

Denton Independent School District

Braswell High School

2023-2024 Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Guiding Outcomes	16
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	17
Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition's to the Denton ISD community	18
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	21
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	23
Campus Funding Summary	25

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Demographics -

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

Student Achievement -

- Develop intervention plan to address HB4545 skills for students in need
- Increase our participation in AVID to increase our college going population
- Increase the percentage of LEP, Hispanic, AA, ECON DIS student participation in Honors/AP classes

School Culture and Climate

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

Staff Quality, Recruitment and Retention

- Provided professional development both locally and globally in areas of educational and cultural needs (Solution Tree, discipline,restorative etc)
- Provide more substitutes to allow for teachers to take time off when needed
- There is high staff stress and burnout this year due to the increase demands due to the Covid pandemic

Curriculum, Instruction, and Assessment -

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

Family and Community Involvement

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

Technology

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

Demographics

Demographics Summary

2023-2024

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

2023-2024

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

See Texas Score card 2023 and 2024 Summary are in addendum

Student Learning Strengths

Student Achievement ~ Based on results from the 2022 School Starr

- Texas School districts did not receive an Accountability rating in 2020 due to Covid
- Designations were not provided in 2020 due to Covid

See score card data

English 1 and 2 scores outperformed the district and state average. (49 percent of student campus wide Connected Learning)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to develop at least a years growth in Alg1, Biology, English 1/2 and US History. We will also increase our EOC approaches score 10% and master score 5% in all tested areas by July 2024. We will also increase our CCMR score by 5%

School Processes & Programs

School Processes & Programs Summary

Departments of study led by department heads

Content teams led by Lead Teachers

Instructional Coaches in English, Math, Social Studies, Science, Special Education

Aspiring Teachers'/Administrators' Groups

Vertical alignment amongst Zone schools

Leadership teams/committees

Flexibility and adaptability of staff/faculty

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

School Processes & Programs Strengths

Strengths Instructional Coaches in English, Math, Social Studies, Science, Special Education

Curriculum, Instruction and Assessment -

- Creation of a Master Schedule that allows all core teachers to have common planning time off to collaborate and have PLCs during the school day.
- Creation of HB4545 intervention plan
- Common assessment data along with IXL is analyzed during PLC's to guide instruction and assessment -English, Math
- Classroom instruction and assessments are based on TEKS
- Teachers track data from multiple sources and collaborate within an academic team to address the whole student
- Opportunities for staff-lead researched based, professional development
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Utilization of released STAAR materials to establish sufficient rigor for instruction
- Implementation of Dufours' PLC model in our department
- PD provided for Creation of True PLC practices (Solution Tree)

- Effective use of technology within classrooms
- Utilizing Learning Targets and Language objectives with fidelity in all contents
- Continued PD and implementation of AFL strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal Setting, and Effective Questioning)

Technology

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

School Context and Organization -

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

Staff Quality, Recruitment and Retention -

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

- FYTA and mentor supports

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Need for more PLC PD opportunities and classroom management training. We also need to increase AVID participation

Perceptions

Perceptions Summary

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

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

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

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

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

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

Student clubs and organizations

Opportunities for feedback from stakeholders

Vertical alignment of the Braswell Zone

Perceptions Strengths

Family and Community Involvement -

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

School Culture and Climate -

- Relationships built by staff with students

- Denton focuses on a family atmosphere
- Inclusive culture that welcomes stakeholders from the front office to the classroom
- Committed staff
- Staff is challenged but is happy to be at work
- High but achievable expectations that allows students to reach goals
- Staff is helpful
- Teachers are involved

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase student connectedness to their feeling of academic worth and the people that are trying to hold them accountable to their worth and goals.

Priority Problem Statements

Problem Statement 1: Our teacher population does not match our demographic. We are tremendously growing in numbers and diversity. Our teachers need to feel equipped deal with our students diverse needs.

Root Cause 1: Recruitment of diverse professionals that have multiple experiences

Problem Statement 1 Areas: Demographics

Problem Statement 2: We need to develop at least a years growth in Alg1, Biology, English 1/2 and US History. We will also increase our EOC approaches score 10% and master score 5% in all tested areas by July 2024. We will also increase our CCMR score by 5%

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The Need for more PLC PD opportunities and classroom management training. We also need to increase AVID participation

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to increase student connectedness to their feeling of academic worth and the people that are trying to hold them accountable to their worth and goals.

Root Cause 4:

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

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

- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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

Performance Objective 1: Braswell High School's students in Algebra I will increase their student pass rate in Algebra I by 5% by May 2024. We will also increase our EOC approaches score 10% and master score 5% in all tested areas by July 2024.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will use common assessment and EOC data to hand schedule students that are in need with our best teachers for intervention. We will also provided extra support for these classes as well.</p> <p>Strategy's Expected Result/Impact: We want to close as many gaps as possible by providing the best support to our kids that need the most intervention.</p> <p>Staff Responsible for Monitoring: Felisha Jones, Ms. Tolliver, Ashley Delaney</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Allocated more math sections to Algebra I to ensure smaller class size to focus on intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Teachers, Instructional Coaches, Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will work with their team, coaches, and Solution Tree to effectively analyze data in their PLCs and individual data meetings to ensure we are meeting the exact needs of each student.</p> <p>Strategy's Expected Result/Impact: Focus on students individual needs and get them what they need based on the data presented</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrative Team, Solution Tree</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Staff will continue to grow professionally in best practices and strategies by attending campus based professional development and training in addition to technology and ways to integrate this.</p> <p>Strategy's Expected Result/Impact: Continue to refine strategies and best practices to maximize the experience students have in the classroom</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, DLS</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will design lessons focused on intentional learning targets, learning essentials and giving appropriate feedback.</p> <p>Strategy's Expected Result/Impact: Organized plan of action chunked in a way for students to organize thinking.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PLCs will meet every other week to analyze student data, ensure needs of all students are met, create common assessments and plan for intervention and enrichment lessons.</p> <p>Strategy's Expected Result/Impact: Work as a team to analyze data and assessments to address needs of students.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: We will have targeted Alg 1/ Eng 1/ Eng 21 tutorials with our students during Saturday school.</p> <p>Strategy's Expected Result/Impact: Work with students that have gaps in tested subject are to fill gaps</p> <p>Staff Responsible for Monitoring: Teacher, Instructional Coaches, Admin team</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: We will add two para- professional positions to targeted Algebra1 classes to help target real time intervention</p> <p>Strategy's Expected Result/Impact: Teacher/Para Professional</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Guiding Outcome 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: By maximizing instructional time and keeping students in class 95% of the time we will minimize distractions and discipline referrals by 5% by May 2024

Evaluation Data Sources: Eschool, Tardy Tank attendance, Discipline referrals

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

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





Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 2: We will bolster Tier I instruction by providing structure, effectiveness, and consistent instructional best practices by 10 percent by May 2024.

Evaluation Data Sources: Admin team, Walkthroughs, Evaluations.

Strategy 1 Details	Formative Reviews		
Strategy 1: Work with Guided Coalition to provide teacher voice and leadership on campus needs.	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 3: Growth & Management

In pursuit of excellence, we will:

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

Performance Objective 1: Braswell High School will continue to increase talented teacher retention rate 5% by July 2024.

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

Strategy 4 Details	Formative Reviews		
Strategy 4: Faculty/staff members' Strengths will be identified and used to build relationships with each other. Strategy's Expected Result/Impact: Learn how to aim strengths to work with department and content team. Staff Responsible for Monitoring: A. Kowns (Strengths Champion) Scott Spaulding, Administrative Team, Teachers	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin) Strategy's Expected Result/Impact: To create a sense of family and connection. Staff Responsible for Monitoring: Associate Principal	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Provided staff communication weekly that provides informational and personal connection (Bengal Bulletin) Strategy's Expected Result/Impact: To create a sense of family and connection. Staff Responsible for Monitoring: Associate Principal	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize PTSA to provide opportunities for staff to bond and fellowship in small groups. Strategy's Expected Result/Impact: Create a sense of Bengal Family Staff Responsible for Monitoring: PTSA, Administrative team	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Braswell High School will increase our digital footprint on social media by implementation of #BengalExcellence to affirm the great things our Bengal community are apart of. Strategy's Expected Result/Impact: Create a sense of family and enhance the soul of our campus. Staff Responsible for Monitoring: Administrative Team, Principal, Teachers, Students	Formative		
	Dec	Mar	May





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 1: We will increase opportunities for students to become college, career, military and life ready and our CCMR percentage to 70% by July 2024.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a sponsored opportunity for students to take the TSI</p> <p>Strategy's Expected Result/Impact: Provide as many experiences to our students to self assess if they are college ready by providing them a free opportunity to take the TSI.</p> <p>Staff Responsible for Monitoring: Principal, Counselors, Testing Coordinator</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will construct a plan as an CCMR team and reconnect our teachers to the importance all parties are in our students journey to being College/Career ready. We will develop an plan for those student who need their CCMR point. We want to increase our CCMR score by 5%.</p> <p>Strategy's Expected Result/Impact: We expect students, parents, and teachers to understand the roadmap for our kids College/Career journey. We want to maximize our students that are College/Career ready.</p> <p>Staff Responsible for Monitoring: Amanda McCullough, Nicole Dampman, CCMR team, Hailey</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			





Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 2: During the 2023-2024 school year, our AVID cohort will grow 5% by July 2024

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: During the 2022-2023 school year, teachers will utilize a minimum of 3 WICOR strategies in each class period to increase student engagement in instruction.</p> <p>Strategy's Expected Result/Impact: We will use WICOR strategies campus wide to increase engagement and deepen learning in content areas.</p> <p>Staff Responsible for Monitoring: Ms. Nash, Administration, Mrs. Evans, IC's</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	1	8			\$0.00
Sub-Total					\$0.00

Denton Independent School District

Cheek Middle School

2023-2024 Improvement Plan



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Guiding Outcomes	11
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Guiding Outcome 2: Culture & Climate In pursuit of excellence, we will: *Honor the dedication and professionalism of all staff *Celebrate, respect and promote the value of diversity in our Denton ISD community *Support a working environment ensuring open and transparent communication *Establish high expectations for success *Instill in students a love for lifelong learning *Foster a positive, welcoming environment encouraging parent and community partnerships *Promote health, wellness and emotional well-being *Effectively communicate achievements and recognition to the Denton ISD community	13
State Compensatory	16
Budget for Cheek Middle School	17
Personnel for Cheek Middle School	17
Campus Improvement Committee	17
Campus Funding Summary	18
Addendums	19

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pat Cheek Middle School opened August 2023. We are the middle school feeder for part of Union Park Elementary and all of Savannah and Sandbrock Elementary schools. Our mascot is the Chargers. Our colors are grey and scarlet. Our vision and mission statements: Vision Statement-To empower all students to discover their passions, cultivate their curiosity, build resilience, and achieve their full potential. Our Mission-Cheek Middle School promotes a supportive learning community through respect, integrity, and accountability. Approximately 80 staff members work with students every day. We currently serve 732 students who reflect the following demographics:

Population Demographics

African American	37%
White (non Hispanic)	23.%
Hispanic	26%
Asian	4%
Indian (American/Alaska_	1%
Multiple	9%

Students enrolled in at least one honors course

6th Grade	45%
7 th Grade	60%
8 th Grade	85%

Programming

Free or reduced lunch	47%
504	10%
Special Education	16%
ESL	4%

Demographics Strengths

Our daily attendance rate is 96.4%

PTA Involvement

Parent involvement at events

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase student involvement in extra/co-curricular activities.

Problem Statement 2: Provide targeted support for inexperienced staff.

Student Learning

Student Learning Summary

We have assessed student learning for math and ELAR through MAP. Our students are also in the process of taking diagnostics in math and ELAR through IXL. We monitor student achievement and progress through locally developed common assessments, English language assessments, special education data, grades, honors course enrollment and performance, enrollment of students in CTE courses and benchmarks throughout the year. We have individual STAAR data for students; however, we don't have a campus snapshot since this is our first year.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Increase number of students enrolling in honors level courses.

Problem Statement 2: Utilize our Charger time effectively to address academic and affective needs of all students.

School Processes & Programs

School Processes & Programs Summary

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

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

Hiring process: Hiring committees comprised of teachers, support staff

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

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

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

School Processes & Programs Strengths

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

- PTA
- Open House
- Charger Check-In
- Transition Night
- Guest speakers
- Guiding Coalition
- CLT
- Team leads
- Department Chairs
- Mentoring
- Charge Time (Advisory and accelerated learning)
- UNT field trip
- Charger Day
- Charger of the Month (students and staff)
- Fine Arts concerts and events
- Athletic events

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Train all staff on how to effectively access and utilize student data from MAP, common assessments, formative assessments and STAAR data.

Problem Statement 2: Align goals of staff with targeted professional learning opportunities.

Problem Statement 3: Create systems of support for teachers providing differentiated learning for students.

Problem Statement 4: Create systems for DMTSS that educates and involves every staff member in the success of students.

Perceptions

Perceptions Summary

As a new campus, we are somewhat limited in the scope of feedback received to date. However, based on staff and community survey data, it is clear our values are shared. The top three values as cited by staff and families are: respect, integrity, and accountability. Parents and staff have also articulated their need for consistent communication and transparency. Data sources we will count on this year to gather more input include: engagement surveys, community surveys, ongoing campus needs assessments through staff and student surveys.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Engage in frequent walk-throughs and provide meaningful and timely feedback.

Problem Statement 2: Frequent and relevant meetings between administration and staff.

Problem Statement 3: Provide updates on student behavior and make necessary adjustments.

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a master schedule that provides professional learning time and team time for all core content courses. Strategy's Expected Result/Impact: Data from common assessments, benchmarks, MAP, IXL, and STAAR Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Department Chairs and Teachers	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize and continue to develop common assessments Strategy's Expected Result/Impact: Data in AWARE Staff Responsible for Monitoring: Administration, Teachers	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Guiding Coalition will lead Cheek in learning, specific to the PLC process, every district dedicated PLC day as well as working with the staff to assist in analysis of data and campus responses to data through the PLC process. Strategy's Expected Result/Impact: Common understanding of the PLC process, goals and expectations established Staff Responsible for Monitoring: Administration and Guiding Coalition	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Accelerated learning time allocated in bell schedule with ELAR 2 days each week and math 2 days each week Strategy's Expected Result/Impact: IXL data tracked Staff Responsible for Monitoring: Administration, Teachers	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Integrate technology in delivery of instruction and assessments Strategy's Expected Result/Impact: TTESS walk-throughs and formal appraisals, student assessment data, Staff Responsible for Monitoring: Administration, DLS, teachers	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Provide math and ELAR tutorials before and after school and during lunches for those students who need accelerated learning opportunities Strategy's Expected Result/Impact: Student academic growth indicated by IXL, MAP, common assessments Staff Responsible for Monitoring: Administration and teachers TEA Priorities: Build a foundation of reading and math Funding Sources: - State Compensatory Education (SCE) - \$2,000	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Librarian will work with ELAR teachers to promote reading interests and ensure our collection of fiction and nonfiction reflects the interests and needs of our students and staff. Strategy's Expected Result/Impact: Circulation data Staff Responsible for Monitoring: Librarian, Library Aide	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement organization strategy school wide as one of our AVID WICOR strategies. Strategy's Expected Result/Impact: Student binders will reflect learned organization skills Staff Responsible for Monitoring: Administration, AVID site coordinator, Teachers	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide incentives for students who achieve 98% attendance or better for each nine week grading period. Strategy's Expected Result/Impact: Increase in student daily attendance Staff Responsible for Monitoring: Attendance Clerk, Administration	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Promote use of STOPit to facilitate a safe working and learning environment for staff and students. Strategy's Expected Result/Impact: STOPit reports Staff Responsible for Monitoring: Administration and Counseling Team	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Monthly recognition of staff and students Strategy's Expected Result/Impact: Nominations and recognition provided Staff Responsible for Monitoring: Team Leads and Administration	Formative		
	Dec	Mar	May


Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Counseling team will provide engaging and relevant lessons addressing student social/emotional and academic needs every two weeks.</p> <p>Strategy's Expected Result/Impact: Lessons presented</p> <p>Staff Responsible for Monitoring: Counseling Team and Administration</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Administration will survey staff each nine weeks, addressing Q12 Gallup engagement questions and responses.</p> <p>Strategy's Expected Result/Impact: Survey data from school created and Gallup Q12</p> <p>Staff Responsible for Monitoring: Administration, Counseling Team, and Teachers</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Creation of campus committees such as Vision/Mission, Hype Squad, Community Outreach, and Branding to encourage leadership and ownership of campus climate and culture.</p> <p>Strategy's Expected Result/Impact: Participation</p> <p>Staff Responsible for Monitoring: Administration and Staff</p>	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Our counseling department will partner with our PTA to bring guest speakers to engage our staff and students in relevant learning opportunities.</p> <p>Strategy's Expected Result/Impact: Assemblies</p> <p>Staff Responsible for Monitoring: Counseling Team and Administration</p>	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: We will host community events to promote health, wellness and emotional well-being among our staff, students, and community.</p> <p>Strategy's Expected Result/Impact: Attendance</p> <p>Staff Responsible for Monitoring: Administration, Coaches, School Nurse, and Counselors</p>	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: We will provide coaching specific to classroom management and student behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in classroom discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, Counselors, and Teachers</p>	Formative		
	Dec	Mar	May


TEA Priorities:

Recruit, support, retain teachers and principals

Funding Sources: - State Compensatory Education (SCE) - \$2,000

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

State Compensatory

Budget for Cheek Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

--

Personnel for Cheek Middle School

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

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Beth Kelly	Principal
Classroom Teacher	Karla Cunningham	Teacher
Classroom Teacher	Gregory Denson	Teacher
Classroom Teacher	Tinika Harmon	Teacher
Non-classroom Professional	Janet Cephas	Digital Learning Specialist
Classroom Teacher	Alex Butler	Teacher
Classroom Teacher	Brandt Brooks	Teacher
Paraprofessional	Laura Devlin	Attendance Clerk
Classroom Teacher	Whitney Ferrell	Teacher
Classroom Teacher	Stephanie Parker	Teacher
Non-classroom Professional	Jade McClure	Librarian
District-level Professional	Lesli Guajardo	Director of Student Services
Parent	Katherine Norris	Parent

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$2,000.00
2	1	10			\$2,000.00
Sub-Total					\$4,000.00

Addendums



6th Grade

1st Period 8:15-9:00

2nd Period 9:03-9:48

3rd Period 9:51-10:36

Charge Time 10:39-10:59

Lunch 11:02- 11:32

4th Period 11:35:- 12:21

5th Period 12:24-1:10

6th Period 1:13- 1:59

7th Period 2:02-2:47

8thPeriod 2:50- 3:35

7th Grade

1st Period 8:15-9:00

2nd Period 9:03-9:48

3rd Period 9:51-10:36

Charge Time 10:39-10:59

4th Period 11:02-11:48

Lunch 11:51-12:21

5th Period 12:24-1:10

6th Period 1:13- 1:59

7th Period 2:02-2:47

8thPeriod 2:50- 3:35

8th Grade

1st Period 8:15-9:00

2nd Period 9:03-9:48

3rd Period 9:51-10:36

Charge Time 10:39-10:59

4th Period 11:02-11:48

5th Period 11:51-12:37

Lunch 12:40-1:10

6th Period 1:13- 1:59

7th Period 2:02-2:47

8thPeriod 2:50- 3:35

Boy Math & Elar Grade Report



Grade Report

Grade 6

Term: Fall 2023-2024
 District: Denton ISD
 School: Pat Hagan Cheek Middle

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	242
Mean RIT Score	215.1
Standard Deviation	14.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	214.7
Students At or Above Grade-Level Mean RIT	136

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	32	13%	51	21%	58	24%	66	27%	35	14%	214-215-216	14.6



Grade Report

Grade 7

Term: Fall 2023-2024
 District: Denton ISD
 School: Pat Hagan Cheek Middle

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	240
Mean RIT Score	217.1
Standard Deviation	14.8
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	220.2
Students At or Above Grade-Level Mean RIT	104

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	49	20%	56	23%	62	26%	51	21%	22	9%	216-217-218	14.8



Grade Report

Grade 8

Term: Fall 2023-2024
 District: Denton ISD
 School: Pat Hagan Cheek Middle

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	183
Mean RIT Score	215.1
Standard Deviation	14.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	224.9
Students At or Above Grade-Level Mean RIT	56

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	64	35%	46	25%	43	23%	29	16%	1	1%	214-215-216	14.3



Grade Report

Grade 7

Term: Fall 2023-2024
District: Denton ISD
School: Pat Hagan Cheek Middle

Norms Reference Data: User Norms
Weeks of Instruction: 4 (Fall 2023)
Grouping: None
Small Group Display: No

Math: Algebra 1

Summary	
Total Number of Students With Valid Growth Scores	3
Mean RIT Score	*
Standard Deviation	*
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	228.9
Students At or Above Grade-Level Mean RIT	*

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Algebra 1	0	0%	0	0%	0	0%	0	0%	3	100%	*	*



Grade Report

Grade 8

Term: Fall 2023-2024
District: Denton ISD
School: Pat Hagan Cheek Middle

Norms Reference Data: User Norms¹
Weeks of Instruction: 4 (Fall 2023)
Grouping: None
Small Group Display: No

Math: Algebra 1

Summary	
Total Number of Students With Valid Growth Scores	27
Mean RIT Score	238.2
Standard Deviation	11.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	228.9
Students At or Above Grade-Level Mean RIT	22

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Algebra 1	0	0%	4	15%	4	15%	9	33%	10	37%	236-238-240	11.1



Grade Report

Grade 6

Term: Fall 2023-2024
District: Denton ISD
School: Pat Hagan Cheek Middle

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	207
Mean RIT Score	210.6
Standard Deviation	15.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	210.2
Students At or Above Grade-Level Mean RIT	115

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	37	18%	34	16%	36	17%	60	29%	40	19%	210-211-212	15.7



Grade Report

Grade 7

Term: Fall 2023-2024
 District: Denton ISD
 School: Pat Hagan Cheek Middle

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	233
Mean RIT Score	212
Standard Deviation	16.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	214.2
Students At or Above Grade-Level Mean RIT	115

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	53	23%	35	15%	61	26%	57	24%	27	12%	211-212-213	16.1



Grade Report

Grade 8

Term: Fall 2023-2024
 District: Denton ISD
 School: Pat Hagan Cheek Middle

Norms Reference Data: 2020 Norms.
 Weeks of Instruction: 4 (Fall 2023)
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	204
Mean RIT Score	212.9
Standard Deviation	16.8
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218
Students At or Above Grade-Level Mean RIT	84

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	49	24%	43	21%	51	25%	36	18%	25	12%	212-213-214	16.8

Denton Independent School District
Navo Middle School
2023-2024 Improvement Plan



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

Mission Statement

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

Vision

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

Campus Goals and Core Values

Campus Goals:

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

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

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

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

Navo Middle School's Core Values:

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
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 * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, campus wide balanced curriculum based on ongoing needs assessments supporting all students * Cultivate a network of professional learning communities addressing the educational needs of every child on our campus * Incorporate best practices into teaching, learning, technology and leadership	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 at Navo Middle School. * Support a working environment ensuring open and transparent communication. * Establish high expectations for success. * Instill in students a love of lifelong learning. * Foster a positive, welcoming environment encouraging parent and community partnerships. * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognition to the Navo Middle School Community.	15
Guiding Outcome 3: Opportunities for Students In pursuit of excellence, we will: Support college, career, military and life readiness Engage students in extracurricular clubs and organizations Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	25
Targeted Support Strategies	27
Campus Funding Summary	28

Comprehensive Needs Assessment

Revised/Approved: September 22, 2023

Demographics

Demographics Summary

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

Our enrollment by Race/Ethnicity is as follows:

African American	47.22%
Hispanic	21.54%
White	19.74%
American Indian	.26%
Asian	4.38%
Pacific Islander	0.52%
Two or More Races	6.32%

Our enrollment by Student Group is as follows:

Economically Disadvantaged	53.81%
English Language Learners	7.48%
Special Education	14.06%

Demographics Strengths

23.4% of our teachers hold a graduate degree.

72.54% of our teachers have 5 years or more experience teaching.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

Reading on Level (Based on MAP)						Math on Level (Based on MAP)					
	Baseline	Q1	Q2	Q3	Q4		Baseline	Q1	Q2	Q3	Q4
Navo Middle School						Navo Middle School					
6	No MAP Score from 22-23	40%				6	No MAP Score from 22-23	58.64			
7	46.63%	34%				7	39.04%	45%			
8	43%	34%				8	45.07%	59%			
22-23 STAAR Reading						22-23 STAAR Math					
Grade	Approaches		Meets		Masters	Grade	Approaches		Meets		Masters
Navo Middle School						Navo Middle School					
6	72%		46%		15%	6	64%		22%		6%
7	75%		45%		20%	7	57%		27%		6%
8	82%		55%		24%	8	65%		29%		8%
22-23 STAAR Social Studies						22-23 STAAR Science					
Grade	Approaches		Meets		Masters	Grade	Approaches		Meets		Masters
Navo Middle School						Navo Middle School					
8	53%		21%		7%	8	74%		47%		14%
22-23 STAAR Alg											
Grade	Approaches		Meets		Masters						
Navo Middle School											
Alg	100%		83%		47%						

Student Learning Strengths

Navo Middle School students have increased in the area of IRL in the from the 6th, 7th, and 8th grades as evidenced by the STAAR assessment.

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades. **Root Cause:** The lack of teacher stability in the math department in the 2021-2022 & 2022-2023 school years.

School Processes & Programs

School Processes & Programs Summary

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

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

Teachers of Navo Middle School participated in professional development prior to the beginning of the 2023-2024 school and continues to participate in embedded PD in the areas of PLC, CHAMPS, and AVID.

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

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

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

School Processes & Programs Strengths

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): 35 % of Navo's staff is new to the campus for the 2023-2024 school year. **Root Cause:** The opening of middle school number 9.

Perceptions

Perceptions Summary

During the 2022-2023 school year, Navo's engagement mean was 3.98 with the greatest opportunity of growth being staff recognition.

Staff Retention - Navo Middle School has 22 new teachers for the 2023-2024 school year. Of the 22 new teachers, 3 are first year teachers.

Navo Middle School sends out a weekly communication to parents.

Navo Middle School maintains an active positive social media presence.

Navo Middle School recruits and trains parent/community volunteers.

See the Addendum.

Perceptions Strengths

Navo Middle School has significantly increased its parent/community involvement. Navo currently has 77 verified volunteers and 25 actively involved volunteers.

Navo Middle School currently has six active community sponsors.

Problem Statements Identifying Perceptions Needs

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

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

Priority Problem Statements

Problem Statement 1: Our daily attendance rate has decreased 95.38% to 94.93%

Root Cause 1: The Covid 19 pandemic has caused a decrease in student attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades.

Root Cause 2: The lack of teacher stability in the math department in the 2021-2022 & 2022-2023 school years.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is an opportunity to increase staff engagement by increasing focused staff recognition.

Root Cause 3: This is caused by not clearly identifying the specific ways that the staff likes to be recognized.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Navo Middle School has seen a decrease in parental and community involvement since 2019.

Root Cause 4: Covid 19 required individuals who are not staff members or students to remain away from campus. This caused an increased division between the community and the campus.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: 35 % of Navo's staff is new to the campus for the 2023-2024 school year.

Root Cause 5: The opening of middle school number 9.

Problem Statement 5 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Closing the Gaps Domain

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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, campus wide balanced curriculum based on ongoing needs assessments supporting all students
- * Cultivate a network of professional learning communities addressing the educational needs of every child on our campus
- * Incorporate best practices into teaching, learning, technology and leadership

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

Math: 90% of students will achieve the meets level on the Algebra EOC , 70% or more of Navo students will achieve the approaches level on the Math assessment.

ELAR: 80% or more of Navo students will achieve the approaches level on the STAAR ILA assessment

Social Studies: 65% or more of Navo 8th grade students will achieve the approaches level on the STAAR Social Studies assessment

Science: 80% or more of Navo 8th grade students will achieve the approaches level on the STAAR Science assessment

High Priority





Evaluation Data Sources: STAAR Assessment Data

Map Data

IXL Diagnostic Data

Common Assessments

Common Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Focused collaborative meetings and embedded ongoing professional development.</p> <p>Strategy's Expected Result/Impact: Collaborative teams will implement research-based pedagogical practices that will have a positive impact on student achievement.</p> <p>Campus written common formative assessments, district common assessments, the MAP assessment, and IXL will be used monitor progress.</p> <p>Staff Responsible for Monitoring: Guiding coalition and administrative team.</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 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implementation of Schoolwide AVID</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: AVID site team Assistant Principal Building Principal Counselor</p> <p>Problem Statements: Student Learning 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 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades. Root Cause: The lack of teacher stability in the math department in the 2021-2022 & 2022-2023 school years.</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, campus wide balanced curriculum based on ongoing needs assessments supporting all students
- * Cultivate a network of professional learning communities addressing the educational needs of every child on our campus
- * Incorporate best practices into teaching, learning, technology and leadership

Performance Objective 2: Navo Middle School will close the achievement gap between white and Asian students and African American, Hispanic students, emergent bilingual students and those students who receive special education services in the areas of reading, math, social studies and science by 15% as evidence in the STAAR Assessment.

High Priority

Evaluation Data Sources: STAAR Assessment Data





Map Data

IXL Diagnostic Data

Common Assessments

Common Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Focused data tracking system.</p> <p>Strategy's Expected Result/Impact: A decrease in the student failure rate. An increase in mastery on common formative assessments.</p> <p>Staff Responsible for Monitoring: Zero Hour Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Targeted intervention</p> <p>Strategy's Expected Result/Impact: Increase in mastery on common formative assessments. Increase in the number of students achieving meets on the MAP test and the STAAR assessment. Decrease in the achievement gap.</p> <p>Staff Responsible for Monitoring: ELAR Teachers Math Teachers Reading Intervention Teacher Social Studies Teachers Science Teachers</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: Student Learning 1</p> <p>Funding Sources: Tutors - State Compensatory Education (SCE) - \$2,000</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:

Student Learning
<p>Problem Statement 1: Low student achievement in the area of mathematics in the 6th, 7th , and 8th grades. Root Cause: The lack of teacher stability in the math department in the 2021-2022 & 2022-2023 school years.</p>

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

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

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

High Priority

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Navo Middle School will offer volunteer opportunities such as Watch D.O.G.S., library volunteers, and House parents. Strategy's Expected Result/Impact: Navo Middle School will have an increase in parent and community involvement. Staff Responsible for Monitoring: Volunteer liaison. Problem Statements: Perceptions 2	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

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





Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Navo Middle School will send out weekly communication to parents. Strategy's Expected Result/Impact: Increase in parent engagement Staff Responsible for Monitoring: Building Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Navo Middle School will maintain communication with stakeholders via various social media platforms. Strategy's Expected Result/Impact: Increase in community engagement. Highlighting positive happenings around campus. Staff Responsible for Monitoring: Building Principal</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions

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





Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 3: Navo Middle School will recruit and hire highly qualified and effective staff. Navo MS will consider the potential talent and role fit of each candidate for hire, and use this data to create a climate where all students are motivated and challenged to meet their full educational potential.

Evaluation Data Sources: Staff retention.
Increase in staff involvement in leadership roles.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Develop a hiring rubric aligned to Navo Middle School's Mission, Vision, and Goals</p> <p>Strategy's Expected Result/Impact: Increase in staff retention</p> <p>Staff Responsible for Monitoring: Building Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Form a hiring committee dedicated to recruiting and hiring highly qualified and effective staff.</p> <p>Strategy's Expected Result/Impact: Increase in staff retention. Increase in positive school culture.</p> <p>Staff Responsible for Monitoring: Building Principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 3 Problem Statements:

School Processes & Programs
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Problem Statement 2: 35 % of Navo's staff is new to the campus for the 2023-2024 school year. Root Cause: The opening of middle school number 9.
--

Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:





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

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

High Priority

Evaluation Data Sources: Staff survey data.

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

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each new to Navo teacher will be assigned a mentor.</p> <p>Strategy's Expected Result/Impact: Increase in staff retention</p> <p>Staff Responsible for Monitoring: Building Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 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 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: 35 % of Navo's staff is new to the campus for the 2023-2024 school year. Root Cause: The opening of middle school number 9.</p>

Guiding Outcome 2: Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 5: Navo Middle School will increase it's ADA from 94.% to 95%

High Priority

Evaluation Data Sources: Weekly Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Navo Middle School will make weekly phone calls to parents of students who are absent for multiple days.</p> <p>Strategy's Expected Result/Impact: An increase in average daily attendance.</p> <p>Staff Responsible for Monitoring: Attendance clerk. Assistant Principal. Building Principal</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will track their weekly attendance</p> <p>Strategy's Expected Result/Impact: Increase in average daily attendance</p> <p>Staff Responsible for Monitoring: Zero Hour Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 5 Problem Statements:

Demographics

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





Guiding Outcome 2: Culture & Climate

In pursuit of excellence, we will:

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

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

Evaluation Data Sources: Staff engagement survey

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

Performance Objective 6 Problem Statements:

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

Guiding Outcome 3: Opportunities for Students





In pursuit of excellence, we will:

Support college, career, military and life readiness

Engage students in extracurricular clubs and organizations

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

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Update Navo parents and students about college fairs via email communication and social media.</p> <p>Strategy's Expected Result/Impact: Increase in student college awareness.</p> <p>Staff Responsible for Monitoring: Navo counselors, AVID teachers and Building principal.</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Guiding Outcome 3: Opportunities for Students

In pursuit of excellence, we will:





Support college, career, military and life readiness

Engage students in extracurricular clubs and organizations

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

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

Evaluation Data Sources: field trip attendance

Strategy 1 Details	Formative Reviews		
Strategy 1: Two college visit field trips will be planned each school year. One in the fall, and one in the spring. Strategy's Expected Result/Impact: Increase in student college awareness. Staff Responsible for Monitoring: AVID teachers and counselors	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	2	1	Focused data tracking system.

