.0	81	12.0	86
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			73	1679	4	5	69	95	59	81	38	52	6.6	82	13.3	83	11.8	84
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		14	1600	2	14	12	86	8	57	6	43	6.2	78	12.1	75	10.3	73
	No		89	1676	5	6	84	94	69	78	43	48	6.5	81	13.1	82	11.8	84
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
Identified as Emergent Bilingual/English Learner			6	1657	0	0	6	100	4	67	4	67	7.0	88	12.8	80	11.3	81
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner			96	1664	7	7	89	93	72	75	44	46	6.4	80	13.0	81	11.6	83
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	1666	7	7	96	93	77	75	49	48	6.5	81	13.0	81	11.6	83
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		6	1657	0	0	6	100	4	67	4	67	7.0	88	12.8	80	11.3	81
	Nonparticipants		97	1666	7	7	90	93	73	75	45	46	6.4	80	13.0	81	11.6	83
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		15	1569	5	33	10	67	6	40	4	27	5.3	67	10.5	66	10.1	72
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		88	1682	2	2	86	98	71	81	45	51	6.6	83	13.4	84	11.8	84
Gifted/Talented	Participants		12	1814	0	0	12	100	12	100	10	83	7.6	95	14.8	92	12.9	92
	Nonparticipants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		91	1646	7	8	84	92	65	71	39	43	6.3	79	12.7	80	11.4	81
At-Risk	Yes		22	1589	4	18	18	82	13	59	8	36	6.1	76	11.4	71	10.5	75
	No		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		81	1686	3	4	78	96	64	79	41	51	6.6	82	13.4	84	11.9	85



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

All Students

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category								
													1		2		3		4		
Number	Percent											Numerical Representations and Relationship		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
Students Tested	103	100																			
Students Not Tested																					
Absent	0	0																			
Other	0	0																			
Total Documents Submitted	103	100																			
Legend													Number of Items Tested								
--- = No Data Reported For Fewer Than Five Students													6		17		9		4		
												Avg. # of Items / % Correct									
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
All Students			103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64	
Male			47	1722	3	6	44	94	32	68	22	47	4.9	82	13.1	77	6.9	77	2.7	67	
Female			56	1662	3	5	53	95	32	57	19	34	4.8	79	12.6	74	6.3	70	2.5	62	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			18	1614	2	11	16	89	9	50	2	11	4.4	74	11.6	68	5.7	63	2.2	54	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			8	1739	0	0	8	100	6	75	5	63	5.3	88	13.1	77	7.8	86	2.9	72	
Black or African American			4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			73	1706	4	5	69	95	47	64	34	47	4.9	82	13.2	77	6.7	74	2.6	65	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	14	1634	3	21	11	79	8	57	4	29	5.0	83	11.1	66	6.0	67	2.1	54
			No	89	1698	3	3	86	97	56	63	37	42	4.8	80	13.1	77	6.7	74	2.6	66
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			No Information Provided	103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64
Identified as Emergent Bilingual/English Learner			6	1701	1	17	5	83	5	83	3	50	5.7	94	12.5	74	7.3	81	2.3	58	
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year, reclassified from EB/EL			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual/Non-English Learner			96	1688	5	5	91	95	58	60	37	39	4.8	80	12.8	75	6.5	72	2.6	64	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
			Nonparticipants	103	1689	6	6	97	94	64	62	41	40	4.8	81	12.8	75	6.6	73	2.6	64
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	6	1701	1	17	5	83	5	83	3	50	5.7	94	12.5	74	7.3	81	2.3	58
			Nonparticipants	97	1689	5	5	92	95	59	61	38	39	4.8	80	12.8	75	6.5	72	2.6	64
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	15	1560	4	27	11	73	2	13	2	13	3.3	54	10.1	60	4.6	51	1.9	47
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	88	1711	2	2	86	98	62	70	39	44	5.1	85	13.3	78	6.9	77	2.7	67
Gifted/Talented			Participants	12	1851	0	0	12	100	12	100	10	83	5.5	92	15.5	91	8.0	89	3.3	81
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	91	1668	6	7	85	93	52	57	31	34	4.8	79	12.4	73	6.4	71	2.5	62
At-Risk			Yes	22	1615	5	23	17	77	10	45	5	23	4.6	77	10.9	64	5.6	62	2.0	49
			No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	81	1710	1	1	80	99	54	67	36	44	4.9	82	13.3	78	6.8	76	2.7	68



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

All Students

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category															
					1		2		3		4		6		8		10		12	
Number	Percent		#	%	Approaches		Meets		Masters		Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environment			
					#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Students Tested	103	100																		
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	103	100																		
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
All Students			103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76
Male	47	4092	9	19	38	81	28	60	15	32	4.6	76	6.0	75	7.1	71	9.5	79		
Female	56	3827	14	25	42	75	20	36	9	16	4.3	72	5.1	64	6.3	63	8.7	73		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino	18	3642	9	50	9	50	5	28	1	6	4.0	67	3.9	49	5.9	59	7.8	65		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian	8	4105	1	13	7	88	4	50	3	38	4.3	71	6.1	77	8.0	80	9.5	79		
Black or African American	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White	73	4021	12	16	61	84	39	53	20	27	4.6	77	5.9	73	6.8	68	9.4	78		
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	3748	6	43	8	57	3	21	2	14	4.5	75	4.6	57	5.9	59	7.9	65	
	No	89	3980	17	19	72	81	45	51	22	25	4.4	74	5.7	71	6.8	68	9.3	77	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76	
Identified as Emergent Bilingual/English Learner		6	3877	1	17	5	83	2	33	1	17	4.5	75	5.5	69	6.5	65	9.0	75	
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		96	3944	22	23	74	77	45	47	22	23	4.4	74	5.5	69	6.7	67	9.1	76	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants	103	3948	23	22	80	78	48	47	24	23	4.4	74	5.5	69	6.7	67	9.1	76	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants	6	3877	1	17	5	83	2	33	1	17	4.5	75	5.5	69	6.5	65	9.0	75	
	Nonparticipants	97	3952	22	23	75	77	46	47	23	24	4.4	74	5.5	69	6.7	67	9.1	76	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes	15	3429	11	73	4	27	2	13	1	7	3.7	61	3.9	48	4.5	45	6.1	51	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	88	4036	12	14	76	86	46	52	23	26	4.6	76	5.8	72	7.1	71	9.6	80	
Gifted/Talented	Participants	12	4329	0	0	12	100	10	83	7	58	4.8	81	6.8	85	8.2	82	10.9	91	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	91	3898	23	25	68	75	38	42	17	19	4.4	73	5.3	67	6.5	65	8.9	74	
At-Risk	Yes	22	3693	9	41	13	59	7	32	2	9	4.1	68	4.9	61	5.8	58	7.6	64	
	No	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided	81	4017	14	17	67	83	41	51	22	27	4.5	76	5.7	71	7.0	70	9.5	79	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Reading

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	113	101	89	---	---	---	---	---	---
Male	55	46	84	---	---	---	---	---	---
Female	58	55	95	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	17	16	94	---	---	---	---	---	---
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	5	4	80	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	83	73	88	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	21	19	90	---	---	---	---	---
	No	92	82	89	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	101	89	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	113	101	89	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	5	83	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	107	96	90	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	101	89	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	107	96	90	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	17	12	71	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	96	89	93	---	---	---	---	---
Gifted/Talented	Participants	13	13	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	100	88	88	---	---	---	---	---
At-Risk	Yes	19	14	74	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	94	87	93	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	113	94	83	---	---	---	---	---	---
Male	55	44	80	---	---	---	---	---	---
Female	58	50	86	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	17	11	65	---	---	---	---	---	---
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	5	4	80	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	83	71	86	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	21	14	67	---	---	---	---	---
	No	92	80	87	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	94	83	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	113	94	83	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		6	4	67	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		107	90	84	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	113	94	83	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	4	67	---	---	---	---	---
	Nonparticipants	107	90	84	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	17	9	53	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	96	85	89	---	---	---	---	---
Gifted/Talented	Participants	13	13	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	100	81	81	---	---	---	---	---
At-Risk	Yes	19	13	68	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	94	81	86	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Reading

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	86	82	95	---	---	---	---	---	---
Male	42	38	90	---	---	---	---	---	---
Female	44	44	100	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	22	18	82	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	9	9	100	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	48	48	100	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	12	86	---	---	---	---	---
	No	72	70	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	82	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	86	82	95	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	5	4	80	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	80	77	96	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	82	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	5	4	80	---	---	---	---	---
	Nonparticipants	81	78	96	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	14	11	79	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	72	71	99	---	---	---	---	---
Gifted/Talented	Participants	14	14	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	72	68	94	---	---	---	---	---
At-Risk	Yes	12	8	67	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	74	74	100	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	86	83	97	---	---	---	---	---	---
Male	42	42	100	---	---	---	---	---	---
Female	44	41	93	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	22	20	91	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	7	7	100	---	---	---	---	---	---
Black or African American	9	8	89	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	48	48	100	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	13	93	---	---	---	---	---
	No	72	70	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	83	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	86	83	97	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	5	5	100	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	80	77	96	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	86	83	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	5	5	100	---	---	---	---	---
	Nonparticipants	81	78	96	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	14	12	86	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	72	71	99	---	---	---	---	---
Gifted/Talented	Participants	14	14	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	72	69	96	---	---	---	---	---
At-Risk	Yes	12	11	92	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	74	72	97	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	103	96	93	---	---	---	---	---	---
Male	47	42	89	---	---	---	---	---	---
Female	56	54	96	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	18	15	83	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	8	8	100	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	73	69	95	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	12	86	---	---	---	---	---
	No	89	84	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	96	93	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	103	96	93	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	6	100	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	96	89	93	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	96	93	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	6	100	---	---	---	---	---
	Nonparticipants	97	90	93	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	15	10	67	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	88	86	98	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	91	84	92	---	---	---	---	---
At-Risk	Yes	22	18	82	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	81	78	96	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	103	97	94	---	---	---	---	---	---
Male	47	44	94	---	---	---	---	---	---
Female	56	53	95	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	18	16	89	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	8	8	100	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	73	69	95	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	11	79	---	---	---	---	---
	No	89	86	97	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	97	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	103	97	94	---	---	---	---	---
Identified as Emergent Bilingual/English Learner	6	5	83	---	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL	0	---	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL	1	---	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)	0	---	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner	96	91	95	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	97	94	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	97	92	95	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	15	11	73	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	88	86	98	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	91	85	93	---	---	---	---	---
At-Risk	Yes	22	17	77	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	81	80	99	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 118 HAWK EL

Report Date: JUNE 2022
Date of Testing: SPRING 2022

Legend	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	103	80	78	---	---	---	---	---	---
Male	47	38	81	---	---	---	---	---	---
Female	56	42	75	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Hispanic/Latino	18	9	50	---	---	---	---	---	---
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---
Asian	8	7	88	---	---	---	---	---	---
Black or African American	4	---	---	---	---	---	---	---	---
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---
White	73	61	84	---	---	---	---	---	---
Two or More Races	0	---	---	---	---	---	---	---	---
No Information Provided	0	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes	14	8	57	---	---	---	---	---
	No	89	72	81	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Title I, Part A	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	80	78	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Migrant	Yes	0	---	---	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	103	80	78	---	---	---	---	---
Identified as Emergent Bilingual/English Learner		6	5	83	---	---	---	---	---
Monitored 1st Year, reclassified from EB/EL		0	---	---	---	---	---	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	---	---	---	---	---
Monitored 4th Year, reclassified from EB/EL		1	---	---	---	---	---	---	---
Former EB/EL (Post Monitoring)		0	---	---	---	---	---	---	---
Non-Emergent Bilingual/Non-English Learner		96	74	77	---	---	---	---	---
No Information Provided		0	---	---	---	---	---	---	---
Bilingual	Participants	0	---	---	---	---	---	---	---
	Nonparticipants	103	80	78	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
ESL	Participants	6	5	83	---	---	---	---	---
	Nonparticipants	97	75	77	---	---	---	---	---
	No Information Provided	0	---	---	---	---	---	---	---
Special Education	Yes	15	4	27	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	88	76	86	---	---	---	---	---
Gifted/Talented	Participants	12	12	100	---	---	---	---	---
	Nonparticipants	0	---	---	---	---	---	---	---
	No Information Provided	91	68	75	---	---	---	---	---
At-Risk	Yes	22	13	59	---	---	---	---	---
	No	0	---	---	---	---	---	---	---
	No Information Provided	81	67	83	---	---	---	---	---

Denton Independent School District

E.P Rayzor Elementary

2023-2024 Improvement Plan



E.P. RAYZOR
ELEMENTARY

Mission Statement

Our mission is to foster lifelong learning in a supportive and safe environment by providing rigorous academics and character education, so that students can be successful, contributing citizens and lead meaningful lives.

Vision

Cultivate a collaborative culture through the development of high performing teams.

Value Statement

Values

Integrity: We will be positive role models reflecting our ethics and character.

Balance: We will concentrate on maintaining a balance in our lives (emotionally, socially, spiritually, physically, and mentally) to ensure positive results.

Teamwork: We will work collaboratively, balancing our contributions, to ensure the success of our common goals.

Humor: We will find joy in our daily situations, up-lift our community, and create a positive environment.

Respect: We will value each individual, accepting one another with tolerance, and honoring contributions, strengths and ideas.

Empathy: We will up-lift our community and create a caring positive environment.

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

Demographics

Demographics Summary

EP Rayzor Elementary is a 21-year-old school in Lantana, TX with a student body of three-hundred and thirty-five students. EP Rayzor is one of three neighborhood schools in the Lantana Community with most families living within walking distance. The community supports the school financially through fundraising and through volunteering. The community is very active in supporting the campus. The staff comprises a mix of seasoned teachers, new teachers, and a few new EP Rayzor teachers. EP Rayzor has recently seen more staff mobility due to the retirement of seasoned teachers. EP Rayzor sees minimal student mobility. Student behavior incidents are trending upwards along with the number of bullying reports.

The school's population consists of:

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)		
	Count	Percent
Gender		
Female	147	45.65%
Male	175	54.35%
Ethnicity		
Hispanic-Latino	40	12.42%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	19	5.90%
Black - African American	13	4.04%
Native Hawaiian - Pacific Islander	0	0.00%
White	232	72.05%
Two-or-More	18	5.59%

The school has a stable faculty with multiple years of experience, 88% of the staff have more than 5 years of experience.

Demographics Strengths

- Strong community support with a low mobility rate for students.
- Staff engagement levels are around 80% according to our Gallup Survey.
- The staff is willing to share information and support the learning of their peers.
- Staff feels there is an abundance of support and focus on campus culture
- Our attendance rate is around 97% and our mobility rate is low.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): As a campus, we need a school-wide character education program to promote strong character in our students. **Root Cause:** Changes in student behavior over time due to societal changes and lack of implementation of a character education program within our building for the last two years.

Problem Statement 2 (Prioritized): As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture. **Root Cause:** Lack of a diverse culture within the school and community.

Student Learning

Student Learning Summary

- Historically our students are successful on local and state assessments.
- Our area of focus is on supporting and ensuring that our students are making one year's worth of growth in reading, writing, and math.
- We use PRIME time during the day to ensure that students are receiving targeted interventions that address their specific learning deficits. Every grade level has a specific Prime Time to support students with additional intervention needs.
- The master schedule for the 23-24 school year has been created to assist with students not missing Tier 1 instruction when they are pulled for other services.
- Staff members work with our EXPO teacher to create PBLs or extensions for those students who have mastered the TEKs.
- As a staff, we have worked towards school-wide implementation of the Depth and Complexity framework to support deeper learning in all areas. Our teachers have taken the lead on this initiative with our EXPO teacher.
- Grade-level and vertical teams are using the essentials to guide instruction and intervention.
- Teams are working towards building CFA's to improve our data tracking of students' mastery of essential standards along with support for district coaches.

Student Learning Strengths

- Collaboration with grade level and vertical teams during PLCs for planning, extending teacher learning, and reflection and reaction to student data.
- Use of student data to drive goal setting and planning for the next steps for students.
- Collaborating and sharing students to support intervention needs.
- Triangulation of data such as StemScopes, Primary Numeracy, Reading Inventory, Lexia, and I Ready to disaggregate and identify curriculum deficits and strengths.
- Consistent progress monitoring and documenting in MTSS and RTI helps us identify students from previous years/grade levels that need intervention and allows continuity of instruction.
- We communicate regularly as staff and are aware of the importance of our student's growth regardless of where they are in academics. Growth is the goal, not just mastery.
- The use of DRA's, CLI engage, I Ready, Primary Numeracy, Lexia, and formative assessments to gain information and show growth
- Collaborating and sharing students to support intervention needs.
- The use of Interventionists and Specialists to help support our at-risk learners as well as extend learning for our students who have mastered their learning.
- The use of assessment tools to determine conferring, small-group lessons, and whole-group lessons.
- Consistent data tracking of students' intervention data with pre and post-assessments along with check in's during PLT to ensure students are making progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need a campus-wide focus on math instruction. **Root Cause:** District and campus focus on Language Arts as well as the use of district and outside coaches for support in the area of Language Arts only.

Problem Statement 2 (Prioritized): Additional intervention time and support are needed in Kinder-2nd Grade. **Root Cause:** Shortage of staff that is available to support K-2 grade interventions.

Problem Statement 3 (Prioritized): We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials.

Root Cause: Time and support to build quality common formative assessments.

Problem Statement 4 (Prioritized): We need a school-wide focus on writing and collaboration during PLCs using student writing to determine student needs. **Root Cause:** A systematic focus on PLC on students' writing using rubrics and vertical collaboration has not been consistent.

School Processes & Programs

School Processes & Programs Summary

- School and grade-level committees are used for the hiring of staff members.
- Retaining high-quality teachers is a priority.
- The master schedule is created by the guiding coalition and involves input from all stakeholders
- Multiple opportunities are provided to staff members to participate in and lead committees that help drive the school. Team leaders meet monthly and the Campus Leadership Team meets four times a year to reflect on our progress as a school and evaluate when a change in direction is needed.
- Staff development is driven by our curriculum team who uses a variety of methods to "check the pulse" of the school, such as surveys, feedback, etc.
- Learning time is scheduled daily for our at-risk population to engage in small group targeted instruction during which time other students are receiving enrichment.
- PLT's are used to plan, implement curriculum, review, and reflect on student data in order to drive our instruction.
- Grade level and Vertical PLCs meet bi-weekly to ensure alignment of practices.
- Our Guidance Counselor provides grade-level lessons to students on coping skills for various challenges such as emotional needs and social interactions. The counselor meets with each grade level on going throughout the school year.
- Staff reported a need for consistent norms throughout the building and consistency in implementing the norms across the building.
- Staff reported a need for pro-active conflict resolution lessons with students to help with discipline issues that are occurring
- Staff has expressed a need for school-wide character education to help with the rise in discipline we are seeing

School Processes & Programs Strengths

- High achievement in assessment results according to local data and state data
- Workshop Model used across grade levels in Language Arts and Math
- Units of Study curriculum used across grade levels in reading and writing
- Units of Study UOS Phonics in grades K-1 supports the reading and writing instruction
- The use of the Primary Numeracy Assessment for all K-2 students to identify and react to the gaps in mathematical skills
- Communication with staff and parents.
- Shared Community values
- Access to Chromebooks and iPads
- Online curriculum created and used at school and at home
- STAR (Stop, Think, Act Right) students are recognized daily and through hallway displays and the morning announcements
- Weekly Clubs decided by students' choice
- Multiple opportunities for students to participate in extracurricular activities, such as Running Club, STUCO, Choir, Art, STEAM, Yearbook
- Use of district UBD and Birds Eye View documents to plan instruction and create consistency
- Use of district UBD and Birds Eye View documents to plan instruction
- Pre-assessments and formative assessments are used often to adapt the curriculum and meet the need of each child
- On-going staff development provided by campus staff on the Assessment for Learning strategies providing clear learning targets, student self-assessment, and goal-setting
- On-going staff development on Depth and Complexity provided by campus staff
- Professional development opportunities are planned and based on the needs of the campus
- DISD Curriculum support for staff using district coaches to help support the implementation of best practices
- Technology access is 1:1 for all students
- The campus Leadership team meets regularly to discuss strengths and needs and evaluate progress on our action steps
- Regular communication between home and school has built positive and collaborative relationships
- Consistent use of an interview team to evaluate and hire quality staff members

- MTSS team meets to provide support to all learners
- Safety protocols are clear and all staff reports that know the safety plan in case of an emergency

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Acceleration of Learning for those students who have mastered the TEKS. **Root Cause:** Effective practices to extend student knowledge when they have mastered their essentials.

Perceptions

Perceptions Summary

- Our students, staff, and parents are highly engaged in our school.
- Attendance is high and equal among all student groups.
- Behavior data shows a rise in discipline incidents and referrals due to student conflict
- There is a need for a school-wide character education program as well as consistent expectations
- The counselor provides weekly classroom counseling lessons, small groups, and individual counseling to students and supports parents with multiple resources.
- Our parents are engaged in our school when it comes to extracurricular events.
- As a campus, we are working towards engaging our parents more in their child's academic needs and the school's academic needs.
- Our community is engaged in financially supporting our school.
- Parents are actively involved in supporting EP Rayzor through volunteering.
- We partner with Guyer P.A.L.S. to provide mentor support to students.
- Social media is frequently used to keep our community informed.
- The counselor and nurse provide support to students and families for their physical, health, and counseling needs.
- 100% of staff report they feel supported by the administration most of the time
- 65% of staff reported they feel they are supported by their peers
- 70% of staff feel students always feel supported and protected

Perceptions Strengths

- Front office staff/administrators are willing to jump in and help where and when needed.
- If a student has a 504 or IEP, yearly meetings are held with the student's teachers, parents, and the Assistant Principal. They create a plan of support for the student that will be used throughout the year.
- Most parents trust our decisions because we base them on data.
- Parent-teacher conferences are held throughout the year to support students.
- The staff has high expectations for students and each other.
- The staff doesn't give up on students and gives above and beyond to support all students
- Opportunities for service projects in every grade level are focused to help our students understand the importance of giving back to the community.
- Students feel a part of a school community through various programs and opportunities to grow such as Club Friday, Running Club, Student Council, Wolf News Team, Safety Patrol, and more.
- Parents and PTA show our teachers strong support.
- The engagement survey showed that staff morale was high and 80% show high levels of engagement

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parental engagement in student learning **Root Cause:** Lack of parent understanding of how they can engage in students learning.

Problem Statement 2 (Prioritized): The social and emotional needs of our students have increased. **Root Cause:** Change in the dynamics of home and school and changes in our character education program on campus.

Priority Problem Statements

Problem Statement 1: Additional intervention time and support are needed in Kinder-2nd Grade.

Root Cause 1: Shortage of staff that is available to support K-2 grade interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need a campus-wide focus on math instruction.

Root Cause 2: District and campus focus on Language Arts as well as the use of district and outside coaches for support in the area of Language Arts only.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials.

Root Cause 3: Time and support to build quality common formative assessments.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we need a school-wide character education program to promote strong character in our students.

Root Cause 4: Changes in student behavior over time due to societal changes and lack of implementation of a character education program within our building for the last two years.

Problem Statement 4 Areas: Demographics

Problem Statement 5: As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture.

Root Cause 5: Lack of a diverse culture within the school and community.

Problem Statement 5 Areas: Demographics

Problem Statement 6: We need a school-wide focus on writing and collaboration during PLCs using student writing to determine student needs.

Root Cause 6: A systematic focus on PLC on students' writing using rubrics and vertical collaboration has not been consistent.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Parental engagement in student learning

Root Cause 7: Lack of parent understanding of how they can engage in students learning.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The social and emotional needs of our students have increased.

Root Cause 8: Change in the dynamics of home and school and changes in our character education program on campus.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Acceleration of Learning for those students who have mastered the TEKS.

Root Cause 9: Effective practices to extend student knowledge when they have mastered their essentials.

Problem Statement 9 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 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)

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 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: By May 2024, EP Rayzor Elementary School will focus on ensuring at least one year's growth in Math for every student.