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Tutors		\$2,000.00
2	4	1	Professional Development		\$2,000.00
Sub-Total					\$4,000.00

Denton Independent School District
Rodriguez Middle School
2023-2024 Improvement Plan



Mission Statement

MISSION

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

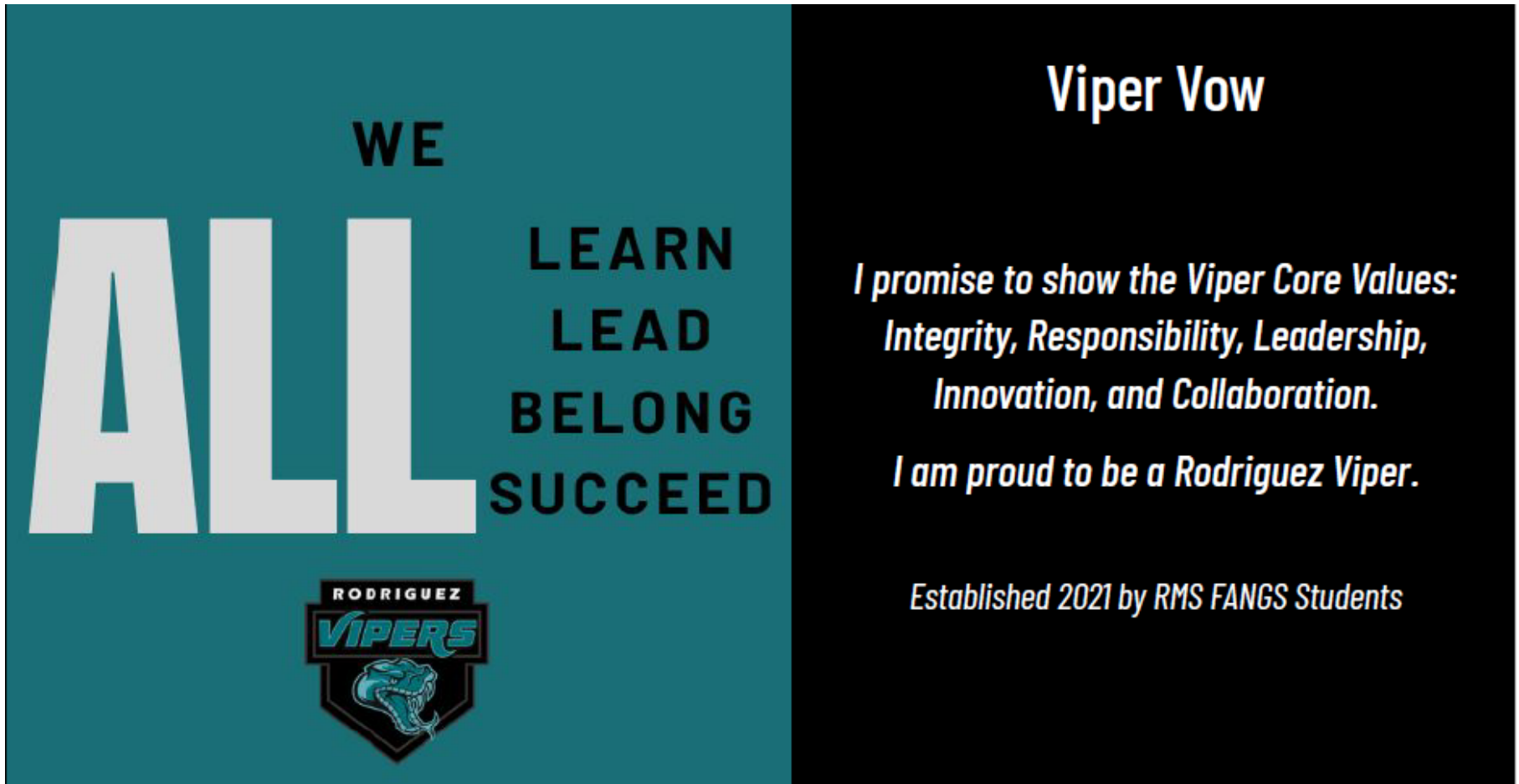


Vision

VISION

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

Core Beliefs



WE

ALL

**LEARN
LEAD
BELONG
SUCCEED**

**RODRIGUEZ
VIPERS**

Viper Vow

*I promise to show the Viper Core Values:
Integrity, Responsibility, Leadership,
Innovation, and Collaboration.*

I am proud to be a Rodriguez Viper.

Established 2021 by RMS FANGS Students

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Table of Contents

	2
	3
	4
Comprehensive Needs Assessment	6
Demographics	6
Student Learning	8
School Processes & Programs	13
Perceptions	15
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Guiding Outcomes	20
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	21
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	23
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	25
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	27
Targeted Support Strategies	30
State Compensatory	31
Personnel for Rodriguez Middle School	32
Campus Leadership Team	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

Rudy and Rosemary Rodriguez Middle school is the eighth middle school for Denton ISD and is located in the Braswell Zone within the 380 Corridor. Alongside Navo Middle, Rodriguez serves 6th through 8th grade students for the Braswell Zone. Named for Dr. Rudy and Rosemary Rodriguez, prominent figures in the Denton community, we acquired our colors, mascot and core values in cooperation with our founding staff and future 6th grade students from our local elementaries.

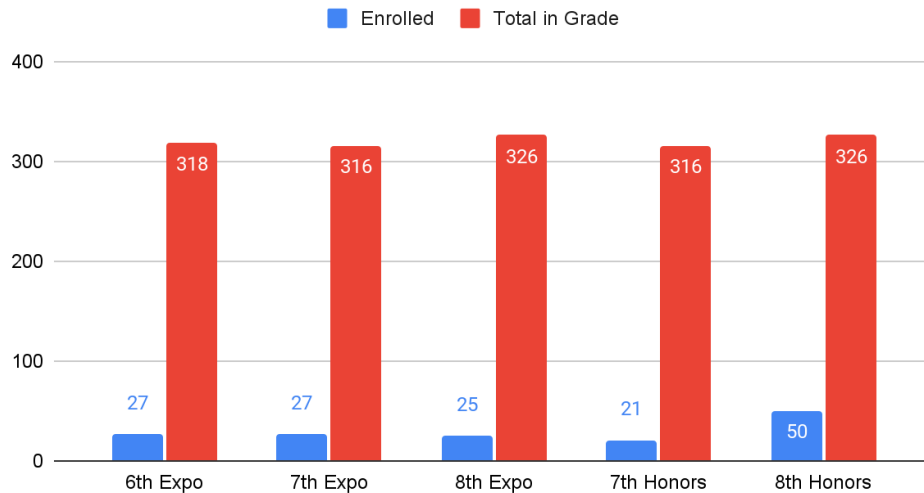
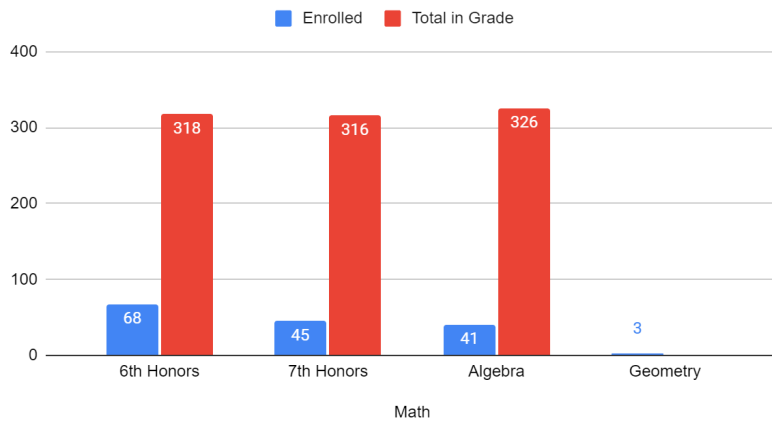
Founding enrollment was 600 students in the fall of 2017. The starting enrollment for the 2022 - 2023 school year was 1030. Over the last several years RMS has seen steady growth of 100 - 200 additional students respectively. For the 2023 - 2024 school year projected enrollment for the first day of school is 650 students. This will be roughly a 35% decrease from current enrollment due to the opening of DISD middle school number 9, Cheek MS. Current enrollment at RMS is 962 students (M-25.5%, F-47.5%), with an average daily attendance at 94%. Demographic makeup of RMS consists of the following breakdowns: Black or AA-44.6%, White Or C-43.9%, Two or More- 5.2%, Asian-4.2%, American Indian-.017%, Native Hawaiian-.003%

Rodriguez serves a very diverse population of students with specific supports in place for English as a Second Language (ESL), Gifted & Talented, Special Education, and Economically Disadvantaged students. Amongst the student population there are 19 Various home languages, including: Spanish, Vietnamese, French, Afrikaans, Akan, Amharic, Arabic, Farsi, Marathi, Panjabi, Filipino, Portuguese, Russian, Swahili, Telugu, Urdu, Yoruba, and English.

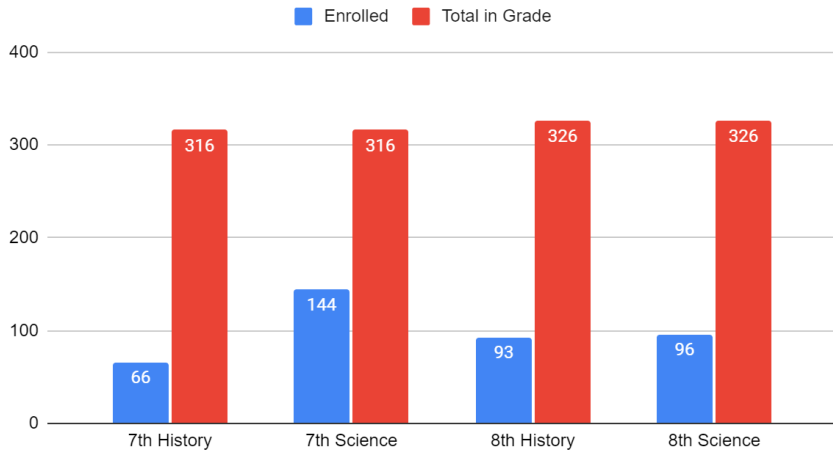
Special Populations At Risk-202 students (21%), Special Education- 129 students(14%), and 504-127 students (13%). 71.52% of RMS Students are defined as Economically Disadvantaged.

ELAR Honors/EXPO

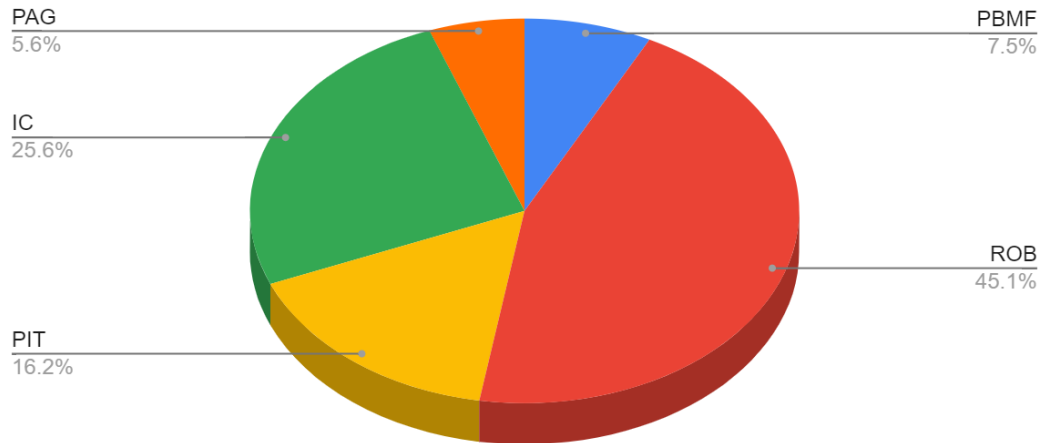
Honors Math & Advanced Courses



Honors Science & Social Studies



CTE Classes



Gender, Age, and Ethnicity of RMS Staff:

Male (26.3%), Female (73.7)

Age: 20-25 (3), 26-30 (9), 31-35 (9), 36-40 (6), 41-45 (6), 46-50 (11), 51-55 (9), 55-60 (4)

Ethnicity: White (35), Black-AA (12), Two or More (5), Hispanic (4), Asian (3), American Indian (2)

RMS Staff Years of Experience:

0-5 years (31.6%), 6-10 years (22.8%), 11-15 years (12.3%), 16-20 years (21.1%), 21-25 years (8.8%), 31-35 years (3.5%)

Demographics Strengths

RMS celebrates diversity and is committed to creating a culture that celebrates this. There is a collective, diverse leadership representations at RMS that is invested in developing other teachers and increasing engagement for all. RMS is dedicated to recruiting and retaining diverse staff that enhance the climate and culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Identify and incorporate a community sponsored program that provides mentorship opportunities for our At Risk students.

Problem Statement 2: Address the discrepancy between student referrals, discipline and ethnicity.

Problem Statement 3: Address the discrepancy of male to female employees.

Problem Statement 4: Address the discrepancy between teacher ethnicity and student ethnicity and how it affects students and parents.

Problem Statement 5: Increase an emphasis on ESL certification and bilingual supports.

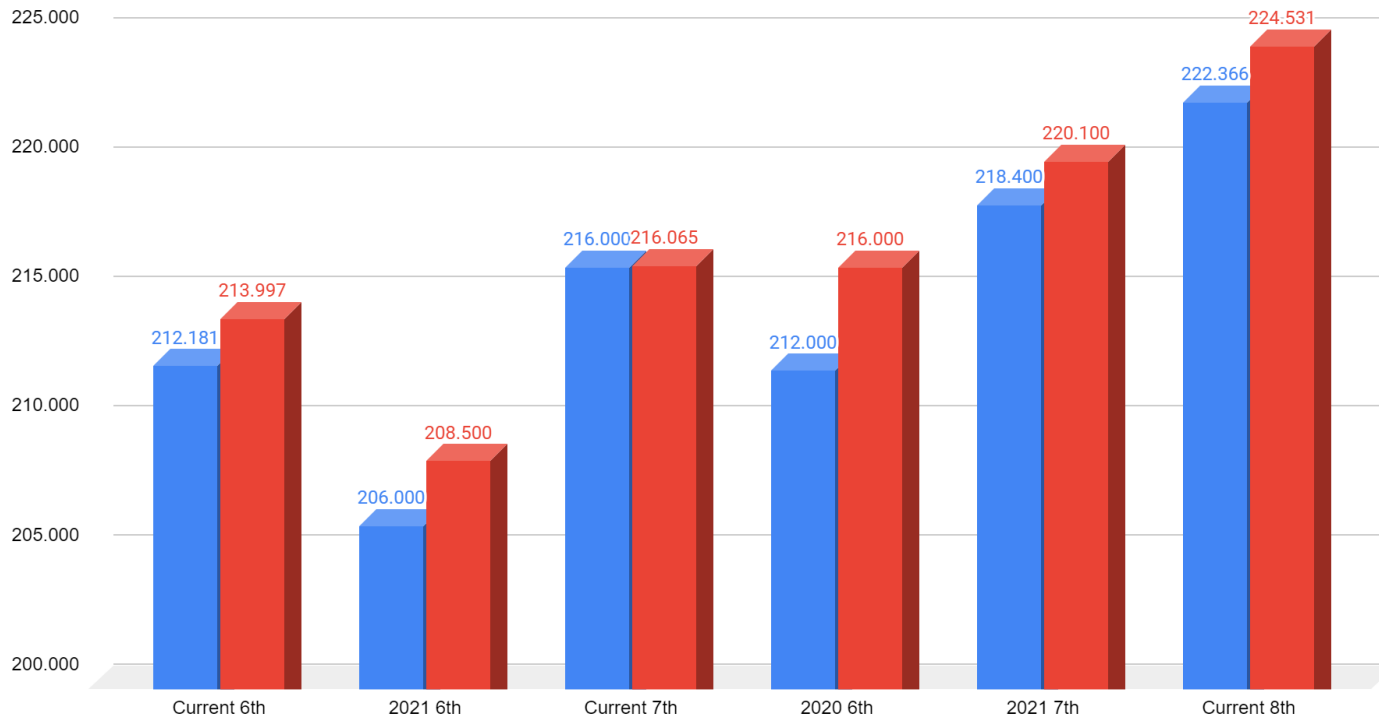
Student Learning

Student Learning Summary

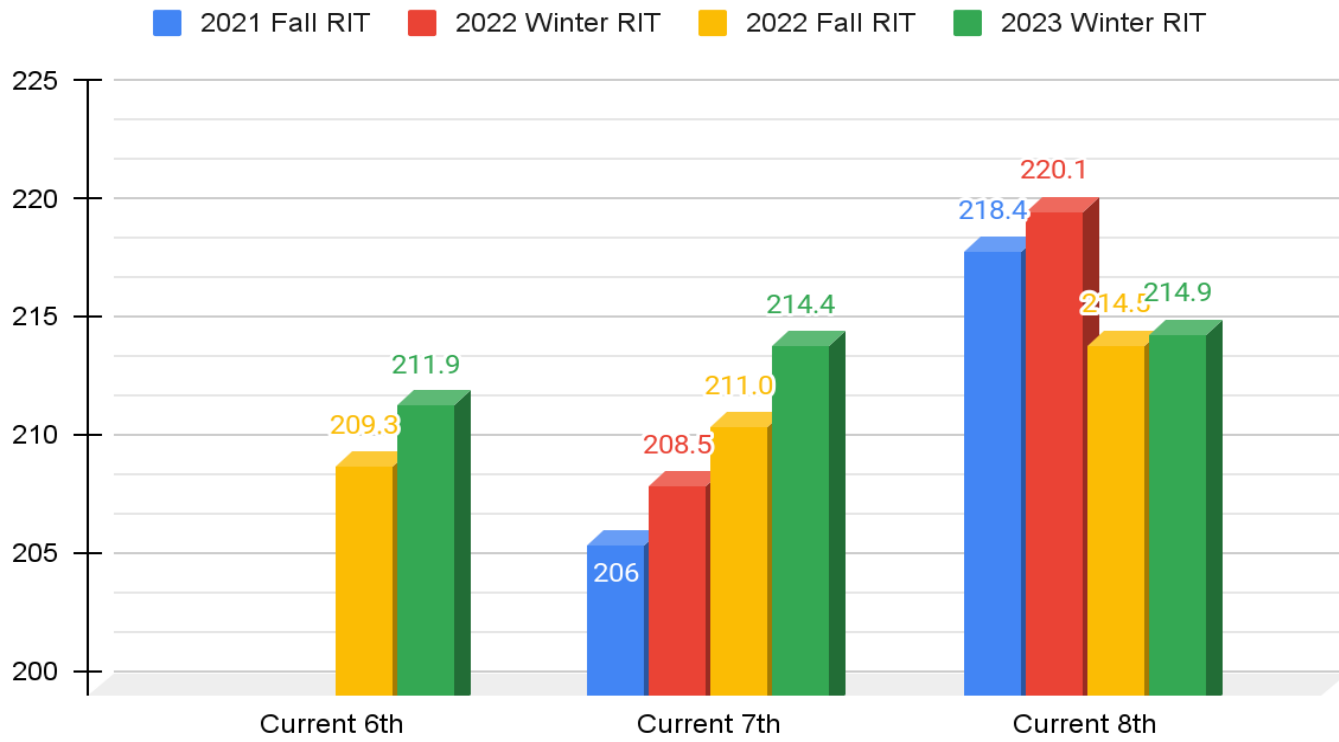
MAP MATH DATA

MAP Scores

Fall 2022 Winter 2023



MAP ELAR DATA



	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes		No			Yes	Yes	Yes	No	Yes	No		
% at Meets GL Standard or Above	45%	33%	43%	61%	33%	50%	*	-	36%	37%	28%	28%	50%	39%		
# at Meets GL Standard or Above	398	114	90	174	**	16	*	-	146	35	31	9	225	173		
Total Tests (Adjusted)	885	350	209	284	**	32	*	-	408	94	110	32	446	439		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No		No			No	No	No	No	No	No		
% at Meets GL Standard or Above	25%	14%	18%	41%	0%	41%	*	-	18%	20%	21%	13%	32%	17%		
# at Meets GL Standard or Above	218	49	38	117	**	13	*	-	73	19	23	4	143	75		
Total Tests (Adjusted)	884	350	209	283	**	32	*	-	407	94	110	32	445	439		
Total Indicators															8	22

STAAR DATA 2022-2023 RESULTS

	Approaches	Meets	Masters	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Maste
5th RLA	79.64%	52.10%	20.96%	9.58%	10.78%	13.77%	13.77%	31.14%	20.96
6th RLA	70.22%	45.77%	15.67%	16.61%	13.17%	9.09%	15.36%	30.09%	15.67
7th RLA	65.48%	43.55%	16.45%	15.81%	18.39%	11.29%	10.65%	27.10%	16.45
8th RLA	83.44%	52.45%	21.17%	10.74%	5.83%	15.03%	15.95%	31.29%	21.17
5th Math	71.26%	35.93%	12.57%	9.58%	19.16%	16.77%	18.56%	23.35%	12.57
6th Math	64.78%	22.96%	6.92%	8.49%	26.73%	23.58%	18.24%	16.04%	6.92
7th Math	52.10%	26.21%	4.21%	15.86%	31.72%	14.89%	11%	22.01%	4.21
8th Math	58.25%	21.40%	4.56%	18.95%	22.81%	20.35%	16.49%	16.84%	4.56
ALG EOC	100%	78.05%	51.22%	0%	0%	9.76%	12.20%	26.83%	51.22
5th Science	52.10%	20.36%	4.79%						
8th Science	60.49%	29.32%	8.33%						
8th SS	47.38%	16%	2.46%						

Student Learning Strengths

RMS is tracking student progress through our essential standards scorecards. Here we are able to identify the student celebrations often and facilitate PLTs within the departments. Students receive intervention every Tuesday and Thursday, along with opportunities after school and on Saturday's.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Implement C&I support for targeted teachers in math: emphasize strategies and increase academic growth for our students.

Problem Statement 2 (Prioritized): Develop and progress monitor all students through Essential Standards Scorecards.

Problem Statement 3: Establish a tutorial system (Tune up Tuesday/Thursday) for students to continue to close academic gaps, ex: Flex tutoring.

Problem Statement 4: Campus dedication to walk-throughs and data collection. (WICOR, STOIC, and Processing Standards)

Problem Statement 5: Develop and support the after school program for students, ex: ACE with CIS.

Problem Statement 6: Develop School wide incentives to give students a purpose. (PBIS Committee)

School Processes & Programs

School Processes & Programs Summary

Induction/retaining processes currently in place: Teacher Interns (student teachers), recruitment through local universities, district job fairs, posted positions through Region XI and on the DISD website, inter-campus transfers, District new hire orientation and New Teacher Academy, Mentor Teacher Program, team leads and department heads, instructional coach, LEAD Denton, and I Teach Denton.

How we assign Teachers to classrooms/subjects: Administration Team assigns based on certification, master schedule needs, space needed/space available, and Teachers submit “dream job” form.

How do we hire: Hiring is done through a hiring committees (Department member and/or department head, Team lead, Admin). For support staff, district personnel is on the committee or support staff assigned to campus and A rubric with a set of questions is used to evaluate/rank candidates.

How do we develop instructional leaders and determine and communicate their roles and responsibilities?

- Team and Department Meetings
- Team Leads
- Department Heads-campus
- Department Curriculum- district
- Teacher led PD/Training
- Guiding Coalition
- PLCs
- Opportunities for training at district level and for campus programs/initiatives
- Open opportunities for teacher leaders to serve the campus

What is our process for developing a focused improvement plan that addresses the root causes of low performance?

- We complete a needs assessment/survey (Engagement Climate and Culture Survey)
- analyze the data
- determine the needs
- then set campus wide goals

How do we track progress towards intended outcomes or performance objectives?

- Pre, mid, and post surveys
- STAAR data
- DMTSS
- Benchmarks
- Common Assessments
- Grade reports
- counseling goals/surveys/ reports/meetings
- MAP testing
- EOY Testing/CBE
- Objective Mastery
- PLCs
- Team Meetings

- Department Meetings
- Administration Meetings
- CLT
- Teacher Appraisals
- Engagement Survey

School Processes & Programs Strengths

CURRENT OPPORTUNITIES FOR INVOLVEMENT

Community is involved in our school - CIS and ACE

Honor roll celebrations

Viper of the Month

AVID

UNT High School Career Connect

CCMR Fair - all grade levels

PTSA, staff appreciation days/weeks

District Parent Education Nights

Campus open house

SEL Assemblies

Mentors (Heroes)

Multicultural Fair

Transition Night

Guest Speakers through CLT and AVID

AVID family night

Hoops for Hearts

Mentors (Teacher)

VIPER U Advisory, daily

CLT

Guiding Coalition

Grade level teaming

Content specific Scorecards

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Progress Monitor all students on content specific scorecard.

Problem Statement 2 (Prioritized): Students create SMART goals, addressing both academic and SEL areas of growth.

Problem Statement 3: Intervention provided to all students on campus during Viper U time.

Problem Statement 4: Create a protected time for students and teachers to connect with one another throughout the instructional day (Viper U).

Problem Statement 5: Walk throughs focusing on WICOR strategies, STOIC framework, and/or processing standards.

Problem Statement 6: New teacher mentor system to help with retention and a foundation for best practices.

Perceptions

Perceptions Summary

BEHAVIOR INSIGHTS

Staff members feel that they are respected, however students take umbrage as their ability to learn is affected by misbehavior.

SENSE OF BELONGING INSIGHTS

Students feel connected to one another, but not so much with the school.

Students feel comfortable speaking with staff.

Building rapport is a strength of the staff.

LEARNING ENVIRONMENT INSIGHTS

Students feel the school is not clean. Students need to take ownership of their environment.

They also believe that other's actions disrupt the learning environment.

The students want to be more involved in extracurricular. Emphasize current UIL activities and clubs.

STAFF PERCEPTIONS

65% of the staff report feeling stressed out.

67% of the staff reported feeling frustrated.

84% of the staff "feel safe" at school.

The same amount feel that they are satisfied with their jobs.

53% of respondents rate parental involvement at only fair.

55% of respondents rate parental involvement as extremely important to the success of their students.

Staff members prefer that parents are active participants in completing work with students.

There exists an incongruity between involvement of staff members on campus and the expectations of parental involvement.

FAMILY PERCEPTIONS INSIGHTS

While an overwhelming majority of parents feel welcome at the school; only 43% said that their kid always feel safe at school.

52% of parents were neutral about opportunities to be involved at the school.

This is somewhat ironic considering that there were only 60 responses to the survey.

The majority of parents were satisfied with the amount of communication, however there is an opportunity for targeted communication.

Facebook and Instagram were cited as means of communication via social media that were preferred.

Perceptions Strengths

BEHAVIOR INSIGHTS

Staff members feel that they are respected and overall students/staff feel safe at RMS.

- There is opportunity for building organizations that are tailored to the needs of the school.
- Retaining staff will help to build a cohesive campus.
- Implementing the PBIS system will help reinforce positive behaviors and build rapport.
- Increasing opportunities for staff members to build relationships will increase job satisfaction.

SENSE OF BELONGING INSIGHTS

Students feel connected to one another and speaking with staff. Our teachers to a tremendous job of building rapport with our students.

- Opportunities to invite students to invigorate the school's culture.

- Members of the staff can become more involved.
- Create a defined organizational and club schedule to not overwhelm staff.
- Opportunities for 7th and 8th grades students to lead efforts at including more students.
- Quarterly pep rallies to highlight student achievements.

LEARNING ENVIRONMENT INSIGHTS

- PBIS, CHAMPS, and informal observations will assist teachers.
- Students can take ownership of keeping their environment clean.
- Student organizations and clubs should have a recruitment period integrated into the school day, or film presentations for Viper U.
- Viper U can be a blank canvas to integrate students into culture of the campus.

STAFF PERCEPTIONS

- Lower student enrollment should allow for greater involvement from the admin team in each pod.
- The Sunshine Committee can spearhead opportunities for holiday celebrations.
- Creating recognition opportunities eg. "Birthdays and SOM" will help people feel more connected.
- Make team workrooms more inviting.
- Staff and parents both want to be involved.
- We should look for more opportunities to cultivate these relationships.
- Opportunity to rethink events such as Open House to build familiarity with parents and staff.

FAMILY PERCEPTIONS

- There is a great foundation to build on concerning communication.
- Opportunities to grow communication channels can yield stronger relationships with all stakeholders.
- Parents want to be a part of RMS.
- Opportunities to start groups like [Watch Dogs](#)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need a mentor program on campus, ie: PALs elective (8th grade mentor 6th grade)/Teach Denton

Problem Statement 2: Use of walk-through data and discipline to guide future PD over CHAMPS.

Problem Statement 3: Support the Mentor Liaison at RMS for retention of our quality staff.

Problem Statement 4: Provide opportunity for campus members to be a part of a committee.

Problem Statement 5: PTA involvement with RMS will increase volunteer opportunities for the community.

Priority Problem Statements

Problem Statement 1: Implement C&I support for targeted teachers in math: emphasize strategies and increase academic growth for our students.

Root Cause 1:

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Develop and progress monitor all students through Essential Standards Scorecards.

Root Cause 2:

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Progress Monitor all students on content specific scorecard.

Root Cause 3:

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students create SMART goals, addressing both academic and SEL areas of growth.

Root Cause 4:

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: Improve all student learning and reflect a minimum of one year's growth for every student at RMS.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide necessary professional development and common planning time for core content teachers (time for horizontal and vertical planning and PLCs), so that they are able to ensure that all student groups are achieving.</p> <p>Strategy's Expected Result/Impact: Data from common assessments (Progress monitoring scorecards), benchmarks, MAP, and STAAR data</p> <p>Staff Responsible for Monitoring: Principals, Department Heads, teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize common assessments , benchmark testing (IXL for math and ELA through Achieve 3000), and Aware in all core subject areas, with a PLC focus on eliminating learning gaps. The campus will progress monitor with our Essential Standards Scorecards.</p> <p>Strategy's Expected Result/Impact: Data from AWARE assessment (all leading indicators should show growth), Essential Standards Scorecards</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Integrate technology to enhance instruction, so that at-risk students have access to online resources and opportunities for online collaboration.</p> <p>Strategy's Expected Result/Impact: CNA survey data, Student achievement data, Surveys, Lunch and Learn PD, T-TESS observations</p> <p>Staff Responsible for Monitoring: Principals, librarians, DLS, teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$27,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide related professional development, support, and coaching to ensure all teachers are using Best Practices, Marzano strategies, Strategies of AFL, WICOR, and engaging qualities to reach all learners.</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Guiding Coalition meeting monthly with all staff to implement "Learning By Doing." Our Guiding Coalition will lead, model, and hold staff members accountable through analyzing data.</p> <p>Strategy's Expected Result/Impact: Presentation of information at staff meetings, Essential Scorecards</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$952</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Collaborative guidance lessons and Viper Career Connect with 8th grade focusing on motivation to achieve, goal-setting, planning and transition.</p> <p>Strategy's Expected Result/Impact: STAAR results, Enrollment in pre-AP, Honor roll, failure reports, and grade distributions</p> <p>Staff Responsible for Monitoring: Principal, counselors</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Build library collection with multi-level/high interest material (fiction and nonfiction) and eBooks with selection based on need of students in reading intervention classes</p> <p>Strategy's Expected Result/Impact: Library usage report</p> <p>Staff Responsible for Monitoring: Principals, librarians, teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,000</p>	Formative		
	Dec	Mar	May

Strategy 8 Details	Formative Reviews		
Strategy 8: Utilize CIS tutoring scheduled during the school day for students struggling in core content classes. Strategy's Expected Result/Impact: Decreased failure rates Staff Responsible for Monitoring: Core content teachers	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Utilize Communities in Schools, ACE for after school needs, for students struggling in core content classes. Strategy's Expected Result/Impact: Decreased failure rates Staff Responsible for Monitoring: Core content teachers	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Implement C&I support for targeted teachers in math: emphasize strategies and increase academic growth for our students.
Problem Statement 2: Develop and progress monitor all students through Essential Standards Scorecards.
School Processes & Programs
Problem Statement 1: Progress Monitor all students on content specific scorecard.

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: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning while encouraging participation by all members of the school community.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make RMS core values a priority. Focus on restorative discipline practices and SEL - Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys</p> <p>Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,500</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: AVID college Days (Wednesdays) as well as ongoing emphasis on higher education and college readiness. WICOR walk-throughs will also provide data for successful strategies in the classrooms.</p> <p>Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data, WICOR walk-throughs</p> <p>Staff Responsible for Monitoring: Principals, counselors, teachers, AVID site team</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Promote use of STOPit to create a safe place for students and our community to communicate concerns with the campus.</p> <p>Strategy's Expected Result/Impact: Survey, STOPIt reports</p> <p>Staff Responsible for Monitoring: Counselors, principal, teachers</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolutions, growth mindset, career/college exploration and communication skills.</p> <p>Strategy's Expected Result/Impact: Referrals</p> <p>Staff Responsible for Monitoring: Counselors, principal</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,600</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: FANGS (Fighting Against Negativity & Giving Support): Multicultural Committee to unite students of all different cultures and to spread acceptance and kindness amongst the Viper Community and Implementation of the following clubs: Fishing, D & D, Power Girls: girls in STEM, Garden, Pride, Quilting, Thespian, Checkers, So Fresh So Clean, Viper voices, Anime, Chess, Student Council, Pickle Poppin' Power, FCA, NJHS, and eSports.</p> <p>Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades and leadership skills</p> <p>Staff Responsible for Monitoring: Teacher sponsors</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Implementation of RMS Committees (Sunshine, Bully Prevention, SEL, PBIS, CHAMPS, VIPER HOOPS Fest, CCMR, Multicultural, Community Engagement, Duty) to maintain an engaging, safe, orderly, inclusive and well-maintained climate for learning.</p> <p>Strategy's Expected Result/Impact: positive impact on safety and climate & culture.</p> <p>Staff Responsible for Monitoring: Principals, counselors, 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 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: Rodriguez middle school will continue to increase it's quality teacher retention rate 10% by July 2024.

Evaluation Data Sources: staffing, hiring

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Master scheduling reflects teaming for all grade levels and PLC time to collaborate and create a sense of connectedness to staff. Strategy's Expected Result/Impact: Build a strong personal and professional relationship to teachers. Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Dept Heads</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional and Paraprofessional staff member of the month will be selected and recognized for their outstanding performance and growth mindset. Strategy's Expected Result/Impact: Recognition of staff that is making a difference. Staff Responsible for Monitoring: Administration</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Faculty/staff members' Strengths will be identified and used to build relationships with each other. Strategy's Expected Result/Impact: Learn how to aim strengths to work with department and grade level teams. Staff Responsible for Monitoring: J. Standberry, Y Walker, S Bielman, C Smith (Strengths Champions) Scott Spaulding, Administrative Team, Teachers</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement a Mentor Program for all teachers new to RMS that establishes best practices, supports staff, and builds a sense of connectedness at our campus.</p> <p>Strategy's Expected Result/Impact: Building a culture and retaining quality teachers.</p> <p>Staff Responsible for Monitoring: Mentor Liaison, Teacher Mentors, Administration, Counselors</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </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: Teachers will increase knowledge and implementation of evidence-based WICOR Strategies to positively impact student achievement and support college, career, military and life readiness.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers implementing Focused Note-Taking process in all departments and grade levels.</p> <p>Strategy's Expected Result/Impact: Embedding a skill set for students to be more prepared for college readiness.</p> <p>Staff Responsible for Monitoring: Teachers, Dept Heads, Administrators</p> <p>Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: AVID WICOR menus are implemented and tracked in every classroom at RMS. AVID site team collaborates over data and discusses the needs for upcoming, monthly PD.</p> <p>Strategy's Expected Result/Impact: Teachers develop skills set in WICOR strategies and students are implementing best-practices for learning.</p> <p>Staff Responsible for Monitoring: Teachers, AVID students, Administrators</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will create SMART goals in the areas of academics and SEL needs. These goals will be tracked and progress monitored throughout the school year.</p> <p>Strategy's Expected Result/Impact: AVID Site team, Campus Leadership Team, Student artifacts, and monitoring of implementation campus wide.</p> <p>Staff Responsible for Monitoring: Teachers, AVID students, Administrators</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

School Processes & Programs
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Problem Statement 2: Students create SMART goals, addressing both academic and SEL areas of growth.
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Guiding Outcome 4: Opportunities for Students

In pursuit of excellence, we will:

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

Performance Objective 2: Teachers will look for evidence/characteristics in our students for Teach Denton recruitment and retention.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will be intentional in recruiting a diverse group of students into Teach Denton.</p> <p>Strategy's Expected Result/Impact: Diverse population in the Teach Denton program that represents our campus more accurately.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Team Leads, Dept Heads</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
4	1	1	Teachers implementing Focused Note-Taking process in all departments and grade levels.