Evaluation Data Sources: Iready - Scale Score
Math Inventory - Quantile

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize 1/2 time Math Interventionist to provide support for math in grades K-5. Strategy's Expected Result/Impact: Increase student growth on Common Assessments, STAAR, Math Inventory, and iReady. Staff Responsible for Monitoring: Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 1, 2 Funding Sources: Interventionist - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continued use of double-block PLCs to allow time for teachers to collaborate, analyze data, and take action.</p> <p>Strategy's Expected Result/Impact: Student growth will be monitored through PLC work to ensure a year's growth. Extended PLC time will allow for staff to plan for intentional intervention time and time to collaborate on best practices to ensure student growth. Extended PLC time will allow for strong collaboration and 9 weeks of planning that includes progress monitoring through pre and post-assessment practices. The development of common formative assessments with district coaches.</p> <p>Staff Responsible for Monitoring: Admin Teachers Interventionist</p> <p>Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: Substitutes - LEF Grant Funds</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the iReady and Math Inventory assessment to track student growth.</p> <p>Strategy's Expected Result/Impact: Every child will meet or exceed a year's growth in math.</p> <p>Staff Responsible for Monitoring: Admin Teachers Interventionists</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Math Inventory Assessment - LEF Grant Funds</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will utilize the Math Interventionist and teachers to support HB 1416.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for math in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Teachers Admin Interventionist</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Funding for additional tutoring - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide relevant professional development at staff meetings and PLCs through the Guiding Coalition and district coaches.</p> <p>Strategy's Expected Result/Impact: Staff will have the needed tools to support their student's growth. Growth on district assessments, Imagine Math and Math Inventory</p> <p>Staff Responsible for Monitoring: Admin Teachers Interventionist AFL Team</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Utilize part-time substitute to provide intervention in math K-2nd grade three days a week.</p> <p>Strategy's Expected Result/Impact: Increase the number of students leaving K, 1st, and 2nd grade on level in math.</p> <p>Staff Responsible for Monitoring: Admin Teachers Interventionist</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Substitute - LEF Grant Funds</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: We need a campus-wide focus on math instruction. Root Cause: District and campus focus on Language Arts as well as the use of district and outside coaches for support in the area of Language Arts only.</p>
<p>Problem Statement 2: Additional intervention time and support are needed in Kinder-2nd Grade. Root Cause: Shortage of staff that is available to support K-2 grade interventions.</p>
<p>Problem Statement 3: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials. Root Cause: Time and support to build quality common formative assessments.</p>
<p>Problem Statement 4: We need a school-wide focus on writing and collaboration during PLCs using student writing to determine student needs. Root Cause: A systematic focus on PLC on students' writing using rubrics and vertical collaboration has not been consistent.</p>
School Processes & Programs
<p>Problem Statement 1: Acceleration of Learning for those students who have mastered the TEKS. Root Cause: Effective practices to extend student knowledge when they have mastered their essentials.</p>

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 2: By May of 2024, we are ensuring at least one year's growth in Reading for every student. This will be evidenced by: K-5th Grade students showing a year's worth of growth.

HB3 Guiding Outcome

Evaluation Data Sources: IReady - Scale Score
 Reading Inventory - Lexile
 DRA - Reading Level

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continued use of double-block PLCs to allow time for teachers to collaborate, analyze data, and take action.</p> <p>Strategy's Expected Result/Impact: Student growth will be monitored through PLC work to ensure a year's growth. Extended PLC time will allow for staff to plan for intentional intervention time and time to collaborate on best practices to ensure student growth. Extended PLC time will allow for strong collaboration and 9 weeks planning that includes progress monitoring through pre and post-assessment practices. The development of common formative assessments with district coaches.</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Substitutes - LEF Grant Funds</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize 1/2 time K-2 and 3-5 Reading Specialists to support reading</p> <p>Strategy's Expected Result/Impact: Increase student growth on Common Assessments, DRA, TXKEA, Report Card Writing Assessments, RI, Lexia, iReady and Denton ISD Literacy Assessment.</p> <p>Staff Responsible for Monitoring: Interventionist Admin</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Rachel Reynolds and Danielle Rafferty - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Using various methods, students and teachers will effectively monitor learning through goal setting with tracking methods for growth and plan for intervention as well as enrichment.</p> <p>Strategy's Expected Result/Impact: Student growth as identified on individual goal-setting data. Documenting planning for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff Members extend their learning by attending state and national training opportunities.</p> <p>Strategy's Expected Result/Impact: Increased student growth on STAAR, TXKEA, TPRI, RI, MI, DRA, DRA 2, Lexia, iReady, and Common Assessment scores</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>Problem Statements: Student Learning 3, 4 - School Processes & Programs 1</p> <p>Funding Sources: Funding for Conferences - LEF Grant Funds</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Continue to utilize district and outside coaches to assist with planning, analyzing data, and implementation of best practices in Language Arts.</p> <p>Strategy's Expected Result/Impact: Increased student growth on benchmarks, TXKEA, TPRI, RI, Lexia and iReady</p> <p>Staff Responsible for Monitoring: Staff, Administration, district personnel outside coaches</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Build a deeper understanding and learning of Depth and Complexity through the support of our Guiding Coalition team and professional development.</p> <p>Strategy's Expected Result/Impact: Increased student ownership Growth on district assessments, TXKEA, TPRI, RI, Lexia, and iReady</p> <p>Staff Responsible for Monitoring: Staff and Administration</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The campus will utilize the Reading Interventionist and teachers to support HB 1416.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction in the essential knowledge and skills for language arts in grades 4 & 5.</p> <p>Staff Responsible for Monitoring: Reading Interventionist, Administrators, Staff</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Funding for additional tutoring - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide relevant professional development at staff meetings through the Guiding Coalition team and district support.</p> <p>Strategy's Expected Result/Impact: Staff will have the needed tools to support their students. District assessments, TXKEA, TPRI, RI, Lexia, and iReady</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Additional intervention time and support are needed in Kinder-2nd Grade. Root Cause: Shortage of staff that is available to support K-2 grade interventions.</p>
<p>Problem Statement 3: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials. Root Cause: Time and support to build quality common formative assessments.</p>
<p>Problem Statement 4: We need a school-wide focus on writing and collaboration during PLCs using student writing to determine student needs. Root Cause: A systematic focus on PLC on students' writing using rubrics and vertical collaboration has not been consistent.</p>

School Processes & Programs

Problem Statement 1: Acceleration of Learning for those students who have mastered the TEKS. **Root Cause:** Effective practices to extend student knowledge when they have mastered their essentials.

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: By May, 2024 EP Rayzor Elementary School will focus on ensuring 90% of Pre-K students will be Kindergarten ready, as evidenced by the CLI Engage progress monitoring tool.

HB3 Guiding Outcome

Evaluation Data Sources: CLI Engage

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC time on the district half days for our Pre-K teacher to meet with other Pre-K teachers in our zone to analyze student data and plan for student growth.</p> <p>Strategy's Expected Result/Impact: Pre-K students growth on the CLI Engage to support 90% of pre-k students ending the year Kindergarten ready.</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Admin</p> <p>Problem Statements: Student Learning 1, 4</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLC time on the district half days for our Pre-K teacher to meet vertically with Kindergarten teachers to ensure vertical alignment from Pre-K to Kindergarten.</p> <p>Strategy's Expected Result/Impact: Students will end their Pre-K year Kindergarten ready.</p>	Formative		
	Dec	Mar	May

<p>Staff Responsible for Monitoring: Teachers Admin Interventionist</p> <p>Problem Statements: Student Learning 1, 4</p>			
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: We need a campus-wide focus on math instruction. Root Cause: District and campus focus on Language Arts as well as the use of district and outside coaches for support in the area of Language Arts only.</p> <p>Problem Statement 4: We need a school-wide focus on writing and collaboration during PLCs using student writing to determine student needs. Root Cause: A systematic focus on PLC on students' writing using rubrics and vertical collaboration has not been consistent.</p>

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 4: By May 2024, the number of students on level or above in writing will increase by 10% as evidenced by report card assessments.

Evaluation Data Sources: District Report Card assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PLC rotations were restructured to provide a longer amount of time for vertical teams and grade level teams to bring students writing and collaborate where students are in their writing.</p> <p>Strategy's Expected Result/Impact: Students on grade level in information text writing</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Administrators</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use of K-2 Language Arts coach as well as district coach to support teachers.</p> <p>Strategy's Expected Result/Impact: Students on grade level in informational text writing.</p> <p>Staff Responsible for Monitoring: Interventionist Admin Teachers</p> <p>Problem Statements: Student Learning 4</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will attend district ELA training days.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level in writing</p> <p>Staff Responsible for Monitoring: Teachers Interventionist Admin</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: We need common formative assessments to ensure quality assessments are being used to monitor student progress on identified essentials. Root Cause: Time and support to build quality common formative assessments.</p> <p>Problem Statement 4: We need a school-wide focus on writing and collaboration during PLCs using student writing to determine student needs. Root Cause: A systematic focus on PLC on students' writing using rubrics and vertical collaboration has not been consistent.</p>

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: By May of 2024, the number of community members who report that they are fully engaged will increase 10% from the 2023 school year.

Evaluation Data Sources: Volunteer hours
 Student survey
 Community Engagement Survey
 Culture and Climate Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize student performance and curriculum nights for PTA meetings to increase parental involvement.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement</p> <p>Staff Responsible for Monitoring: PTA</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide opportunities to bring in stakeholders(parents, community members, students, teachers) to discuss careers and help meet our college readiness standards.</p> <p>Strategy's Expected Result/Impact: Connections made with learning and real-life experiences and careers</p> <p>Staff Responsible for Monitoring: PTA Administration Counselor Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the Watch D.O.G.S. program to promote the importance of positive male role models for our students.</p> <p>Strategy's Expected Result/Impact: Increase male role models' involvement on our campus Provide positive role models for our students Increase parent engagement</p> <p>Staff Responsible for Monitoring: Admin Staff PTA</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Host a community feast in November to give back to our community members that support our campus.</p> <p>Strategy's Expected Result/Impact: Increased community involvement</p> <p>Staff Responsible for Monitoring: Admin Counselor Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Quarterly Coffee with the Counselor sessions provided by the school counselor. Parents are invited in to learn about social-emotional practices that the counselor uses in guidance lessons.</p> <p>Strategy's Expected Result/Impact: Parents will be given the opportunity to learn more about guidance lessons at our school and our Character Strong program. Parents will feel more engaged in what their child is learning at school.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: Demographics 1 - Perceptions 1, 2</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Continue working alongside our PTA to increase PTA memberships and the communities understanding of how they can be involved on campus through PTA.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Celebrate our EP Rayzor volunteers by hosting events such as a breakfast or luncheon to honor their work on campus.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement</p> <p>Staff Responsible for Monitoring: Administration Staff</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: As a campus, we need a school-wide character education program to promote strong character in our students. Root Cause: Changes in student behavior over time due to societal changes and lack of implementation of a character education program within our building for the last two years.</p>
Perceptions
<p>Problem Statement 1: Parental engagement in student learning Root Cause: Lack of parent understanding of how they can engage in students learning.</p> <p>Problem Statement 2: The social and emotional needs of our students have increased. Root Cause: Change in the dynamics of home and school and changes in our character education program on campus.</p>

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 2: By May 2024, EP Rayor will strive to maintain a safe, orderly, and well-maintained climate resulting in a 10% decrease in office referrals and Bully Investigations.