State Compensatory

Personnel for Rodriguez Middle School

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

Campus Leadership Team

Committee Role	Name	Position
Administrator	Carly Rogers	Principal
Administrator	Dylan Taylor	Assistant Principal
Administrator	Tamra Woods	Assistant Principal
Paraprofessional	Lina De La Cruz	Registrar
Classroom Teacher	Kirby Ayres	7-1 Team Lead
Classroom Teacher	Misty Bennett	7-2 Team Lead/Science Department Head
Classroom Teacher	Cleo Birekbichler	8-1 Team Lead/Social Studies Department Head
Classroom Teacher	Lashan Casey	6-1 Team Lead
Classroom Teacher	Andrew Daub	6-2 Team Lead
Classroom Teacher	Lemoine Jones	8-2 Team Lead
Classroom Teacher	Kayla Lensch	Math Department Head
Classroom Teacher	Jana Moore	Special Education Department Head
Classroom Teacher	Angela Taylor	PE Department Head
Classroom Teacher	Kelly Desjardins	Fine Arts Department Head
Non-classroom Professional	Stephani Mohon	Counselor
Non-classroom Professional	Michael Rooney	Impact Counselor
Non-classroom Professional	Page Darragh	Counselor
Paraprofessional	Jennifer Govan	Administrative Assistant
Non-classroom Professional	Daniel Elizondo	Digital Learning Specialist
Community Representative	Silvia Saju	Communities in Schools
Classroom Teacher	Yvette Walker	AVID Site Coordinator
District-level Professional	Jeff Russell	Area Superintendent @ Braswell Zone
Non-classroom Professional	Jennie Andrews	Librarian
Classroom Teacher	Stephanie Bielman	EXPO/GT
Classroom Teacher	Chadwick Kirchoff	CTE Department Head
Classroom Teacher	April Scott	ELA Department Head

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,500.00
1	1	3			\$27,000.00
1	1	5			\$952.00
1	1	7			\$5,000.00
2	1	1			\$2,500.00
2	1	2			\$0.00
2	1	4			\$1,600.00
Sub-Total					\$39,552.00

Denton Independent School District

Bell Elementary

2023-2024 Improvement Plan



Mission Statement

Learning for all.

Vision

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

Bobcat Core Values

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

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

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Guiding Outcomes	16
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	17
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
Targeted Support Strategies	25
Additional Targeted Support Strategies	26
State Compensatory	27
Budget for Bell Elementary	28
Personnel for Bell Elementary	28
Title I Personnel	28
Campus Leadership Team	29
Campus Funding Summary	30
Addendums	31

Comprehensive Needs Assessment

Revised/Approved: May 23, 2023

Demographics

Demographics Summary

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

Bell Elementary is one of 7 elementary schools located in the Braswell High School zone. We are predominantly a neighborhood and we currently serve over 650 students. Our current student population demographics are: 48.01% African American, 22.32% White, 19.42% Hispanic, 5.2% Asian, and 4.89% 2 or more races. Our African American student group has been growing each year. Additionally, 53.5% of our student population are economically disadvantaged. Our last published staff demographics include: 25.9% minority - 18.5% African American, 6.2% Hispanic, 75.3% White. 10.4% of our students receive special education services (68 students). 1.5% of our students are Emergent Bilingual students (10 students).

The last published mobility rate for Bell Elementary was 15.5%, which is higher than the district's percentage of 14.7%. 8.3% of our mobility is in our African American student group. In addition, our last published student attrition rate from 2018-19 is 39.9% and our campus attendance rate has dropped in the last 2 years resulting in a 94.55% daily attendance average.

Bell Elementary staff members are highly qualified individuals that participate in ongoing professional development to better meet the needs of our students. The staff works diligently support hiring process that prioritize to maintain a diverse staff to match the diversity of the student body. We have a need to continue to focus in this area.

We have 169 staff, parents and grandparents involved in PTA. Data from teachers about how many parents came to Parent/Teacher Conferences: Some classes had 19/24 that came and then some classes had as low as 7/20 that came in person. COVID is a potential reason for the lowering of in person attendance in conferences.

Strengths	Needs
<ul style="list-style-type: none"> Teachers consistently communicate with families regarding attendance. In addition, the attendance committee meets monthly and attendance systems are established to monitor compulsory attendance. Our staff is proactive at identifying and serving students with special populations and programs. Our staff have made huge strides in monitoring student performance, especially in the area of literacy. This has helped us identify students with dyslexia much earlier in their education to provide early intervention through dyslexia services. Students are given the opportunity to connect to school through clubs and extra-curricular activities such as art club, running club, Teach Denton, and spirit club. Our community sees us as a resource with a welcoming environment where students needs are the primary focus. 100% staff participation in PTA. Bobcat Brags continue to be a positive influence on behavior and keeping our core values at the forefront of everyone's mind (Be a leader, Overcome Obstacles, Bring a positive attitude, Cultivate Character, Accept responsibility, Treat others with respect, Show Integrity). 	<ul style="list-style-type: none"> Cleaner classrooms (work with custodial company) and handwashing incentives to help us be healthy. Drawing/prizes/parties for good attendance. Consider assemblies with attendance/behavior/awards/fun/most improved. Ice cream parties/pancake breakfasts for top attendance. We should be aware of our mobility rate in comparison to other schools/the state. Maintain inclusivity of all minorities groups for campus programming such as EXPO referrals. Identify At Risk students and finding at risk programs for youth. Collaborative work in building our restorative practice skills and in working with minority students. Continue to prioritize hiring diverse staff members so that we might get closer to our staff population mirroring our student population. More opportunities to sign up for membership at school events. Have a PTA stand or poster for easy sign up during school functions, Book Fair, Fundraiser, ex: music, math, science, literacy, cultural nights and posters near Cafeteria for parents who eat lunch with their student(s). Increase membership by 10% for parents. Increase parent/guardian participation at parent/teacher conferences. Severe behaviors and physical aggression is increasing in number and intensity. Additional supports are needed that include Hands Off Academy/Practice Academy during lunch/recess, parent education on Restorative practices, utilize calming corners and Zones of Regulation, professional learning for teachers on behavior practices and common expectations, and include tiered interventions for behavioral support that include levels of accountability. Increase mentoring programs (Watch Dogs, volunteers, high school students (student council, sports teams, Avid, National Junior Honor Society, ROTC), consider "houses" where older grades can mentor younger students. Communicating to all staff/students/parents the community expectations. Revisit morning meetings and include faculty handbook. Increase the use of the Bobcat Bucks and store to include Positive Behavior Support Systems (PBIS). Let's look at the ratio of referrals to positives. We are losing significant chunks of learning time to behaviors.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a large number of new teachers who need professional learning support in Tier 1 instructional practices. **Root Cause:** Staff retention.

Problem Statement 2 (Prioritized): Student behaviors are impeding learning of themselves and others. **Root Cause:** Students are having difficulty in regulating their emotions and the staff need additional strategies and resources for de-escalation and behavior intervention.

Student Learning

Student Learning Summary

Data points considered: progress monitoring sheets by grade level, reading level growth, STAAR, district benchmarks, common assessments, and report card assessments.

See the information below (passing rates only) for specifics on the 20-21 STAAR results that are used to assess strengths, gaps, and next steps.

Grade Level and Content Area	2018	2019	2020	2021	2022
3rd Grade Reading	73%	63%	--	69%	66%
4th Grade Reading	64%	68%	--	46%	68%
5th Grade Reading	84%	82%	--	56%	71%
3rd Grade Math	78%	67%	--	60%	52%
4th Grade Math	62%	68%	--	35%	48%
5th Grade Math	92%	85%	--	55%	55%
4th Grade Writing	66%	72%	--	45%	N/A
5th Grade Science	63%	53%	--	43%	51%

Percentage Of Students Reading On Or Above Grade Level	End Of The Year Independent Reading Levels
Kinder	45%
First	53%
Second	53%
Third	68%
Fourth	35%
Fifth	58%

Strengths	Next Steps Needed	Possible Solutions
<ul style="list-style-type: none"> • Reading scores are higher across the board • Designated WIN time 3-5 • Students want to learn & collaborate • Bell is comparable to other schools in our zone. Sometimes we are out-performing them, specifically in reading (in looking at passing percentage by grade level on interims) • Gaps are beginning to close • Student responses are not deep enough compared to rigor expected. This has grown tremendously on campus during 2022-2023 with a campus focus on increasing student accountable talk across content areas, learning in Talk, Read, Talk, Write, and partnership work • Partnership with Teachers College and DISD C&I has helped us grow tremendously in reading <p>Literacy:</p> <ul style="list-style-type: none"> • Roughly 65% of our Bobcats are reading on/above grade level (increase from last year's data) • Use of Serravallo's Reading Strategies has been helpful in 3-5 • Partnerships helped our kids grow in talk as readers • Phonics instruction improving our kids • LLI/Guided Reading/Strategy Groups for below level students • Growth in talk across campus (TRTW training has been helpful!) <p>Math:</p> <ul style="list-style-type: none"> • Data driven instruction (based on PNAs, etc.) • Using WIN time for PNA groups • Collaborative work (sharing resources) • Creating roadmaps • Math labs 	<ul style="list-style-type: none"> • Math training/meetings • TEKS vertically aligned assessments of essentials • Defining what WIN time is & setting expectations • Strengthen on task group work • Increase student at the meets and masters performance level • Continue filling gaps • Intentional work on explicitly teaching response (response to reading, problem solving response) - take the talk further into writing about reading • We need a math partnership to help us grow in our math workshop • Transferring organic writing into academic (STAAR) style writing • Transfer academic talk to writing • Direct phonics instruction/intervention for upper grades • Goal Setting- Student next steps planning happening in PLC • Continued math labs K-2 and 3-5 • Time to implement PD's • Time and help creating CFA's in Aware • Curriculum preview (use field guides for essentials, vocabulary, discussion of manipulative use by essential, etc.) • Creating a problem solving rubric campus wide 	<ul style="list-style-type: none"> • Create these as vertically aligned team - list of them across grade levels • WIN Time small group structure expectations across grade levels • Common research-based resources being utilized • Direct teach how to work together productively - reestablish expectations for different portions of workshop • Small groups should be inclusive of all levels of achievement • Consistent support from ILT so that all groups can be met • Consistent targeted intervention (LLI/Bridges curriculum/process for teachers to use during intervention). • Progress monitoring complete cycle with essential standards • Read Write, Read Talk-Book Study to deepen student thinking and conversation. "The one doing the work is the one learning..." Continued work in Talk, Read, Talk, Write <p>Professional Development needed:</p> <ul style="list-style-type: none"> • TRTW (continued work in this area - both talk and write) • STR implementation- Ensure that we are applying what we've learned from Reading Academies

Student Learning Strengths

- Students are making slow progress. We have seen greater gains in reading (that has been our greatest area of focus the last several years).
- Units of Study in the areas of reading and writing are making an impact in our grades K-2 - which makes a huge impact in achievement in grades 3-5.
- As student emotional needs are met, they are able to make progress. Bell emphasizes building relationships with students.
- In reading, our number of students moving into "meets" and "masters" standard on Reading STAAR is increasing. More work is needed to ensure all students are growing.
- Alignment across the campus with integration of Units of Study and conferring with students.
- We celebrate accomplishments and growth with students.
- Progress monitoring by grade level. Discussion in PLC and MTSS of students in need.
- Our level of rigorous talk in students and classrooms K-5 has increased tremendously in 2022-2023 school year. Partnerships are working. Students are thinking deeply. Teacher modeling, coaching in, and prompting with powerful questions is working. Keep diving into this in PD work so we continue to grow in this area.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Reading Level data is inconsistent with STAAR data. **Root Cause:** The campus has been using IRI for K-2, DRA and IRI for 3rd Grade, and DRA 5th grade for running records and had not prioritized running record calibration from grade level to grade level.

Problem Statement 2: Math progress is not as strong as reading progress as a campus. **Root Cause:** Student absenteeism and loss of instructional time has created additional gaps in student learning because of the building block nature of math. In addition, professional learning in math workshop and math strategies in tier 1 instruction was not prioritized similar to literacy.

Problem Statement 3: Approximately 50% of the students in each grade level need intensive intervention to fill gaps in the areas of reading and math and more time is needed. **Root Cause:** Not utilizing research-based strategies and/or interventions to increase student mastery on essential standards. In addition, student behavior in classrooms is interrupting instructional time.

Problem Statement 4 (Prioritized): Many students have not mastered foundational math skills (place value and computation.)

Problem Statement 5: Teachers have struggled to provide rigorous Tier 1 math lessons from day to day. **Root Cause:** The season of online learning in 2020 created an over reliance on online math instruction and a decrease in conceptual instruction. Teachers do not have a clear understanding of the Math STEMScopes curriculum available to them.

Problem Statement 6: Math progress monitoring indicates that students are not master essential standards as quickly as needed to close the achievement gap in math. **Root Cause:** Targeted teacher professional learning and consistent allocation time were not provided specifically in math.

School Processes & Programs

School Processes & Programs Summary

Strengths	Next Steps Needed	Possible Solutions
<ul style="list-style-type: none"> Ongoing PD in literacy (frequent) Defining essentials in reading and math Ongoing PD in math Focused PLC focused on the 4 critical questions - ongoing PD and data talks. Stronger work this year in assessment work - assessment creation, data collection, discussing next steps based on data, student accountable talk focus K-1 Literacy Cadre K-2 phonics work and component implementation 	<ul style="list-style-type: none"> PD in math - common language and focus Writing about reading More math PD is needed (focus on component work is a need) Writing about science, math, social studies Continued focus on accountable talk, grand conversations, moving from talk to writing component. Writing PD Student behaviors can impact learning 	<ul style="list-style-type: none"> Math workshop common planning/learning, Number Talks learning Shift to writing with TC Work - Focus on "Talk, Read, Talk, Write" strategy Math labs are needed twice per semester per grade level Continued focus on "Talk, Read, Talk, Write" strategy Continued focus on "Talk, Read, Talk, Write" strategies. Number Talks learning, Exemplars learning, component learning (number sense building PK-5) 2-3 Literacy Cadre, continued touch base with K-1 cadre Shift to writing with TC work SEL learning/restorative practices learning as a staff - focused implementation plan Continue to work on small group work with students

School Processes & Programs Strengths

- We have strong PD learning opportunities as a staff.
- PLC, PD, learning labs, math labs, instructional coaches, etc - our staff does an incredible job putting in the work as learners and implementers.
- Want what is best for students and is constantly building their craft as well.
- Extensive work has been done in the area of component time during learning blocks (i.e.: interactive read alouds).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Math progress monitoring indicates that students are not master essential standards as quickly as needed to close the achievement gap in math. **Root Cause:** Targeted teacher professional learning and consistent allocation time were not provided specifically in math.

Problem Statement 2: There is inconsistency in knowledge and skills among teachers (example - understanding the curriculum, how to progress monitor, best practices Bell has in place). **Root Cause:** Additional time and PD needs to be in place for new to Bell teachers (New to Bell Academy)

Problem Statement 3: Math progress is not as strong as reading progress as a campus. **Root Cause:** Student absenteeism and loss of instructional time has created additional gaps in student learning because of the building block nature of math. In addition, professional learning in math workshop and math strategies in tier 1 instruction was not prioritized

similar to literacy.

Problem Statement 4 (Prioritized): Intervention in all areas of need (all gaps) is not possible to do in one year while also ensuring learning new content. **Root Cause:** PLCs needs to re-examine our essential learning standards in math and reading. Intervention will focus on these big rocks since they are the most essential and will make the biggest impact. We are not going back to essential standards not yet mastered and ensuring they do become mastered once "whole group learning" moves on.

Perceptions

Perceptions Summary

Our staff values having focused planning time, and has been supported with the intentional development of district 1/2 days. Most grade levels stated that their team utilizes a focused planning time separate from PLCs to ensure best practices are being used in all content areas across all classrooms in the grade level. Teachers have shared the need for more support to help grow their learners due to the large gaps our students have. A dedicated time to focus on intervention is needed in the upper grades. A campus need is identifying essential learning standards, vertically aligning the standards, creating cognitive ladders for each essential standard (including potential pre-requisite needs), and then creating common formative assessments to capture growth and next steps. This work has already begun.

According to data gathered from the campus Gallup Q-12 Engagement survey, trust amongst colleagues is high. In addition, teachers feel they have a best friend at work and convey that they appreciate the autonomy to explore their unique strengths as an organization. This needs to continue to be a value we cherish because it makes Bell special. Conversely, the Gallup Q-12 survey indicated that "In the last seven days, I have received recognition or praise for doing good work." is a lower area.

Working through the campus leadership team/guiding coalition, the following can be addressed:

Strengths	Next Steps Needed	Possible Solutions
<ul style="list-style-type: none"> Recognizing students with Bobcat Brags FB presence Positive atmosphere We want to be together outside of work. We enjoy just having fun together. We want to be recognized by both admin and colleagues. 	<ul style="list-style-type: none"> Recognizing teachers with specific feedback Spotlight teachers and classrooms Walkthroughs and feedback Building back relationships-Teacher/teacher, teacher/admin, support staff Fall book study, Encouragement and planned quality time, purple bucks make a comeback, shout out board in teacher's lounge, Thankful Thursday, admin greeting teachers at their doors <p>Let's survey at the beginning of the year to get input on how faculty wants to get together after school or with spouses for more time together.</p>	<ul style="list-style-type: none"> Restore purple Bobcat Bucks for teacher to teacher recognition Possible "backchannel" app or google keep note where staff can quickly note positive things they noticed other staff members doing. Something that is quick and easy, even better if it's on our phones, which most of us keep with us all the time. Teacher spotlight periodically with a specific plan/schedule Figure out a process for allowing teachers to observe other colleagues to provide feedback Walkthrough schedules and delegation Consider Rachel's Challenge with students and teachers (by classroom to read campus wide chain) Buddy teacher + Buddy kids within classroom Buddy teachers (card system & Facebook system)

CLT Potential Strategies to meet our culture/climate goals with staff:

- Team building exercises and events
- Staff/team building more staff might be willing to give praise to other staff if they knew them better.
- Staff lunches together like the PTA event, 2 times a year, October and end of February.
- Encouragement and planned quality time
- More incentives to show appreciation that doesn't require a lot of extra work for us. (workout clothes and food caterings, are cool - continue these)
- Encourage PLC shout outs, Thankful Thursday, it doesn't have to be every 7 days but something that feels genuine.
- Purple bucks, Shout outs, learning walks
- Written recognition would be helpful in supporting moral across campus.
- Consistent check ins (daily/weekly) just to build relationships, frequent classroom check-ins / walkthroughs with complimentary feedback & tips for making us even better as teachers, following up on those walkthroughs/check-ins to see how we can be supported & continue to grow as educators.
- Admin "catching" staff doing something positive and specific recognition is given; sharing positive feedback from parents; being able to meet one-on-one with admin for discussions
- Tweaking Bobcat Bandit to people on your hallway or someone you are in close proximity to
- Admin sending emails or notes of encouragement/praise when they see something.

Perceptions Strengths

- Class building - teacher input and student-focused
- Content expertise is higher than other areas of TTESS, especially when observing reading workshop
- Work with certified academic language therapists
- Specialized training in special programs (Reading Recovery, EXPO, Dyslexia, etc).
- Mindful planning on placement of students
- Quality interview process
- Lab sites have a direct impact on implementation of Units of Study (Teacher's College Work with PD and lab sites = huge impact)
- Support from district and campus instructional coaches
- Staff believes it is making a positive impact and encourages professional growth
- Every grade has been represented in AFL, Homegrown Institute
- There has been a positive increase in how staff feels about their training opportunities (Literacy Cadre, TC work, PLC work, breakouts during staff meetings).
- Attend PD as a team - collaborate and hold each other accountable
- Staff believes and implements in the PD they are attending
- Sharing info to team during PLC
- Incredible progress has been made in all things reading and writing workshop (increasing time spent on student independent reading and writing, book boxes, classroom libraries, component work (phonics, shared reading, shared writing, etc), conferring)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We are seeing an increase in discipline referrals particularly in the areas of disrupting the learning environment and in physical aggression toward others or objects. **Root Cause:** We have an increase of students and families in crisis.

Problem Statement 2: We don't feel like we are making progress with behavior. **Root Cause:** More time is needed to learn relationship-building and behavior intervention skills as a campus so we are better equipped to address concerns.

Problem Statement 3 (Prioritized): Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging and an increased concern.

Problem Statement 4 (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 Bell who have not yet had an opportunity to take part in community building and community partnership events.

Problem Statement 5 (Prioritized): To support the growing diversity of our campus, we will need to cultivate our processes to ensure that we are meeting and supporting 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.

Priority Problem Statements

Problem Statement 1: We have a large number of new teachers who need professional learning support in Tier 1 instructional practices.

Root Cause 1: Staff retention.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Reading Level data is inconsistent with STAAR data.

Root Cause 2: The campus has been using IRI for K-2, DRA and IRI for 3rd Grade, and DRA 5th grade for running records and had not prioritized running record calibration from grade level to grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student behaviors are impeding learning of themselves and others.

Root Cause 3: Students are having difficulty in regulating their emotions and the staff need additional strategies and resources for de-escalation and behavior intervention.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Teachers need more support with how to handle student behaviors and classroom management.

Root Cause 4: Overall, student behavior has been challenging and an increased concern.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Intervention in all areas of need (all gaps) is not possible to do in one year while also ensuring learning new content.

Root Cause 5: PLCs needs to re-examine our essential learning standards in math and reading. Intervention will focus on these big rocks since they are the most essential and will make the biggest impact. We are not going back to essential standards not yet mastered and ensuring they do become mastered once "whole group learning" moves on.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Many students have not mastered foundational math skills (place value and computation.)

Root Cause 6:

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 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 7: We have many new families to Bell who have not yet had an opportunity to take part in community building and community partnership events.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: To support the growing diversity of our campus, we will need to cultivate our processes to ensure that we are meeting and supporting the varying and

diversifying needs of all students as evidenced by our intervention plans.

Root Cause 8: We will be intentional in being more specific in addressing specific areas of needs of students.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: Working as a Professional Learning Community, by the end of the 23-24 school year, Bell Elementary staff will ensure the percentage of students on grade level in math will increase by 10%.

High Priority

Evaluation Data Sources: -Primary Numeracy Assessment Scores (BOY, MOY, EOY)

- Math Grade Level Common Formative Assessments
- Math STEMScopes
- Monthly I-Ready Math Assessments
- Grade Level/Teacher Intervention and WIN Time Plans/HB 4545 Documentation
- STAAR Benchmarks
- STAAR Scores

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, instructional coaches, interventionists, 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>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I, Part A, - State Compensatory Education (SCE) - \$8,750</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will utilize collaborative team meetings and PLC days to discuss student data in relation to identified essential standards, collaborate on assessments, analyze data, and plan intentional small group interventions. This will be evidenced by small group protocol, small group lessons, and monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on math essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 4</p> <p>Funding Sources: - Title I, Part A</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Supplement the salary of .5 campus reading interventionist to fund full time at Bell to provide additional math supplemental interventions to 3-5 students.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Bell students on grade level in math over the course of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, admin</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: - Title I, Part A - \$36,800</p>	Formative		
	Dec	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: Many students have not mastered foundational math skills (place value and computation.)</p>
School Processes & Programs
<p>Problem Statement 4: Intervention in all areas of need (all gaps) is not possible to do in one year while also ensuring learning new content. Root Cause: PLCs needs to re-examine our essential learning standards in math and reading. Intervention will focus on these big rocks since they are the most essential and will make the biggest impact. We are not going back to essential standards not yet mastered and ensuring they do become mastered once "whole group learning" moves on.</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: Working as a Professional Learning Community, by the end of the 23-24 school year, Bell Elementary staff will ensure the percentage of students reading on level in each grade will increase by 10%.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: -Monthly Reading Progress Monitoring Tool





-Monthly IReady Assessments

-Grade Level Common Formative Assessments

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

-STAAR Benchmarks

-STAAR Scores

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 feedback</p> <p>Staff Responsible for Monitoring: Teachers; instructional coaches, interventionists, admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$8,750</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Supplement the salary of .5 campus reading interventionist to fund full time at Bell to provide additional reading and writing supplemental interventions to 3-5 students.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Bell students reading independently on grade level over the course of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Teachers, instructional coaches, interventionists, admin</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: - Title I, Part A - \$36,800</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: We have a large number of new teachers who need professional learning support in Tier 1 instructional practices. Root Cause: Staff retention.</p>

Student Learning

Problem Statement 1: Reading Level data is inconsistent with STAAR data. **Root Cause:** The campus has been using IRI for K-2, DRA and IRI for 3rd Grade, and DRA 5th grade for running records and had not prioritized running record calibration from grade level to grade level.

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.

High Priority

Evaluation Data Sources: Parent perceptions reported on a campus survey in the spring of 2023, district employee engagement survey, discipline referral data from the 2022-2023 school year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of classrooms at Bell Elementary will utilize a campus wide behavior system to encourage the development of positive relationships through CHAMPS.</p> <p>Strategy's Expected Result/Impact: Increase in campus attendance rate, student motivation and engagement in school. Increase in staff feeling appreciated and valued members of Bell.</p> <p>Staff Responsible for Monitoring: Teachers, counselors, admin</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 2 - Perceptions 3</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff brags will be implemented through weekly newsletter, colleague recognitions and parent/community shout outs.</p> <p>Strategy's Expected Result/Impact: The more the staff is recognized for their efforts and positive student impact, the more positive results we will see through increased staff engagement and morale.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, All Staff</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Perceptions 4</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: School administrators, school psychologist, counselors, CAFE coach and CIS coordinator will meet bi-monthly to review behavior data, office referrals, observations, parent requests for school based help.</p> <p>Strategy's Expected Result/Impact: Improved student behavior, engagement and connections at school.</p> <p>Staff Responsible for Monitoring: School administrators, school psychologist, counselors, CAFE coach and CIS</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 4</p> <p>Funding Sources: - Title I, Part A - \$38,000, - Title I, Part A - \$14,000</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Student behaviors are impeding learning of themselves and others. Root Cause: Students are having difficulty in regulating their emotions and the staff need additional strategies and resources for de-escalation and behavior intervention.</p>

Perceptions

Problem Statement 3: Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging and an increased concern.

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:** We have many new families to Bell who have not yet had an opportunity to take part in community building and community partnership events.

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	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.
1	1	2	Teachers will utilize collaborative team meetings and PLC days to discuss student data in relation to identified essential standards, collaborate on assessments, analyze data, and plan intentional small group interventions. This will be evidenced by small group protocol, small group lessons, and monitoring tools.
1	1	3	Supplement the salary of .5 campus reading interventionist to fund full time at Bell to provide additional math supplemental interventions to 3-5 students.
1	2	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.
1	2	2	Supplement the salary of .5 campus reading interventionist to fund full time at Bell to provide additional reading and writing supplemental interventions to 3-5 students.
2	1	1	100% of classrooms at Bell Elementary will utilize a campus wide behavior system to encourage the development of positive relationships through CHAMPS.
2	1	2	Staff brags will be implemented through weekly newsletter, colleague recognitions and parent/community shout outs.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	3	Supplement the salary of .5 campus reading interventionist to fund full time at Bell to provide additional math supplemental interventions to 3-5 students.

State Compensatory

Budget for Bell Elementary

Total SCE Funds: \$17,500.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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

Personnel for Bell Elementary

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

Title I Personnel

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

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Heather Boutwell	3rd Grade ELAR Teacher
Classroom Teacher	Eleanor Ashley	4th Grade Math/Science
Classroom Teacher	Sarah Krause	4th Grade ELAR Teacher
Classroom Teacher	Brianne Satterfield	3rd Grade ELAR Teacher
Paraprofessional	Trinique Francis	ECSE Aide
Classroom Teacher	Leah Roderick	5th Grade Teacher
Classroom Teacher	Maggie Scoggins	Art Teacher
Classroom Teacher	Erica Morris	4th Grade Teacher
Classroom Teacher	Talisha Anthony	3rd Grade Teacher
Classroom Teacher	Chloe Kepple	2nd Grade Teacher
Classroom Teacher	Crystal Herrington	Kindergarten Teacher
Administrator	NaTonia LaFreniere	Principal
Administrator	Kelly Beard	Assistant Principal
Administrator	Abby Taylor	Assistant Principal
Parent	Sandi Evans-Guin	Parent

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$8,750.00
1	2	1			\$8,750.00
Sub-Total					\$17,500.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$36,800.00
1	2	2			\$36,800.00
2	1	3			\$38,000.00
2	1	3			\$14,000.00
Sub-Total					\$125,600.00

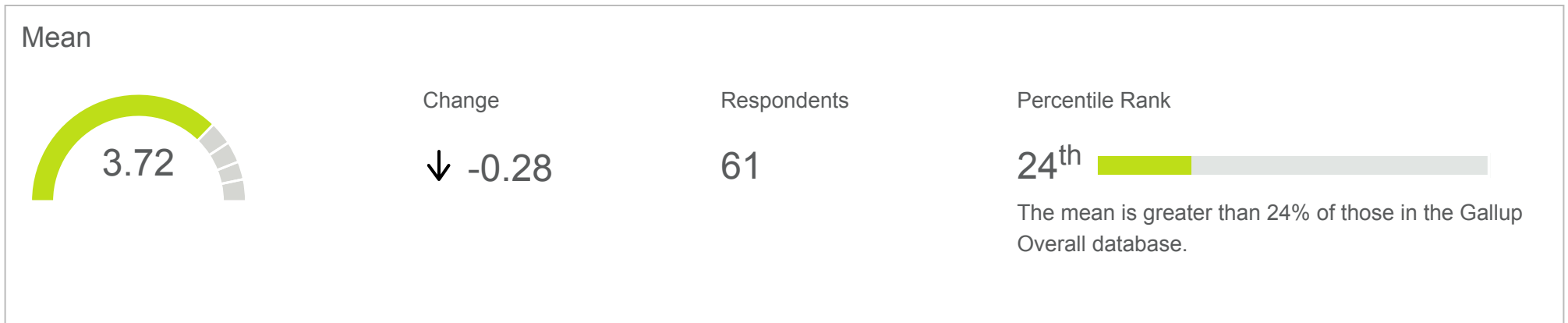
Addendums

EMPLOYEE ENGAGEMENT REPORT

2022 Denton ISD Employee Engagement Survey

location (HR code) - BELL ES

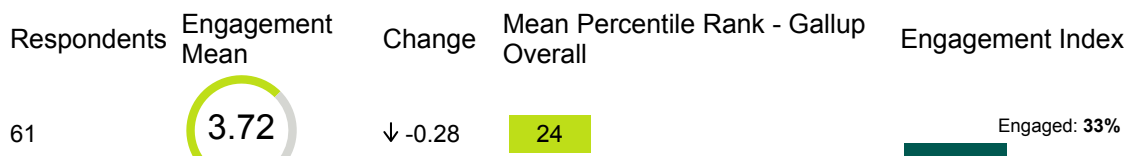
Oct 17, 2022 - Oct 31, 2022 | Total Respondents : 61



Mean Scores compared to Gallup Overall Database:  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  >= 90th Percentile

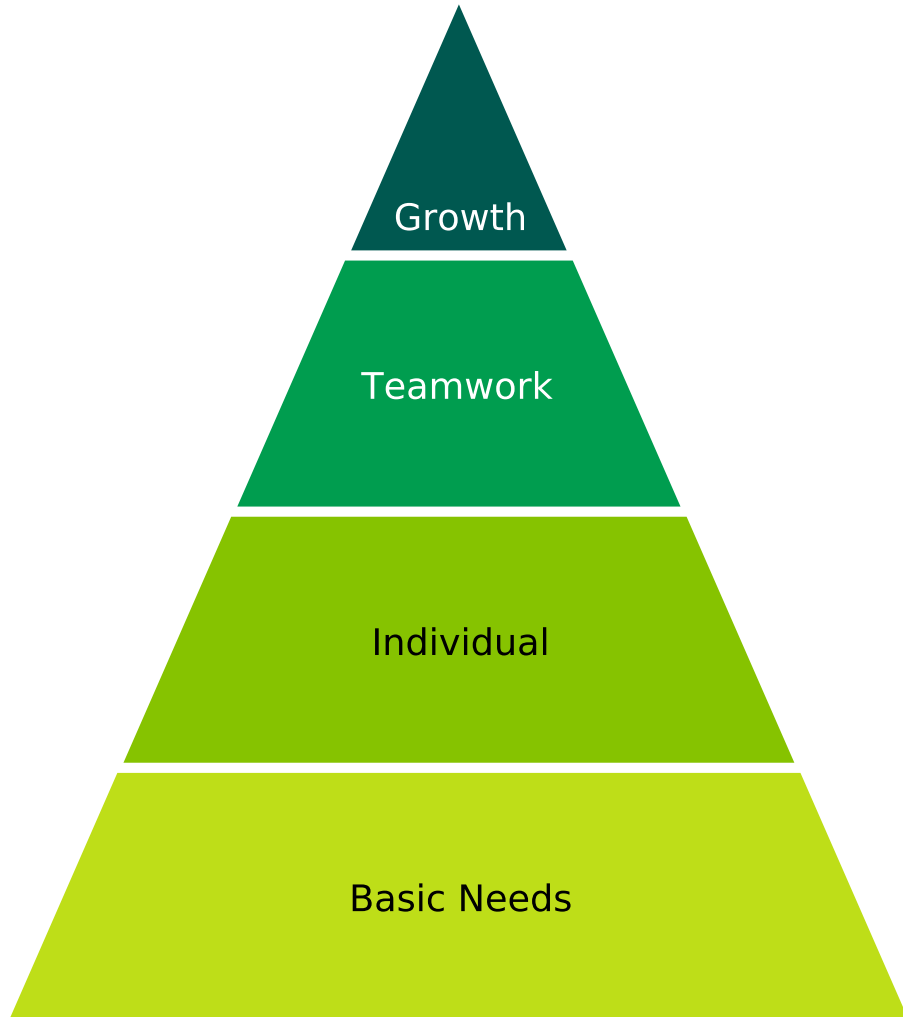
Q12 Mean

The Gallup Q12 score represents the average, combined score of the 12 elements that measure employee engagement. Each element has consistently been linked to better business outcomes.



	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	61	3.39	3.80	↓ -0.41	11	3.94
Q01: I know what is expected of me at work.	61	4.03	4.36	↓ -0.33	17	4.46
Q02: I have the materials and equipment I need to do my work right.	61	3.97	4.02	-0.05	35	4.09
Q03: At work, I have the opportunity to do what I do best every day.	61	3.70	4.05	↓ -0.35	20	4.18
Q04: In the last seven days, I have received recognition or praise for doing good work.	60	2.80	3.00	↓ -0.20	12	3.46
Q05: My supervisor, or someone at work, seems to care about me as a person.	60	3.88	4.34	↓ -0.46	25	4.28
Q06: There is someone at work who encourages my development.	61	3.75	4.25	↓ -0.50	33	4.09
Q07: At work, my opinions seem to count.	61	3.52	3.79	↓ -0.27	27	3.77
Q08: The mission or purpose of my organization makes me feel my job is important.	60	3.87	4.20	↓ -0.33	30	4.08
Q09: My associates or fellow employees are committed to doing quality work.	61	3.95	4.29	↓ -0.34	31	4.19
Q10: I have a best friend at work.	60	3.85	4.21	↓ -0.36	56	3.71
Q11: In the last six months, someone at work has talked to me about my progress.	57	3.18	3.20	-0.02	14	3.68
Q12: This last year, I have had opportunities at work to learn and grow.	58	4.19	4.35	-0.16	52	4.18

Engagement Hierarchy



Growth - How can I grow?

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

Teamwork - Do I belong here?

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

Individual - What do I give?

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

Basic Needs - What do I get?

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


ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

Respondents	Current Mean	Change	Mean Percentile Rank - Gallup Overall
61	4.00	-0.19	25


	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	61	4.03	4.36	↓ -0.33	17	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	61	3.97	4.02	-0.05	35	4.09

ENGAGEMENT HIERARCHY

Individual - What do I give?	Respondents	Current Mean	Change	Mean Percentile Rank - Gallup Overall
	61	 3.54	↓ -0.37	21

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	61	3.70	4.05	↓ -0.35	20	4.18
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	60	2.80	3.00	↓ -0.20	12	3.46
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	60	3.88	4.34	↓ -0.46	25	4.28
Q06: Development There is someone at work who encourages my development.	61	3.75	4.25	↓ -0.50	33	4.09


ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?	Respondents	Current Mean	Change	Mean Percentile Rank - Gallup Overall
	61	 3.80	↓ -0.32	37

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	61	3.52	3.79	↓ -0.27	27	3.77
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	60	3.87	4.20	↓ -0.33	30	4.08
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	61	3.95	4.29	↓ -0.34	31	4.19
Q10: Best Friend I have a best friend at work.	60	3.85	4.21	↓ -0.36	56	3.71

ENGAGEMENT HIERARCHY

Growth - How can I grow?