Evaluation Data Sources: Bully Investigation Reports
 eschool Referral Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Using the Character Strong program schoolwide after announcements every day to support promoting good character in our students and make connections to our guidance lessons.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals and bullying reports Students miss less instructional time due to behaviors</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and staff will use positive office referrals to celebrate positive student behavior.</p> <p>Strategy's Expected Result/Impact: Increased number of students making good choices and treating each other with respect.</p> <p>Staff Responsible for Monitoring: Counselor Admin Teachers</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Create opportunities to raise cultural awareness and appreciation in our school through professional development to ensure all students have mirrors and windows.</p> <p>Strategy's Expected Result/Impact: To create a positive learning environment for all students that includes celebrating different cultures and perspectives.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Through literature, we create opportunities for students to step into the shoes of other people so that students can become more empathetic to the cultures and those around them.</p> <p>Strategy's Expected Result/Impact: To create a positive learning environment for all students that includes celebrating different cultures and perspectives.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Create systems within EP Rayzor that promote student relationships with staff and building norms.</p> <p>Strategy's Expected Result/Impact: Fidelity in using our Check In/Check Out System Co-created and Posted Building Norms and collective commitment to building norms</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: As a campus, we need a school-wide character education program to promote strong character in our students. Root Cause: Changes in student behavior over time due to societal changes and lack of implementation of a character education program within our building for the last two years.</p>
<p>Problem Statement 2: As a campus, we need more opportunities to understand and celebrate different cultures and diversity. Our students need opportunities to learn about, understand, and appreciate diversity and culture. Root Cause: Lack of a diverse culture within the school and community.</p>
Perceptions
<p>Problem Statement 2: The social and emotional needs of our students have increased. Root Cause: Change in the dynamics of home and school and changes in our character education program on campus.</p>

State Compensatory

Budget for E.P Rayzor Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 200

Brief Description of SCE Services and/or Programs

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Personnel for E.P Rayzor Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lisa Hanley	Interventionist	NaN
Renee Clark	Reading Recovery	100

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionist		\$0.00
1	1	4	Funding for additional tutoring		\$0.00
1	2	2	Rachel Reynolds and Danielle Rafferty		\$0.00
1	2	7	Funding for additional tutoring		\$0.00
Sub-Total					\$0.00
LEF Grant Funds					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes		\$0.00
1	1	3	Math Inventory Assessment		\$0.00
1	1	6	Substitute		\$0.00
1	2	1	Substitutes		\$0.00
1	2	4	Funding for Conferences		\$0.00
Sub-Total					\$0.00

Addendums

Student Scores - May 2023 STAAR Reading Language Arts, Grade 3

		May 2023 STAAR Reading Language Arts, Grade 3														
	Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator						
										Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
E.P. Rayzor Elementary School	E.P. Rayzor Elementary School	54	31	1516	60.54%	94.44%	64.81%	24.07%	05/01/23	0%	3.7%	1.85%	11.11%	18.52%	40.74%	24.07%
Economic Disadvantage	E.P. Rayzor Elementary School	3	37	1592	70.51%	100%	66.67%	66.67%	05/01/23	0%	0%	0%	0%	33.33%	0%	66.67%
Asian	E.P. Rayzor Elementary School	4	37	1615	71.63%	100%	75%	50%	05/01/23	0%	0%	0%	0%	25%	25%	50%
Black/African American	E.P. Rayzor Elementary School	4	25	1421	47.60%	75%	50%	0%	05/01/23	0%	25%	0%	25%	0%	50%	0%
Hispanic	E.P. Rayzor Elementary School	6	31	1506	59.29%	83.33%	50%	16.67%	05/01/23	0%	0%	16.67%	0%	33.33%	33.33%	16.67%
White	E.P. Rayzor Elementary School	40	32	1517	60.91%	97.5%	67.5%	25%	05/01/23	0%	2.5%	0%	12.5%	17.5%	42.5%	25%
Currently Emergent Bilingual	E.P. Rayzor Elementary School	3	26	1451	50.64%	66.67%	33.33%	33.33%	05/01/23	0%	33.33%	0%	0%	33.33%	0%	33.33%
Special Ed Indicator	E.P. Rayzor Elementary School	12	25	1427	48.24%	75%	41.67%	0%	05/01/23	0%	16.67%	8.33%	16.67%	16.67%	41.67%	0%

Student Scores - May 2023 STAAR Reading Language Arts, Grade 4

		May 2023 STAAR Reading Language Arts, Grade 4														
	Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator						
										Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
E.P. Rayzor Elementary School	E.P. Rayzor Elementary School	46	32	1612	61.75%	93.48%	76.09%	34.78%	05/01/23	0%	2.17%	4.35%	6.52%	10.87%	41.3%	34.78%
Economic Disadvantage	E.P. Rayzor Elementary School	3	37	1672	71.79%	100%	100%	33.33%	05/01/23	0%	0%	0%	0%	0%	66.67%	33.33%
Asian	E.P. Rayzor Elementary School	2	41	1725	78.85%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%
Black/African American	E.P. Rayzor Elementary School	3	23	1498	43.59%	100%	33.33%	0%	05/01/23	0%	0%	0%	66.67%	0%	33.33%	0%
Hispanic	E.P. Rayzor Elementary School	4	39	1698	75.48%	100%	100%	75%	05/01/23	0%	0%	0%	0%	0%	25%	75%
Two or More Races	E.P. Rayzor Elementary School	1	28	1562	53.85%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%
White	E.P. Rayzor Elementary School	36	32	1607	61%	91.67%	75%	30.56%	05/01/23	0%	2.78%	5.56%	2.78%	13.89%	44.44%	30.56%
Currently Emergent Bilingual	E.P. Rayzor Elementary School	2	38	1683	73.08%	100%	100%	50%	05/01/23	0%	0%	0%	0%	0%	50%	50%
Special Ed Indicator	E.P. Rayzor Elementary School	10	25	1513	48.27%	90%	60%	0%	05/01/23	0%	10%	0%	20%	10%	60%	0%

Student Scores - May 2023 STAAR Reading Language Arts, Grade 5

	May 2023 STAAR Reading Language Arts, Grade 5															
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator						Testing Campus	
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets		Masters
E.P. Rayzor Elementary School	58	39	1727	75.83%	96.55%	87.93%	62.07%	05/01/23	0%	0%	3.45%	1.72%	6.9%	25.86%	62.07%	E.P. Rayzor Elementary School
Economic Disadvantage	4	36	1662	68.75%	100%	75%	25%	05/01/23	0%	0%	0%	0%	25%	50%	25%	E.P. Rayzor Elementary School
Asian	5	33	1640	63.46%	60%	60%	60%	05/01/23	0%	0%	40%	0%	0%	0%	60%	E.P. Rayzor Elementary School
Black/African American	2	37	1675	70.19%	100%	50%	50%	05/01/23	0%	0%	0%	0%	50%	0%	50%	E.P. Rayzor Elementary School
Hispanic	8	39	1713	75.48%	100%	100%	50%	05/01/23	0%	0%	0%	0%	0%	50%	50%	E.P. Rayzor Elementary School
Two or More Races	2	32	1610	61.54%	100%	50%	0%	05/01/23	0%	0%	0%	0%	50%	50%	0%	E.P. Rayzor Elementary School
White	41	41	1748	78.38%	100%	92.68%	68.29%	05/01/23	0%	0%	0%	2.44%	4.88%	24.39%	68.29%	E.P. Rayzor Elementary School
Currently Emergent Bilingual	3	28	1561	54.49%	66.67%	66.67%	0%	05/01/23	0%	0%	33.33%	0%	0%	66.67%	0%	E.P. Rayzor Elementary School
Special Ed Indicator	10	28	1566	54.42%	80%	30%	10%	05/01/23	0%	0%	20%	10%	40%	20%	10%	E.P. Rayzor Elementary School

Student Scores - May 2023 STAAR Mathematics, Grade 3

		May 2023 STAAR Mathematics, Grade 3														
	Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator						
										Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
E.P. Rayzor Elementary School	E.P. Rayzor Elementary School	54	22	1502	59.81%	87.04%	55.56%	29.63%	05/01/23	0%	1.85%	11.11%	12.96%	18.52%	25.93%	29.63%
Economic Disadvantage	E.P. Rayzor Elementary School	3	23	1509	62.16%	100%	66.67%	33.33%	05/01/23	0%	0%	0%	0%	33.33%	33.33%	33.33%
Asian	E.P. Rayzor Elementary School	4	29	1629	78.38%	100%	100%	75%	05/01/23	0%	0%	0%	0%	0%	25%	75%
Black/African American	E.P. Rayzor Elementary School	4	24	1536	64.86%	75%	75%	50%	05/01/23	0%	0%	25%	0%	0%	25%	50%
Hispanic	E.P. Rayzor Elementary School	6	19	1441	51.80%	83.33%	33.33%	16.67%	05/01/23	0%	16.67%	0%	16.67%	33.33%	16.67%	16.67%
White	E.P. Rayzor Elementary School	40	22	1495	58.65%	87.5%	52.5%	25%	05/01/23	0%	0%	12.5%	15%	20%	27.5%	25%
Currently Emergent Bilingual	E.P. Rayzor Elementary School	3	21	1483	57.66%	66.67%	66.67%	33.33%	05/01/23	0%	0%	33.33%	0%	0%	33.33%	33.33%
Special Ed Indicator	E.P. Rayzor Elementary School	12	16	1398	44.37%	58.33%	25%	16.67%	05/01/23	0%	8.33%	33.33%	25%	8.33%	8.33%	16.67%

Student Scores - May 2023 STAAR Mathematics, Grade 4

		May 2023 STAAR Mathematics, Grade 4														
	Current Campus	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator						
										Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
E.P. Rayzor Elementary School	E.P. Rayzor Elementary School	46	26	1618	64.51%	91.3%	71.74%	28.26%	05/01/23	0%	2.17%	6.52%	4.35%	15.22%	43.48%	28.26%
Economic Disadvantage	E.P. Rayzor Elementary School	3	23	1558	57.50%	100%	66.67%	0%	05/01/23	0%	0%	0%	0%	33.33%	66.67%	0%
Asian	E.P. Rayzor Elementary School	2	30	1700	75%	100%	100%	50%	05/01/23	0%	0%	0%	0%	0%	50%	50%
Black/African American	E.P. Rayzor Elementary School	3	24	1589	60.83%	100%	33.33%	33.33%	05/01/23	0%	0%	0%	0%	66.67%	0%	33.33%
Hispanic	E.P. Rayzor Elementary School	4	25	1589	62.50%	100%	75%	0%	05/01/23	0%	0%	0%	0%	25%	75%	0%
Two or More Races	E.P. Rayzor Elementary School	1	23	1557	57.50%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%
White	E.P. Rayzor Elementary School	36	26	1621	64.65%	88.89%	72.22%	30.56%	05/01/23	0%	2.78%	8.33%	5.56%	11.11%	41.67%	30.56%
Currently Emergent Bilingual	E.P. Rayzor Elementary School	2	23	1558	57.50%	100%	50%	0%	05/01/23	0%	0%	0%	0%	50%	50%	0%
Special Ed Indicator	E.P. Rayzor Elementary School	10	20	1514	49.50%	70%	40%	10%	05/01/23	0%	10%	20%	10%	20%	30%	10%

Student Scores - May 2023 STAAR Mathematics, Grade 5

	May 2023 STAAR Mathematics, Grade 5															Testing Campus
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters	
E.P. Rayzor Elementary School	58	30	1741	70.48%	96.55%	77.59%	37.93%	05/01/23	0%	0%	3.45%	5.17%	13.79%	39.66%	37.93%	E.P. Rayzor Elementary School
Economic Disadvantage	4	25	1654	60.12%	100%	50%	0%	05/01/23	0%	0%	0%	0%	50%	50%	0%	E.P. Rayzor Elementary School
Asian	5	32	1775	75.24%	100%	80%	60%	05/01/23	0%	0%	0%	0%	20%	20%	60%	E.P. Rayzor Elementary School
Black/African American	2	23	1621	54.76%	100%	50%	0%	05/01/23	0%	0%	0%	0%	50%	50%	0%	E.P. Rayzor Elementary School
Hispanic	8	28	1698	66.37%	100%	75%	25%	05/01/23	0%	0%	0%	12.5%	12.5%	50%	25%	E.P. Rayzor Elementary School
Two or More Races	2	26	1657	60.71%	100%	50%	0%	05/01/23	0%	0%	0%	0%	50%	50%	0%	E.P. Rayzor Elementary School
White	41	30	1755	71.95%	95.12%	80.49%	41.46%	05/01/23	0%	0%	4.88%	4.88%	9.76%	39.02%	41.46%	E.P. Rayzor Elementary School
Currently Emergent Bilingual	3	23	1616	53.97%	100%	33.33%	0%	05/01/23	0%	0%	0%	0%	66.67%	33.33%	0%	E.P. Rayzor Elementary School
Special Ed Indicator	10	21	1601	50.95%	80%	30%	0%	05/01/23	0%	0%	20%	10%	40%	30%	0%	E.P. Rayzor Elementary School

Student Scores - 1 PNA EOY 2022-23; K PNA EOY 2022-23; 2 PNA EOY 2022-23

	1 PNA EOY 2022-23					K PNA EOY 2022-23					2 PNA EOY 2022-23				
	Total Students	Overall			Testing Campus	Total Students	Overall			Testing Campus	Total Students	Overall			Testing Campus
		On-Level	Progressing	At-Risk			On-Level	Progressing	At-Risk			On-Level	Progressing	At-Risk	
E.P. Rayzor Elementary School	47	87.23%	6.38%	6.38%	E.P. Rayzor Elementary School	21	95.24%	4.76%	0%	E.P. Rayzor Elementary School	49	85.71%	8.16%	6.12%	E.P. Rayzor Elementary School
Economic Disadvantage	4	75%	0%	25%	E.P. Rayzor Elementary School	1	100%	0%	0%	E.P. Rayzor Elementary School	3	100%	0%	0%	E.P. Rayzor Elementary School
Asian	2	50%	50%	0%	E.P. Rayzor Elementary School	-	-	-	-	E.P. Rayzor Elementary School	3	100%	0%	0%	E.P. Rayzor Elementary School
Black/African American	2	100%	0%	0%	E.P. Rayzor Elementary School	1	100%	0%	0%	E.P. Rayzor Elementary School	-	-	-	-	E.P. Rayzor Elementary School
Hispanic	7	85.71%	14.29%	0%	E.P. Rayzor Elementary School	1	100%	0%	0%	E.P. Rayzor Elementary School	7	42.86%	42.86%	14.29%	E.P. Rayzor Elementary School
Two or More Races	2	50%	50%	0%	E.P. Rayzor Elementary School	2	100%	0%	0%	E.P. Rayzor Elementary School	5	100%	0%	0%	E.P. Rayzor Elementary School
White	34	91.18%	0%	8.82%	E.P. Rayzor Elementary School	17	94.12%	5.88%	0%	E.P. Rayzor Elementary School	34	91.18%	2.94%	5.88%	E.P. Rayzor Elementary School
Currently Emergent Bilingual	2	100%	0%	0%	E.P. Rayzor Elementary School	-	-	-	-	E.P. Rayzor Elementary School	2	100%	0%	0%	E.P. Rayzor Elementary School
First Year of Monitoring	-	-	-	-	E.P. Rayzor Elementary School	-	-	-	-	E.P. Rayzor Elementary School	3	100%	0%	0%	E.P. Rayzor Elementary School
Special Ed Indicator	6	50%	16.67%	33.33%	E.P. Rayzor Elementary School	4	100%	0%	0%	E.P. Rayzor Elementary School	7	57.14%	14.29%	28.57%	E.P. Rayzor Elementary School

Student Scores - EOY-3rd Grade Independent Reading Levels; EOY-4th Grade Independent Reading Levels; EOY- 5th Grade Independent Reading Levels

	EOY-3rd Grade Independent Reading Levels					EOY-4th Grade Independent Reading Levels					EOY- 5th Grade Independent Reading Levels				
	Total Students	Overall			Testing Campus	Total Students	Overall			Testing Campus	Total Students	Overall			Testing Campus
		Beginning	Developing	Meets Standard			Beginning	Developing	Meets Standard			Beginning	Developing	Meets Standard	
E.P. Rayzor Elementary School	55	5.45%	21.82%	72.73%	E.P. Rayzor Elementary School	48	0%	22.92%	77.08%	E.P. Rayzor Elementary School	58	1.72%	20.69%	77.59%	E.P. Rayzor Elementary School
Economic Disadvantage	3	0%	66.67%	33.33%	E.P. Rayzor Elementary School	4	0%	0%	100%	E.P. Rayzor Elementary School	4	0%	50%	50%	E.P. Rayzor Elementary School
Asian	4	0%	50%	50%	E.P. Rayzor Elementary School	2	0%	0%	100%	E.P. Rayzor Elementary School	5	20%	0%	80%	E.P. Rayzor Elementary School
Black/African American	5	20%	20%	60%	E.P. Rayzor Elementary School	3	0%	66.67%	33.33%	E.P. Rayzor Elementary School	2	0%	50%	50%	E.P. Rayzor Elementary School
Hispanic	6	0%	16.67%	83.33%	E.P. Rayzor Elementary School	4	0%	0%	100%	E.P. Rayzor Elementary School	8	0%	25%	75%	E.P. Rayzor Elementary School
Two or More Races	-	-	-	-	-	1	0%	0%	100%	E.P. Rayzor Elementary School	2	0%	50%	50%	E.P. Rayzor Elementary School
White	40	5%	20%	75%	E.P. Rayzor Elementary School	38	0%	23.68%	76.32%	E.P. Rayzor Elementary School	41	0%	19.51%	80.49%	E.P. Rayzor Elementary School
Currently Emergent Bilingual	3	33.33%	66.67%	0%	E.P. Rayzor Elementary School	2	0%	0%	100%	E.P. Rayzor Elementary School	3	33.33%	33.33%	33.33%	E.P. Rayzor Elementary School
Special Ed Indicator	11	27.27%	36.36%	36.36%	E.P. Rayzor Elementary School	10	0%	60%	40%	E.P. Rayzor Elementary School	10	10%	60%	30%	E.P. Rayzor Elementary School

Denton Independent School District
McNair Elementary
2023-2024 Improvement Plan



Mission Statement

McNair Elementary is dedicated to providing a quality education for all students and promoting a life-long learning environment to produce responsible students.

Vision

McNair Elementary will maintain a spirit of collaboration between students, staff, parents, and community to achieve student success.

Value Statement

Respect - High Expectations - Enthusiasm - Teamwork - Fun

Collective Commitments

Educators will work in collaborative teams (PLCs) and take collective responsibility for student learning.

Collaborative teacher teams will implement a guaranteed and viable curriculum.

Collaborative teams monitor student learning through an ongoing assessment process that includes frequent, team-developed common formative assessments.

Educators use the results of common assessments to improve individual proactive and identify students in need of intervention and extension.

The school provides a systematic process for intervention and extension (RTI/MTSS)

Teach and assess the essential skills and standards of our agreed upon curriculum.

Support all students by monitoring and adjusting student learning and engagement using accurate data from team developed assessments.

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Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of 19 diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	19
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics

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

Student Learning

Our students have experienced the potential for significant learning loss. We must ensure that our Tier 1 instruction is strong and intervention is targeted and intentional to bridge gaps.

School Processes and Programs

To further support the diversity of our campus, we need to continually reevaluate our processes to ensure that we are meeting the varying needs of all students.

Perceptions

Continue to seek ways to positively affect the perceptions of our community of the school, grow the relationships amongst our staff, and grow our relationships with our families and community.

Demographics

Demographics Summary

See addendums.

- K-5 students
- Staff (including teachers, paraprofessional and other support staff)
- Parents
- Community
- Business partners
- Title I campus

Demographics Strengths

- Percentage of student meeting grade level continuing to increase in sub populations.
- Diverse student population including monolingual, bilingual and deaf education students
- Cultivating community partnerships

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students who are at risk in math is increasing. Staff will continue to monitor student progress as evidenced by the campus data card. **Root Cause:** Basic numeracy and fact fluency skills are not a focus during instruction.

Student Learning

Student Learning Summary

See addendums.

Student Learning Strengths

See addendums.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As evidenced by EOY math data, 29% of K-2 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card. **Root Cause:** Students need to develop deep conceptual understanding of the operations and fact fluency at the same time.

Problem Statement 2 (Prioritized): As evidenced by EOY reading data, 40% of K-5 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card. **Root Cause:** Students need to develop strong phonological awareness skills.

School Processes & Programs

School Processes & Programs Summary

- Bilingual program (1 class/grade level)
- Regional Day School Program for the Deaf
- Reading Recovery Teacher
- DLL/Esperanza
- Reading Interventionist
- Math Interventionist
- Bilingual Interventionist
- Dyslexia Therapist

School Processes & Programs Strengths

- Cohesive, collaborative staff
- Diversity with programs
- Highly qualified teaching staff

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): To support the growing diversity of our campus, we will need to cultivate our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans. **Root Cause:** We will be intentional in being more specific in addressing specific areas of needs of students.

Perceptions

Perceptions Summary

- We try to meet the varying needs of students
- We promote a climate of inclusivity and family
- We believe that all students can learn
- Staff is willing to learn

Family and Community Involvement

- Communication is sent from teachers at least weekly and sent from principal bi-weekly through Commander Connection
- Parents are eager to volunteer

Culture and Climate

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We are cultivating new ways to positively affect the perceptions of our school community, foster relationships amongst staff, and grow our relationships with our families and community. **Root Cause:** We have many new families to McNair who have not yet had an opportunity to take part in community building and community partnership events.

Priority Problem Statements

Problem Statement 1: The number of students who are at risk in math is increasing. Staff will continue to monitor student progress as evidenced by the campus data card.

Root Cause 1: Basic numeracy and fact fluency skills are not a focus during instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As evidenced by EOY math data, 29% of K-2 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card.

Root Cause 2: Students need to develop deep conceptual understanding of the operations and fact fluency at the same time.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: To support the growing diversity of our campus, we will need to cultivate our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans.

Root Cause 3: We will be intentional in being more specific in addressing specific areas of needs of students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: We are cultivating new ways to positively affect the perceptions of our school community, foster relationships amongst staff, and grow our relationships with our families and community.

Root Cause 4: We have many new families to McNair who have not yet had an opportunity to take part in community building and community partnership events.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: As evidenced by EOY reading data, 40% of K-5 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card.

Root Cause 5: Students need to develop strong phonological awareness skills.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning








In pursuit of excellence, we will:

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

Performance Objective 1: By the end of the 23-24 school year, the percentage of students reading on level in each grade will increase by 10%.

Evaluation Data Sources: DRA, Individual Reading Inventories, Running Records, IReady assessments, TPRI, TXKEA

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers in kinder through 5th grades will provide intentional small group intervention for all below level readers as evidenced by weekly small group lesson plans and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students being able to verbalize and comprehend what is occurring in a text; students receiving applicable, timely feedback.</p> <p>Staff Responsible for Monitoring: Teachers, coach, admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
	X	X	X

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in ongoing professional development and collaborative team meetings will occur biweekly to analyze student data, ensure needs of all students are met, create common formative assessments and plan for intentional small groups. This will be evidenced by agendas, the monitoring of small group protocol small group lessons, walkthroughs, and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Intentional planning and data driven instruction</p> <p>Staff Responsible for Monitoring: Teachers, coach, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of eligible 1416 students, unless opted out by the parent or legal guardian, who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2024. This will be evidenced by tracking sheets and Frontline entries, and ESSER tutor utilization.</p> <p>Strategy's Expected Result/Impact: Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: As evidenced by EOY reading data, 40% of K-5 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card. Root Cause: Students need to develop strong phonological awareness skills.</p>

School Processes & Programs

Problem Statement 1: To support the growing diversity of our campus, we will need to cultivate our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans. **Root Cause:** We will be intentional in being more specific in addressing specific areas of needs of students.

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 2: By the end of the 23-24 school year, the percentage of students on grade level in math will increase by 10%.

Evaluation Data Sources: PNA, IReady, Math STEMScopes, IReady assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide intentional small group intervention for students performing below grade level based on math essentials, Primary Numeracy components, and common formative assessments as evidenced by small group protocol, intervention groups, and data tracking.</p> <p>Strategy's Expected Result/Impact: Students will have strong fact fluency, numeracy skills, and a conceptual understanding of mathematical concepts. Students will know and learn essential math standards.</p> <p>Staff Responsible for Monitoring: Teachers, math interventionist, admin</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in ongoing professional development and utilize collaborative team meetings and PLC days to discuss student data in relation to identified essential standards, collaborate on assessments, analyze data, and plan intentional small group interventions. This will be evidenced by changes in the master schedule, small group protocol, small group lessons, walkthroughs, and monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on math essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, coach, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 100% of eligible 1416 students, unless opted out by the parent or legal guardian, who are eligible will receive services to include Supplemental Instruction, Intervention Tracking, and Progress Monitoring by May 2024. This will be evidenced by tracking sheets and Frontline entries, and ESSER tutor utilization.</p> <p>Strategy's Expected Result/Impact: Students will be identified as approaches and/or meets grade level standards on STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionists</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students who are at risk in math is increasing. Staff will continue to monitor student progress as evidenced by the campus data card. Root Cause: Basic numeracy and fact fluency skills are not a focus during instruction.</p>

Student Learning

Problem Statement 1: As evidenced by EOY math data, 29% of K-2 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card. **Root Cause:** Students need to develop deep conceptual understanding of the operations and fact fluency at the same time.

Problem Statement 2: As evidenced by EOY reading data, 40% of K-5 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card. **Root Cause:** Students need to develop strong phonological awareness skills.

School Processes & Programs

Problem Statement 1: To support the growing diversity of our campus, we will need to cultivate our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans. **Root Cause:** We will be intentional in being more specific in addressing specific areas of needs of students.

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 3: By the end of the 23-24 school year, the number of students who are being provided tiered social emotional supports will decrease in each grade level by 5%. This will be evidenced by the campus check-in/out system as well as CIS and counseling surveys.