Respondents	Current Mean	Change	Mean Percentile Rank - Gallup Overall
59	 3.68	-0.10	27

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	57	3.18	3.20	-0.02	14	3.68
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	58	4.19	4.35	-0.16	52	4.18

Engagement Index

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

	%		Past %
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	33%		39%

My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
61	3.48	4.04	↓ -0.56	12	4.05

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
61	3.36	3.84	↓ -0.48	22	3.85

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
55	3.45	4.06	↓ -0.61	7	4.24

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
61	3.39	*	*	15	3.86

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
61	2.56	*	*	14	3.11

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
61	3.02	*	*	24	3.47

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

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

FOOTNOTES


* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if $n < 4$ for Mean, Top Box, Verbatim Responses, and Sentiment, $n < 10$ for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

Sentiment Distribution  Positive  Negative  Neutral  Mixed

Sentiment Distribution is not available when $n < 50$

All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

“Don’t know” or “Does not apply”.

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

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

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

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

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

COMPARISONS

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

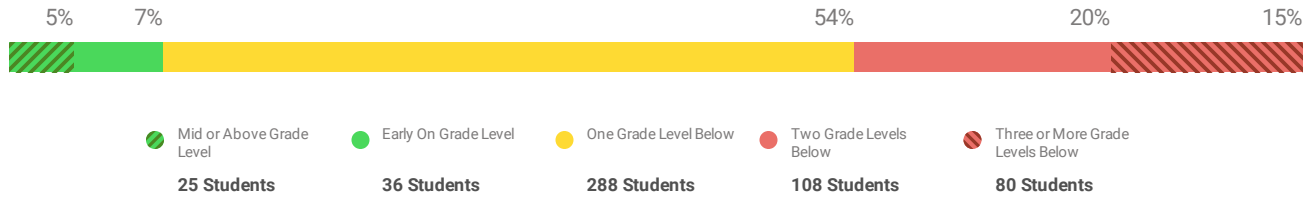
PERCENTILE RANKING: The 25th percentile indicates 75% of workgroups fell above this score; the 50th percentile indicates 50% of workgroups fell above and below this score; the 75th percentile indicates only 25% of workgroups fell above this score. The higher your percentile, the stronger the item is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

Diagnostic Results

School: BELL ELEMENTARY
 Subject: Math
 Academic Year: 2023 - 2024
 Diagnostic: Most Recent
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 537/560



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade

Showing 6 of 6

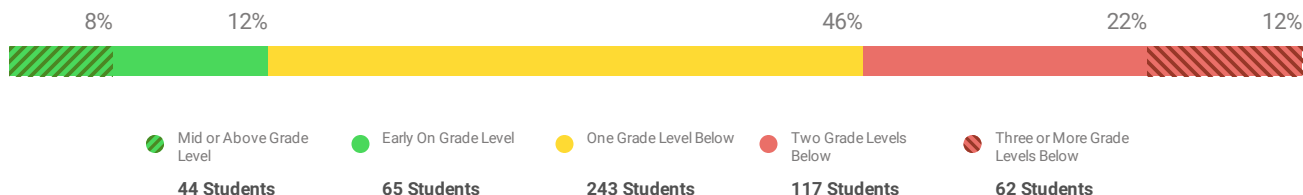
Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		6%	11%	84%	0%	0%	85/90
Grade 1		5%	3%	69%	23%	0%	75/77
Grade 2		2%	4%	55%	38%	0%	91/96
Grade 3		6%	6%	39%	23%	26%	93/97
Grade 4		4%	7%	38%	27%	24%	102/106
Grade 5		4%	9%	44%	8%	35%	91/94



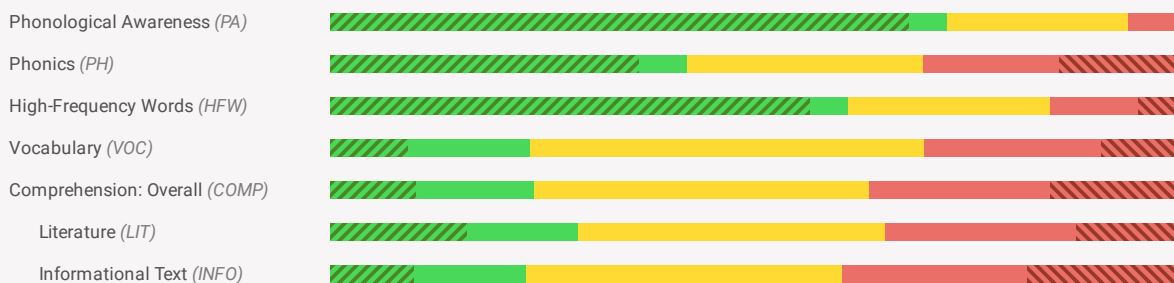
School: BELL ELEMENTARY
 Subject: Reading
 Academic Year: 2023 - 2024
 Diagnostic: Most Recent
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 531/560



Placement by Domain



Switch Table View

Choose to Show Results By

Placement Summary

Grade







Showing 6 of 6

Grade	Overall Grade-Level Placement	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Students Assessed/Total
Grade K		1%	16%	83%	0%	0%	86/90
Grade 1		14%	7%	65%	15%	0%	74/77
Grade 2		6%	14%	42%	38%	0%	90/96
Grade 3		15%	24%	17%	26%	18%	88/97
Grade 4		10%	7%	40%	16%	27%	102/106



Diagnostic Results

School BELL ELEMENTARY
Subject Reading
Academic Year 2023 - 2024
Diagnostic Most Recent
Prior Diagnostic None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		5%	5%	33%	36%	20%	91/94



May 2023 STAAR Mathematics, Grade 3

Percent Score	Approaches	Meets	Masters	Performance Level Indicator
89.19%	Yes	Yes	Yes	Masters
86.49%	Yes	Yes	Yes	Masters
83.78%	Yes	Yes	Yes	Masters
83.78%	Yes	Yes	Yes	Masters
81.08%	Yes	Yes	Yes	Masters
81.08%	Yes	Yes	Yes	Masters
78.38%	Yes	Yes	Yes	Masters
72.97%	Yes	Yes	No	Meets
70.27%	Yes	Yes	No	Meets
67.57%	Yes	Yes	No	Meets
67.57%	Yes	Yes	No	Meets
67.57%	Yes	Yes	No	Meets
64.86%	Yes	Yes	No	Meets
64.86%	Yes	Yes	No	Meets
62.16%	Yes	Yes	No	Meets
62.16%	Yes	Yes	No	Meets
62.16%	Yes	Yes	No	Meets
62.16%	Yes	Yes	No	Meets
56.76%	Yes	Yes	No	Meets
56.76%	Yes	Yes	No	Meets
54.05%	Yes	No	No	Approaches High
54.05%	Yes	No	No	Approaches High
51.35%	Yes	No	No	Approaches High
51.35%	Yes	No	No	Approaches High
51.35%	Yes	No	No	Approaches High
48.65%	Yes	No	No	Approaches High
48.65%	Yes	No	No	Approaches High
48.65%	Yes	No	No	Approaches High
48.65%	Yes	No	No	Approaches High
48.65%	Yes	No	No	Approaches High
45.95%	Yes	No	No	Approaches High
45.95%	Yes	No	No	Approaches High
45.95%	Yes	No	No	Approaches High
45.95%	Yes	No	No	Approaches High
45.95%	Yes	No	No	Approaches High
43.24%	Yes	No	No	Approaches Low
40.54%	Yes	No	No	Approaches Low
40.54%	Yes	No	No	Approaches Low
40.54%	Yes	No	No	Approaches Low
40.54%	Yes	No	No	Approaches Low
37.84%	Yes	No	No	Approaches Low
37.84%	Yes	No	No	Approaches Low
37.84%	Yes	No	No	Approaches Low

37.84%	Yes	No	No	Approaches Low
37.84%	Yes	No	No	Approaches Low
37.84%	Yes	No	No	Approaches Low
37.84%	Yes	No	No	Approaches Low
37.84%	Yes	No	No	Approaches Low
35.14%	No	No	No	Did Not Meet High
35.14%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
32.43%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
29.73%	No	No	No	Did Not Meet High
27.03%	No	No	No	Did Not Meet High
27.03%	No	No	No	Did Not Meet High
27.03%	No	No	No	Did Not Meet High
27.03%	No	No	No	Did Not Meet High
24.32%	No	No	No	Did Not Meet Low
24.32%	No	No	No	Did Not Meet Low
24.32%	No	No	No	Did Not Meet Low
24.32%	No	No	No	Did Not Meet Low
24.32%	No	No	No	Did Not Meet Low
24.32%	No	No	No	Did Not Meet Low
21.62%	No	No	No	Did Not Meet Low
21.62%	No	No	No	Did Not Meet Low
21.62%	No	No	No	Did Not Meet Low
21.62%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
18.92%	No	No	No	Did Not Meet Low
16.22%	No	No	No	Did Not Meet Low

May 2023 STAAR Mathematics, Grade 4

Percent Score	Approaches	Meets	Masters	Performance Level Indicator
90%	Yes	Yes	Yes	Masters
87.50%	Yes	Yes	Yes	Masters
82.50%	Yes	Yes	Yes	Masters
80%	Yes	Yes	Yes	Masters
77.50%	Yes	Yes	Yes	Masters
77.50%	Yes	Yes	Yes	Masters
70%	Yes	Yes	No	Meets
70%	Yes	Yes	No	Meets
70%	Yes	Yes	No	Meets
70%	Yes	Yes	No	Meets
70%	Yes	Yes	No	Meets
70%	Yes	Yes	No	Meets
67.50%	Yes	Yes	No	Meets
67.50%	Yes	Yes	No	Meets
62.50%	Yes	Yes	No	Meets
62.50%	Yes	Yes	No	Meets
60%	Yes	Yes	No	Meets
60%	Yes	Yes	No	Meets
60%	Yes	Yes	No	Meets
60%	Yes	Yes	No	Meets
57.50%	Yes	Yes	No	Meets
57.50%	Yes	Yes	No	Meets
57.50%	Yes	Yes	No	Meets
57.50%	Yes	Yes	No	Meets
55%	Yes	No	No	Approaches High
55%	Yes	No	No	Approaches High
55%	Yes	No	No	Approaches High
52.50%	Yes	No	No	Approaches High
52.50%	Yes	No	No	Approaches High
52.50%	Yes	No	No	Approaches High
52.50%	Yes	No	No	Approaches High
50%	Yes	No	No	Approaches High
50%	Yes	No	No	Approaches High
47.50%	Yes	No	No	Approaches High
47.50%	Yes	No	No	Approaches High
47.50%	Yes	No	No	Approaches High
45%	Yes	No	No	Approaches Low
45%	Yes	No	No	Approaches Low
45%	Yes	No	No	Approaches Low
45%	Yes	No	No	Approaches Low
42.50%	Yes	No	No	Approaches Low
42.50%	Yes	No	No	Approaches Low
40%	Yes	No	No	Approaches Low

40%	Yes	No	No	Approaches Low
40%	Yes	No	No	Approaches Low
40%	Yes	No	No	Approaches Low
37.50%	No	No	No	Did Not Meet High
37.50%	No	No	No	Did Not Meet High
35%	No	No	No	Did Not Meet High
35%	No	No	No	Did Not Meet High
35%	No	No	No	Did Not Meet High
35%	No	No	No	Did Not Meet High
32.50%	No	No	No	Did Not Meet High
32.50%	No	No	No	Did Not Meet High
30%	No	No	No	Did Not Meet High
30%	No	No	No	Did Not Meet High
30%	No	No	No	Did Not Meet High
30%	No	No	No	Did Not Meet High
30%	No	No	No	Did Not Meet High
30%	No	No	No	Did Not Meet High
30%	No	No	No	Did Not Meet High
27.50%	No	No	No	Did Not Meet High
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
22.50%	No	No	No	Did Not Meet Low
22.50%	No	No	No	Did Not Meet Low
20%	No	No	No	Did Not Meet Low
20%	No	No	No	Did Not Meet Low
17.50%	No	No	No	Did Not Meet Low
17.50%	No	No	No	Did Not Meet Low
17.50%	No	No	No	Did Not Meet Low
17.50%	No	No	No	Did Not Meet Low
17.50%	No	No	No	Did Not Meet Low
0%	No	No	No	Excluded

May 2023 STAAR Reading Language Arts, Grade 3

Percent Score	Approaches	Meets	Masters	Performance Level Indicator
90.38%	Yes	Yes	Yes	Masters
84.62%	Yes	Yes	Yes	Masters
84.62%	Yes	Yes	Yes	Masters
84.62%	Yes	Yes	Yes	Masters
82.69%	Yes	Yes	Yes	Masters
82.69%	Yes	Yes	Yes	Masters
78.85%	Yes	Yes	Yes	Masters
76.92%	Yes	Yes	Yes	Masters
76.92%	Yes	Yes	Yes	Masters
75%	Yes	Yes	Yes	Masters
71.15%	Yes	Yes	No	Meets
71.15%	Yes	Yes	No	Meets
71.15%	Yes	Yes	No	Meets
71.15%	Yes	Yes	No	Meets
71.15%	Yes	Yes	No	Meets
69.23%	Yes	Yes	No	Meets
69.23%	Yes	Yes	No	Meets
69.23%	Yes	Yes	No	Meets
67.31%	Yes	Yes	No	Meets
63.46%	Yes	Yes	No	Meets
61.54%	Yes	Yes	No	Meets
59.62%	Yes	Yes	No	Meets
59.62%	Yes	Yes	No	Meets
59.62%	Yes	Yes	No	Meets
59.62%	Yes	Yes	No	Meets
59.62%	Yes	Yes	No	Meets
57.69%	Yes	Yes	No	Meets
55.77%	Yes	Yes	No	Meets
55.77%	Yes	Yes	No	Meets
55.77%	Yes	Yes	No	Meets
51.92%	Yes	No	No	Approaches High
51.92%	Yes	No	No	Approaches High
51.92%	Yes	No	No	Approaches High
51.92%	Yes	No	No	Approaches High
50%	Yes	No	No	Approaches High
50%	Yes	No	No	Approaches High
48.08%	Yes	No	No	Approaches High
48.08%	Yes	No	No	Approaches High
48.08%	Yes	No	No	Approaches High
44.23%	Yes	No	No	Approaches High
44.23%	Yes	No	No	Approaches High
42.31%	Yes	No	No	Approaches Low
42.31%	Yes	No	No	Approaches Low

42.31%	Yes	No	No	Approaches Low
40.38%	Yes	No	No	Approaches Low
38.46%	Yes	No	No	Approaches Low
38.46%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low
32.69%	No	No	No	Did Not Meet High
32.69%	No	No	No	Did Not Meet High
32.69%	No	No	No	Did Not Meet High
32.69%	No	No	No	Did Not Meet High
32.69%	No	No	No	Did Not Meet High
28.85%	No	No	No	Did Not Meet High
28.85%	No	No	No	Did Not Meet High
26.92%	No	No	No	Did Not Meet High
26.92%	No	No	No	Did Not Meet High
26.92%	No	No	No	Did Not Meet High
26.92%	No	No	No	Did Not Meet High
26.92%	No	No	No	Did Not Meet High
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
25%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
21.15%	No	No	No	Did Not Meet Low
19.23%	No	No	No	Did Not Meet Low
17.31%	No	No	No	Did Not Meet Low
17.31%	No	No	No	Did Not Meet Low
17.31%	No	No	No	Did Not Meet Low
15.38%	No	No	No	Did Not Meet Low
11.54%	No	No	No	Did Not Meet Low

May 2023 STAAR Reading Language Arts, Grade 4

Percent Score	Approaches	Meets	Masters	Performance Level Indicator
84.62%	Yes	Yes	Yes	Masters
75%	Yes	Yes	Yes	Masters
75%	Yes	Yes	Yes	Masters
75%	Yes	Yes	Yes	Masters
73.08%	Yes	Yes	Yes	Masters
73.08%	Yes	Yes	Yes	Masters
73.08%	Yes	Yes	Yes	Masters
71.15%	Yes	Yes	Yes	Masters
69.23%	Yes	Yes	No	Meets
67.31%	Yes	Yes	No	Meets
67.31%	Yes	Yes	No	Meets
67.31%	Yes	Yes	No	Meets
65.38%	Yes	Yes	No	Meets
63.46%	Yes	Yes	No	Meets
63.46%	Yes	Yes	No	Meets
61.54%	Yes	Yes	No	Meets
61.54%	Yes	Yes	No	Meets
57.69%	Yes	Yes	No	Meets
57.69%	Yes	Yes	No	Meets
57.69%	Yes	Yes	No	Meets
55.77%	Yes	Yes	No	Meets
53.85%	Yes	Yes	No	Meets
50%	Yes	No	No	Approaches High
50%	Yes	No	No	Approaches High
50%	Yes	No	No	Approaches High
46.15%	Yes	No	No	Approaches High
46.15%	Yes	No	No	Approaches High
44.23%	Yes	No	No	Approaches High
44.23%	Yes	No	No	Approaches High
40.38%	Yes	No	No	Approaches High
40.38%	Yes	No	No	Approaches High
40.38%	Yes	No	No	Approaches High
40.38%	Yes	No	No	Approaches High
38.46%	Yes	No	No	Approaches Low
38.46%	Yes	No	No	Approaches Low
38.46%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
36.54%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low

34.62%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low
34.62%	Yes	No	No	Approaches Low
32.69%	Yes	No	No	Approaches Low
32.69%	Yes	No	No	Approaches Low
32.69%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
30.77%	Yes	No	No	Approaches Low
28.85%	No	No	No	Did Not Meet High
28.85%	No	No	No	Did Not Meet High
28.85%	No	No	No	Did Not Meet High
28.85%	No	No	No	Did Not Meet High
26.92%	No	No	No	Did Not Meet High
26.92%	No	No	No	Did Not Meet High
25%	No	No	No	Did Not Meet High
23.08%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
23.08%	No	No	No	Did Not Meet Low
21.15%	No	No	No	Did Not Meet Low
19.23%	No	No	No	Did Not Meet Low
19.23%	No	No	No	Did Not Meet Low
19.23%	No	No	No	Did Not Meet Low
19.23%	No	No	No	Did Not Meet Low
15.38%	No	No	No	Did Not Meet Low
9.62%	No	No	No	Did Not Meet Low
0%	No	No	No	Excluded

Denton Independent School District

Cross Oaks Elementary

2023-2024 Improvement Plan



Mission Statement

High Quality Learning for All No Excuses!

Vision

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

Value Statement

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

Collective Commitments

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

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

Establish clear expectations for all students and staff,

Consistently work with students in flexible small groups,

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

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

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

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

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

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

Table of Contents

- Comprehensive Needs Assessment 5
- Needs Assessment Overview 5
- Demographics 5
- Student Learning 6
- School Processes & Programs 7
- Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Guiding Outcomes 13
- 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 14
- 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 19
- State Compensatory 23
- Budget for Cross Oaks Elementary 24
- Personnel for Cross Oaks Elementary 24
- Title I Personnel 24
- Campus Funding Summary 25
- Addendums 26

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Summary of Priority Needs

Demographics

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

Student Learning

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

Staff Quality, Recruitment and Retention

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

Curriculum, Instruction and Assessment

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

Family and Community Involvement

- Parent involvement and communication needs to be increased

Demographics

Demographics Summary

See addendums

- Pre K - 5 students
- Staff (including teachers, paraprofessionals and other support staff)
- Parents
- Community
- Business Partners
- Title 1 Campus

Demographics Strengths

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

Staff members are representative of the students we serve. Due to the hiring of many new classroom teachers and campus staff this year, the diversity of our staff has increased.

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

See addendums

Student Learning Strengths

See addendums

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: Additional PD and support is needed for PLCs to be more effective and training on effective intervention strategies is needed **Root Cause:** We will be more intentional about implementing PLC practices, specifically quality Tier 1 instruction, data analysis and intervention.

School Processes & Programs

School Processes & Programs Summary

School Processes and Programs Summary

- Dual Language program (Pre K, Kindergarten, 1st grade)
- Reading Recovery Teacher
- ESL/DLL Teacher
- Reading/Math interventionists
- Dyslexia Therapist
- Community in Schools North Texas Coordinator
- Campus and Family Engagement Coach
- Daily 30 minute Wise time to provide intervention to at risk students
- Classroom instruction and assessments are based on TEKS
- DMTSS team tracks data from multiple sources and collaborates to address the needs of the whole student
- Weekly collaboration in grade-level subject areas to review standards and create instructional strategies
- Implementation of Reading and Writing Workshop in our ELAR classrooms
- Schoolwide Master Schedule that allows teachers, including special education teachers, to collaborate and have PLCs during the school day to answer the 4 PLC questions

School Processes & Programs Strengths

- Diverse staff committed to ensuring high levels of learning for all
- Variety of programs to meet the needs of all students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Additional PD and support is needed for PLCs to be more effective and training on effective intervention strategies is needed **Root Cause:** We will be more intentional about implementing PLC practices, specifically quality Tier 1 instruction, data analysis and intervention.

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

Problem Statement 3: Increased and ongoing parent communication with parents and growing our staff and community relationships is needed. **Root Cause:** Many families do not participate in schoolwide events, attend parent conferences, 504, ARD meetings or volunteer on campus.

Perceptions

Perceptions Summary

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

Perceptions Strengths

- Cross Oaks is a welcoming and friendly place to be
- Improved parent/school communication from 21-22 school year
- Staff focuses on meeting the needs of all students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased and ongoing parent communication with parents and growing our staff and community relationships is needed. **Root Cause:** Many families do not participate in schoolwide events, attend parent conferences, 504, ARD meetings or volunteer on campus.

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- 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 leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Outcomes

Revised/Approved: September 22, 2023

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 1: Working as a Professional Learning Community, by the end of the 23-24 school year, Cross Oaks Elementary staff will ensure the percentage of students reading on level in each grade will increase by 10%.

Evaluation Data Sources: DRA, Fountas and Pinnell, Running Records, iready assessments, TPRI, TXKEA, Monthly Reading Progress Monitoring Tool, Grade Level Common Formative Assessments, Grade Level/Teacher Intervention and Wise Time Plans/Documentation, STAAR Benchmarks, STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Supplement the salary of .5 campus reading interventionist to fund full time at Cross Oaks to provide additional reading and writing supplemental interventions to 3-5 students.</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Funding Sources: Title I funding - Title I, Part A - \$77,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers in kindergarten through 5th grade will provide intentional small group intervention for all below level readers as evidenced by small group lesson plans and campus monitoring tools.</p> <p>Strategy's Expected Result/Impact: Students being able to verbalize and comprehend what is occurring in a text, students receiving feedback</p> <p>Staff Responsible for Monitoring: Campus administration, campus intervention team, reading specialists, classroom teachers, coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$8,750</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District half day PLCs will be implemented every month to focus on identifying essential learning targets, develop engaging lessons, monitor student progress, create common assessments and intervention</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: DMTSS process will be used to target individual student needs, develop goals and monitor progress</p> <p>Strategy's Expected Result/Impact: Support significant increase in percentage of Cross Oaks students reading independently on grade level over the course of the 2023-2024 school year.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Monitor student progress through ongoing DMTSS meetings. Analyze data and collaborate on instructional strategies and intervention to support student's academic and behavioral needs.</p> <p>Strategy's Expected Result/Impact: Increase student performance according to Observation Reports, STAAR, BOY/MOY/EOY results, report card grade Increase in campus attendance rate, reduce office referrals, improved student behavior, engagement and connections at school.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading and math interventionists, reading and math teachers in grades K-5, instructional coach, LSSP, diagnostician, Community in Schools North Texas, Campus and Family Engagement Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Literacy cadre will support kindergarten and 1st grade teachers in providing best practice literacy and phonics tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Students will improve in their reading level through the use of best practices for literacy instruction and phonics.</p> <p>Staff Responsible for Monitoring: Admin, reading recovery teacher, reading interventionists, reading teachers in grades K-5, instructional coach</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 5: Effective Instruction</p> <p>Funding Sources: Substitute teachers to cover classes during training - Title I, Part A - \$3,500</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning





In pursuit of excellence, we will:

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

Performance Objective 2: Working as a Professional Learning Community, by the end of the 23-24 school year, Cross Oaks Elementary staff will ensure the percentage of students on grade level in math will increase by 10%.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will provide intentional small group intervention for students performing below grade level based on math essentials, Primary Numeracy components and common formative assessments as evidenced by small group protocol, intervention groups and data tracking.</p> <p>Strategy's Expected Result/Impact: Students will improve their fact fluency, numeracy and conceptual understanding of mathematical concepts.</p> <p>Staff Responsible for Monitoring: Admin, K - 5 teachers, math interventionists</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$8,750</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will participate in ongoing professional development and utilize collaborative team meetings and PLC days to discuss student data in relation to identified essential standards, collaborate on assessments, analyze data and plan intentional small group interventions.</p> <p>Strategy's Expected Result/Impact: Students will increase performance on math essential standards.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, coach, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
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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

Performance Objective 3: By the end of the 23-24 school year, the number of students needing tiered social emotional supports will decrease in each grade level by 5%. This will be evidenced by our campus check in check out (CICO) system, counseling, CISNT and CAFE data.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Schoolwide implementation of Boys Town Behavior Standards and collaboration between CISNT, CAFE and counseling will equip students with social emotional strategies that result in our students ability to regulate their emotions.</p> <p>Strategy's Expected Result/Impact: Addressing the students social emotional, behavioral and mental health barriers will positively impact student success.</p> <p>Staff Responsible for Monitoring: Admin, CISNT site coordinator, counselors, classroom teachers</p> <p>Title I: 2.6 - ESF Levers: Lever 5: Effective Instruction</p>	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 recognitions to the Denton ISD community

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

Evaluation Data Sources: Parent perceptions reported on a campus survey in the spring of 2023, teacher responses to a campus survey in the spring of 2023, discipline referral data from the 2022-2023 school year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Appreciation & Recognition for staff & students, including, but not limited to:</p> <ul style="list-style-type: none"> ~CHAMPS rewards ~Leadership tickets ~Staff Shout outs monthly from colleagues, students and parents ~Teacher of the Year ~Appreciation items ~Appreciation cards ~Provide opportunities for staff to influence decisions ~Student incentives ~Sunshine Committee ~PTA recognitions for students and staff ~Super Star Awards at staff meetings -Student awards assemblies -Peaceful Playgrounds -Peace path on the playground <p>Strategy's Expected Result/Impact: Increases in campus attendance rate, reduction in office referrals, particularly those coming from recess, increased student motivation and engagement in school Increases in staff feeling appreciated and valued members of the Cross Oaks family</p> <p>Staff Responsible for Monitoring: Admin, attendance clerk, all classroom and school staff, counselors, CIS coordinator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Staff kudos will be implemented through weekly newsletter, colleague recognitions and parent/community shout outs.</p> <p>Strategy's Expected Result/Impact: The more the staff is recognized for their efforts and positive student impact, the more positive results we will see through increased staff engagement and morale.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal and all staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: School administrators, school psychologist, counselors, CAFE coach and CIS coordinator will meet weekly to review behavior data including admin assistance calls, office referrals, observations, parent requests for school based help, etc...</p> <p>Strategy's Expected Result/Impact: Behavior support will be provided to students and staff in a timely manner. Positive Behavior Supports and Interventions will be implemented including positive behavior charts and check in check out which will lead to improved student behavior, engagement and connections at school.</p> <p>Staff Responsible for Monitoring: School administrators, school psychologist, counselors, CAFE coach and CIS</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize relaxation corners in each classroom to allow students to take a break, but remain in the classroom when starting to feel frustrated or overwhelmed.</p> <p>Strategy's Expected Result/Impact: Behavior intervention will be provided to students in a timely manner. Positive Behavior Supports and Interventions will be implemented in the classroom including access to the calm down center, fidgets, timers and sensory items to help the student regulate their emotions and return to learning. Removal from the classroom and loss of instructional time will decrease.</p> <p>Staff Responsible for Monitoring: Classroom teacher, school counselor, LSSP, admin</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: fidgets, sensory/calming items - Title I, Part A - \$1,000</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Cross Oaks will collaborate with Communities in Schools North Texas to provide support students and families by fulfilling the following mission: The mission of Communities In Schools of North Texas is to surround students with a community of support, empowering them to stay in school and achieve in life.</p> <p>Strategy's Expected Result/Impact: Reduction of office referrals, overall improvement of student behavior on campus support for parents/ Staff Responsible for Monitoring: Admin, CIS coordinator</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Funding Sources: salary for CIS coordinator - Title I, Part A - \$14,000</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Create a mini motor lab on campus to be accessed by students needing sensory support</p> <p>Strategy's Expected Result/Impact: Improve student behavior and self regulation by meeting sensory needs of our students throughout the day. Staff Responsible for Monitoring: Admin, classroom teachers, OT, school psych, CAFE coach, special education teachers, counselors</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: materials and supplies - Title I, Part A - \$4,000</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Cross Oaks Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Cross Oaks Elementary

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carissa Mixon	CAFE (Campus & Family Engagement Coach)	Behavior and Restorative Practices	1
Jasmine Owens	CISNT Coordinator	Comm. In Schools N. Texas	.25
Kristine Daniel	Math Interventionist	Mathematics, 3-5	.5
Robert Strong	Reading Interventionist	Reading, 3-5	.5

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$8,750.00
1	2	1			\$8,750.00
Sub-Total					\$17,500.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I funding		\$77,000.00
1	1	6	Substitute teachers to cover classes during training		\$3,500.00
2	1	4	fidgets, sensory/calming items		\$1,000.00
2	1	5	salary for CIS coordinator		\$14,000.00
2	1	6	materials and supplies		\$4,000.00
Sub-Total					\$99,500.00

Addendums

	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
Cross Oaks Elementary School	97	23	1401	44.31%	65.98%	30.93%	10.31%	05/01/23	0%	19.59%	14.43%	12.37%	22.68%	20.62%	10.31%
Economic Disadvantage	55	20	1364	38.99%	52.73%	21.82%	7.27%	05/01/23	0%	25.45%	21.82%	16.36%	14.55%	14.55%	7.27%
Asian	2	28	1461	52.88%	100%	50%	0%	05/01/23	0%	0%	0%	0%	50%	50%	0%
Black/African American	35	20	1364	38.85%	51.43%	17.14%	8.57%	05/01/23	0%	22.86%	25.71%	17.14%	17.14%	8.57%	8.57%
Hispanic	30	22	1388	42.69%	66.67%	30%	6.67%	05/01/23	0%	23.33%	10%	10%	26.67%	23.33%	6.67%
Two or More Races	5	21	1367	39.62%	60%	20%	0%	05/01/23	0%	40%	0%	20%	20%	20%	0%
White	25	28	1470	54.15%	84%	52%	20%	05/01/23	0%	8%	8%	8%	24%	32%	20%
Currently Emergent Bilingual	9	23	1403	44.87%	55.56%	44.44%	11.11%	05/01/23	0%	22.22%	22.22%	0%	11.11%	33.33%	11.11%
Special Ed Indicator	12	13	1262	25.64%	16.67%	8.33%	0%	05/01/23	0%	50%	33.33%	8.33%	0%	8.33%	0%

	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
Cross Oaks Elementary School	97	17	1407	45.44%	60.82%	32.99%	11.34%	05/01/23	0%	11.34%	27.84%	18.56%	9.28%	21.65%	11.34%
Economic Disadvantage	55	14	1360	38.48%	47.27%	20%	1.82%	05/01/23	0%	16.36%	36.36%	20%	7.27%	18.18%	1.82%
Asian	2	23	1497	60.81%	100%	50%	0%	05/01/23	0%	0%	0%	0%	50%	50%	0%
Black/African American	35	15	1373	40.08%	45.71%	22.86%	8.57%	05/01/23	0%	11.43%	42.86%	17.14%	5.71%	14.29%	8.57%
Hispanic	30	16	1394	43.42%	63.33%	26.67%	6.67%	05/01/23	0%	13.33%	23.33%	26.67%	10%	20%	6.67%
Two or More Races	5	14	1353	37.84%	40%	20%	20%	05/01/23	0%	40%	20%	0%	20%	0%	20%
White	25	21	1474	55.68%	80%	56%	20%	05/01/23	0%	4%	16%	16%	8%	36%	20%
Currently Emergent Bilingual	9	19	1445	50.45%	66.67%	33.33%	22.22%	05/01/23	0%	0%	33.33%	33.33%	0%	11.11%	22.22%
Special Ed Indicator	12	10	1294	27.93%	16.67%	0%	0%	05/01/23	0%	33.33%	50%	16.67%	0%	0%	0%

	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
Cross Oaks Elementary School	91	23	1507	44.97%	75.82%	34.07%	12.09%	05/01/23	0%	14.29%	9.89%	25.27%	16.48%	21.98%	12.09%
Economic Disadvantage	56	21	1481	41.07%	66.07%	26.79%	8.93%	05/01/23	0%	17.86%	16.07%	23.21%	16.07%	17.86%	8.93%
American Indian/Alaskan Native	1	23	1507	44.23%	100%	0%	0%	05/01/23	0%	0%	0%	0%	100%	0%	0%
Asian	4	29	1577	55.77%	75%	50%	25%	05/01/23	0%	25%	0%	0%	25%	25%	25%
Black/African American	38	22	1480	41.60%	63.16%	31.58%	13.16%	05/01/23	0%	23.68%	13.16%	21.05%	10.53%	18.42%	13.16%
Hispanic	24	23	1499	44.23%	83.33%	33.33%	4.17%	05/01/23	0%	4.17%	12.5%	33.33%	16.67%	29.17%	4.17%
Two or More Races	6	24	1505	45.83%	66.67%	50%	16.67%	05/01/23	0%	16.67%	16.67%	16.67%	0%	33.33%	16.67%
White	18	26	1563	50.43%	94.44%	33.33%	16.67%	05/01/23	0%	5.56%	0%	33.33%	27.78%	16.67%	16.67%
Currently Emergent Bilingual	8	33	1670	64.18%	87.5%	62.5%	50%	05/01/23	0%	0%	12.5%	12.5%	12.5%	12.5%	50%
Special Ed Indicator	16	16	1401	30.89%	43.75%	12.5%	0%	05/01/23	0%	50%	6.25%	18.75%	12.5%	12.5%	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
Cross Oaks Elementary School	91	19	1508	47.47%	51.65%	32.97%	13.19%	05/01/23	0%	14.29%	34.07%	7.69%	10.99%	19.78%	13.19%
Economic Disadvantage	56	17	1481	43.21%	44.64%	25%	8.93%	05/01/23	0%	19.64%	35.71%	5.36%	14.29%	16.07%	8.93%
American Indian/Alaskan Native	1	16	1462	40%	100%	0%	0%	05/01/23	0%	0%	0%	100%	0%	0%	0%
Asian	4	24	1606	60%	50%	50%	50%	05/01/23	0%	0%	50%	0%	0%	0%	50%
Black/African American	38	18	1488	44.47%	50%	28.95%	7.89%	05/01/23	0%	23.68%	26.32%	7.89%	13.16%	21.05%	7.89%
Hispanic	24	18	1494	45.21%	41.67%	25%	20.83%	05/01/23	0%	12.5%	45.83%	8.33%	8.33%	4.17%	20.83%
Two or More Races	6	18	1493	45.83%	50%	33.33%	0%	05/01/23	0%	0%	50%	0%	16.67%	33.33%	0%
White	18	22	1555	55%	66.67%	50%	11.11%	05/01/23	0%	5.56%	27.78%	5.56%	11.11%	38.89%	11.11%
Currently Emergent Bilingual	8	25	1614	62.19%	62.5%	62.5%	50%	05/01/23	0%	12.5%	25%	0%	0%	12.5%	50%
Special Ed Indicator	16	12	1399	30.47%	18.75%	6.25%	0%	05/01/23	0%	37.5%	43.75%	6.25%	6.25%	6.25%	0%