Evaluation Data Sources: Caseload logs and a decrease in classroom challenges by 5%

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The partnership of Communities In Schools (CIS) and the counseling program will equip and empower students to confront and overcome personal challenges and create trans-formative relationships that are key to unlocking a student's potential. As a result, immediate and systemic barriers will be broken down to create and sustain equitable outcomes.</p> <p>Strategy's Expected Result/Impact: Intervening on the exact needs of students through services which address students' social-emotional, and mental health barriers to positively impact student success.</p> <p>Staff Responsible for Monitoring: Site coordinator, Counselor, Principal, and Assistant Principal</p> <p>Title I: 2.4, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I, Part A - \$14,000</p>	Formative		
	Dec	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 1: We are cultivating new ways to positively affect the perceptions of our school community, foster relationships amongst staff, and grow our relationships with our families and community. **Root Cause:** We have many new families to McNair who have not yet had an opportunity to take part in community building and community partnership events.

Guiding Outcome 2: . Culture & Climate











In pursuit of excellence, we will:

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

Performance Objective 1: By the end of the 23-24 school year, we will increase student and staff recognition and appreciation as evidenced by weekly shout outs, newsletters, and campus and district engagement surveys to cultivate and nurture a positive culture. We will increase community events/partnerships and effective communication with students, staff, and parents.

Evaluation Data Sources: District employee engagement survey, campus/community events, and shout outs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Commander kudos will be implemented. Students will be recognized by teachers through a referral form for positive behaviors and acts of kindness.</p> <p>Strategy's Expected Result/Impact: The more students positive interactions and behaviors, the more positive results will be seen through decreased behavior challenges for students.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Staff.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
	X	X	X

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff kudos will be implemented through the weekly staff newsletter. Staff will be recognized by admin and other teachers through thoughtful Thursdays and other random acts of kindness.</p> <p>Strategy's Expected Result/Impact: The more staff is recognized for their efforts and positive student impact, the more positive results will be seen through increased engagement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implementation of zones of regulation for students and staff and the behavior triangle to assist in campus wide expectations that will contribute to a positive climate and culture with a decrease of 5% in discipline referrals.</p> <p>Strategy's Expected Result/Impact: Increase and improve student and staff self regulation to increase quality instruction and learning within the classroom environment.</p> <p>Staff Responsible for Monitoring: Counselor, CIS, Admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: To support the growing diversity of our campus, we will need to cultivate our processes to ensure that we are meeting the varying and diversifying needs of all students as evidenced by our intervention plans. Root Cause: We will be intentional in being more specific in addressing specific areas of needs of students.</p>
Perceptions
<p>Problem Statement 1: We are cultivating new ways to positively affect the perceptions of our school community, foster relationships amongst staff, and grow our relationships with our families and community. Root Cause: We have many new families to McNair who have not yet had an opportunity to take part in community building and community partnership events.</p>

State Compensatory

Budget for McNair Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for McNair Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Haley Horner	District Instructional Coach	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Perez	Math Interventionist		.5
Rachel Miller	Reading Interventionist		.5

Campus Leadership Team

Committee Role	Name	Position
Administrator	Djenane Bolton	Principal
Classroom Teacher	Shannon Koch	Kinder Teacher
Classroom Teacher	Camryn Schmidt	1st grade teacher
Classroom Teacher	Angela Gregg	2nd grade teacher
Classroom Teacher	Larissa Sherman	4th grade teacher
Classroom Teacher	Denise Staggs	5th grade teacher
Non-classroom Professional	Sydney Pimental-Rushing	Counselor
Administrator	Morgann Hawkins	Assistant Principal
Community Representative	Faith United	Community Church
Business Representative	Metzler's BBQ	Community Business
Parent	Timothy Murray	Parent
Paraprofessional	Maddy George	Library Aide
CIS Site Coordinator	Jennifer Cardwell	CIS
Non-classroom Professional	Sandra Metzler	PE
Non-classroom Professional	Rachel Miller	Reading Interventionist
Classroom Teacher	Daisy Castellon	3rd Grade
Classroom Teacher	Jennifer Perez	Math Interventionist
Parent	Sunny Marks	Parent
District-level Professional	Haley Horner	District Instructional Coach
Classroom Teacher	Eleanor Roberts Matthew	SpEd Teacher
Classroom Teacher	Paul Parkerson	Bilingual Interventionist

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	2	3			\$0.00
Sub-Total					\$0.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	3	1			\$14,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
Sub-Total					\$14,000.00

Addendums

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P																
																May 2023 STAAR Reading Language Arts, Grade 3															
																Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters																									
McNair Elementary School	84	32	1525	60.90%	83.33%	66.67%	36.90%	05/01/23	0%	9.52%	7.14%	8.33%	8.33%	29.76%	36.90%																
Economic Disadvantage	43	28	1473	53.76%	76.74%	53.49%	23.26%	05/01/23	0%	11.63%	11.63%	11.63%	11.63%	30.23%	23.26%																
Asian	3	38	1654	72.44%	100%	66.67%	66.67%	05/01/23	0%	0%	0%	33.33%	0%	0%	66.67%																
Black/African American	6	37	1587	70.19%	83.33%	83.33%	66.67%	05/01/23	0%	0%	16.67%	0%	0%	16.67%	66.67%																
Hispanic	28	27	1462	51.65%	67.86%	50%	25%	05/01/23	0%	21.43%	10.71%	3.57%	14.29%	25%	25%																
Two or More Races	3	29	1482	55.77%	66.67%	66.67%	33.33%	05/01/23	0%	0%	33.33%	0%	0%	33.33%	33.33%																
White	44	34	1552	65.08%	93.18%	75%	38.64%	05/01/23	0%	4.55%	2.27%	11.36%	6.82%	36.36%	38.64%																
Currently Emergent Bilingual	15	26	1453	50.51%	66.67%	53.33%	20%	05/01/23	0%	20%	13.33%	0%	13.33%	33.33%	20%																
Special Ed Indicator	20	19	1344	36.25%	45%	20%	5%	05/01/23	0%	35%	20%	20%	5%	15%	5%																

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P																
																May 2023 STAAR Reading Language Arts, Grade 4															
																Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters																									
McNair Elementary School	90	29	1563	54.85%	80%	60%	28.89%	05/01/23	1.11%	13.33%	5.56%	7.78%	12.22%	31.11%	28.89%																
Economic Disadvantage	49	26	1528	50.75%	71.43%	51.02%	30.61%	05/01/23	2.04%	22.45%	4.08%	8.16%	12.24%	20.41%	30.61%																
American Indian/Alaskan Native	1	33	1615	63.46%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%																
Asian	3	47	1888	91.03%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%																
Black/African American	8	21	1461	39.66%	50%	37.50%	12.50%	05/01/23	0%	50%	0%	0%	12.50%	25%	12.50%																
Hispanic	38	26	1528	49.34%	76.32%	44.74%	23.68%	05/01/23	0%	15.79%	7.89%	13.16%	18.42%	21.05%	23.68%																
Two or More Races	3	37	1687	71.79%	100%	66.67%	66.67%	05/01/23	0%	0%	0%	0%	33.33%	0%	66.67%																
White	37	31	1583	59.25%	86.49%	75.68%	29.73%	05/01/23	2.70%	5.41%	5.41%	5.41%	5.41%	45.95%	29.73%																
Currently Emergent Bilingual	18	26	1527	49.25%	77.78%	44.44%	22.22%	05/01/23	0%	16.67%	5.56%	16.67%	16.67%	22.22%	22.22%																
First Year of Monitoring	2	49	1942	94.23%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%																
Special Ed Indicator	15	15	1389	29.36%	33.33%	6.67%	0%	05/01/23	0%	53.33%	13.33%	6.67%	20%	6.67%	0%																

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P																
																May 2023 STAAR Reading Language Arts, Grade 5															
																Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters																									
McNair Elementary School	93	32	1624	62.18%	84.95%	59.14%	27.96%	05/01/23	0%	6.45%	8.60%	10.75%	15.05%	31.18%	27.96%																
Economic Disadvantage	47	30	1593	57.45%	76.60%	46.81%	23.40%	05/01/23	0%	8.51%	14.89%	12.77%	17.02%	23.40%	23.40%																
Asian	2	48	1893	91.35%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%																
Black/African American	10	31	1596	58.85%	90%	50%	20%	05/01/23	0%	0%	10%	30%	10%	30%	20%																
Hispanic	39	28	1559	53.65%	71.79%	41.03%	12.82%	05/01/23	0%	12.82%	15.38%	10.26%	20.51%	28.21%	12.82%																
Two or More Races	1	32	1604	61.54%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%																
White	41	36	1680	69.70%	95.12%	75.61%	41.46%	05/01/23	0%	2.44%	2.44%	7.32%	12.20%	34.15%	41.46%																
Currently Emergent Bilingual	25	28	1564	54.38%	76%	40%	16%	05/01/23	0%	12%	12%	8%	28%	24%	16%																
Second Year of Monitoring	1	49	1948	94.23%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%																
Special Ed Indicator	17	24	1509	46.27%	58.82%	23.53%	5.88%	05/01/23	0%	23.53%	17.65%	23.53%	11.76%	17.65%	5.88%																

	May 2023 STAAR Mathematics, Grade 3															
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters	
McNair Elementary School	90	22	1509	59.13%	78.89%	55.56%	31.11%	05/01/23	0%	8.89%	12.22%	12.22%	11.11%	24.44%	31.11%	
Economic Disadvantage	48	19	1451	51.80%	70.83%	39.58%	20.83%	05/01/23	0%	12.50%	16.67%	16.67%	14.58%	18.75%	20.83%	
Asian	3	27	1682	72.97%	100%	66.67%	33.33%	05/01/23	0%	0%	0%	0%	33.33%	33.33%	33.33%	
Black/African American	6	26	1572	69.82%	83.33%	83.33%	66.67%	05/01/23	0%	0%	16.67%	0%	0%	16.67%	66.67%	
Hispanic	34	18	1434	49.13%	64.71%	32.35%	14.71%	05/01/23	0%	14.71%	20.59%	14.71%	17.65%	17.65%	14.71%	
Two or More Races	3	16	1383	42.34%	66.67%	33.33%	0%	05/01/23	0%	33.33%	0%	33.33%	0%	33.33%	0%	
White	44	24	1555	65.60%	88.64%	70.45%	40.91%	05/01/23	0%	4.55%	6.82%	11.36%	6.82%	29.55%	40.91%	
Currently Emergent Bilingual	21	18	1424	48.01%	71.43%	28.57%	9.52%	05/01/23	0%	9.52%	19.05%	23.81%	19.05%	19.05%	9.52%	
Special Ed Indicator	22	13	1336	34.52%	31.82%	13.64%	4.55%	05/01/23	0%	31.82%	36.36%	13.64%	4.55%	9.09%	4.55%	
Myers Middle School	1	6	1204	16.22%	0%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	
Economic Disadvantage	1	6	1204	16.22%	0%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	
Hispanic	1	6	1204	16.22%	0%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	
Currently Emergent Bilingual	1	6	1204	16.22%	0%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%	

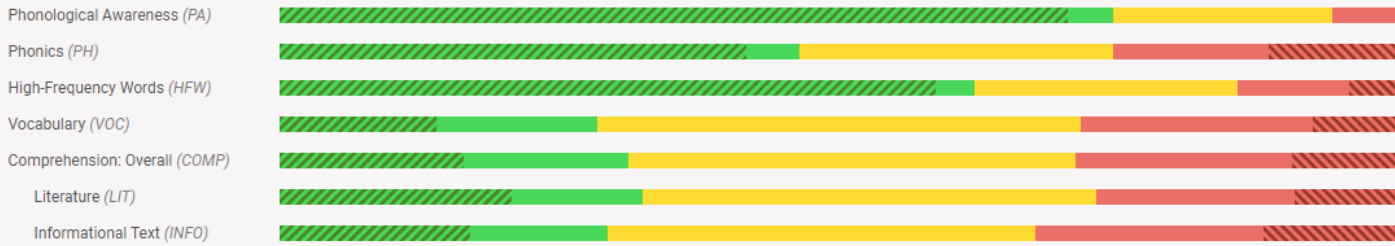
	May 2023 STAAR Mathematics, Grade 4															
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters	
McNair Elementary School	91	25	1608	61.81%	75.82%	64.84%	34.07%	05/01/23	1.10%	9.89%	13.19%	4.40%	6.59%	30.77%	34.07%	
Economic Disadvantage	50	23	1563	56.45%	68%	56%	24%	05/01/23	2%	8%	22%	4%	8%	32%	24%	
American Indian/Alaskan Native	1	29	1651	72.50%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%	
Asian	3	37	1941	93.33%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%	
Black/African American	8	20	1541	49.69%	37.50%	37.50%	25%	05/01/23	0%	25%	37.50%	0%	0%	12.50%	25%	
Hispanic	39	22	1568	55.64%	66.67%	53.85%	25.64%	05/01/23	0%	15.38%	17.95%	5.13%	7.69%	28.21%	25.64%	
Two or More Races	3	28	1640	70.83%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%	
White	37	27	1632	67.36%	89.19%	75.68%	43.24%	05/01/23	2.70%	2.70%	5.41%	5.41%	8.11%	32.43%	43.24%	
Currently Emergent Bilingual	19	23	1582	58.29%	68.42%	57.89%	26.32%	05/01/23	0%	10.53%	21.05%	5.26%	5.26%	31.58%	26.32%	
First Year of Monitoring	2	39	2031	97.50%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%	
Special Ed Indicator	15	14	1432	35.83%	26.67%	13.33%	0%	05/01/23	0%	33.33%	40%	0%	13.33%	13.33%	0%	