	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	
Cross Oaks Elementary School	105	29	1571	55.62%	80%	48.57%	20.95%	05/01/23	0%	10.48%	9.52%	18.1%	13.33%	27.62%	20.95%	
Economic Disadvantage	59	26	1536	50.88%	71.19%	40.68%	10.17%	05/01/23	0%	15.25%	13.56%	18.64%	11.86%	30.51%	10.17%	
Asian	1	41	1732	78.85%	100%	100%	100%	05/01/23	0%	0%	0%	0%	0%	0%	100%	
Black/African American	35	26	1524	49.18%	65.71%	37.14%	11.43%	05/01/23	0%	17.14%	17.14%	11.43%	17.14%	25.71%	11.43%	
Hispanic	32	27	1547	52.16%	84.38%	37.5%	6.25%	05/01/23	0%	12.5%	3.12%	34.38%	12.5%	31.25%	6.25%	
Native Hawaiian/Pacific Islander	1	16	1406	30.77%	0%	0%	0%	05/01/23	0%	0%	100%	0%	0%	0%	0%	
Two or More Races	4	35	1647	66.83%	100%	75%	50%	05/01/23	0%	0%	0%	25%	0%	25%	50%	
White	32	34	1637	64.78%	90.62%	68.75%	40.62%	05/01/23	0%	3.12%	6.25%	9.38%	12.5%	28.12%	40.62%	
Currently Emergent Bilingual	12	26	1535	50.32%	66.67%	41.67%	8.33%	05/01/23	0%	16.67%	16.67%	16.67%	8.33%	33.33%	8.33%	
Special Ed Indicator	17	20	1459	39.25%	52.94%	5.88%	5.88%	05/01/23	0%	17.65%	29.41%	41.18%	5.88%	0%	5.88%	

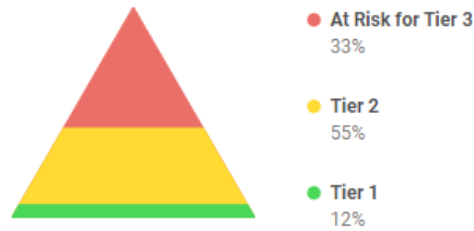
	May 2023 STAAR Mathematics, Grade 5															
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken	Performance Level Indicator							
									Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters	
Cross Oaks Elementary School	105	22	1620	52.93%	78.1%	39.05%	17.14%	05/01/23	0%	7.62%	14.29%	17.14%	21.9%	21.9%	17.14%	
Economic Disadvantage	59	19	1572	45.60%	67.8%	27.12%	5.08%	05/01/23	0%	8.47%	23.73%	20.34%	20.34%	22.03%	5.08%	
Asian	1	32	1757	76.19%	100%	100%	0%	05/01/23	0%	0%	0%	0%	0%	100%	0%	
Black/African American	35	18	1561	43.88%	65.71%	20%	5.71%	05/01/23	0%	14.29%	20%	17.14%	28.57%	14.29%	5.71%	
Hispanic	32	22	1610	51.93%	78.12%	40.62%	9.38%	05/01/23	0%	3.12%	18.75%	12.5%	25%	31.25%	9.38%	
Native Hawaiian/Pacific Islander	1	17	1542	40.48%	100%	0%	0%	05/01/23	0%	0%	0%	100%	0%	0%	0%	
Two or More Races	4	28	1704	65.48%	100%	50%	25%	05/01/23	0%	0%	0%	0%	50%	25%	25%	
White	32	26	1683	61.90%	87.5%	56.25%	37.5%	05/01/23	0%	6.25%	6.25%	21.88%	9.38%	18.75%	37.5%	
Currently Emergent Bilingual	12	22	1611	52.58%	91.67%	41.67%	8.33%	05/01/23	0%	0%	8.33%	25%	25%	33.33%	8.33%	
Special Ed Indicator	17	17	1538	40.34%	52.94%	17.65%	5.88%	05/01/23	0%	17.65%	29.41%	17.65%	17.65%	11.76%	5.88%	

	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
Cross Oaks Elementary School	105	18	3522	45.64%	49.52%	19.05%	2.86%	05/01/23	0%	18.1%	32.38%	15.24%	15.24%	16.19%	2.86%
Economic Disadvantage	59	16	3375	40.33%	38.98%	10.17%	0%	05/01/23	0%	28.81%	32.2%	16.95%	11.86%	10.17%	0%
Asian	1	22	3803	56.41%	100%	0%	0%	05/01/23	0%	0%	0%	0%	100%	0%	0%
Black/African American	35	15	3307	37.80%	25.71%	5.71%	0%	05/01/23	0%	28.57%	45.71%	5.71%	14.29%	5.71%	0%
Hispanic	32	18	3507	45.11%	53.12%	15.62%	0%	05/01/23	0%	15.62%	31.25%	25%	12.5%	15.62%	0%
Native Hawaiian/Pacific Islander	1	11	3060	28.21%	0%	0%	0%	05/01/23	0%	100%	0%	0%	0%	0%	0%
Two or More Races	4	21	3746	53.85%	50%	50%	0%	05/01/23	0%	0%	50%	0%	0%	50%	0%
White	32	21	3751	53.93%	71.88%	34.38%	9.38%	05/01/23	0%	9.38%	18.75%	18.75%	18.75%	25%	9.38%
Currently Emergent Bilingual	12	17	3495	44.66%	50%	16.67%	0%	05/01/23	0%	25%	25%	16.67%	16.67%	16.67%	0%
Special Ed Indicator	17	16	3363	39.82%	35.29%	5.88%	5.88%	05/01/23	0%	23.53%	41.18%	11.76%	17.65%	0%	5.88%

i-Ready Math Data BOY

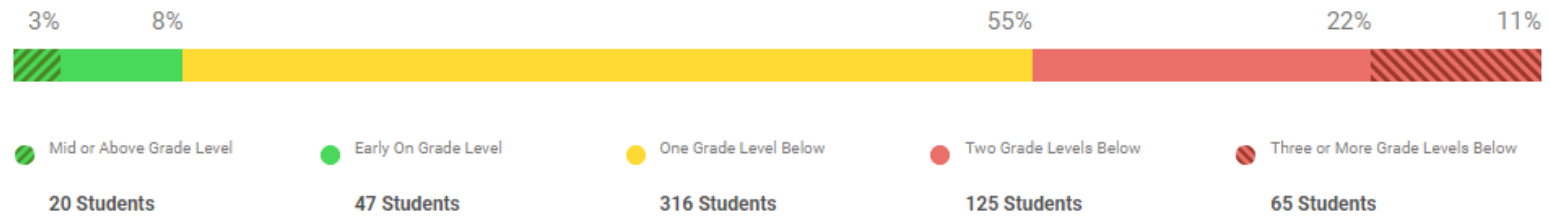
Students Assessed/Total: 573/578

Overall Placement



Overall Placement

Students Assessed/Total: 573/578



[i The Mapping Between 5-Level and 3-Level Placements](#)

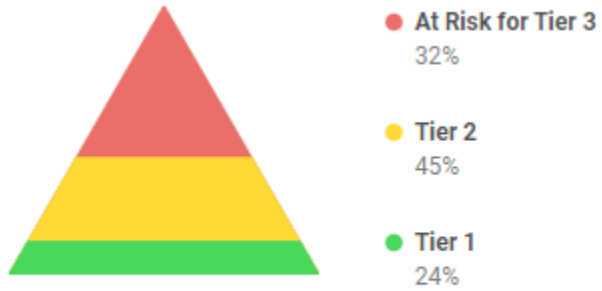
i-Ready Math Data BOY

Placement by Domain



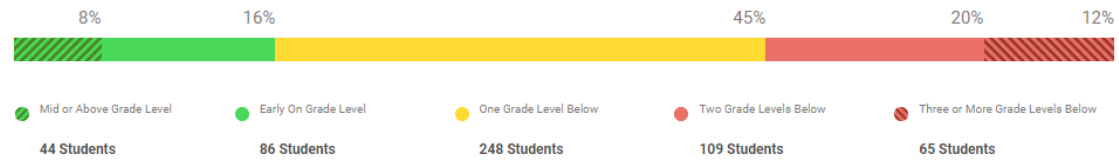
Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		5%	7%	87%	0%	0%	94/94
Grade 1		0%	4%	64%	31%	0%	89/89
Grade 2		2%	2%	55%	40%	0%	84/87
Grade 3		4%	4%	51%	29%	12%	95/95
Grade 4		3%	14%	41%	15%	27%	105/105
Grade 5		6%	14%	38%	18%	25%	106/108

i-Ready Reading Data BOY



Overall Placement

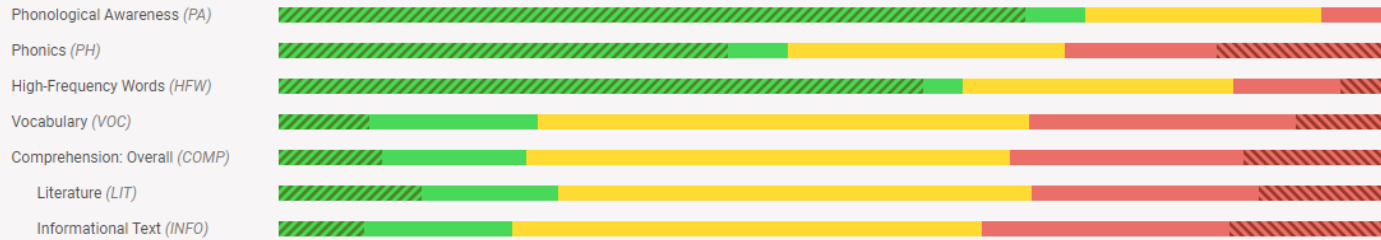
Students Assessed/Total: 552/578



[The Mapping Between 5-Level and 3-Level Placements](#)

i-Ready Reading Data BOY

Placement by Domain



Grade	Overall Grade-Level Placement	On Track	Below Basic	Basic	Below Basic	Below Basic	Students Assessed/Total
Grade K		7%	16%	77%	0%	0%	82/94
Grade 1		4%	5%	74%	18%	0%	80/89
Grade 2		5%	14%	50%	31%	0%	84/87
Grade 3		14%	29%	13%	31%	14%	95/95
Grade 4		10%	10%	44%	6%	30%	105/105
Grade 5		7%	17%	25%	32%	20%	106/108

Denton Independent School District
Paloma Creek Elementary
2023-2024 Improvement Plan



Mission Statement

Inspiring passionate learners

Vision

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

Values

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

Falcon Pledge

Friends respect everyone

Advocate for others

Lift others with words

Create solutions to problems

Optimize our learning targets

Never give up

Soar like a **FALCON**

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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.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Guiding Outcomes	14
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	15
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	22
State Compensatory	25
Budget for Paloma Creek Elementary	26
Personnel for Paloma Creek Elementary	26
Title I Personnel	26
Campus Leadership Team	27
Campus Funding Summary	28
Addendums	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

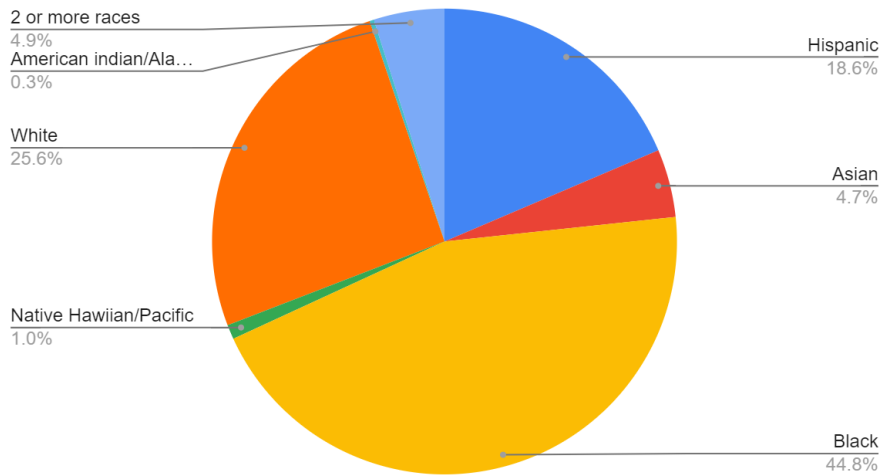
Demographics:

Paloma Creek Elementary opened its doors in 2007. We strive to develop community-minded, lifelong learners who are committed to learning and growing in our core values of respect, advocating for the needs of ourselves and others, growing as learners, and creative thinkers who create solutions to problems. School families have come to expect a friendly environment where students are nurtured, parent involvement is welcome and business partnerships abound.

Paloma Creek is one of 7 elementary schools located in the Braswell zone. According to the Templeton growth reports for Denton ISD, our zone is one of the fastest growing areas in the district. The campus is predominantly a neighborhood school that has been rezoned five times over the last 12 years to accommodate the growth.

Demographics- Description of the School

Percent of Pop.



What Student Groups do we serve?

List the percentage in each group:

- Economically disadvantaged: 54% (20-21 TAPR)
- English learner : 9% of population (72 students, 22 different languages)
- Special education 16.4% (125 students)
- Former special education
- Continuously enrolled and non-continuously enrolled
- Dyslexia 5.4% (41 Students)

Demographics- Description of the School

What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

When student's are not attending class due to behaviors, they are missing critical instruction. Behavior trends show the defiance and fighting are the most common reasons for suspensions.

	Description	Student_Count	Action_Count
	Out of School Suspension	9	13
	In School Suspension	1	3
	DAEP Placement / Davis School	3	3

Demographics- Description of the School

What are student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

Solutions:

- Campus culture must come first or academics will not catch up.
- Mandatory morning meetings focusing on conflict resolution skills.
- Unified campus focus FALCONS

½ day Self-Regulation and Connection time/activities for our monthly early release days - build community across the grade level.

Barriers:

Staff training - Staff must understand the process and goals to create community between students; support in unpacking the Positive Behavior Character TEKS and designing lessons.

Student buy in - content must be engaging

Demographics Strengths

Teachers and staff learned self-regulation strategies to support students.

Decrease in students in need of tier 3 behavior intervention supports from August to May.

Orange Dot data provided opportunity to identify areas in need of targeted support.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students struggled with conflict resolution skills and demonstrated the need to build capacity for demonstrating respect to peers and adults.

Root Cause: Students are lacking the skills necessary to collaborate and share learning experiences with peers and adults. This is attributed to the lack of interaction during the pandemic.

Problem Statement 2: Student discipline is affecting the learning and instructional time in the classroom. **Root Cause:** Student discipline is frequent and repetitive taking the teachers focus from the instruction or the student being removed from the classroom.

Student Learning

Student Learning Summary

Student Learning- Student Performance

Please see STAAR addendum

Student math achievement on STAAR increased in all grades.

Student Learning Strengths

Math:

Kindergarten and first grades utilized the Building Fact Fluency kits and achieved growth in math concepts from 2022 to 2023.

Second grade utilized Building Fact Fluency kits and Primary Numeracy Assessment data to plan tier 2 interventions and achieved growth in math concepts from 2022 to 2023.

The total number of at-risk students, who were returning students, decreased.

Reading:

Kindergarten and first grades demonstrated the most growth in reading as teachers implemented the Units of Study Phonics and phonological awareness interventions they learned in the Braswell zone literacy cadre.

3rd-5th grade students increased performance on STAAR from 2022-23 in math.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: Second and Third grade teachers need support in identifying and developing best practice teaching and intervention for at-risk readers. **Root Cause:** Phonics and phonological awareness skills for at-risk readers were not the focus prior to the Science of Teaching Reading

Problem Statement 3 (Prioritized): As evidenced by EOY math data, 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.

School Processes & Programs

School Processes & Programs Summary

How is student behavior impacting classroom instruction?

- Classroom instruction decreases when students are unable to honor authority.
- Frustrations occur for both students and teachers when student behaviors are off task.
- Relationships between teachers and students have been hindered by misbehavior.

School Processes & Programs Strengths

The Community and Family Engagement coach provided training for best practices in self-regulation behaviors to all staff members resulting in a decrease of student conflicts from January to May.

The Orange Dot referral process was created in alignment with the Denton ISD MTSS Behavior committee. Our data provided an opportunity to determine places, times of day, and grade level supports needed to improve the safety of our school as it is compared to student ability to resolve conflicts appropriately.

Pre-K- 3rd grades implemented new self-regulation strategies with fidelity and consistency resulting in a significant decrease of inappropriate unregulated student behaviors.

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2: The counseling curriculum needs to align with the self-regulation strategies and core values of the campus. **Root Cause:** The Positive Behavior and Character Traits TEKS released in July of 2021 provided an opportunity to determine alignment needs across departments and the campus.

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 the Falcon Flyer
- Parents are eager to volunteer

Culture and Climate

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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.

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.

Problem Statement 3: 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.

Priority Problem Statements

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

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

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students struggled with conflict resolution skills and demonstrated the need to build capacity for demonstrating respect to peers and adults.

Root Cause 2: Students are lacking the skills necessary to collaborate and share learning experiences with peers and adults. This is attributed to the lack of interaction during the pandemic.

Problem Statement 2 Areas: Demographics

Problem Statement 3: As evidenced by EOY math data, K-2 students are at risk in May. Staff will continue to monitor student progress as evidenced by the campus data card.

Root Cause 3: Students need to develop deep conceptual understanding of the operations and fact fluency at the same time.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: By May 2024, Paloma Creek Elementary School will focus on ensuring a year or more growth in Reading for 100% of students.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: I-Ready, F&P Benchmarks, Guided Reading Running Records

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

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Micro labs designed to model the components of readers workshop will be facilitate by our instructional coach.</p> <p>Strategy's Expected Result/Impact: Micro labs designed to model the components of readers workshop will be facilitate by our instructional coach.</p> <p>Staff Responsible for Monitoring: Instructional coach, Guiding Coalition, Reading Interventionist, Administration Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist - Title I, Part A - \$38,000</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 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, Interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: - State Compensatory Education (SCE)</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 2: By May 2024, Paloma Creek Elementary School will focus on ensuring all students achieve mastery of fact fluency as measured by the PNA and I-Ready Math Assessments at the beginning, middle, and end of the year.

High Priority

Evaluation Data Sources: PNA, I-Ready

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of building fact fluency routines for daily number sense activities in 1st, 2nd, 4th and 5th grades. 3rd will utilize Stemsopes daily numeracy routines.</p> <p>Strategy's Expected Result/Impact: Vertical alignment and growth in student performance</p> <p>Staff Responsible for Monitoring: PLCs, administration team, interventionists, DMTSS committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Micro labs designed to model the components of math workshop will be facilitate by our instructional coach.</p> <p>Strategy's Expected Result/Impact: Micro labs designed to model the components of math workshop will be facilitate by our instructional coach.</p> <p>Staff Responsible for Monitoring: Instructional coach, Guiding Coalition, Math Interventionist, Administration Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - Title I, Part A - \$38,000</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 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, 80% of students can communicate their mathematical thinking in problem solving at mastery level 3, measured by the problem solving rubric.

High Priority

Evaluation Data Sources: Measured by the district Mathematical Communication rubric, aligned K-5th grade

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

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 100% of 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 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>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - State Compensatory Education (SCE)</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:

School Processes & Programs
<p>Problem Statement 1: The fidelity in all classrooms, PK-5, of following CHAMPs principles and self-regulation strategies. Root Cause: All staff members need access to training and coaching in implementation of CHAMPS and self-regulation strategies.</p>

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 4: By May of 2024, 100% of novias teachers will deepen their understanding of classroom management, workshop model, small group instruction, assessment (CFA) development, and data disaggregation to drive planning and differentiated instruction.

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: Measured by student growth in the math and reading.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Full time instructional coach to provide individualized coaching cycles</p> <p>Strategy's Expected Result/Impact: Measured by student growth in the math and reading.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Partner with the District Curriculum and Instruction department to provide individualized coaching cycles.</p> <p>Strategy's Expected Result/Impact: Measured by student growth in the math and reading.</p> <p>Staff Responsible for Monitoring: Administration, C&I Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development opportunities on effective instructional practices and implementation of curriculum, data focused collaboration and planning for Tier 1 and Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: Measured by student growth in the math and reading.</p> <p>Staff Responsible for Monitoring: Administration, Instructional Coach, District C&I Department</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</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: By May 2024, Paloma Creek Elementary will establish a culture of highly engaged students and staff through utilizing the 5:1 strategy where students and staff are provided opportunities to engage in five positive feedback interactions to every one constructive feedback interaction.





High Priority

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

- Attendance
- Parent survey beginning, middle, and end of year
- Orange Dot data
- PTA Membership data
- Parent Involvement data
- Participation in Extracurricular data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Positive Office Referrals will be utilized by staff members to provide an opportunity to celebrate students and staff.</p> <p>Strategy's Expected Result/Impact: A culture of trust will be established through creating an authentic feedback loop for both students and staff.</p> <p>Staff Responsible for Monitoring: Grade level teams, counselors, support staff, and administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PK-5th grade classes will engage in morning meetings from 7:40-8:00 a.m. daily. All morning meetings align with our core values, the Essential 8, and the Positive Character Traits and Personal Skills TEKS.</p> <p>Strategy's Expected Result/Impact: Students and staff will build their capacity to connect with others while employing self-regulation strategies and remain engaged in the learning environment.</p> <p>Staff Responsible for Monitoring: Administration team, counselor, CIS, Community and Family Engagement Coaches, Behavior MTSS Committee, and teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Vertical connections will be made for all PK-5th grade students and staff members through house meetings and celebrations twice a month.</p> <p>Strategy's Expected Result/Impact: Students and staff will build a community across the campus in an effort to increase student and staff engagement and sense of belonging.</p> <p>Staff Responsible for Monitoring: Staff house leaders, house committee, & administration team</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In collaboration with the Denton ISD Counseling and Social Work Department, elementary campuses within the Braswell zone will utilize the Ubuntu program as a means of teaching expected behaviors as well as effective communication skills leading to an increase of desired student behaviors, while decreasing student suspensions to a minimum of 20%.</p> <p>Strategy's Expected Result/Impact: A minimum of 20% decrease in student suspensions to include ISS, OSS, and DAEP Increase of a minimum of 20% of student to remain in the classroom for instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Quarterly Character Breakfast Attendance Celebrations for students who are on-time and have perfect attendance for the month. Strategy's Expected Result/Impact: Increase student attendance rates and motivation to be on-time Staff Responsible for Monitoring: Attendance Committee</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Community stakeholders will partner with the school in honoring our staff through community brags, special staff treat days, and through providing a quiet place for reflection and self-care during the school day. Strategy's Expected Result/Impact: Staff members will know they are valued and appreciated. Staff Responsible for Monitoring: Sunshine committee, team leads, office staff, community CLT members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The partnership of Communities In Schools (CIS) and the counseling program will equip and empower students to confront and overcome personal challenges and create 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. 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. Staff Responsible for Monitoring: Site coordinator, Counselor, Principal, and Assistant Principal</p> <p>Title I: 2.4, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: CIS Site Coordinator - Title I, Part A - \$14,000</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Paloma Creek 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 Paloma Creek Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cassandra Thomas	Math Interventionist	0.5
Genelle Anderson	Reading Interventionist	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cassandra Thomas	Math Interventionist	2nd-5th Grade Math Intervention	.5
Genelle Anderson	Reading Interventionist	2nd-5th Grade Reading	.5
Valeria Corrales	Community in Schools	CIS	.25

Campus Leadership Team

Committee Role	Name	Position
Administrator	Natalie Mead	Principal/ 2nd Grade Instructional Math Support
Administrator	Lori Robertson	Assistant Principal/ 3rd-5th Instructional Math Support
Classroom Teacher	Bethany Gormley	Communications Teacher
Non-classroom Professional	Charlene Stone	ESL Specialist/ Kindergarten Math Instructional Support
Classroom Teacher	Alejandro Cervantes	Music Teacher
Classroom Teacher	Ashley Clay	Special Programs Teacher
Paraprofessional	Alison Gravley-Strickland	Paraprofessional
Parent	Brittany Crenshaw	PTA
Parent	Tori Hatmaker	Parent Involvement
District-level Professional	Tosha Hoefert	Elementary Curriculum Coordinator
Non-classroom Professional	Marshall Grant	Counselor
Non-classroom Professional	Valeria Corrales	Community In Schools
Non-classroom Professional	Genelle Anderson	Reading Interventionist/ 3rd Grade Literacy Instructional Support
Non-classroom Professional	Heather Hauck	Dyslexia Specialist/2nd Grade Literacy Instructional Support
Business Representative	Jenny Laible	Community Business Representative/ Teacher and Community Engagement
Parent	Amanda Mayo	Union Park Parent and Community Engagement

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Interventionist		\$38,000.00
1	2	2	Math Interventionist		\$38,000.00
2	1	7	CIS Site Coordinator		\$14,000.00
Sub-Total					\$90,000.00

Addendums



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

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				#		%		#		%		#		%				
					26		26		26		26		26		26				
					Points Possible		Points Possible		Points Possible		Points Possible		Points Possible		Points Possible				
					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			103	1388	39	38	64	62	31	30	13	13	13.7	53	8.5	33			
Male			43	1410	10	23	33	77	13	30	5	12	14.2	55	9.3	36			
Female			60	1372	29	48	31	52	18	30	8	13	13.4	51	7.9	30			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			23	1420	7	30	16	70	7	30	4	17	15.0	58	9.1	35			
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			6	1445	1	17	5	83	2	33	1	17	15.0	58	11.0	42			
Black or African American			51	1358	26	51	25	49	15	29	5	10	12.5	48	7.9	30			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			21	1422	4	19	17	81	7	33	3	14	15.2	59	9.1	35			
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			Yes	58	1373	23	40	35	60	16	28	6	10	13.1	51	8.1	31		
			No	45	1407	16	36	29	64	15	33	7	16	14.5	56	9.0	34		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A			Participants	103	1388	39	38	64	62	31	30	13	13	13.7	53	8.5	33		
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	93	1398	32	34	61	66	30	32	13	14	14.1	54	8.9	34		
			No Information Provided	10	1289	7	70	3	30	1	10	0	0	10.4	40	5.0	19		
Identified as Emergent Bilingual/English Learner			12	1445	2	17	10	83	4	33	2	17	15.5	60	10.5	40			
Monitored 1st Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year, reclassified from EB/EL			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual/Non-English Learner			90	1381	36	40	54	60	27	30	11	12	13.5	52	8.3	32			
No Information Provided			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	99	1392	35	35	64	65	31	31	13	13	13.9	54	8.6	33		
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL			Participants	10	1434	2	20	8	80	3	30	1	10	15.1	58	10.0	38		
			Nonparticipants	89	1387	33	37	56	63	28	31	12	13	13.8	53	8.5	33		
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education			Yes	11	1296	7	64	4	36	3	27	0	0	10.9	42	5.7	22		
			No	86	1406	29	34	57	66	27	31	13	15	14.3	55	9.1	35		
			No Information Provided	6	1294	3	50	3	50	1	17	0	0	11.2	43	5.2	20		
Section 504			Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	93	1396	34	37	59	63	30	32	13	14	14.0	54	8.8	34		
			No Information Provided	6	1294	3	50	3	50	1	17	0	0	11.2	43	5.2	20		
Gifted/Talented			Participants	5	1565	0	0	5	100	4	80	3	60	19.2	74	15.8	61		
			Nonparticipants	92	1384	36	39	56	61	26	28	10	11	13.6	52	8.3	32		
			No Information Provided	6	1294	3	50	3	50	1	17	0	0	11.2	43	5.2	20		
At-Risk			Yes	14	1421	3	21	11	79	4	29	2	14	14.6	56	9.7	37		
			No	82	1388	33	40	49	60	26	32	11	13	13.8	53	8.5	33		
			No Information Provided	7	1317	3	43	4	57	1	14	0	0	11.4	44	6.4	25		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 3 Reading Language Arts

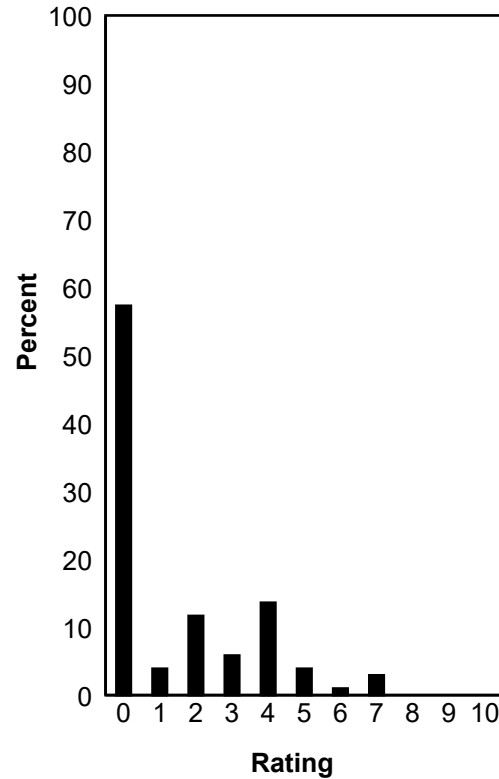
District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Rating	#	%
0	59	57
1	4	4
2	12	12
3	6	6
4	14	14
5	4	4
6	1	1
7	3	3
8	0	0
9	0	0
10	0	0
Total	103	100



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



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

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		15		7		5
					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																
			Avg. # of Points / % Achieved																		
All Students			103	1392	44	43	59	57	22	21	7	7	4.5	45	6.2	41	2.3	32	3.0	60	
Male			43	1418	13	30	30	70	13	30	3	7	5.0	50	6.8	45	2.3	34	3.3	67	
Female			60	1374	31	52	29	48	9	15	4	7	4.1	41	5.8	39	2.2	32	2.8	55	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			23	1418	7	30	16	70	7	30	3	13	5.0	50	7.0	46	2.1	30	3.4	69	
American Indian or Alaska Native			2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			6	1529	0	0	6	100	3	50	2	33	7.0	70	9.7	64	4.3	62	2.7	53	
Black or African American			51	1360	28	55	23	45	6	12	1	2	3.8	38	5.6	37	1.9	28	2.8	56	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			21	1414	7	33	14	67	6	29	1	5	5.0	50	6.4	43	2.8	39	3.1	63	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged																					
			Yes	58	1384	26	45	32	55	13	22	2	3	4.7	47	6.0	40	2.0	29	3.0	59
			No	45	1403	18	40	27	60	9	20	5	11	4.3	43	6.6	44	2.6	37	3.1	61
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A																					
			Participants	103	1392	44	43	59	57	22	21	7	7	4.5	45	6.2	41	2.3	32	3.0	60
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant																					
			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	93	1403	35	38	58	62	22	24	7	8	4.7	47	6.5	43	2.4	34	3.1	61
			No Information Provided	10	1297	9	90	1	10	0	0	0	0	2.4	24	4.0	27	1.5	21	2.5	50
Identified as Emergent Bilingual/English Learner																					
			Monitored 1st Year, reclassified from EB/EL	12	1475	1	8	11	92	4	33	2	17	5.8	58	8.1	54	3.7	52	3.3	65
			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																					
			No Information Provided	90	1383	42	47	48	53	18	20	5	6	4.4	44	6.0	40	2.1	30	3.0	59
			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual																					
			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	99	1396	41	41	58	59	22	22	7	7	4.6	46	6.3	42	2.3	33	3.0	61
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL																					
			Participants	10	1466	1	10	9	90	3	30	1	10	5.6	56	8.0	53	3.7	53	2.9	58
			Nonparticipants	89	1388	40	45	49	55	19	21	6	7	4.5	45	6.1	41	2.1	30	3.0	61
			No Information Provided	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education																					
			Yes	11	1324	8	73	3	27	1	9	0	0	3.5	35	3.9	26	1.5	22	3.0	60
			No	86	1408	30	35	56	65	21	24	7	8	4.7	47	6.7	45	2.4	35	3.0	61
			No Information Provided	6	1297	6	100	0	0	0	0	0	0	3.2	32	3.3	22	1.3	19	2.5	50
Section 504																					
			Yes	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	93	1398	36	39	57	61	21	23	7	8	4.6	46	6.4	43	2.3	33	3.0	60
			No Information Provided	6	1297	6	100	0	0	0	0	0	0	3.2	32	3.3	22	1.3	19	2.5	50
Gifted/Talented																					
			Participants	5	1566	0	0	5	100	4	80	3	60	7.8	78	10.4	69	3.6	51	3.8	76
			Nonparticipants	92	1389	38	41	54	59	18	20	4	4	4.4	44	6.2	41	2.3	32	3.0	60
			No Information Provided	6	1297	6	100	0	0	0	0	0	0	3.2	32	3.3	22	1.3	19	2.5	50
At-Risk																					
			Yes	14	1451	3	21	11	79	4	29	2	14	5.1	51	7.7	51	3.4	49	3.1	61
			No	82	1388	35	43	47	57	17	21	5	6	4.5	45	6.1	41	2.1	31	3.0	61
			No Information Provided	7	1326	6	86	1	14	1	14	0	0	3.7	37	4.4	30	1.4	20	2.6	51



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

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		26		Avg. # of Points / % Achieved
Number	Percent				Did Not Meet		Approaches		Meets		Masters		#	%	#	%	
Students Tested	105	100															
Students Not Tested																	
Absent	0	0															
Other	0	0															
Total Documents Submitted	105	100															
Legend																	
--- = No Data Reported For Fewer Than Five Students																	
All Students			105	1471	41	39	64	61	27	26	12	11	12.3	47	8.8	34	
Male			50	1450	25	50	25	50	12	24	4	8	11.6	44	8.0	31	
Female			55	1491	16	29	39	71	15	27	8	15	13.0	50	9.6	37	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			12	1524	2	17	10	83	4	33	1	8	14.6	56	10.4	40	
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			7	1493	2	29	5	71	2	29	1	14	13.3	51	9.4	36	
Black or African American			50	1425	27	54	23	46	6	12	3	6	10.5	40	7.1	27	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			35	1518	9	26	26	74	15	43	7	20	14.1	54	10.6	41	
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged	Yes		53	1427	26	49	27	51	3	6	3	6	10.8	42	6.8	26	
	No		52	1517	15	29	37	71	24	46	9	17	13.8	53	10.9	42	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants		104	1471	41	39	63	61	27	26	12	12	12.3	47	8.8	34	
	Nonparticipants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No		101	1473	38	38	63	62	26	26	11	11	12.3	47	8.9	34	
	No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual/English Learner			8	1467	2	25	6	75	0	0	0	0	13.3	51	7.3	28	
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			97	1472	39	40	58	60	27	28	12	12	12.2	47	8.9	34	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants		104	1472	40	38	64	62	27	26	12	12	12.3	47	8.9	34	
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants		8	1467	2	25	6	75	0	0	0	0	13.3	51	7.3	28	
	Nonparticipants		96	1472	38	40	58	60	27	28	12	13	12.2	47	9.0	35	
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes		11	1391	7	64	4	36	0	0	0	0	9.7	37	5.4	21	
	No		91	1482	32	35	59	65	26	29	11	12	12.6	49	9.3	36	
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes		12	1407	5	42	7	58	1	8	0	0	10.1	39	6.3	24	
	No		90	1481	34	38	56	62	25	28	11	12	12.6	49	9.2	35	
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants		8	1652	0	0	8	100	6	75	4	50	18.6	72	15.9	61	
	Nonparticipants		94	1457	39	41	55	59	20	21	7	7	11.8	45	8.2	32	
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes		10	1463	2	20	8	80	0	0	0	0	13.1	50	7.0	27	
	No		92	1473	37	40	55	60	26	28	11	12	12.2	47	9.0	35	
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 4 Reading Language Arts

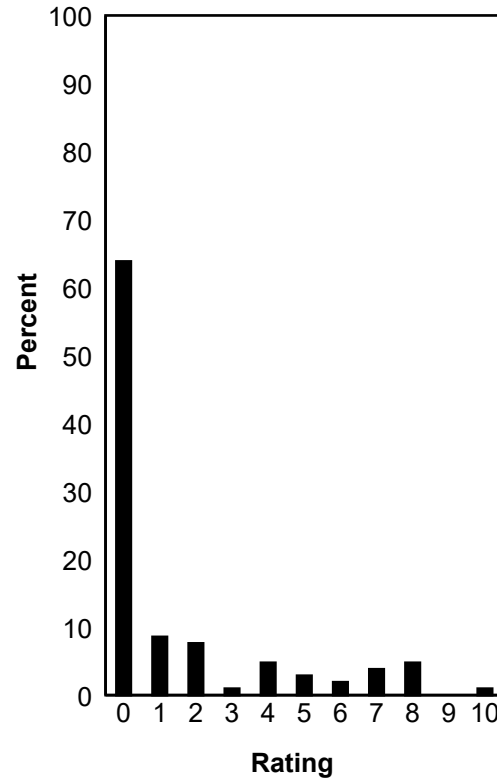
District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Rating	#	%
0	67	64
1	9	9
2	8	8
3	1	1
4	5	5
5	3	3
6	2	2
7	4	4
8	5	5
9	0	0
10	1	1
Total	105	100



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



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

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		3		4					
Number	Percent																			
Students Tested	104	99																		
Students Not Tested																				
Absent	1	1																		
Other	0	0																		
Total Documents Submitted	105	100																		
Legend																				
--- = No Data Reported For Fewer Than Five Students																				
All Students			104	1503	47	45	57	55	29	28	11	11	5.7	48	6.2	47	4.5	41	2.1	52
Male			49	1519	22	45	27	55	16	33	7	14	6.3	52	6.3	49	4.8	44	2.1	52
Female			55	1489	25	45	30	55	13	24	4	7	5.2	43	6.0	46	4.3	39	2.1	53
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Hispanic/Latino			12	1540	3	25	9	75	4	33	2	17	6.8	56	6.8	53	5.1	46	2.7	67
American Indian or Alaska Native			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Asian			7	1492	4	57	3	43	2	29	2	29	5.3	44	6.3	48	4.6	42	1.9	46
Black or African American			49	1452	30	61	19	39	6	12	2	4	4.7	39	5.1	39	3.8	34	2.0	49
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
White			35	1568	9	26	26	74	17	49	5	14	6.9	58	7.5	58	5.4	49	2.1	53
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Economically Disadvantaged	Yes		53	1444	33	62	20	38	7	13	2	4	4.8	40	4.6	36	3.8	34	2.0	50
	No		51	1564	14	27	37	73	22	43	9	18	6.7	56	7.7	59	5.3	48	2.2	54
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A	Participants		103	1504	46	45	57	55	29	28	11	11	5.7	48	6.2	48	4.5	41	2.1	52
	Nonparticipants		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant	Yes		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	No		100	1503	46	46	54	54	28	28	11	11	5.7	48	6.2	48	4.5	41	2.1	52
	No Information Provided		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual/English Learner			8	1511	3	38	5	63	2	25	1	13	6.5	54	6.1	47	4.6	42	2.3	56
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			96	1502	44	46	52	54	27	28	10	10	5.7	47	6.2	47	4.5	41	2.1	52
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual	Participants		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
	Nonparticipants		103	1504	46	45	57	55	29	28	11	11	5.7	48	6.2	48	4.5	41	2.1	52
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL	Participants		8	1511	3	38	5	63	2	25	1	13	6.5	54	6.1	47	4.6	42	2.3	56
	Nonparticipants		95	1503	43	45	52	55	27	28	10	11	5.7	47	6.2	48	4.5	41	2.1	52
	No Information Provided		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education	Yes		11	1383	9	82	2	18	0	0	0	0	3.9	33	3.5	27	2.5	23	1.5	39
	No		90	1517	38	42	52	58	28	31	11	12	5.9	49	6.5	50	4.7	43	2.1	53
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504	Yes		12	1415	10	83	2	17	0	0	0	0	4.4	37	3.3	26	3.7	33	1.6	40
	No		89	1514	37	42	52	58	28	31	11	12	5.9	49	6.5	50	4.6	42	2.1	53
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented	Participants		8	1802	1	13	7	88	7	88	6	75	10.4	86	9.6	74	8.4	76	3.4	84
	Nonparticipants		93	1476	46	49	47	51	21	23	5	5	5.3	44	5.9	45	4.2	38	2.0	49
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk	Yes		10	1497	4	40	6	60	2	20	1	10	6.1	51	5.6	43	4.6	42	2.3	58
	No		91	1503	43	47	48	53	26	29	10	11	5.7	47	6.2	48	4.5	41	2.0	51
	No Information Provided		3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

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				
													Points Possible		26		26		Points Possible
Legend					#	%	#	%	#	%	#	%	#	%	#	%			
--- = No Data Reported For Fewer Than Five Students																			
All Students			95	1557	25	26	70	74	43	45	15	16	15.9	61	12.1	46			
Male			41	1551	12	29	29	71	17	41	5	12	15.5	60	12.0	46			
Female			54	1562	13	24	41	76	26	48	10	19	16.2	62	12.1	47			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Hispanic/Latino			19	1670	1	5	18	95	16	84	7	37	19.8	76	16.4	63			
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Asian			3	---	---	---	---	---	---	---	---	---	---	---	---	---			
Black or African American			49	1490	21	43	28	57	12	24	2	4	13.3	51	9.7	37			
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
White			24	1590	3	13	21	88	13	54	4	17	17.9	69	12.7	49			
Two or More Races			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---			
Economically Disadvantaged			Yes	48	1496	19	40	29	60	13	27	3	6	13.6	52	10.0	38		
			No	47	1619	6	13	41	87	30	64	12	26	18.3	70	14.2	55		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A			Participants	95	1557	25	26	70	74	43	45	15	16	15.9	61	12.1	46		
			Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			No	90	1557	24	27	66	73	41	46	15	17	15.9	61	12.0	46		
			No Information Provided	5	1562	1	20	4	80	2	40	0	0	15.8	61	12.6	48		
Identified as Emergent Bilingual/English Learner			9	1607	2	22	7	78	6	67	3	33	16.8	65	15.1	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			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB/EL (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual/Non-English Learner			86	1552	23	27	63	73	37	43	12	14	15.8	61	11.7	45			
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
			Nonparticipants	95	1557	25	26	70	74	43	45	15	16	15.9	61	12.1	46		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL			Participants	7	1580	2	29	5	71	4	57	2	29	16.0	62	13.9	53		
			Nonparticipants	88	1555	23	26	65	74	39	44	13	15	15.9	61	11.9	46		
			No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education			Yes	15	1432	9	60	6	40	2	13	0	0	10.8	42	8.1	31		
			No	75	1581	15	20	60	80	39	52	15	20	17.0	65	12.8	49		
			No Information Provided	5	1562	1	20	4	80	2	40	0	0	15.8	61	12.6	48		
Section 504			Yes	14	1512	3	21	11	79	3	21	0	0	15.0	58	9.6	37		
			No	78	1563	22	28	56	72	39	50	15	19	16.1	62	12.4	48		
			No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented			Participants	6	1730	0	0	6	100	6	100	4	67	22.0	85	18.2	70		
			Nonparticipants	84	1544	24	29	60	71	35	42	11	13	15.5	60	11.6	45		
			No Information Provided	5	1562	1	20	4	80	2	40	0	0	15.8	61	12.6	48		
At-Risk			Yes	12	1602	3	25	9	75	7	58	4	33	16.5	63	14.7	56		
			No	78	1555	20	26	58	74	35	45	11	14	16.1	62	11.8	45		
			No Information Provided	5	1475	2	40	3	60	1	20	0	0	12.6	48	9.8	38		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Extended Constructed Responses Summary Report

Grade 5 Reading Language Arts

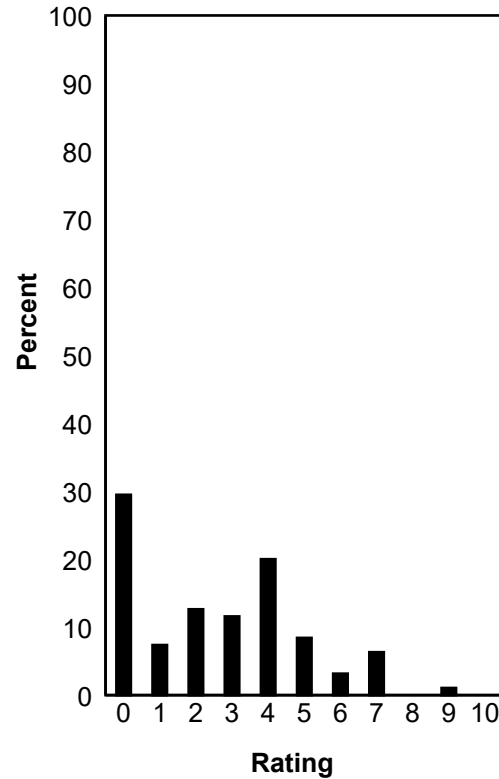
District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

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

Extended Constructed Responses Rating Summary

Rating	#	%
0	28	29
1	7	7
2	12	13
3	11	12
4	19	20
5	8	8
6	3	3
7	6	6
8	0	0
9	1	1
10	0	0
Total	95	100



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



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
 Campus: 120 PALOMA CREEK EL

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		1		2		3	
Students Tested	94	99			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							
	Students Not Tested	9											20		9		4		Avg. # of Points / % Achieved	
Absent		1			1	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Other	0	0			--- = No Data Reported For Fewer Than Five Students															
Total Documents Submitted	95	100																		
Legend																				
All Students	94	1529			53	56	41	44	20	21	6	6	3.9	43	7.5	37	3.0	33	1.9	48
Male	41	1540	23	56	18	44	12	29	4	10	4.0	45	7.8	39	3.2	36	2.0	49		
Female	53	1521	30	57	23	43	8	15	2	4	3.7	41	7.3	36	2.8	31	1.9	48		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	19	1620	5	26	14	74	9	47	3	16	5.2	57	10.4	52	4.2	46	2.5	62		
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	49	1458	39	80	10	20	2	4	0	0	2.8	31	5.3	26	2.1	23	1.7	41		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	23	1573	9	39	14	61	7	30	2	9	4.8	53	9.0	45	3.6	40	2.0	49		
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	48	1479	38	79	10	21	4	8	1	2	3.0	33	5.9	29	2.4	26	1.7	42	
	No	46	1582	15	33	31	67	16	35	5	11	4.8	53	9.2	46	3.6	40	2.2	55	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	94	1529	53	56	41	44	20	21	6	6	3.9	43	7.5	37	3.0	33	1.9	48	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	89	1535	49	55	40	45	20	22	6	7	3.9	43	7.7	38	3.1	34	2.0	49	
	No Information Provided	5	1423	4	80	1	20	0	0	0	0	3.0	33	4.2	21	1.2	13	1.2	30	
Identified as Emergent Bilingual/English Learner	Monitored 1st Year, reclassified from EB/EL	9	1611	4	44	5	56	4	44	2	22	5.1	57	8.9	44	4.1	46	2.0	50	
	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	85	1521	49	58	36	42	16	19	4	5	3.7	41	7.3	37	2.9	32	1.9	48	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	94	1529	53	56	41	44	20	21	6	6	3.9	43	7.5	37	3.0	33	1.9	48	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants	7	1571	4	57	3	43	3	43	1	14	4.4	49	7.7	39	3.7	41	1.9	46	
	Nonparticipants	87	1526	49	56	38	44	17	20	5	6	3.8	42	7.5	37	2.9	32	1.9	49	
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes	15	1460	12	80	3	20	0	0	0	0	3.1	34	5.3	26	1.9	21	1.5	37	
	No	74	1551	37	50	37	50	20	27	6	8	4.1	45	8.1	41	3.3	37	2.1	52	
	No Information Provided	5	1423	4	80	1	20	0	0	0	0	3.0	33	4.2	21	1.2	13	1.2	30	
Section 504	Yes	13	1475	11	85	2	15	1	8	1	8	3.1	34	5.8	29	2.6	29	1.3	33	
	No	78	1542	40	51	38	49	19	24	5	6	4.0	45	7.9	39	3.1	35	2.1	51	
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants	6	1696	0	0	6	100	4	67	2	33	7.0	78	13.0	65	4.8	54	2.3	58	
	Nonparticipants	83	1524	49	59	34	41	16	19	4	5	3.7	41	7.3	36	3.0	33	2.0	49	
	No Information Provided	5	1423	4	80	1	20	0	0	0	0	3.0	33	4.2	21	1.2	13	1.2	30	
At-Risk	Yes	12	1612	6	50	6	50	5	42	3	25	5.2	57	9.0	45	3.9	44	2.2	54	
	No	77	1522	43	56	34	44	15	19	3	4	3.7	41	7.4	37	2.9	33	2.0	49	
	No Information Provided	5	1441	4	80	1	20	0	0	0	0	2.8	31	5.6	28	1.2	13	1.0	25	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

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		6		9		11		13	
					Students Tested	94	99	Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments		Points Possible						
								Did Not Meet	Approaches	Meets	Masters	#	%	#	%	#	%	#	%	#	%	
Absent	1	1	Avg. # of Points / % Achieved																			
Other	0	0	--- = No Data Reported For Fewer Than Five Students																			
Total Documents Submitted	95	100	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%				
All Students	94	3427	60	64	34	36	11	12	3	3	2.3	39	3.6	40	3.7	34	6.7	52				
Male	41	3522	23	56	18	44	8	20	2	5	2.6	43	4.0	44	4.2	38	7.0	54				
Female	53	3353	37	70	16	30	3	6	1	2	2.1	36	3.3	37	3.4	31	6.5	50				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Hispanic/Latino	19	3687	6	32	13	68	3	16	2	11	2.9	49	4.4	49	4.6	42	8.1	62				
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Asian	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Black or African American	49	3197	44	90	5	10	2	4	0	0	1.9	32	2.8	32	2.9	27	5.4	42				
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
White	23	3668	9	39	14	61	5	22	1	4	2.7	44	4.3	48	4.7	42	8.3	64				
Two or More Races	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Economically Disadvantaged	Yes	48	3254	39	81	9	19	2	4	1	2	2.0	34	3.1	34	3.1	29	5.7	44			
	No	46	3607	21	46	25	54	9	20	2	4	2.7	45	4.2	46	4.3	40	7.8	60			
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Title I, Part A	Participants	94	3427	60	64	34	36	11	12	3	3	2.3	39	3.6	40	3.7	34	6.7	52			
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	No	89	3436	56	63	33	37	11	12	3	3	2.3	39	3.6	40	3.8	34	6.9	53			
	No Information Provided	5	3270	4	80	1	20	0	0	0	0	2.2	37	3.8	42	3.4	31	4.6	35			
Identified as Emergent Bilingual/English Learner	9	3490	3	33	6	67	0	0	0	0	2.9	48	3.3	37	3.7	33	7.4	57				
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	85	3420	57	67	28	33	11	13	3	4	2.3	38	3.6	40	3.7	34	6.7	51				
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
	Nonparticipants	94	3427	60	64	34	36	11	12	3	3	2.3	39	3.6	40	3.7	34	6.7	52			
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
ESL	Participants	7	3437	3	43	4	57	0	0	0	0	2.9	48	2.9	32	3.9	35	7.0	54			
	Nonparticipants	87	3426	57	66	30	34	11	13	3	3	2.3	38	3.7	41	3.7	34	6.7	52			
	No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Special Education	Yes	15	3095	15	100	0	0	0	0	0	0	1.5	26	2.8	31	1.9	18	5.4	42			
	No	74	3505	41	55	33	45	11	15	3	4	2.5	42	3.7	42	4.1	37	7.1	55			
	No Information Provided	5	3270	4	80	1	20	0	0	0	0	2.2	37	3.8	42	3.4	31	4.6	35			
Section 504	Yes	13	3387	10	77	3	23	1	8	0	0	2.4	40	3.5	38	3.4	31	6.5	50			
	No	78	3440	48	62	30	38	10	13	3	4	2.4	39	3.6	40	3.8	34	6.8	53			
	No Information Provided	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---				
Gifted/Talented	Participants	6	4096	0	0	6	100	3	50	2	33	3.7	61	5.5	61	6.8	62	9.7	74			
	Nonparticipants	83	3388	56	67	27	33	8	10	1	1	2.3	38	3.4	38	3.5	32	6.7	51			
	No Information Provided	5	3270	4	80	1	20	0	0	0	0	2.2	37	3.8	42	3.4	31	4.6	35			
At-Risk	Yes	12	3534	5	42	7	58	1	8	1	8	2.8	47	3.9	44	3.7	33	7.3	56			
	No	77	3430	50	65	27	35	10	13	2	3	2.3	38	3.6	40	3.8	35	6.8	53			
	No Information Provided	5	3113	5	100	0	0	0	0	0	0	2.2	37	3.2	36	2.6	24	3.8	29			



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL			
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%	
All Students	103	64	62	0	---	---	103	64	62	
Male	43	33	77	0	---	---	43	33	77	
Female	60	31	52	0	---	---	60	31	52	
No Information Provided	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	23	16	70	0	---	---	23	16	70	
American Indian or Alaska Native	2	---	---	0	---	---	2	---	---	
Asian	6	5	83	0	---	---	6	5	83	
Black or African American	51	25	49	0	---	---	51	25	49	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	
White	21	17	81	0	---	---	21	17	81	
Two or More Races	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	Yes	58	35	60	0	---	---	58	35	60
	No	45	29	64	0	---	---	45	29	64
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	103	64	62	0	---	---	103	64	62
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	93	61	66	0	---	---	93	61	66
	No Information Provided	10	3	30	0	---	---	10	3	30
Identified as Emergent Bilingual/English Learner		12	10	83	0	---	---	12	10	83
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		90	54	60	0	---	---	90	54	60
No Information Provided		1	---	---	0	---	---	1	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	99	64	65	0	---	---	99	64	65
	No Information Provided	4	---	---	0	---	---	4	---	---
ESL	Participants	10	8	80	0	---	---	10	8	80
	Nonparticipants	89	56	63	0	---	---	89	56	63
	No Information Provided	4	---	---	0	---	---	4	---	---
Special Education	Yes	11	4	36	0	---	---	11	4	36
	No	86	57	66	0	---	---	86	57	66
	No Information Provided	6	3	50	0	---	---	6	3	50
Section 504	Yes	4	---	---	0	---	---	4	---	---
	No	93	59	63	0	---	---	93	59	63
	No Information Provided	6	3	50	0	---	---	6	3	50
Gifted/Talented	Participants	5	5	100	0	---	---	5	5	100
	Nonparticipants	92	56	61	0	---	---	92	56	61
	No Information Provided	6	3	50	0	---	---	6	3	50
At-Risk	Yes	14	11	79	0	---	---	14	11	79
	No	82	49	60	0	---	---	82	49	60
	No Information Provided	7	4	57	0	---	---	7	4	57



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Mathematics

District: 061-901 DENTON ISD
 Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL			
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%	
All Students	103	59	57	0	---	---	103	59	57	
Male	43	30	70	0	---	---	43	30	70	
Female	60	29	48	0	---	---	60	29	48	
No Information Provided	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	23	16	70	0	---	---	23	16	70	
American Indian or Alaska Native	2	---	---	0	---	---	2	---	---	
Asian	6	6	100	0	---	---	6	6	100	
Black or African American	51	23	45	0	---	---	51	23	45	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	
White	21	14	67	0	---	---	21	14	67	
Two or More Races	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	Yes	58	32	55	0	---	---	58	32	55
	No	45	27	60	0	---	---	45	27	60
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	103	59	57	0	---	---	103	59	57
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	93	58	62	0	---	---	93	58	62
	No Information Provided	10	1	10	0	---	---	10	1	10
Identified as Emergent Bilingual/English Learner		12	11	92	0	---	---	12	11	92
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		90	48	53	0	---	---	90	48	53
No Information Provided		1	---	---	0	---	---	1	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	99	58	59	0	---	---	99	58	59
	No Information Provided	4	---	---	0	---	---	4	---	---
ESL	Participants	10	9	90	0	---	---	10	9	90
	Nonparticipants	89	49	55	0	---	---	89	49	55
	No Information Provided	4	---	---	0	---	---	4	---	---
Special Education	Yes	11	3	27	0	---	---	11	3	27
	No	86	56	65	0	---	---	86	56	65
	No Information Provided	6	0	0	0	---	---	6	---	---
Section 504	Yes	4	---	---	0	---	---	4	---	---
	No	93	57	61	0	---	---	93	57	61
	No Information Provided	6	0	0	0	---	---	6	---	---
Gifted/Talented	Participants	5	5	100	0	---	---	5	5	100
	Nonparticipants	92	54	59	0	---	---	92	54	59
	No Information Provided	6	0	0	0	---	---	6	---	---
At-Risk	Yes	14	11	79	0	---	---	14	11	79
	No	82	47	57	0	---	---	82	47	57
	No Information Provided	7	1	14	0	---	---	7	1	14



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL			
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%	
All Students	105	64	61	0	---	---	105	64	61	
Male	50	25	50	0	---	---	50	25	50	
Female	55	39	71	0	---	---	55	39	71	
No Information Provided	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	12	10	83	0	---	---	12	10	83	
American Indian or Alaska Native	1	---	---	0	---	---	1	---	---	
Asian	7	5	71	0	---	---	7	5	71	
Black or African American	50	23	46	0	---	---	50	23	46	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	
White	35	26	74	0	---	---	35	26	74	
Two or More Races	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	Yes	53	27	51	0	---	---	53	27	51
	No	52	37	71	0	---	---	52	37	71
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	104	63	61	0	---	---	104	63	61
	Nonparticipants	1	---	---	0	---	---	1	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	101	63	62	0	---	---	101	63	62
	No Information Provided	4	---	---	0	---	---	4	---	---
Identified as Emergent Bilingual/English Learner		8	6	75	0	---	---	8	6	75
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		97	58	60	0	---	---	97	58	60
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	104	64	62	0	---	---	104	64	62
	No Information Provided	1	---	---	0	---	---	1	---	---
ESL	Participants	8	6	75	0	---	---	8	6	75
	Nonparticipants	96	58	60	0	---	---	96	58	60
	No Information Provided	1	---	---	0	---	---	1	---	---
Special Education	Yes	11	4	36	0	---	---	11	4	36
	No	91	59	65	0	---	---	91	59	65
	No Information Provided	3	---	---	0	---	---	3	---	---
Section 504	Yes	12	7	58	0	---	---	12	7	58
	No	90	56	62	0	---	---	90	56	62
	No Information Provided	3	---	---	0	---	---	3	---	---
Gifted/Talented	Participants	8	8	100	0	---	---	8	8	100
	Nonparticipants	94	55	59	0	---	---	94	55	59
	No Information Provided	3	---	---	0	---	---	3	---	---
At-Risk	Yes	10	8	80	0	---	---	10	8	80
	No	92	55	60	0	---	---	92	55	60
	No Information Provided	3	---	---	0	---	---	3	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

District: 061-901 DENTON ISD
 Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL			
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%	
All Students	104	57	55	0	---	---	104	57	55	
Male	49	27	55	0	---	---	49	27	55	
Female	55	30	55	0	---	---	55	30	55	
No Information Provided	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	12	9	75	0	---	---	12	9	75	
American Indian or Alaska Native	1	---	---	0	---	---	1	---	---	
Asian	7	3	43	0	---	---	7	3	43	
Black or African American	49	19	39	0	---	---	49	19	39	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	
White	35	26	74	0	---	---	35	26	74	
Two or More Races	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	Yes	53	20	38	0	---	---	53	20	38
	No	51	37	73	0	---	---	51	37	73
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	103	57	55	0	---	---	103	57	55
	Nonparticipants	1	---	---	0	---	---	1	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	100	54	54	0	---	---	100	54	54
	No Information Provided	4	---	---	0	---	---	4	---	---
Identified as Emergent Bilingual/English Learner		8	5	63	0	---	---	8	5	63
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		96	52	54	0	---	---	96	52	54
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	103	57	55	0	---	---	103	57	55
	No Information Provided	1	---	---	0	---	---	1	---	---
ESL	Participants	8	5	63	0	---	---	8	5	63
	Nonparticipants	95	52	55	0	---	---	95	52	55
	No Information Provided	1	---	---	0	---	---	1	---	---
Special Education	Yes	11	2	18	0	---	---	11	2	18
	No	90	52	58	0	---	---	90	52	58
	No Information Provided	3	---	---	0	---	---	3	---	---
Section 504	Yes	12	2	17	0	---	---	12	2	17
	No	89	52	58	0	---	---	89	52	58
	No Information Provided	3	---	---	0	---	---	3	---	---
Gifted/Talented	Participants	8	7	88	0	---	---	8	7	88
	Nonparticipants	93	47	51	0	---	---	93	47	51
	No Information Provided	3	---	---	0	---	---	3	---	---
At-Risk	Yes	10	6	60	0	---	---	10	6	60
	No	91	48	53	0	---	---	91	48	53
	No Information Provided	3	---	---	0	---	---	3	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading Language Arts

District: 061-901 DENTON ISD
Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL			
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%	
All Students	95	70	74	0	---	---	95	70	74	
Male	41	29	71	0	---	---	41	29	71	
Female	54	41	76	0	---	---	54	41	76	
No Information Provided	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	19	18	95	0	---	---	19	18	95	
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---	
Asian	3	---	---	0	---	---	3	---	---	
Black or African American	49	28	57	0	---	---	49	28	57	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	
White	24	21	88	0	---	---	24	21	88	
Two or More Races	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	Yes	48	29	60	0	---	---	48	29	60
	No	47	41	87	0	---	---	47	41	87
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	95	70	74	0	---	---	95	70	74
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	90	66	73	0	---	---	90	66	73
	No Information Provided	5	4	80	0	---	---	5	4	80
Identified as Emergent Bilingual/English Learner		9	7	78	0	---	---	9	7	78
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		86	63	73	0	---	---	86	63	73
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	95	70	74	0	---	---	95	70	74
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	7	5	71	0	---	---	7	5	71
	Nonparticipants	88	65	74	0	---	---	88	65	74
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	15	6	40	0	---	---	15	6	40
	No	75	60	80	0	---	---	75	60	80
	No Information Provided	5	4	80	0	---	---	5	4	80
Section 504	Yes	14	11	79	0	---	---	14	11	79
	No	78	56	72	0	---	---	78	56	72
	No Information Provided	3	---	---	0	---	---	3	---	---
Gifted/Talented	Participants	6	6	100	0	---	---	6	6	100
	Nonparticipants	84	60	71	0	---	---	84	60	71
	No Information Provided	5	4	80	0	---	---	5	4	80
At-Risk	Yes	12	9	75	0	---	---	12	9	75
	No	78	58	74	0	---	---	78	58	74
	No Information Provided	5	3	60	0	---	---	5	3	60



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 061-901 DENTON ISD
 Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL			
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%	
All Students	94	41	44	0	---	---	94	41	44	
Male	41	18	44	0	---	---	41	18	44	
Female	53	23	43	0	---	---	53	23	43	
No Information Provided	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	19	14	74	0	---	---	19	14	74	
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---	
Asian	3	---	---	0	---	---	3	---	---	
Black or African American	49	10	20	0	---	---	49	10	20	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	
White	23	14	61	0	---	---	23	14	61	
Two or More Races	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	Yes	48	10	21	0	---	---	48	10	21
	No	46	31	67	0	---	---	46	31	67
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	94	41	44	0	---	---	94	41	44
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	89	40	45	0	---	---	89	40	45
	No Information Provided	5	1	20	0	---	---	5	1	20
Identified as Emergent Bilingual/English Learner		9	5	56	0	---	---	9	5	56
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		85	36	42	0	---	---	85	36	42
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	94	41	44	0	---	---	94	41	44
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	7	3	43	0	---	---	7	3	43
	Nonparticipants	87	38	44	0	---	---	87	38	44
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	15	3	20	0	---	---	15	3	20
	No	74	37	50	0	---	---	74	37	50
	No Information Provided	5	1	20	0	---	---	5	1	20
Section 504	Yes	13	2	15	0	---	---	13	2	15
	No	78	38	49	0	---	---	78	38	49
	No Information Provided	3	---	---	0	---	---	3	---	---
Gifted/Talented	Participants	6	6	100	0	---	---	6	6	100
	Nonparticipants	83	34	41	0	---	---	83	34	41
	No Information Provided	5	1	20	0	---	---	5	1	20
At-Risk	Yes	12	6	50	0	---	---	12	6	50
	No	77	34	44	0	---	---	77	34	44
	No Information Provided	5	1	20	0	---	---	5	1	20



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

District: 061-901 DENTON ISD
 Campus: 120 PALOMA CREEK EL

Report Date: AUGUST 2023
 Date of Testing: SPRING 2023

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL			
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%	
All Students	94	34	36	0	---	---	94	34	36	
Male	41	18	44	0	---	---	41	18	44	
Female	53	16	30	0	---	---	53	16	30	
No Information Provided	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	19	13	68	0	---	---	19	13	68	
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---	
Asian	3	---	---	0	---	---	3	---	---	
Black or African American	49	5	10	0	---	---	49	5	10	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	
White	23	14	61	0	---	---	23	14	61	
Two or More Races	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	Yes	48	9	19	0	---	---	48	9	19
	No	46	25	54	0	---	---	46	25	54
	No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	94	34	36	0	---	---	94	34	36
	Nonparticipants	0	---	---	0	---	---	0	---	---
	No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---
	No	89	33	37	0	---	---	89	33	37
	No Information Provided	5	1	20	0	---	---	5	1	20
Identified as Emergent Bilingual/English Learner		9	6	67	0	---	---	9	6	67
Monitored 1st Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 2nd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 3rd Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Monitored 4th Year, reclassified from EB/EL		0	---	---	0	---	---	0	---	---
Former EB/EL (Post Monitoring)		0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual/Non-English Learner		85	28	33	0	---	---	85	28	33
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---
	Nonparticipants	94	34	36	0	---	---	94	34	36
	No Information Provided	0	---	---	0	---	---	0	---	---
ESL	Participants	7	4	57	0	---	---	7	4	57
	Nonparticipants	87	30	34	0	---	---	87	30	34
	No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	Yes	15	0	0	0	---	---	15	---	---
	No	74	33	45	0	---	---	74	33	45
	No Information Provided	5	1	20	0	---	---	5	1	20
Section 504	Yes	13	3	23	0	---	---	13	3	23
	No	78	30	38	0	---	---	78	30	38
	No Information Provided	3	---	---	0	---	---	3	---	---
Gifted/Talented	Participants	6	6	100	0	---	---	6	6	100
	Nonparticipants	83	27	33	0	---	---	83	27	33
	No Information Provided	5	1	20	0	---	---	5	1	20
At-Risk	Yes	12	7	58	0	---	---	12	7	58
	No	77	27	35	0	---	---	77	27	35
	No Information Provided	5	0	0	0	---	---	5	---	---

Denton Independent School District

Providence Elementary

2023-2024 Improvement Plan



Mission Statement

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

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

Vision

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

Value Statement

The core values of Providence Elementary are:

- Respect
- Responsibility
- Perseverance
- Empathy

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Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
Status and Data Table	12
School Processes & Programs	16
Perceptions	18
Priority Problem Statements	21
Comprehensive Needs Assessment Data Documentation	22
Guiding Outcomes	24
Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	25
Guiding Outcome 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	30
State Compensatory	34
Budget for Providence Elementary	35
Title I Personnel	35
Campus Based Leadership Team	36
Campus Funding Summary	37
Addendums	38

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Support Systems and Other Data

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

Demographics

Demographics Summary

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

Student Demographics

<u>Group</u>	<u>Count</u>	<u>Percent</u>
All	666	100%
Pre-Kindergarten	66	9.91%
Kindergarten	96	14.41%
1st Grade	111	16.67%
2nd Grade	109	16.37%
3rd Grade	94	14.11%
4th Grade	102	15.32%
5th Grade	88	13.21%
African American	254	38.14%
Hispanic	139	20.87%
White	184	27.63%
Other (Asian, American Indian, 2+ Races)	31	0.05%
504	39	5.86%
Special Education	85	13.11%
ESL	53	12.76%
Gifted & Talented	15	2.25%
Economically Disadvantaged	342	51.35%

Staff Demographics

Group	Count	Percent
African American	17	21.25%
Hispanic	7	9.25%
White	48	60%
Other (Asian, American Indian, 2+ Races)	8	10%

Demographics Strengths

- Enrollment remained consistent from last year to the current school year. In the previous school years, enrollment increased by more than 100 students.
- Braswell attendance zone and school numbers demonstrate rapid student growth
- Economically disadvantaged numbers have grown resulting in the increase of Title I funds
- Campus diversity of the student body and staff has steadily grown over the last 3-4 years
- Geographical zone has expanded to include new neighborhoods and apartment complexes
- Many new housing subdivisions are currently under construction which will result in continued increases in student enrollment

Problem Statements Identifying Demographics Needs

Problem Statement 1: While student enrollment is quickly increasing, student mobility rates have also increased.