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	
																May 2023 STAAR Mathematics, Grade 5
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters	
McNair Elementary School	98	27	1705	64.80%	91.84%	61.22%	34.69%	05/01/23	0%	2.04%	6.12%	12.24%	18.37%	26.53%	34.69%	
Economic Disadvantage	51	24	1657	58.08%	86.27%	50.98%	23.53%	05/01/23	0%	3.92%	9.80%	17.65%	17.65%	27.45%	23.53%	
Asian	2	39	1988	92.86%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%	
Black/African American	11	23	1619	53.90%	81.82%	36.36%	9.09%	05/01/23	0%	9.09%	9.09%	9.09%	36.36%	27.27%	9.09%	
Hispanic	42	25	1662	58.90%	90.48%	54.76%	23.81%	05/01/23	0%	2.38%	7.14%	19.05%	16.67%	30.95%	23.81%	
Two or More Races	1	31	1739	73.81%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%	
White	42	30	1757	72%	95.24%	71.43%	50%	05/01/23	0%	0%	4.76%	7.14%	16.67%	21.43%	50%	
Currently Emergent Bilingual	26	26	1672	60.71%	88.46%	57.69%	26.92%	05/01/23	0%	0%	11.54%	11.54%	19.23%	30.77%	26.92%	
Second Year of Monitoring	1	41	2103	97.62%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%	
Special Ed Indicator	22	21	1600	50.54%	72.73%	36.36%	4.55%	05/01/23	0%	9.09%	18.18%	9.09%	27.27%	31.82%	4.55%	

	May 2023 STAAR Science, Grade 5														
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator						
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
McNair Elementary School	98	23	3943	60.23%	78.57%	41.84%	24.49%	05/01/23	0%	5.10%	16.33%	12.24%	24.49%	17.35%	24.49%
Economic Disadvantage	51	21	3756	53.70%	64.71%	25.49%	13.73%	05/01/23	0%	7.84%	27.45%	9.80%	29.41%	11.76%	13.73%
Asian	2	34	4761	85.90%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%
Black/African American	11	22	3781	55.24%	72.73%	27.27%	9.09%	05/01/23	0%	9.09%	18.18%	18.18%	27.27%	18.18%	9.09%
Hispanic	42	21	3723	52.81%	66.67%	23.81%	9.52%	05/01/23	0%	7.14%	26.19%	14.29%	28.57%	14.29%	9.52%
Two or More Races	1	28	4216	71.79%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%
White	42	26	4159	67.46%	90.48%	59.52%	40.48%	05/01/23	0%	2.38%	7.14%	9.52%	21.43%	19.05%	40.48%
Currently Emergent Bilingual	26	21	3713	52.66%	69.23%	19.23%	0%	05/01/23	0%	3.85%	26.92%	15.38%	34.62%	19.23%	0%
Second Year of Monitoring	1	32	4570	82.05%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%
Special Ed Indicator	22	19	3606	48.83%	63.64%	13.64%	4.55%	05/01/23	0%	22.73%	13.64%	9.09%	40.91%	9.09%	4.55%

iReady Reading Data

Placement by Domain



Switch Table View

Placement Summary

Choose to Show Results By

Grade

Showing 6 of 6

Grade Overall Grade-Level Placement ● ● ● ● ● Students Assessed/Total

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K		12%	13%	75%	0%	0%	75/76
Grade 1		2%	5%	76%	16%	0%	92/93
Grade 2		10%	13%	44%	33%	0%	79/79
Grade 3		19%	22%	18%	26%	15%	94/94
Grade 4		24%	13%	31%	10%	23%	102/102
Grade 5		12%	22%	30%	21%	14%	98/98

iReady Math Data

Placement by Domain



Switch Table View

Placement Summary

Choose to Show Results By

Grade

+ Add secondary demographic to show results by

Showing 6 of 6

Grade

Overall Grade-Level Placement



Students Assessed/Total

Grade	Overall Grade-Level Placement	17%	11%	72%	0%	0%	Students Assessed/Total
Grade K		17%	11%	72%	0%	0%	75/76
Grade 1		4%	2%	68%	25%	0%	92/93
Grade 2		0%	8%	61%	32%	0%	79/79
Grade 3		3%	12%	50%	24%	11%	94/94
Grade 4		11%	26%	39%	11%	13%	102/102
Grade 5		8%	22%	49%	7%	13%	98/98

1212 Hickory Creek Rd
 Denton, TX 76210
 (940) 369-3600 Phone
 (940) 369-4921 Fax

Administration

Administrator names are based on role ID reporting on the Fall 30090 staff records

School Population (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

	Count	Percent
Student Total	561	100%
Early Education Grade	2	0.36%
Pre-Kindergarten Grade	15	2.67%
Kindergarten Grade	85	15.15%
1st Grade	83	14.80%
2nd Grade	88	15.69%
3rd Grade	99	17.65%
4th Grade	86	15.33%
5th Grade	103	18.36%

Student Demographics (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

Gender

	Count	Percent
Female	295	52.58%
Male	266	47.42%

Ethnicity

Hispanic-Latino	257	45.81%
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Race

American Indian - Alaskan Native	1	0.18%
Asian	12	2.14%
Black - African American	46	8.20%
Native Hawaiian - Pacific Islander	0	0.00%
White	229	40.82%
Two-or-More	16	2.85%

Student Programs (2022 - 2023 Fall PEIMS file loaded 01/19/2023)	Count	Percent
Dyslexia	31	5.53%
Gifted and Talented	44	7.84%
Regional Day School Program for the Deaf	27	4.81%
Section 504	22	3.92%
Special Education (SPED)	110	19.61%
Bilingual/ESL		
Emergent Bilingual (EB)	159	28.34%
Bilingual	133	23.71%
English as a Second Language (ESL)	26	4.63%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	561	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2022 - 2023 Fall PEIMS file loaded 01/19/2023)

Count Percent

At-Risk	245	43.67%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	8	1.43%
Intervention Indicator	52	9.27%
Migrant	0	0.00%
Military Connected	7	1.25%
Transfer In Students	13	2.3173%
Unschoolered Asylee/Refugee	0	0%

Economic Disadvantage

Economic Disadvantage Total	319	56.86%
Free Meals	275	49.02%
Reduced-Price Meals	44	7.84%
Other Economic Disadvantage	0	0.00%

Homeless and Unaccompanied Youth

Homeless Status Total	0	0.00%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

Denton Independent School District
Nelson Elementary
2023-2024 Improvement Plan



Mission Statement

At Nelson Elementary, it is our mission to grow as successful learners and make a positive difference in the world.

Vision

At Nelson Elementary, our vision is to celebrate our safe learning community that is built on cooperation, communication, and collaboration.

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

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

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Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	12
Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and various accomplishments to the Denton ISD community	23
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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Data and staff feedback indicate a need for enhancing T1, T2, and T3 instruction for reading and math. The campus needs to continue to make stride in developing strong relationships with students and fostering an interest in STEM education.

Demographics

Demographics Summary

We engage our new staff members through our "New to Nelson" mentorship program.

We engage parents through programs such as the PTA, Muffins with Moms, and All Pro Dads.

We engage students through our diversity programs, STEM nights, and extra-curricular activities.

Demographics Strengths

Our campus strengths include the following:

- Developing common formative assessments
- Progress monitoring
- Addressing the needs of below level learners
- Addressing the social-emotional needs of students
- Parent communication
- Celebrating and acknowledging student success
- Providing extra-curricular opportunities
- Providing mentoring opportunities for new staff members
- Increased percentage of minority staff members
- Beginning of the year trainings focused on restorative practices and cultural awareness

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a discrepancy in the ELAR and math scores amongst our subpopulations. Nelson Elementary sees a need to increase our capability in meeting the academic and relational needs of diverse student populations. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.") **Root Cause:** The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.

Student Learning

Student Learning Summary

The majority of students are leaving each grade level with at least 1 year's growth in learning.

Math data indicates we need to identify a better system of tracking student progress throughout the school year.

Student Learning Strengths

Nelson Elementary has strengths in the following areas:

- Targeted small group instruction
- Progress monitoring for reading
- Documented growth through interventions

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Nelson Elementary is still making progress towards campus expectations for mastering understanding of math essentials. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.") **Root Cause:** The campus has a need to realign practices through vertical planning and increase grade level capacity to provide T1, T2, and T3 intervention. The campus should consolidate data points into a specific plan for tracking student growth in math.

Problem Statement 2 (Prioritized): Nelson Elementary is continuing to make progress towards all students reading on level by 3rd grade. (See the Plan Addendums titled "2022-2023 Reading STAAR Summary" and "2022-2023 EOY Reading Levels for Grades K-5.") **Root Cause:** Grades PK-2 require resources to teach phonological awareness and strategies for addressing deficits with phonics. BOY data indicates students enter school with lower reading behaviors than campuses with similar demographics.

School Processes & Programs

School Processes & Programs Summary

We have identified the following processes/programs:

- Behavior management/CHAMPS
- Mentor programs for new teachers
- Pacing guides (from the grade level and district)
- After school programs

School Processes & Programs Strengths

Nelson Elementary has strengths in the following areas:

Behavior management/CHAMPS

- CHAMPS Charts
- PRIDE Awards
- Parent Communication

Mentor programs for new teachers

- New hires are retained through the campus culture

Pacing guides (from the grade level and district)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Nelson Elementary is re-evaluating the procedures for the MTSS system and application of Professional Learning Communities to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. **Root Cause:** Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are applying PLC practices to varying degrees.

Perceptions

Perceptions Summary

Nelson Elementary has strong parent-communication skills.

Nelson Elementary has multiple ways to celebrate student success.

Our campus is streamlining methods of communication and identifying ways to relate to all stakeholders.

Perceptions Strengths

Nelson Elementary has strengths in the following areas:

Parent Communication Skills

- Teachers consistently reach out to families
- Parent concerns are addressed immediately (i.e. within a day)

Celebrating student success:

- Consistent celebrations of student achievement through the use of PRIDE awards, CHAMPS celebrations, and PTA-sponsored activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are inconsistencies across teams regarding what does and does not constitute as an office referral or the need for a reward. **Root Cause:** There are differing views of behavioral modification and appropriate methods for addressing behavioral needs.

Priority Problem Statements

Problem Statement 1: There is a discrepancy in the ELAR and math scores amongst our subpopulations. Nelson Elementary sees a need to increase our capability in meeting the academic and relational needs of diverse student populations. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.")

Root Cause 1: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Nelson Elementary is still making progress towards campus expectations for mastering understanding of math essentials. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.")

Root Cause 2: The campus has a need to realign practices through vertical planning and increase grade level capacity to provide T1, T2, and T3 intervention. The campus should consolidate data points into a specific plan for tracking student growth in math.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Nelson Elementary is continuing to make progress towards all students reading on level by 3rd grade. (See the Plan Addendums titled "2022-2023 Reading STAAR Summary" and "2022-2023 EOY Reading Levels for Grades K-5.")

Root Cause 3: Grades PK-2 require resources to teach phonological awareness and strategies for addressing deficits with phonics. BOY data indicates students enter school with lower reading behaviors than campuses with similar demographics.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of Professional Learning Communities to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met.