Student Learning

Student Learning Summary

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

Data points included the following:

- TELPAS
- STAAR Data 2021-2022, 2022-2023
- Common Assessments
- Primary Numeracy Data 2022-2023
- TPRI Data 2022-2023

STAAR Data 2022-2023

	Current Campus	Reading/ELA														
		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
Providence Elementary School	Providence Elementary School	165	23	1456	44.88%	67.27%	36.97%	9.09%	05/01/23	0%	16.36%	16.36%	14.55%	15.76%	27.88%	9.09%
Economic Disadvantage	Providence Elementary School	92	21	1425	40.20%	58.7%	25%	5.43%	05/01/23	0%	20.65%	20.65%	15.22%	18.48%	19.57%	5.43%
Asian	Providence Elementary School	5	29	1535	55%	100%	40%	20%	05/01/23	0%	0%	0%	20%	40%	20%	20%
Black/African American	Providence Elementary School	62	21	1431	40.94%	62.9%	30.65%	3.23%	05/01/23	0%	20.97%	16.13%	14.52%	17.74%	27.42%	3.23%
Hispanic	Providence Elementary School	42	24	1472	46.79%	66.67%	38.1%	11.9%	05/01/23	0%	11.9%	21.43%	11.9%	16.67%	26.19%	11.9%
Two or More Races	Providence Elementary School	7	20	1425	38.19%	28.57%	28.57%	28.57%	05/01/23	0%	42.86%	28.57%	0%	0%	0%	28.57%
White	Providence Elementary School	49	25	1470	48.16%	75.51%	44.9%	10.2%	05/01/23	0%	12.24%	12.24%	18.37%	12.24%	34.69%	10.2%
Currently Emergent Bilingual	Providence Elementary School	14	23	1451	45.05%	85.71%	35.71%	0%	05/01/23	0%	7.14%	7.14%	35.71%	14.29%	35.71%	0%
Special Ed Indicator	Providence Elementary School	32	19	1392	36%	40.62%	12.5%	3.12%	05/01/23	0%	31.25%	28.12%	6.25%	21.88%	9.38%	3.12%

	Current Campus	Mathematics														
		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
Providence Elementary School	Providence Elementary School	165	16	1421	40.87%	44.24%	24.24%	3.64%	05/01/23	0%	23.64%	32.12%	10.3%	9.7%	20.61%	3.64%
Economic Disadvantage	Providence Elementary School	92	14	1396	36.46%	32.61%	14.13%	3.26%	05/01/23	0%	31.52%	35.87%	9.78%	8.7%	10.87%	3.26%
Asian	Providence Elementary School	5	16	1433	40.96%	20%	20%	0%	05/01/23	0%	20%	60%	0%	0%	20%	0%
Black/African American	Providence Elementary School	62	13	1383	34.60%	32.26%	11.29%	1.61%	05/01/23	0%	33.87%	33.87%	14.52%	6.45%	9.68%	1.61%
Hispanic	Providence Elementary School	42	16	1428	41.39%	40.48%	19.05%	9.52%	05/01/23	0%	23.81%	35.71%	4.76%	16.67%	9.52%	9.52%
Two or More Races	Providence Elementary School	7	17	1453	42.88%	42.86%	28.57%	0%	05/01/23	0%	14.29%	42.86%	14.29%	0%	28.57%	0%
White	Providence Elementary School	49	18	1456	48.06%	65.31%	44.9%	2.04%	05/01/23	0%	12.24%	22.45%	10.2%	10.2%	42.86%	2.04%
Currently Emergent Bilingual	Providence Elementary School	14	16	1427	42.82%	50%	14.29%	0%	05/01/23	0%	14.29%	35.71%	7.14%	28.57%	14.29%	0%
Special Ed Indicator	Providence Elementary School	32	12	1361	31.77%	25%	6.25%	3.12%	05/01/23	0%	43.75%	31.25%	9.38%	9.38%	3.12%	3.12%

TELPAS Data 2022-2023

Student Scores - 2023 TELPAS/RPTE

	Current Campus	Reading/ELA																													
		Total Students	Raw Score	Scale Score	Percent Score	Date Taken	TELPAS Composite Rating				Listening Proficiency Rating				Speaking Proficiency Rating				Writing Proficiency Rating				Reading Proficiency Rating								
							No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced	Advanced High	No Rating	Beginning	Intermediate	Advanced	Advanced High
Providence Elementary School	Providence Elementary School	35	11	916	55.40%	03/01/23	0%	8.57%	37.14%	37.14%	17.14%	0%	5.71%	34.29%	20%	40%	0%	14.29%	48.57%	17.14%	20%	0%	17.14%	34.29%	22.86%	25.71%	0%	25.71%	20%	25.71%	28.57%
Economic Disadvantage	Providence Elementary School	19	12	1034	50.95%	03/01/23	0%	5.26%	47.37%	31.58%	15.79%	0%	5.26%	36.84%	26.32%	31.58%	0%	15.79%	47.37%	21.05%	15.79%	0%	21.05%	31.58%	21.05%	26.32%	0%	21.05%	31.58%	21.05%	26.32%
Asian	Providence Elementary School	7	14	1095	62%	03/01/23	0%	0%	28.57%	57.14%	14.29%	0%	0%	14.29%	28.57%	57.14%	0%	0%	71.43%	14.29%	14.29%	0%	14.29%	14.29%	57.14%	14.29%	0%	14.29%	28.57%	28.57%	28.57%
Black/African American	Providence Elementary School	6	6	947	30.15%	03/01/23	0%	0%	83.33%	0%	16.67%	0%	0%	66.67%	16.67%	16.67%	0%	16.67%	33.33%	33.33%	16.67%	0%	33.33%	50%	0%	16.67%	50%	33.33%	0%	16.67%	
Hispanic	Providence Elementary School	16	14	1069	60.30%	03/01/23	0%	12.5%	31.25%	43.75%	12.5%	0%	6.25%	31.25%	25%	37.5%	0%	18.75%	43.75%	18.75%	18.75%	0%	12.5%	43.75%	12.5%	31.25%	0%	25%	18.75%	31.25%	25%
Two or More Races	Providence Elementary School	2	0	0	0%	03/01/23	0%	0%	0%	100%	0%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%	0%	0%	0%	0%	100%
White	Providence Elementary School	4	6	401	69.44%	03/01/23	0%	25%	25%	50%	0%	0%	25%	50%	0%	25%	0%	25%	75%	0%	0%	0%	25%	25%	50%	0%	0%	25%	0%	50%	25%
Currently Emergent Bilingual	Providence Elementary School	35	11	916	55.40%	03/01/23	0%	8.57%	37.14%	37.14%	17.14%	0%	5.71%	34.29%	20%	40%	0%	14.29%	48.57%	17.14%	20%	0%	17.14%	34.29%	22.86%	25.71%	0%	25.71%	20%	25.71%	28.57%
Special Ed Indicator	Providence Elementary School	7	10	857	49.59%	03/01/23	0%	14.29%	42.86%	28.57%	14.29%	0%	0%	57.14%	14.29%	28.57%	0%	28.57%	42.86%	14.29%	14.29%	0%	42.86%	28.57%	0%	28.57%	0%	42.86%	14.29%	0%	42.86%

STAAR Data 2021-2022

Texas Education Agency 2022 STAAR Performance PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
All Subjects															
Percent of Tests															
At Approaches GL Standard or Above	62%	46%	62%	77%	55%	100%	-	-	56%	74%	74%	47%	65%	64%	61%

At Meets GL Standard or Above	37%	25%	34%	49%	27%	60%	-	-	32%	45%	45%	33%	39%	37%	36%
At Masters GL Standard	16%	9%	16%	25%	0%	10%	-	-	12%	24%	24%	11%	26%	17%	15%
Number of Tests															
At Approaches GL Standard or Above	403	113	80	194	6	10	-	-	200	28	28	44	15	202	201
At Meets GL Standard or Above	237	62	44	122	3	6	-	-	115	17	17	31	9	118	119
At Masters GL Standard	104	21	20	62	0	1	-	-	42	9	9	10	6	53	51
Total Tests	647	246	129	251	11	10	-	-	360	38	38	94	23	315	332
Participation															
% participation 2020-21	98%	96%	100%	98%	*	100%	-	100%	98%	100%	100%	100%	100%	97%	99%
% participation 2021-22	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
ELA/Reading															
Percent of Tests															
At Approaches GL Standard or Above	72%	60%	75%	82%	*	100%	-	-	68%	82%	82%	58%	67%	73%	72%
At Meets GL Standard or Above	50%	40%	45%	60%	*	80%	-	-	45%	53%	53%	40%	22%	50%	50%
At Masters GL Standard	24%	17%	22%	34%	*	20%	-	-	19%	24%	24%	15%	11%	23%	25%
Number of Tests															
At Approaches GL Standard or Above	197	61	41	87	*	**	-	-	101	14	14	23	6	95	102
At Meets GL Standard or Above	136	41	25	64	*	**	-	-	67	9	9	16	2	65	71
At Masters GL Standard	66	17	12	36	*	**	-	-	29	4	4	6	1	30	36
Total Tests	272	102	55	106	*	**	-	-	149	17	17	40	9	130	142
Participation															
% participation 2020-21	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	100%	97%	99%
% participation 2021-22	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Mathematics															
Percent of Tests															
At Approaches GL Standard or Above	57%	39%	53%	74%	*	100%	-	-	49%	65%	65%	45%	67%	61%	53%
At Meets GL Standard or Above	29%	18%	29%	42%	*	40%	-	-	26%	41%	41%	33%	44%	33%	26%
At Masters GL Standard	11%	4%	13%	18%	*	0%	-	-	7%	24%	24%	10%	33%	14%	8%
Number of Tests															
At Approaches GL Standard or Above	154	40	29	78	*	**	-	-	73	11	11	18	6	79	75
At Meets GL Standard or Above	80	18	16	44	*	**	-	-	39	7	7	13	4	43	37
At Masters GL Standard	30	4	7	19	*	**	-	-	11	4	4	4	3	18	12

Texas Education Agency
2022 STAAR Performance
PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Total Tests	272	102	55	106	*	**	-	-	149	17	17	40	9	130	142
Participation															
% participation 2020-21	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	100%	97%	99%
% participation 2021-22	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%
Science															
Percent of Tests															
At Approaches GL Standard or Above	50%	29%	53%	74%	*	-	-	-	42%	*	*	21%	60%	51%	50%
At Meets GL Standard or Above	20%	7%	16%	36%	*	-	-	-	15%	*	*	14%	60%	18%	23%
At Masters GL Standard	8%	0%	5%	18%	*	-	-	-	3%	*	*	0%	40%	9%	6%
Number of Tests															
At Approaches GL Standard or Above	52	12	**	29	*	-	-	-	26	*	*	3	3	28	24
At Meets GL Standard or Above	21	3	**	14	*	-	-	-	9	*	*	2	3	10	11
At Masters GL Standard	8	0	**	7	*	-	-	-	2	*	*	0	2	5	3
Total Tests	103	42	**	39	*	-	-	-	62	*	*	14	5	55	48
Participation															
% participation 2020-21	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	*	100%	100%
% participation 2021-22	100%	100%	100%	100%	*	-	-	-	100%	*	*	100%	100%	100%	100%

		2021-22						
2020-21	Did Not Meet		Approaches		Meets		Masters	Count
Both Subjects								330
Both Subjects	Did Not Meet	31	74	0	46	16	4	171
	Approaches	10	0	7	21	30	19	87
	Meets	0		6		8	10	46
	Masters	0		3		4	19	26
Reading / ELA								165

		2021-22							
2020-21		Did Not Meet		Approaches		Meets		Masters	Count
Reading / ELA	Did Not Meet	10	33	0	23	10	4	80	
	Approaches	0	0	2	10	21	15	48	
	Meets	0		1		3	1	21	
	Masters	0		0		3	13	16	
Mathematics									165
Mathematics	Did Not Meet	21	41	0	23	6	0	91	
	Approaches	10	0	5	11	9	4	39	
	Meets	0		5		5	9	25	
	Masters	0		3		1	6	10	

Status and Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Academic Achievement Status																
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target Met	Yes	Yes	Yes	Yes					Yes		Yes		Yes	Yes		
% at Meets GL Standard or Above	50%	40%	45%	60%	*	80%	-	-	45%	53%	40%	22%	50%	50%		
# at Meets GL Standard or Above	136	41	25	64	*	**	-	-	67	9	16	2	65	71		
Total Tests (Adjusted)	272	102	55	106	*	**	-	-	149	17	40	9	130	142		
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target Met	No	No	No	No					No		Yes		No	No		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Meets GL Standard or Above	29%	18%	29%	42%	*	40%	-	-	26%	41%	33%	44%	33%	26%		
# at Meets GL Standard or Above	80	18	16	44	*	**	-	-	39	7	13	4	43	37		
Total Tests (Adjusted)	272	102	55	106	*	**	-	-	149	17	40	9	130	142		
Total Indicators															9	16
Growth Status																
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%		
Target Met	Yes	Yes	Yes	Yes					Yes				Yes	Yes		
Academic Growth Score	90%	90%	88%	91%	*	*	-	-	91%	91%	82%	100%	88%	92%		
Growth Points	148.5	56.5	26.5	62.0	*	*	-	-	83.5	10.0	18.0	7.0	72.5	76.0		
Total Tests	165	63	30	68	*	*	-	-	92	11	22	7	82	83		
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%		
Target Met	Yes	Yes	Yes	No					Yes				Yes	No		
Academic Growth Score	73%	72%	80%	73%	*	*	-	-	73%	82%	75%	86%	79%	66%		
Growth Points	120.0	45.5	24.0	49.5	*	*	-	-	67.5	9.0	16.5	6.0	65.0	55.0		
Total Tests	165	63	30	68	*	*	-	-	92	11	22	7	82	83		
Total Indicators															12	14
Graduation Rate Status																
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a		
Target Met																
2020 % Graduated	-	-	-	-	-	-	-	-	-	-	-					

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
2021 % Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 # Graduated	-	-	-	-	-	-	-	-	-	-	-					
2021 Total in Class	-	-	-	-	-	-	-	-	-	-	-					
Total Indicators																
English Language Proficiency Status																
Target										36%						
Target Met										Yes						
TELPAS Progress Rate										70%						
TELPAS Progress										19						
TELPAS Total										27						
Total Indicators															1	1
Student Success Status																
Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45		
Target Met	No	No	No	No					No	Yes	Yes		No	No		
STAAR Component Score	38	27	37	50	27	57	-	-	33	48	30	43	39	37		
% at Approaches GL Standard or Above	62%	46%	62%	77%	55%	100%	-	-	56%	74%	47%	65%	64%	61%		
% at Meets GL Standard or Above	37%	25%	34%	49%	27%	60%	-	-	32%	45%	33%	39%	37%	36%		
% at Masters GL Standard	16%	9%	16%	25%	0%	10%	-	-	12%	24%	11%	26%	17%	15%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
Total Tests	647	246	129	251	11	10	-	-	360	38	94	23	315	332		
Total Indicators															2	9
School Quality Status																
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%		
Target Met																
% Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
# Students Meeting CCMR	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Total Indicators																
Participation 2020-21																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	97%	99%		
# Participants	262	78	62	108	*	*	-	10	127	17	41	5	139	123		
Total Tests	267	81	62	110	*	*	-	10	130	17	41	5	143	124		
Mathematics																
% Participation	98%	96%	100%	98%	*	*	-	100%	98%	100%	100%	100%	97%	99%		
# Participants	262	78	62	108	*	*	-	10	127	17	41	5	139	123		
Total Tests	267	81	62	110	*	*	-	10	130	17	41	5	143	124		
Participation 2021-22																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		
ELA/Reading																
% Participation	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
# Participants	331	142	59	118	5	7	-	-	189	19	52	11	137	194		
Total Tests	331	142	59	118	5	7	-	-	189	19	52	11	137	194		
Mathematics																
% Participation	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%		
# Participants	331	142	59	118	5	7	-	-	189	19	52	11	137	194		
Total Tests	331	142	59	118	5	7	-	-	189	19	52	11	137	194		

Students scored lower in math and reading academic areas as compared to previous years. Based on the findings above, we want to be intentional with our PLC work during the school year to ensure our Tier 1 instruction as well as our Tier 2 and Tier 3 supports are effective. Our campus will focus on how to work together as teams to incorporate strong interventions for students to close gaps. Teachers will benefit from meeting with other teachers to discuss ideas, data, and behavior techniques.

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student assessment data yielded a decline in many assessment areas. **Root Cause:** Loss of instructional time as a result of increased behaviors that led to decreases in student achievement.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

- Campus information is shared using: The Patriot Press Newsletters, Denton ISD website, Providence Elementary website, Providence Patriot Parent Toolkit, Providence Facebook page, Class Dojo and Seesaw.

For the 2022-2023 school year, Providence began the year with 20 new-to-the-campus teachers (to include 6 first-year teachers) and 5 new paraprofessionals. For the 2023-2024 school year, Providence will begin with an additional 7 new-to-the-campus teachers (to include 5 first-year teachers) and 3 new paraprofessionals. Deliberate and intentional training and supports will be planned, considered, and implemented to onboard and support new staff members. Differentiated professional development will be provided, as well as whole staff effective PLC training. A comprehensive Mentor Program will be developed and rolled out to support new teachers.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

- Creation of a Master Schedule that allows all grade level teachers to collaborate and have PLCs during the school day
- Creation of a Master Scheule that allows for targeted intervention and accelerated learning time
- Common assessment data is analyzed during PLCs to guide instruction and assessment
- Staff routinely identify Essential Learning Standards that students must know and master at every grade level
- Collaboration of teachers to create differentiated learning targets
- Classroom instruction and assessments are TEKS based
- Increased use of technology in all classrooms
- Continued PD and implementation of AFL Strategies (Learning Targets, Strong and Weak Work, Descriptive Feedback, Co-Creating Success Criteria, Student Goal-Setting, and Effective Questioning)

- All staff trained in the SeeSaw Learning Management system
- Willingness of staff to improve technology skills and integrate technology in the classroom

Technology

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

School Context and Organization

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

Staff Quality, Recruitment, and Retention

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: For the 2022-2023 school year, Providence began the school year with 20 new-to-the campus teachers. This is following the 2021-2022 school year, where the school year began with 15 new-to-the-campus teachers (to include 4 first-year teachers) and 4 new paraprofessionals. **Root Cause:** Staff members who left the district or profession cited high classroom ratios/enrollment, difficulty managing behaviors.

Perceptions

Perceptions Summary

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

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

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

Student behavior was a concern and significant challenge for the campus. With no principal and a large number of new staff members at the start of the 2022-2023 school year, this may have had an impact on student behavior. A school wide behavior program could benefit students and teachers next school year such as CHAMPS or something similar. Professional development time throughout the school year is necessary to discuss, plan, and implement ways to encourage positive behavior. The use of CHAMPS or similar programs programs focused on unifying behavioral expectations must be implemented with fidelity by all staff members.

School Culture and Climate Perceptions from shared survey:

Staff to Staff

-100% felt a sense of belonging

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

Safety

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

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

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

Student to Student

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

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

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

Student Discipline

92% of staff members feel supported in school discipline most/all of the time

8% of staff members do not feel supported in student discipline matters

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

Perceptions Strengths

School Culture and Climate Perceptions from shared survey:

Staff to Staff

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

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

Staff to Student

- 76.9% agree/strongly agree and only 3 people disagree/strongly disagree that teachers recognize students for good behavior
- 82.1% agree/strongly agree that our school promotes academic success for all students.

One comment: Recognizing positive student behavior is a glow for our school.

Safety

- 95% of staff feel safe at school
- 5% have been concerned about their safety at our school.
- 92% agree/strongly agree that if they report unsafe/dangerous behavior it will be taken care of. 8% disagree.
- 85% feel safe entering and leaving the building.

One comment: This is an area of strength-we feel safe at Providence.

Student to Student

- 61.5% agree/greatly agree that students will help another student being bullied
- 51.3% agree/greatly agree that students get along with each other
- 20.5% disagree that students get along with each other
- 33.3% disagree that students treat each other with respect
- 59% agree/greatly agree that students treat each other with respect regardless of race, ethnicity or culture
- 17.8% disagree that students treat each other with respect regardless of race, ethnicity or culture
- 61.5% agree/greatly agree that students show respect to other students regardless of their academic success
- 12.8% disagree that students show respect to other students regardless of their academic success
- 33.4% agree/greatly agree that students show behavior that allows teachers to teach and students to learn
- 20.5% disagree that students show respect to other students regardless of their academic success (25% neutral)

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Student assessment data yielded a decline in many assessment areas.

Root Cause 1: Loss of instructional time as a result of increased behaviors that led to decreases in student achievement.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

- Enrollment trends

Employee Data

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

Parent/Community Data

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

Guiding Outcomes

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 1: * Working as a Professional Learning Community (PLC), staff at Providence Elementary will design and implement a systemic intervention plan to include professional development on effective Tier I instruction and a Multi-Tiered System of Supports coupled with a defined intervention (What I Need or WIN time) Tier II block that will yield a minimum of a 15% increase in growth for students performing on grade level math expectations as evidenced by Primary Numeracy assessments, Imagine Math assessments, grade level common formative assessments, benchmark assessments and STAAR scores.

High Priority

Evaluation Data Sources: -Primary Numeracy Assessment Scores (BOY, MOY, EOY)

- Math Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Aware)
- Monthly I-Ready Math Assessments
- Student Data Binders
- Grade Level/Teacher Intervention and WIN Time Plans/HB 4545 Documentation
- STAAR Benchmarks
- STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify math Essential Learning Standards, create Learning Targets, plan for instruction, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions. Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.</p> <p>Strategy's Expected Result/Impact: Students identified as meeting math standards will in increase by a minimum of 15% as evidenced by Patriot Progress Monitoring digital tool, Common Formative Assessments, District Assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus administrators will hold monthly focused Math Learning Walks in all math classrooms to ensure 100% of all classrooms are aligned in instructional expectations as it relates to Math Learning Targets, Math Workshop, Small Guided Math Groups, and Math Assessment for Learning Practices</p> <p>Strategy's Expected Result/Impact: 100% of classrooms will meet expectations demonstrating aligned instructional expectations for Learning Targets, Math Workshop, Small Guided Math Groups, and Math Assessment for Learning Practices.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement a campus-wide Tier II What I Need (WIN) time block to provide differentiated small group instruction and supports in math to include: Primary Numeracy targeted lessons, math fact fluency, and problem solving.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate growth from BOY - MOY - EOY inventory assessments, pre- and post- assessments, and common formative assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist Teacher - State Compensatory Education (SCE) - 195 - \$36,558.50, Math Interventionist Teacher - Title I, Part A - 211 - \$36,558.50</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 2: Working as a Professional Learning Community (PLC), staff at Providence Elementary will design and implement a systemic intervention plan to include a Multi-Tiered System of Supports coupled with a defined intervention (What I Need or WIN) block that will yield a minimum of 1.5 year's growth for students reading below grade level as evidenced by independent reading levels, iReady assessments, student reading inventory assessments, grade level common formative assessments, and STAAR scores.

- Evaluation Data Sources:**
- Monthly Reading Patriot Progress Monitoring Tool
 - Monthly iReady Assessments
 - Grade Level Common Formative Assessments (in Patriot Progress Monitoring Tool & Aware)
 - STAAR Benchmarks
 - STAAR Scores
 - Student Data Binders
 - Grade Level/Teacher Intervention and WIN Time Plans/Documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide targeted Professional Development for 2nd and 3rd grade teachers focused on differentiation strategies related to phonics, guided reading/writing, shared reading, and conferring with students.</p> <p>Strategy's Expected Result/Impact: Students identified as meeting reading expectations will increase by a minimum of 20% on Campus Progress Monitoring Tool, common formative assessments, district assessments, iReady monthly assessments, and STAAR.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Interventionists -Campus Instructional Coach</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Implement a campus-wide Tier II What I Need (WIN) time block to provide differentiated small group instruction and supports in reading to include: focus on phonics, reading comprehension, fluency building, writing comprehension, and vocabulary development.</p> <p>Strategy's Expected Result/Impact: For students not meeting reading standards on district Beginning of Year Assessments, students will gain a minimum of 1.5 year's growth in independent reading levels and reading comprehension as evidenced by Patriot Progress Monitoring Document, EOY reading inventories, STAAR growth measure, and common formative assessments.</p> <p>Staff Responsible for Monitoring: -Principal -Campus Instructional Coach -Interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist Teacher - State Compensatory Education (SCE) - 195 - \$36,116</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Providence Elementary staff will engage in Extended Professional Learning Community (PLC) meetings; during which teachers will identify Essential Learning Standards, create Learning Targets, plan for reading instruction, develop Common Formative Assessments (CFAs), monitor student progress and plan appropriate interventions/extensions. Grade-level PLC's will collaborate with special education teachers, ESL teacher, and interventionists.</p> <p>Strategy's Expected Result/Impact: -Student reading levels will increase monthly. -85% of students will meet or exceed standards on benchmarks and/or common formative assessments as evidenced by Campus Progress Monitoring Document. -iReady assessment scores will demonstrate student growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches/Interventionists</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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





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

Evaluation Data Sources: -Campus Behavior Referral and Discipline Data

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 100% of classrooms at Providence Elementary will utilize the Restorative Practices Framework to encourage the development of positive relationships through the use of circle times, classroom Spark Plans, co-created Classroom Treatment agreements, and conflict resolution.</p> <p>Strategy's Expected Result/Impact: A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2024.</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal -Counselor</p> <p>Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom teachers and campus staff will refer students to the office by means of submitting Positive Patriot Office Referrals to recognize students who display campus core values.</p> <p>Strategy's Expected Result/Impact: -A minimum of 90% of students will indicate a sense of belonging and/or a positive classroom and campus culture by the end of May 2022.</p> <p>-End of year culture and climate survey will yield a minimum increase of 15% points in the area of staff perceptions of students demonstrating respect to peers and other staff members.</p> <p>Staff Responsible for Monitoring: -Assistant Principal -Principal -Campus Leadership Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilizing a campus-wide PBIS rewards incentive system will be established as a means of allowing students to earn points (earned from displaying positive behaviors, core values and campus-wide expectations) for prizes/rewards.</p> <p>Strategy's Expected Result/Impact: -The need for Tier 2 and Tier 3 Behavior Plans will decrease by a minimum of 20%.</p> <p>Staff Responsible for Monitoring: -Assistant Principal -Principal -Counselor</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In collaboration with the Denton ISD Counseling & Social Work Department, elementary campuses within the Braswell Zone will create the UBUNTU Program as a means of teaching expected behaviors as well as effective communication skills lending to an increase in desired student behaviors while decreasing student suspensions by a minimum of 20%.</p> <p>Strategy's Expected Result/Impact: -A minimum of a 20% decrease in campus suspensions to include ISS, OSS, and DAEP -Increase of at least 20% of students being able to remain in the classroom for instruction</p> <p>Staff Responsible for Monitoring: -Principal -Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May

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

State Compensatory

Budget for Providence Elementary

Total SCE Funds: \$17,500.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The campus will hire former teachers and/or counselors to come and coach/support novice teachers on classroom management, de-escalation techniques, etc. We will also hire former teachers to support math and reading intervention. (ESSER funds)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Giselle Moura	K-2 Interventionist	Reading	1 - FTE
Janie Stitts	Campus Instructional Coach	Reading/Math	.5

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Melissa Bates	Principal
Administrator	Christina Weiper	Assistant Principal
Non-classroom Professional	Candice Hutchings	Counselor
Classroom Teacher	Brittany Bradshaw-Petri	Kindergarten Teacher
Classroom Teacher	Presaphanie Dorsey	Classroom Teacher
Classroom Teacher	Christina Bridges	Classroom Teacher
Classroom Teacher	Haley Kim	Classroom Teacher
Non-classroom Professional	Spencer Wolf	Library Media Specialist
Classroom Teacher	Jasmine Booth	Special Education Classroom Teacher
Classroom Teacher	Jordan Burns	Classroom Teacher
Paraprofessional	Alexandra Romero	Classroom Paraprofessional
District-level Professional	Beth Avery	Curriculum Coordinator
Community Representative	Brian Roberson	Providence Village City Manager
Community Representative	Jeremy Johnson	Aubrey Chief of Police
Business Representative	Whitney Gohlke	CoServ Business Community Partner
Parent	Stephanie Campbell	Parent
Classroom Teacher	Janie Stitts	Interventionist
Classroom Teacher	Giselle Moura	Interventionist
Classroom Teacher	Synthany Berry	Classroom Teacher
Classroom Teacher	Shenya Jordan	Classroom Teacher

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Interventionist Teacher	195	\$36,558.50
1	2	2	Reading Interventionist Teacher	195	\$36,116.00
Sub-Total					\$72,674.50
Title I, Part A					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Math Interventionist Teacher	211	\$36,558.50
Sub-Total					\$36,558.50

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: DENTON ISD

Campus Name: PROVIDENCE EL

Campus Number: 061901117

2022 Accountability Rating: B

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
 PROVIDENCE EL (061901117) - 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 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	74%	65%	79%	76%	-	*	-	-	72%	*	74%	74%	74%	100%
	2021	67%	68%	62%	46%	36%	78%	*	*	-	*	27%	-	60%	63%	48%	*
At Meets Grade Level or Above	2022	51%	51%	47%	42%	42%	52%	-	*	-	-	50%	*	51%	42%	44%	67%
	2021	39%	38%	31%	13%	21%	42%	*	*	-	*	27%	-	30%	32%	18%	*
At Masters Grade Level	2022	30%	30%	17%	8%	17%	27%	-	*	-	-	6%	*	21%	14%	9%	17%
	2021	19%	19%	15%	4%	7%	25%	*	*	-	*	9%	-	15%	16%	8%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	63%	46%	63%	73%	-	*	-	-	61%	*	70%	56%	60%	83%
	2021	62%	63%	51%	25%	29%	72%	*	*	-	*	36%	-	58%	45%	30%	*
At Meets Grade Level or Above	2022	43%	39%	35%	23%	42%	36%	-	*	-	-	39%	*	40%	30%	37%	67%
	2021	31%	29%	27%	17%	21%	33%	*	*	-	*	27%	-	25%	29%	23%	*
At Masters Grade Level	2022	21%	17%	15%	12%	17%	18%	-	*	-	-	17%	*	19%	12%	9%	33%
	2021	14%	12%	8%	0%	14%	11%	*	*	-	*	0%	-	8%	8%	5%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	81%	68%	75%	94%	*	*	-	-	63%	*	81%	80%	77%	86%
	2021	63%	61%	44%	31%	32%	61%	-	-	-	33%	18%	*	47%	40%	39%	*
At Meets Grade Level or Above	2022	54%	54%	64%	53%	50%	76%	*	*	-	-	50%	*	63%	65%	57%	57%
	2021	36%	33%	18%	8%	11%	29%	-	-	-	17%	18%	*	20%	15%	9%	*
At Masters Grade Level	2022	28%	28%	35%	24%	33%	47%	*	*	-	-	38%	*	31%	37%	30%	29%
	2021	17%	16%	6%	0%	0%	11%	-	-	-	17%	12%	*	6%	5%	2%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	66%	52%	32%	42%	71%	*	*	-	-	38%	*	56%	49%	41%	71%
	2021	59%	62%	34%	15%	16%	55%	-	-	-	33%	24%	*	39%	28%	20%	*
At Meets Grade Level or Above	2022	43%	38%	30%	18%	25%	47%	*	*	-	-	38%	*	38%	25%	23%	29%
	2021	36%	36%	10%	4%	0%	21%	-	-	-	0%	12%	*	14%	5%	2%	*
At Masters Grade Level	2022	23%	19%	10%	0%	8%	21%	*	*	-	-	0%	*	13%	8%	7%	14%
	2021	21%	20%	2%	0%	0%	5%	-	-	-	0%	6%	*	4%	0%	0%	*
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 PROVIDENCE EL (061901117) - 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 Approaches Grade Level or Above	2022	81%	81%	64%	50%	68%	77%	*	-	-	-	36%	60%	67%	60%	56%	*
	2021	73%	74%	62%	50%	58%	77%	-	*	-	*	36%	*	71%	53%	53%	29%
At Meets Grade Level or Above	2022	58%	59%	42%	29%	47%	54%	*	-	-	-	21%	40%	42%	42%	37%	*
	2021	46%	46%	42%	25%	46%	53%	-	*	-	*	27%	*	54%	28%	32%	29%
At Masters Grade Level	2022	36%	36%	21%	17%	21%	28%	*	-	-	-	14%	20%	20%	23%	19%	*
	2021	30%	31%	27%	10%	29%	40%	-	*	-	*	0%	*	37%	17%	18%	29%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	74%	55%	40%	47%	77%	*	-	-	-	29%	60%	56%	54%	47%	*
	2021	70%	72%	51%	30%	46%	67%	-	*	-	*	36%	*	61%	39%	32%	57%
At Meets Grade Level or Above	2022	48%	42%	24%	14%	16%	41%	*	-	-	-	21%	60%	25%	23%	21%	*
	2021	44%	46%	26%	10%	21%	40%	-	*	-	*	27%	*	32%	19%	15%	14%
At Masters Grade Level	2022	25%	20%	9%	2%	11%	15%	*	-	-	-	7%	40%	11%	6%	6%	*
	2021	25%	26%	14%	5%	8%	27%	-	*	-	*	9%	*	24%	3%	9%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	65%	50%	29%	53%	74%	*	-	-	-	21%	60%	51%	50%	42%	*
	2021	62%	62%	52%	30%	50%	70%	-	*	-	*	36%	*	66%	36%	38%	29%
At Meets Grade Level or Above	2022	38%	36%	20%	7%	16%	36%	*	-	-	-	14%	60%	18%	23%	15%	*
	2021	31%	30%	29%	15%	21%	43%	-	*	-	*	27%	*	37%	19%	18%	0%
At Masters Grade Level	2022	18%	16%	8%	0%	5%	18%	*	-	-	-	0%	40%	9%	6%	3%	*
	2021	13%	12%	10%	5%	8%	17%	-	*	-	*	9%	*	17%	3%	9%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	73%	62%	46%	62%	77%	55%	100%	-	-	47%	65%	64%	61%	56%	74%
	2021	67%	69%	49%	30%	39%	66%	*	60%	-	38%	28%	60%	54%	42%	36%	34%
At Meets Grade Level or Above	2022	48%	46%	37%	25%	34%	49%	27%	60%	-	-	33%	39%	37%	36%	32%	45%
	2021	41%	42%	24%	12%	18%	34%	*	20%	-	15%	21%	27%	28%	18%	15%	11%
At Masters Grade Level	2022	23%	22%	16%	9%	16%	25%	0%	10%	-	-	11%	26%	17%	15%	12%	24%
	2021	18%	18%	10%	3%	9%	16%	*	0%	-	4%	7%	0%	13%	6%	6%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	76%	72%	60%	75%	82%	*	100%	-	-	58%	67%	73%	72%	68%	82%
	2021	68%	71%	55%	41%	44%	71%	*	*	-	44%	26%	60%	58%	52%	46%	29%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 PROVIDENCE EL (061901117) - 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 Meets Grade Level or Above	2022	53%	54%	50%	40%	45%	60%	*	80%	-	-	40%	22%	50%	50%	45%	53%
	2021	45%	46%	30%	14%	28%	40%	*	*	-	22%	23%	20%	34%	25%	19%	14%
At Masters Grade Level	2022	25%	25%	24%	17%	22%	34%	*	20%	-	-	15%	11%	23%	25%	19%	24%
	2021	18%	19%	16%	4%	14%	24%	*	*	-	11%	8%	0%	18%	12%	8%	14%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	68%	57%	39%	53%	74%	*	100%	-	-	45%	67%	61%	53%	49%	65%
	2021	66%	67%	45%	23%	32%	64%	*	*	-	44%	31%	60%	52%	37%	27%	50%
At Meets Grade Level or Above	2022	42%	37%	29%	18%	29%	42%	*	40%	-	-	33%	44%	33%	26%	26%	41%
	2021	37%	37%	20%	10%	14%	31%	*	*	-	11%	21%	20%	23%	18%	13%	14%
At Masters Grade Level	2022	20%	17%	11%	4%	13%	18%	*	0%	-	-	10%	33%	14%	8%	7%	24%
	2021	18%	16%	8%	1%	7%	13%	*	*	-	0%	5%	0%	12%	4%	4%	0%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	73%	50%	29%	53%	74%	*	-	-	-	21%	60%	51%	50%	42%	*
	2021	71%	71%	52%	30%	50%	70%	-	*	-	*	36%	*	66%	36%	38%	29%
At Meets Grade Level or Above	2022	47%	44%	20%	7%	16%	36%	*	-	-	-	14%	60%	18%	23%	15%	*
	2021	44%	43%	29%	15%	21%	43%	-	*	-	*	27%	*	37%	19%	18%	0%
At Masters Grade Level	2022	21%	19%	8%	0%	5%	18%	*	-	-	-	0%	40%	9%	6%	3%	*
	2021	20%	17%	10%	5%	8%	17%	-	*	-	*	9%	*	17%	3%	9%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	33%	27%	19%	25%	30%	-	*	-	-	39%	*	35%	19%	26%	33%
	2021	24%	22%	19%	13%	14%	25%	*	*	-	*	27%	-	13%	26%	13%	*
Reading and Mathematics Including EOC	2022	36%	33%	27%	19%	25%	30%	-	*	-	-	39%	*	35%	19%	26%	33%
	2021	24%	22%	19%	13%	14%	25%	*	*	-	*	27%	-	13%	26%	13%	*
Reading Including EOC	2022	51%	51%	47%	42%	42%	52%	-	*	-	-	50%	*	51%	42%	44%	67%
	2021	38%	38%	31%	13%	21%	42%	*	*	-	*	27%	-	30%	32%	18%	*
Math Including EOC	2022	43%	39%	35%	23%	42%	36%	-	*	-	-	39%	*	40%	30%	37%	67%
	2021	31%	29%	27%	17%	21%	33%	*	*	-	*	27%	-	25%	29%	23%	*
4th Graders																	
Reading and Mathematics	2022	36%	34%	27%	15%	25%	41%	*	*	-	-	38%	*	31%	24%	20%	29%
	2021	26%	24%	4%	0%	0%	11%	-	-	-	0%	12%	*	6%	3%	0%	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)
 PROVIDENCE EL (061901117) - 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	36%	34%	27%	15%	25%	41%	*	*	-	-	38%	*	31%	24%	20%	29%
	2021	26%	24%	4%	0%	0%	11%	-	-	-	0%	12%	*	6%	3%	0%	*
Reading Including EOC	2022	54%	54%	64%	53%	50%	76%	*	*	-	-	50%	*	63%	65%	57%	57%
	2021	36%	33%	18%	8%	11%	29%	-	-	-	17%	18%	*	20%	15%	9%	*
Math Including EOC	2022	43%	38%	30%	18%	25%	47%	*	*	-	-	38%	*	38%	25%	23%	29%
	2021	36%	36%	10%	4%	0%	21%	-	-	-	0%	12%	*	14%	5%	2%	*
5th Graders																	
Reading and Mathematics	2022	41%	37%	21%	14%	16%	33%	*	-	-	-	21%	40%	22%	21%	18%	*
	2021	34%	34%	23%	10%	21%	37%	-	*	-	*	27%	*	29%	17%	15%	14%
Reading and Mathematics Including EOC	2022	41%	37%	21%	14%	16%	33%	*	-	-	-	21%	40%	22%	21%	18%	*
	2021	34%	34%	23%	10%	21%	37%	-	*	-	*	27%	*	29%	17%	15%	14%
Reading Including EOC	2022	58%	59%	42%	29%	47%	54%	*	-	-	-	21%	40%	42%	42%	37%	*
	2021	46%	46%	42%	25%	46%	53%	-	*	-	*	27%	*	54%	28%	32%	29%
Math Including EOC	2022	48%	42%	24%	14%	16%	41%	*	-	-	-	21%	60%	25%	23%	21%	*
	2021	44%	46%	26%	10%	21%	40%	-	*	-	*	27%	*	32%	19%	15%	14%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	25%	16%	22%	35%	*	40%	-	-	33%	22%	28%	21%	21%	29%
	2021	26%	26%	15%	7%	12%	23%	*	*	-	0%	21%	20%	15%	15%	8%	7%
Reading and Mathematics Including EOC	2022	36%	33%	25%	16%	22%	35%	*	40%	-	-	33%	22%	28%	21%	21%	29%
	2021	28%	27%	15%	7%	12%	23%	*	*	-	0%	21%	20%	15%	15%	8%	7%
Reading Including EOC	2022	53%	54%	50%	40%	45%	60%	*	80%	-	-	40%	22%	50%	50%	45%	53%
	2021	41%	42%	30%	14%	28%	40%	*	*	-	22%	23%	20%	34%	25%	19%	14%
Math Including EOC	2022	43%	38%	29%	18%	29%	42%	*	40%	-	-	33%	44%	33%	26%	26%	41%
	2021	37%	36%	20%	10%	14%	31%	*	*	-	11%	21%	20%	23%	18%	13%	14%