Root Cause 4: Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are applying PLC practices to varying degrees.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There are inconsistencies across teams regarding what does and does not constitute as an office referral or the need for a reward.

Root Cause 5: There are differing views of behavioral modification and appropriate methods for addressing behavioral needs.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- 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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results
- Other additional data

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2024, 100% of students will demonstrate a minimum of 1 year's academic growth in Reading Language Arts as evidenced by:

- *Reading - 1 year's growth in reading levels. Students who are below level will achieve a 1.5 year growth in reading.
- *Writing - 75% of students on level for writing

HB3 Guiding Outcome

Evaluation Data Sources: Individual Reading Inventories

Running Records

iReady Reading Assessments

TPRI





TX-KEA

Report Card Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regularly scheduled PLC meetings to address the 4 critical questions of a PLC: * Each team will meet twice a month for campus-based PLC meetings and once a month for vertical PLC meetings. *Teams will be given 1/2 days for planning and mega labs, as the need arises.</p> <p>Strategy's Expected Result/Impact: PLC teams will improve Tier 1 teaching and identify students for intervention by answering the 4 critical questions of a PLC.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Substitutes to cover 1/2 day or full day PLC meetings. - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: By September 15, 2023 teams will identify SMART goals that align with the campus and district goals.</p> <p>Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2024. A minimum of 1.5 years growth for students below level.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: By September 15, 2023 teachers and administrators will identify professional goals that align with the campus and district goals.</p> <p>Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2024. A minimum of 1.5 years growth for students below level.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Targeted ESL support for at risk English Language Learners will be provided by the ESL specialist through small group instruction. This will occur on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Students will make growth in accordance to the TELPAS scores. Development in oral language skills will result in students growing at least 1 year in their reading level by May 2024. A minimum of 1.5 years growth for students below level.</p> <p>Staff Responsible for Monitoring: Administrators ESL Specialist Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers in grades PreK-5 will provide Tier 1, Tier 2, and Tier 3 interventions through conferring and small group instruction, daily.</p> <p>Strategy's Expected Result/Impact: Students will grow at least 1 year in their reading level by May 2024. A minimum of 1.5 years growth for students below level.</p> <p>Staff Responsible for Monitoring: Administrators Teachers Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Training by the Teachers College - Title I, Part A - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Targeted reading intervention through a K-2 reading interventionist/reading recovery teacher. Intervention will be provided 4 days a week.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth in reading levels for students considered at risk and progressing. Students will make this growth by May 2024.</p> <p>Staff Responsible for Monitoring: Administrators K-2 Reading Interventionist Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: K-2 Reading Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: At risk students in grades 3-5 will receive intervention for a minimum of 20 minutes a day, 4 days a week through the campus reading and math intervention.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth in reading levels for students considered at risk and progressing. Students will make this growth by May 2024.</p> <p>Staff Responsible for Monitoring: Administrators 3-5 Reading Interventionist Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: 3-5 Reading Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: 100% of eligible HB4545/HB1416 students will be served by May 2024. Students will receive intervention services from the campus interventionists, ESSR-Funded Tutors, and classroom teachers through targeted small group instruction. Students will receive a minimum of 30 minutes a week of intervention.</p> <p>Strategy's Expected Result/Impact: A minimum of 1.5 years growth in reading levels for students considered at risk and progressing. Students will make this growth by May 2024.</p> <p>Staff Responsible for Monitoring: Teachers ESSR-Funded Tutor(s) Interventionists Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: ESSR-Funded Tutors - State Compensatory Education (SCE) - \$8,500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a discrepancy in the ELAR and math scores amongst our subpopulations. Nelson Elementary sees a need to increase our capability in meeting the academic and relational needs of diverse student populations. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.") Root Cause: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.</p>
Student Learning
<p>Problem Statement 2: Nelson Elementary is continuing to make progress towards all students reading on level by 3rd grade. (See the Plan Addendums titled "2022-2023 Reading STAAR Summary" and "2022-2023 EOY Reading Levels for Grades K-5.") Root Cause: Grades PK-2 require resources to teach phonological awareness and strategies for addressing deficits with phonics. BOY data indicates students enter school with lower reading behaviors than campuses with similar demographics.</p>
School Processes & Programs
<p>Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of Professional Learning Communities to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. Root Cause: Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are applying PLC practices to varying degrees.</p>

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 2: By May 2024 85% of students in grades PK-5 will demonstrate mastery of math essentials as measured through common formative assessment.

Evaluation Data Sources: Common Assessments
 Primary Numeracy Assessments
 Report Card Assessments
 iReady Math Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will collaborate with the campus coach, district specialists, and administrators to develop common formative assessments that measure mastery of each essential standard.</p> <p>Strategy's Expected Result/Impact: Students who are at risk, progressing, and on level will be identified. Appropriate intervention and/or acceleration learning opportunities will be provided. 85% of students in grades PK-5 will demonstrate mastery of math essentials.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Instructional Coach District Specialists Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: General paraprofessionals will support school-wide intervention. Intervention groups will be based off the mastery of campus essentials.</p> <p>Strategy's Expected Result/Impact: 85% of students in grades PK-5 will demonstrate mastery of math essentials.</p> <p>Staff Responsible for Monitoring: General Paraprofessionals Teachers Interventionists Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Title I, Part A - \$62,000</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers in grades PreK-5 will provide Tier 1, Tier 2, and Tier 3 interventions through conferring and small group instruction on an ongoing weekly basis.</p> <p>Strategy's Expected Result/Impact: 85% of students in grades PK-5 will demonstrate mastery of math essentials.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 100% of eligible HB4545/HB1416 students will be served by May 2024. Students will receive intervention services from the campus interventionists, ESSR-Funded Tutors, and classroom teachers through targeted small group instruction. Students will receive a minimum of 30 minutes a week of intervention.</p> <p>Strategy's Expected Result/Impact: 85% of students will master grade level math essentials.</p> <p>Staff Responsible for Monitoring: Teachers ESSR-Funded Tutors Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: ESSR-Funded Tutors - State Compensatory Education (SCE) - \$8,500</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: There is a discrepancy in the ELAR and math scores amongst our subpopulations. Nelson Elementary sees a need to increase our capability in meeting the academic and relational needs of diverse student populations. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.") **Root Cause:** The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.

Student Learning

Problem Statement 1: Nelson Elementary is still making progress towards campus expectations for mastering understanding of math essentials. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.") **Root Cause:** The campus has a need to realign practices through vertical planning and increase grade level capacity to provide T1, T2, and T3 intervention. The campus should consolidate data points into a specific plan for tracking student growth in math.

School Processes & Programs

Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of Professional Learning Communities to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. **Root Cause:** Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are applying PLC practices to varying degrees.





Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 3: By May 2024, 90% of PREK students will identify 20 or more letters.

Evaluation Data Sources: Common Assessments
Report Card Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: T1, T2, and T3 intervention provided on a daily basis. Progress monitoring updates will occur during PLC meetings.</p> <p>Strategy's Expected Result/Impact: 90% of PREK students will identify 20 or more letters.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a discrepancy in the ELAR and math scores amongst our subpopulations. Nelson Elementary sees a need to increase our capability in meeting the academic and relational needs of diverse student populations. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.") Root Cause: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.</p>

Student Learning

Problem Statement 2: Nelson Elementary is continuing to make progress towards all students reading on level by 3rd grade. (See the Plan Addendums titled "2022-2023 Reading STAAR Summary" and "2022-2023 EOY Reading Levels for Grades K-5.") **Root Cause:** Grades PK-2 require resources to teach phonological awareness and strategies for addressing deficits with phonics. BOY data indicates students enter school with lower reading behaviors than campuses with similar demographics.

School Processes & Programs

Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of Professional Learning Communities to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. **Root Cause:** Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are applying PLC practices to varying degrees.

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 4: 100% of science classrooms will engage in a minimum of 1 STEM lesson per grading period.

Evaluation Data Sources: Lesson Plans
Artifacts (i.e. pictures, student projects)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: STEM training provided by district curriculum directors and staff members.</p> <p>Strategy's Expected Result/Impact: Each class will have multiple venues (i.e. the STEM lab, the science lab, and the classroom) for providing STEM lessons as evidenced through weekly teacher lesson plans and scheduled STEM lab co-teaching sessions.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Special Areas Teachers Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: New STEM-related science materials for PK-5 classes.</p> <p>Strategy's Expected Result/Impact: Students will engaged in more hands on activities; improving their understanding of science concepts.</p>	Formative		
	Dec	Mar	May

Staff Responsible for Monitoring: Classroom Teacher
Administrator

TEA Priorities:
Recruit, support, retain teachers and principals



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 1: Nelson Elementary is re-evaluating the procedures for the MTSS system and application of Professional Learning Communities to ensure both processes allow for collaboration amongst all stakeholders and the needs of all students are met. **Root Cause:** Students in T3 intervention are not consistently receiving T1 and T2 intervention. PLC teams are applying PLC practices to varying degrees.

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: 100% of classrooms will effectively implement well being strategies resulting in an increase in student engagement. This will be measured by the weekly implementation of morning meetings, restorative practices, physical activities, fine arts, and participation in school clubs.

Evaluation Data Sources: Morning Meetings in Classrooms
 Restorative Practices
 Treatment Agreements in each Class
 Campus Engagement Data
 School Club Participation Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Training will be provided for the staff on the use of strengths, restorative practices, and the understanding of behaviors on an ongoing basis, as evidenced by faculty meeting agendas and implementation of strategies.</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased staff member engagement</p> <p>Staff Responsible for Monitoring: Administrators Campus' Strength Champion Counselor District Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continued implementation of student celebrations including positive office referrals; PRIDE Awards; positive phone calls home; and accomplishments of academic achievement.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and increased parent engagement, as evidence by student attendance at meetings and parent attendance at events.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continued implementation of extra-curricular activities including Girls on the Run, Music Makers, Drama Kids, Student Council, Safety Squad, 5th Grade Track Team, the Volleyball Club, the Sewing Club, and the OWL Club.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and increased parent engagement as evidence of student attendance at meetings and parent attendance at events.</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a discrepancy in the ELAR and math scores amongst our subpopulations. Nelson Elementary sees a need to increase our capability in meeting the academic and relational needs of diverse student populations. (See the Plan Addendum titled "2022-2023 Math STAAR Summary.") Root Cause: The needs and values of each student group differs and requires a diversity in thought regarding learning opportunities and relationship building.</p>
Perceptions
<p>Problem Statement 1: There are inconsistencies across teams regarding what does and does not constitute as an office referral or the need for a reward. Root Cause: There are differing views of behavioral modification and appropriate methods for addressing behavioral needs.</p>

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	2	1	Teachers will collaborate with the campus coach, district specialists, and administrators to develop common formative assessments that measure mastery of each essential standard.

State Compensatory

Budget for Nelson Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 100

Brief Description of SCE Services and/or Programs

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Personnel for Nelson Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Boerner	K-2 Reading Intervention	NaN
Jordis McLaughlin	3-5 Reading/Math Interventionist	NaN

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Audriana Benford	General Paraprofessional	Title 1	100%
Tanya Haberman	General Paraprofessional	Title 1	100%

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Jarah Lewis	ECSE Teacher
Classroom Teacher	Taheera Flores	Kindergarten Teacher
Classroom Teacher	Traci Cook	1st Grade Teacher
Classroom Teacher	Chandra Wilburn	2nd Grade Teacher
Classroom Teacher	Monica Robertson	3rd Grade Teacher
Classroom Teacher	Lakeisha Smith	4th Grade Teacher
Classroom Teacher	Kayla Mills	5th Grade Teacher
Non-classroom Professional	Jessica Boerner	Interventionist
Non-classroom Professional	Denise Clyne	Art Teacher
Non-classroom Professional	Renee Elliot	Special Education Teacher
Administrator	Amy Atchley	Assistant Principal
Administrator	Erika Timmons	Principal
District-level Professional	Dr. Robert Stewart	Assistant Superintendent of Human Resources
Parent	Tyler Horner	Parent
Parent	Suhar Hammad	Parent

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	K-2 Reading Interventionist		\$30,000.00
1	1	7	3-5 Reading Interventionist		\$30,000.00
1	1	8	ESSR-Funded Tutors		\$8,500.00
1	2	4	ESSR-Funded Tutors		\$8,500.00
Sub-Total					\$77,000.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes to cover 1/2 day or full day PLC meetings.		\$5,000.00
1	1	5	Training by the Teachers College		\$5,000.00
1	2	2			\$62,000.00
Sub-Total					\$72,000.00