* 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)
 PROVIDENCE EL (061901117) - 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 4 ELA/Reading	2022	77	77	91	88	100	91	*	*	-	-	100	*	88	92	93	100
	2019	61	61	66	54	81	65	-	*	-	*	68	*	69	60	52	*
Grade 4 Mathematics	2022	74	70	58	60	64	56	*	*	-	-	69	*	67	52	61	71
	2019	65	73	61	38	56	64	-	*	-	*	50	*	58	67	58	*
Grade 5 ELA/Reading	2022	87	90	89	91	82	92	*	-	-	-	71	100	88	91	89	*
	2019	81	84	82	83	86	82	*	*	*	-	82	-	83	80	83	*
Grade 5 Mathematics	2022	79	75	85	82	89	88	*	-	-	-	79	100	87	83	83	*
	2019	83	89	93	94	86	93	*	*	*	-	82	-	97	86	88	*
All Grades Both Subjects	2022	74	71	81	81	84	82	*	*	-	-	78	93	84	79	82	86
	2019	69	70	74	64	77	75	*	100	*	83	68	*	75	72	67	67
All Grades ELA/Reading	2022	78	77	90	90	88	91	*	*	-	-	82	100	88	92	91	91
	2019	68	69	73	66	83	72	*	*	*	*	73	*	75	69	64	*
All Grades Mathematics	2022	69	64	73	72	80	73	*	*	-	-	75	86	79	66	73	82
	2019	70	72	75	61	70	77	*	*	*	*	62	*	74	76	70	*

* 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 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 PROVIDENCE EL (061901117) - 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%	62%	-	-	-	-	-	-	77%	77%	-	-	*	62%	74%	-
	2021	67%	69%	49%	-	-	-	-	-	-	37%	37%	-	-	*	50%	34%	-
At Meets Grade Level or Above	2022	48%	46%	37%	-	-	-	-	-	-	49%	49%	-	-	*	36%	45%	-
	2021	41%	42%	24%	-	-	-	-	-	-	11%	11%	-	-	*	24%	11%	-
At Masters Grade Level	2022	23%	22%	16%	-	-	-	-	-	-	26%	26%	-	-	*	16%	24%	-
	2021	18%	18%	10%	-	-	-	-	-	-	6%	6%	-	-	*	10%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	76%	72%	-	-	-	-	-	-	88%	88%	-	-	*	72%	82%	-
	2021	68%	71%	55%	-	-	-	-	-	-	31%	31%	-	-	*	57%	29%	-
At Meets Grade Level or Above	2022	53%	54%	50%	-	-	-	-	-	-	56%	56%	-	-	*	50%	53%	-
	2021	45%	46%	30%	-	-	-	-	-	-	15%	15%	-	-	*	30%	14%	-
At Masters Grade Level	2022	25%	25%	24%	-	-	-	-	-	-	25%	25%	-	-	*	24%	24%	-
	2021	18%	19%	16%	-	-	-	-	-	-	15%	15%	-	-	*	16%	14%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	68%	57%	-	-	-	-	-	-	69%	69%	-	-	*	56%	65%	-
	2021	66%	67%	45%	-	-	-	-	-	-	54%	54%	-	-	*	44%	50%	-
At Meets Grade Level or Above	2022	42%	37%	29%	-	-	-	-	-	-	44%	44%	-	-	*	29%	41%	-
	2021	37%	37%	20%	-	-	-	-	-	-	15%	15%	-	-	*	21%	14%	-
At Masters Grade Level	2022	20%	17%	11%	-	-	-	-	-	-	25%	25%	-	-	*	10%	24%	-
	2021	18%	16%	8%	-	-	-	-	-	-	0%	0%	-	-	*	8%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	73%	50%	-	-	-	-	-	-	*	*	-	-	*	49%	*	-
	2021	71%	71%	52%	-	-	-	-	-	-	29%	29%	-	-	-	54%	29%	-
At Meets Grade Level or Above	2022	47%	44%	20%	-	-	-	-	-	-	*	*	-	-	*	20%	*	-
	2021	44%	43%	29%	-	-	-	-	-	-	0%	0%	-	-	-	31%	0%	-
At Masters Grade Level	2022	21%	19%	8%	-	-	-	-	-	-	*	*	-	-	*	7%	*	-
	2021	20%	17%	10%	-	-	-	-	-	-	0%	0%	-	-	-	11%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	71%	81%	-	-	-	-	-	-	85%	85%	-	-	*	81%	86%	-
	2019	69%	70%	74%	-	-	-	-	-	-	67%	*	*	-	-	-	67%	-
All Grades ELA/Reading	2022	78%	77%	90%	-	-	-	-	-	-	90%	90%	-	-	*	90%	91%	-
	2019	68%	69%	73%	-	-	-	-	-	-	*	*	*	-	-	-	*	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 PROVIDENCE EL (061901117) - 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
All Grades Mathematics	2022	69%	64%	73%	-	-	-	-	-	-	80%	80%	-	-	*	72%	82%	-
	2019	70%	72%	75%	-	-	-	-	-	-	*	*	*	-	-	-	*	-

* 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)
 PROVIDENCE EL (061901117) - 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%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	83%	72%	93%	91%	85%	71%	-	-	78%	82%	95%	73%	79%	90%
Not Included in Accountability: Mobile	5%	5%	17%	28%	7%	9%	15%	29%	-	-	22%	18%	5%	27%	21%	10%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	82%	72%	93%	90%	80%	71%	-	-	77%	82%	95%	73%	79%	89%
Not Included in Accountability: Mobile	5%	5%	18%	28%	7%	10%	20%	29%	-	-	23%	18%	5%	27%	21%	11%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	82%	72%	93%	90%	80%	71%	-	-	77%	82%	95%	73%	79%	89%
Not Included in Accountability: Mobile	5%	5%	18%	28%	7%	10%	20%	29%	-	-	23%	18%	5%	27%	21%	11%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	*
Included in Accountability	93%	94%	84%	71%	95%	98%	*	-	-	-	88%	83%	98%	73%	83%	*
Not Included in Accountability: Mobile	4%	5%	16%	29%	5%	3%	*	-	-	-	13%	17%	2%	27%	17%	*
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	*
Not Tested	2%	1%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	*

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 PROVIDENCE EL (061901117) - 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%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	94%	98%	96%	100%	98%	*	100%	-	100%	100%	100%	97%	99%	98%	100%
Included in Accountability	83%	89%	92%	87%	92%	95%	*	100%	-	90%	95%	100%	91%	93%	91%	83%
Not Included in Accountability: Mobile	3%	4%	6%	9%	8%	3%	*	0%	-	10%	5%	0%	6%	6%	6%	17%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	2%	4%	0%	2%	*	0%	-	0%	0%	0%	3%	1%	2%	0%
Absent	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	2%	4%	0%	2%	*	0%	-	0%	0%	0%	3%	1%	2%	0%
Reading																
Assessment Participant	89%	94%	98%	96%	100%	98%	*	*	-	100%	100%	100%	97%	99%	98%	100%
Included in Accountability	83%	88%	91%	86%	92%	95%	*	*	-	90%	95%	100%	91%	92%	91%	82%
Not Included in Accountability: Mobile	3%	4%	7%	10%	8%	4%	*	*	-	10%	5%	0%	6%	7%	7%	18%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	11%	6%	2%	4%	0%	2%	*	*	-	0%	0%	0%	3%	1%	2%	0%
Absent	2%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	2%	4%	0%	2%	*	*	-	0%	0%	0%	3%	1%	2%	0%
Mathematics																
Assessment Participant	88%	94%	98%	96%	100%	98%	*	*	-	100%	100%	100%	97%	99%	98%	100%
Included in Accountability	84%	89%	91%	86%	92%	95%	*	*	-	90%	95%	100%	91%	92%	91%	82%
Not Included in Accountability: Mobile	4%	5%	7%	10%	8%	4%	*	*	-	10%	5%	0%	6%	7%	7%	18%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	6%	2%	4%	0%	2%	*	*	-	0%	0%	0%	3%	1%	2%	0%
Absent	2%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	2%	4%	0%	2%	*	*	-	0%	0%	0%	3%	1%	2%	0%
Science																
Assessment Participant	87%	93%	100%	100%	100%	100%	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	88%	92%	83%	92%	97%	-	*	-	*	92%	*	87%	97%	92%	78%
Not Included in Accountability: Mobile	3%	4%	8%	17%	8%	3%	-	*	-	*	8%	*	13%	3%	8%	22%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
 PROVIDENCE EL (061901117) - 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%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	7%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	2%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	6%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%

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

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
 PROVIDENCE EL (061901117) - 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%	95.9%	94.2%	96.5%	96.7%	*	*	*	94.6%	94.5%	94.4%	97.0%
2019-20	98.3%	99.0%	98.8%	98.7%	98.4%	99.1%	*	99.2%	*	*	98.6%	98.5%	99.2%
Chronic Absenteeism													
2020-21	15.0%	7.9%	10.0%	17.0%	6.3%	6.7%	*	*	*	14.3%	14.0%	15.8%	6.9%
2019-20	6.7%	3.5%	2.7%	3.8%	2.1%	2.6%	*	0.0%	*	0.0%	4.6%	3.7%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
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)
 PROVIDENCE EL (061901117) - 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)
 PROVIDENCE EL (061901117) - 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)
 PROVIDENCE EL (061901117) - 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.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
 PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	654	100.0%	31,771	5,402,928	661	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	69	10.6%	3.8%	4.1%	69	10.4%	3.7%	4.1%
Pre-Kindergarten: 3-year Old	15	2.3%	0.9%	0.6%	15	2.3%	0.9%	0.6%
Pre-Kindergarten: 4-year Old	54	8.3%	2.9%	3.5%	54	8.2%	2.9%	3.5%
Kindergarten	106	16.2%	7.4%	6.8%	106	16.0%	7.3%	6.8%
Grade 1	87	13.3%	7.2%	7.1%	88	13.3%	7.2%	7.1%
Grade 2	100	15.3%	7.1%	7.1%	100	15.1%	7.1%	7.1%
Grade 3	91	13.9%	7.5%	7.1%	92	13.9%	7.4%	7.1%
Grade 4	94	14.4%	7.0%	7.1%	96	14.5%	7.0%	7.1%
Grade 5	107	16.4%	7.2%	7.2%	110	16.6%	7.3%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	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	249	38.1%	20.3%	12.8%	252	38.1%	20.3%	12.8%
Hispanic	145	22.2%	33.9%	52.8%	146	22.1%	33.8%	52.7%
White	218	33.3%	38.2%	26.3%	221	33.4%	38.3%	26.3%
American Indian	4	0.6%	0.4%	0.3%	4	0.6%	0.4%	0.3%
Asian	11	1.7%	3.4%	4.8%	11	1.7%	3.4%	4.8%
Pacific Islander	1	0.2%	0.2%	0.2%	1	0.2%	0.2%	0.2%
Two or More Races	26	4.0%	3.7%	2.9%	26	3.9%	3.7%	2.9%
Sex:								
Female	312	47.7%	49.0%	48.9%	314	47.5%	48.9%	48.8%
Male	342	52.3%	51.0%	51.1%	347	52.5%	51.1%	51.2%
Economically Disadvantaged	363	55.5%	49.3%	60.7%	366	55.4%	49.2%	60.6%
Non-Educationally Disadvantaged	291	44.5%	50.7%	39.3%	295	44.6%	50.8%	39.4%
Section 504 Students	50	7.6%	10.8%	7.4%	50	7.6%	10.8%	7.4%
EB Students/EL	37	5.7%	16.7%	21.7%	37	5.6%	16.7%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.6%	0.6%				

Texas Education Agency
2021-22 Student Information (TAPR)
 PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	32	4.9%	6.8%	5.0%	32	4.8%	6.8%	5.0%
Foster Care	7	1.1%	0.4%	0.3%	7	1.1%	0.4%	0.3%
Homeless	7	1.1%	1.1%	1.1%	7	1.1%	1.1%	1.1%
Immigrant	2	0.3%	1.3%	2.0%	2	0.3%	1.3%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	654	100.0%	35.6%	64.3%	661	100.0%	35.7%	64.3%
Military Connected	4	0.6%	0.6%	3.3%	4	0.6%	0.6%	3.3%
At-Risk	344	52.6%	35.4%	53.5%	349	52.8%	35.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	35	5.4%	17.7%	21.9%	35	5.3%	17.6%	21.8%
Career and Technical Education	0	0.0%	30.9%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	79.5%	71.0%				
Gifted and Talented Education	18	2.8%	9.7%	8.0%	19	2.9%	9.6%	8.0%
Special Education	83	12.7%	12.7%	11.6%	85	12.9%	13.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	83							
By Type of Primary Disability								
Students with Intellectual Disabilities	24	28.9%	35.0%	43.0%				
Students with Physical Disabilities	31	37.3%	23.4%	20.8%				
Students with Autism	9	10.8%	12.4%	14.7%				
Students with Behavioral Disabilities	19	22.9%	28.0%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.2%	1.5%				
Mobility (2020-21):								
Total Mobile Students	76	16.0%	13.9%	13.6%				
By Ethnicity:								
African American	35	7.4%	3.8%	2.5%				
Hispanic	17	3.6%	4.1%	6.6%				
White	21	4.4%	5.0%	3.5%				
American Indian	0	0.0%	0.1%	0.1%				
Asian	0	0.0%	0.2%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.6%	0.7%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	12.5%	16.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	6	20.0%	11.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	44	18.6%	17.1%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	122	25.8%	17.1%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
 PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.6%	1.7%	1.9%	0.0%	4.1%	5.2%
Grade 1	0.0%	1.1%	2.9%	0.0%	1.4%	4.2%
Grade 2	0.0%	0.4%	1.7%	0.0%	1.4%	2.2%
Grade 3	0.0%	0.5%	1.0%	0.0%	0.3%	1.0%
Grade 4	0.0%	0.1%	0.7%	0.0%	0.6%	0.7%
Grade 5	0.0%	0.1%	0.5%	0.0%	0.6%	0.7%
Grade 6	-	0.1%	0.6%	-	0.3%	0.6%
Grade 7	-	0.1%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	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	19.8	16.9	18.7
Grade 1	17.4	17.2	18.7
Grade 2	16.7	17.6	18.6
Grade 3	17.8	17.7	18.7
Grade 4	20.1	17.6	18.8
Grade 5	19.0	18.0	20.2
Grade 6	-	19.9	19.2
Secondary:			
English/Language Arts	-	18.9	16.3
Foreign Languages	-	19.9	18.4
Mathematics	-	19.5	17.5
Science	-	20.3	18.5
Social Studies	-	21.2	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
 PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	68.2	100.0%	100.0%	100.0%
Professional Staff:	57.3	84.0%	70.4%	64.1%
Teachers	47.2	69.1%	55.2%	49.3%
Professional Support	8.3	12.2%	12.2%	10.7%
Campus Administration (School Leadership)	1.9	2.7%	2.4%	2.9%
Educational Aides:	10.9	16.0%	9.5%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	32.0	4,194.0
Part-time Librarians	0.0	n/a	5.0	607.0
Full-time Counselors	1.0	n/a	87.0	13,550.0
Part-time Counselors	0.0	n/a	9.0	1,176.0
Total Minority Staff:	22.1	32.5%	32.1%	52.1%
Teachers by Ethnicity:				
African American	10.0	21.1%	8.5%	11.2%
Hispanic	3.9	8.3%	14.6%	28.9%
White	31.3	66.3%	73.9%	56.4%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	2.0	4.2%	1.0%	1.9%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	1.6%	1.2%
Teachers by Sex:				
Males	4.8	10.2%	24.9%	24.1%
Females	42.4	89.8%	75.1%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.4%
Bachelors	35.1	74.4%	67.2%	72.6%
Masters	12.1	25.6%	30.6%	25.2%
Doctorate	0.0	0.0%	0.9%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.8	10.2%	8.5%	7.9%
1-5 Years Experience	13.0	27.5%	21.2%	26.7%
6-10 Years Experience	9.9	21.1%	22.1%	20.6%
11-20 Years Experience	12.4	26.4%	31.8%	28.6%
21-30 Years Experience	5.0	10.7%	14.2%	13.2%
Over 30 Years Experience	2.0	4.2%	2.3%	2.9%

Texas Education Agency
2021-22 Staff Information (TAPR)
 PROVIDENCE EL (061901117) - DENTON ISD - DENTON COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	13.9	n/a	13.2	14.6


Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	7.3	6.3
Average Years Experience of Principals with District	5.0	6.6	5.4
Average Years Experience of Assistant Principals	5.0	6.5	5.5
Average Years Experience of Assistant Principals with District	5.0	6.1	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	10.5	11.2	11.1
Average Years Experience of Teachers with District:	5.4	7.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$56,475	\$56,759	\$51,054
1-5 Years Experience	\$57,605	\$57,708	\$54,577
6-10 Years Experience	\$59,922	\$59,895	\$57,746
11-20 Years Experience	\$62,792	\$63,370	\$61,377
21-30 Years Experience	\$65,611	\$66,510	\$65,949
Over 30 Years Experience	\$71,720	\$73,147	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,799	\$61,517	\$58,887
Professional Support	\$64,000	\$71,092	\$69,505
Campus Administration (School Leadership)	\$86,721	\$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	1.0	2.1%	2.2%	6.2%
Career and Technical Education	0.0	0.0%	4.8%	5.2%
Compensatory Education	2.0	4.2%	1.6%	3.0%
Gifted and Talented Education	1.9	4.0%	1.0%	1.7%
Regular Education	38.5	81.7%	77.8%	70.8%
Special Education	3.8	8.0%	6.5%	9.6%
Other	0.0	0.0%	6.1%	3.5%

Texas Education Agency
2021-22 Staff Information (TAPR)
PROVIDENCE EL (061901117) - 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.)

Engagement Mean	Change	Mean Percentile Rank - Gallup Overall			Respondents	Engagement Index	
 3.89	0.03	35			58	Engaged: 47% Not Engaged: * Actively Disengaged: *	
	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean	
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	57	3.63	3.58	0.05	20	3.94	
Q01: I know what is expected of me at work.	58	4.31	4.25	0.06	33	4.46	
Q02: I have the materials and equipment I need to do my work right.	57	3.72	3.61	0.11	20	4.09	
Q03: At work, I have the opportunity to do what I do best every day.	58	3.86	3.83	0.03	29	4.18	
Q04: In the last seven days, I have received recognition or praise for doing good work.	57	3.26	3.14	0.12	26	3.46	
Q05: My supervisor, or someone at work, seems to care about me as a person.	58	4.26	4.15	0.11	47	4.28	
Q06: There is someone at work who encourages my development.	58	4.12	4.24	-0.12	52	4.09	
Q07: At work, my opinions seem to count.	58	3.60	3.72	-0.12	30	3.77	
Q08: The mission or purpose of my organization makes me feel my job is important.	58	3.97	3.81	0.16	37	4.08	
Q09: My associates or fellow employees are committed to doing quality work.	57	4.26	4.02	↑ +0.24	55	4.19	
Q10: I have a best friend at work.	57	3.58	3.75	-0.17	43	3.71	
Q11: In the last six months, someone at work has talked to me about my progress.	57	3.61	3.61	0.00	28	3.68	
Q12: This last year, I have had opportunities at work to learn and grow.	56	4.14	4.20	-0.06	48	4.18	

FOOTNOTES

* - Scores are not available due to data suppression.

Respondents can select multiple responses for multi-select questions.

Not shown if $n < 4$ for Mean, Top Box, Verbatim Responses, and Sentiment, $n < 10$ for Frequency, or data is unavailable.

Mean Percentile Rank is being calculated against other workgroup scores in the Gallup Overall database.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

“Don’t know” or “Does not apply”.

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

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

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

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

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

COMPARISONS

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

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

Denton Independent School District

Sandbrock Ranch Elementary

2023-2024 Improvement Plan



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

Table of Contents

- Comprehensive Needs Assessment 3
- Demographics 3
- Student Learning 4
- School Processes & Programs 7
- Perceptions 9
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Guiding Outcomes 14
- 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. 15
- 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 Denton ISD -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 25
- Campus Funding Summary 30

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

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

Established - 2022

Mascot - Champions

Colors - Green and Silver

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

Values - Courage | Compassion | Commitment

The overall campus demographics are:

- Enrollment was 678 students in grades PK-5 at the end of the 22-23 school year. Our mobility rate is around 17%; however, our campus is growing rapidly.
- This is a neighborhood school with most students living within walking distance of the campus.
- Our campus has one pre-k section and could use a pre-k academy to support community needs.
- Being a brand new campus, we received kids from across the United States. This posed a challenge when calibrating IEP paperwork and other special population needs.
- We have 248 active PTA members.
- We have three self-contained special education classrooms on our campus. (K-2 Communications, 3-5 Communications, and ECSE)

29% African American

28.8% Hispanic

27.9% Caucasian

9% 2 or more

5% other

EXPO 7%

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

Free & Reduced Lunch 35.8%

Speech 49%

Dyslexia 28%

ESL 14.5%

Sandbrock Ranch has grown by 120 students from our first year in 22-23 to the 23-24 school year.

Demographics Strengths

- Diversity committee dedicated to planning diversity celebrations, culture night, and school spirit for holidays around the world.
- Dedicated programs and clubs that cater to students' need to ensure that all students can learn and reach high levels of success.
- High retention of teachers and support staff.
- Master schedule to ensure kids have access to all three tiers of instruction/intervention, as needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. We will celebrate at least one holiday per month as a campus during school. **Root Cause:** SRE is rapidly growing and will address the need to celebrate and include all cultures.

Student Learning

Student Learning Summary


Strengths	Areas of Growth
<ul style="list-style-type: none"> Over 90% of students made a year's growth or more in reading. The campus significantly closed the achievement gap of students on grade level in reading from Q2 to Q4. (See graphic below) Collaboration - all teams share kids across grade levels and vertical Troops based on campus common assessments. All grades made one year of growth on Imagine Math. District Math Report Card Assessment - Q4 percentage was 74% of students made mastery. Q1 was 23% mastery. Daily numeracy talks/number talks are consistent across the campus. 2nd grade used a model for Primary Numeracy groups, and their data was significantly greater than the other grades, with 98% of students mastering foundational math skills by the end of the year. 	<ul style="list-style-type: none"> Consistent instruction across all classrooms in foundational reading skills Consistent strong Guided Reading Instruction - provide more frequent training for new teachers Knowing characteristics of reading levels - utilizing the reading menus to know when to move kids accordingly Using resources effectively - ensure training for all staff based on need throughout the school year (differentiated learning paths) Structures within math workshop, utilizing different workshop models and small groups, foundational math skill (Model similar to reading workshop) Compared to our 40 school comparison group, we have opportunities to grow in reading and math.

<p>Instructional Next Steps:</p> <p>Training on small group structures</p> <p>Training on small group resources</p> <p>Training on analyzing and collecting data from small groups</p> <p>Example of small group binders (used for Name and Need meetings)</p> <p>Data tracking for math</p> <p>PNA small groups related to different levels</p> <p>K-3 Add/Subtract PNA, 4-5 Multiplication/Division PNA or Math Running Record</p>
--

Student Learning Strengths


Reading - Q2

	On level or above	On the bubble	Below level
Kinder	65%	28%	7%
1st	46%	16%	38%
2nd	55%	11%	34%
3rd	55%	6%	39%
4th	60%	16%	24%
5th	62%	11%	27%



Reading - Q4

	On level or above	On the bubble	Below level
Kinder	86%	10%	4%
1st	71%	7%	22%
2nd	74%	10%	16%
3rd	73%	11%	16%
4th	91%	2%	7%
5th	88%	6%	6%



Quarter 1	Quarter 2	Quarter 3	Quarter 4
24.6%	60.1%	65.6%	74%

Math Report Card Assessment

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. **Root Cause:** Over 50% of our teachers have less than 4 years teaching experience.

School Processes & Programs

School Processes & Programs Summary

Our campus has a built-in culture of collaboration, and every staff member takes part in learning to better themselves as educators. We believe in transparent communication and providing a framework for systems to ensure everyone understands their role and responsibilities on campus. Our campus has a campus handbook, a campus playbook, and a Teacher Toolbox where our campus protocols and systems are found. We participate in collaborative decision-making and believe in building the capacity of others for the success of all students. Our teams work collaboratively with their grade levels and vertical teams weekly. Our hallways are set up not by grade but by vertical teams. This design allows our kids to access curriculum below or above depending on their needs, with little to no transition or loss of instruction. This structure gives kids an opportunity to build relationships with teachers and students outside of their grade level, creating a strong sense of community.

SRE is a campus that strives to engage the community across in-school and out-of-school settings. We provide varying opportunities for staff and students to grow their hearts and minds to participate actively in the SRE community. We offer extracurricular student clubs sponsored by staff members and host many programs and events throughout the school year. One of our school values is commitment, which we exemplify by ensuring kids are given opportunities in and outside school to connect to passions beyond academics.

School Processes & Programs Strengths

- 40+ events are offered for SRE students and families throughout the year
- 60 professional development opportunities offered for SRE staff throughout the year
- Access to resources and materials that support best teaching practices
- Well-established leadership structures and opportunities for building leadership capacity
- School-wide systems in place to ensure weekly email communication for all stakeholders
- 20 extracurricular clubs offered to SRE students
- Staff committees were established to build community and engage staff
- SRE students are 1 to 1 with Chromebooks
- Classrooms equipped with interactive Promethean boards

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): At SRE, we strive to develop an involved community between all stakeholders. We will deepen our roots to extend further into the community

by being proactive with reaching out, advertising, and inviting all community members to participate in SRE events. **Root Cause:** SRE is a brand new campus with brand new families to the community and school. We are rapidly growing and need to ensure we have systems in place to engage all community members in our programs and events.

Problem Statement 2 (Prioritized): At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. **Root Cause:** Over 50% of our teachers have less than 4 years teaching experience.

Problem Statement 3 (Prioritized): At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. **Root Cause:** SRE is a brand new campus with brand new families to the community and school. We are fast growth and need to ensure we have systems in place to teach kids how to be difference makers & solve conflict.

Perceptions

Perceptions Summary

Overall, parents feel involved in their students' education. We publish a schoolwide events calendar before school starts so parents can plan for different events and activities. Parents noted that communication is strong between school and home through weekly teacher emails and a weekly parent Fence Post newsletter. They also agreed that their students are challenged by their schoolwork. Parents need more communication about the purpose of not assigning homework and their child's instruction/continual progress. Parents' main concerns are student-to-student interactions and level of supervision in the arrival process and other unstructured times. According to the Q12 survey, teachers are highly engaged in the workplace. We spent a lot of time and effort ensuring staff members knew what was expected of them and that they had the tools and resources to do their jobs.

SRE has a family atmosphere, and even though we are a brand new campus, there is a sense of pride in our school and community. The relationships built with our PTA are solid and positive, as well as the partnerships with businesses in the area like Tender BBQ and Lifetouch. We spent a lot of time intentionally planning to ensure the foundation of SRE is strong and grounded in our school values and collective commitments. We continue to take feedback and make adjustments that are in the best interest of students.

Perceptions Strengths

- 87% agree or strongly agree that we encourage parents and families to volunteer and attend event.
- The community feel is strong at SRE. 85% agree or strongly agree that families and staff members treat one another with respect.
- 91% like teacher emails as their primary form of communication.
- Overall, volunteer engagement is good, Stables are overwhelmingly positive, and many positive teacher comments
- 93% agree or strongly agree that we encourage families to volunteer.
- 88% agree or strongly agree that their child's teacher is responsive when they have a concern.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. **Root Cause:** SRE is a brand new campus with brand new families to the community and school. We are fast growth and need to ensure we have systems in place to teach kids how to be difference makers & solve conflict.

Problem Statement 2 (Prioritized): At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. We will celebrate at least one holiday per month as a campus during school. **Root Cause:** SRE is rapidly growing and will address the need to celebrate and include all cultures.

Problem Statement 3 (Prioritized): At SRE, we strive to develop an involved community between all stakeholders. We will deepen our roots to extend further into the community by being proactive with reaching out, advertising, and inviting all community members to participate in SRE events. **Root Cause:** SRE is a brand new campus with brand new families to the community and school. We are rapidly growing and need to ensure we have systems in place to engage all community members in our programs and events.

Problem Statement 4 (Prioritized): At SRE, we strive to cultivate a culture of collaboration and feedback between staff members. We will deepen trust and give feedback to one another in a timely manner. **Root Cause:** SRE is a brand new campus with an entire brand new staff. Going into year one no one knew one another; however, going into year two,

with little turnover, there is more stability to focus deeper on the work.

Priority Problem Statements

Problem Statement 1: At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. We will celebrate at least one holiday per month as a campus during school.

Root Cause 1: SRE is rapidly growing and will address the need to celebrate and include all cultures.

Problem Statement 1 Areas: Demographics - Perceptions

Problem Statement 2: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals.

Root Cause 2: Over 50% of our teachers have less than 4 years teaching experience.

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

Problem Statement 3: At SRE, we strive to develop an involved community between all stakeholders. We will deepen our roots to extend further into the community by being proactive with reaching out, advertising, and inviting all community members to participate in SRE events.

Root Cause 3: SRE is a brand new campus with brand new families to the community and school. We are rapidly growing and need to ensure we have systems in place to engage all community members in our programs and events.

Problem Statement 3 Areas: School Processes & Programs - Perceptions

Problem Statement 4: At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus.

Root Cause 4: SRE is a brand new campus with brand new families to the community and school. We are fast growth and need to ensure we have systems in place to teach kids how to be difference makers & solve conflict.

Problem Statement 4 Areas: School Processes & Programs - Perceptions

Problem Statement 5: At SRE, we strive to cultivate a culture of collaboration and feedback between staff members. We will deepen trust and give feedback to one another in a timely manner.

Root Cause 5: SRE is a brand new campus with an entire brand new staff. Going into year one no one knew one another; however, going into year two, with little turnover, there is more stability to focus deeper on the work.

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
- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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
- Student surveys and/or other feedback

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- 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 May 2024, we will ensure students will be 'on level' in reading, evidenced by the following percentage of students by grade level:

- K- 90%
- 1- 80%
- 2- 75%
- 3- 80%
- 4- 85%
- 5- 85%

Evaluation Data Sources: -DRA3

- Running records
- Fountas & Pinnell Reading Behaviors Checklist
- iReady diagnostics
- Common Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students below level will receive daily explicit reading instruction through guided reading, conferences, or small groups. Students on level will receive weekly explicit reading instruction through guided reading, conferences, or strategy groups. Teachers will receive this training through campus professional learning, collaborative planning, and literacy cadre.</p> <p>Strategy's Expected Result/Impact: -Consistency in Tier 1 guided reading lesson planning -Consistency in Tier 1 guided reading execution</p> <p>Staff Responsible for Monitoring: -Instructional Team Leaders -Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will have a campus emphasis on Other Language Components outside the workshop block. We will implement Shared Reading 5x/week for at least 15 minutes/day using StoryWorks (2-5), Fountas & Pinnell, and Jumprope Readers (K-1). We will implement dedicated phonics instruction into the master schedule using various resources (Phonics Units of Study, district-created resources, and Benchmark phonics.) for explicit instruction.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading at end of school year.</p> <p>Staff Responsible for Monitoring: -Principal -AP -Instructional Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All staff will have opportunities for differentiated professional learning throughout the school year. Each Thursday staff will participate in staff development following the rotation below: 1st Thursday- Campus Professional Learning 2nd Thursday- Committee Work (Guiding Coalition meets) 3rd Thursday- Campus Professional Learning (Learning labs to provide choice and differentiation) 4th Thursday- Book Clubs (differentiated based on level of experience and classroom instruction)</p> <p>Additional professional learning opportunities will include district literacy cadre, shadow days for novice teachers, professional learning by Sarah Waller, and a co-teaching cohort.</p> <p>Strategy's Expected Result/Impact: -Alignment in instructional practice in the Other Language Component's block -Opportunities to learn new instructional strategies and best practices</p> <p>Staff Responsible for Monitoring: -Principal -AP -Guiding Coalition</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 2</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: All staff will participate in ongoing campus learning walks to improve instructional practices through reflective feedback and instructional coaching support.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on-level for reading at end of school year.</p> <p>Staff Responsible for Monitoring: -Campus Leadership Team -Principal -Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. Root Cause: Over 50% of our teachers have less than 4 years teaching experience.</p>

School Processes & Programs

Problem Statement 2: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. **Root Cause:** Over 50% of our teachers have less than 4 years teaching experience.

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, all students will make, at minimum, one-year growth in reading for any student on level and one and a half years for any student below level, as measured by the DRA3 and running records.

Evaluation Data Sources: -DRA3

- Running records
- Fountas & Pinnell Reading Behaviors Checklist
- iReady diagnostics
- Common Formative Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will share students vertically across grade levels for guided reading and strategy groups. Any student not making adequate progress in reading instruction will be monitored as a Student of Concern through the DMTSS process.</p> <p>Strategy's Expected Result/Impact: -We will utilize instructional minutes more strategically</p> <ul style="list-style-type: none"> -Maximize our instructional time to ensure all kids' needs are met <p>Staff Responsible for Monitoring: -Instructional Team Leaders</p> <ul style="list-style-type: none"> -Coaches <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students will receive quality Tier 1 instruction and differentiated Tier 2 intervention/extension 30 minutes/day for reading. In addition, any student in need will have access to Tier 3 intervention with fidelity.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will utilize our Reading Recovery teacher and Reading Interventionist to provide intervention to students identified needing Tier 3 intervention and to provide instructional coaching to teachers on Tier 1 instructional practices.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level for reading at the end of the school year.</p> <p>Staff Responsible for Monitoring: -Interventionist -Reading Recovery teacher</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 2</p> <p>Funding Sources: Reading Recovery teacher & Interventionist - State Compensatory Education (SCE) - \$90,000</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:

Student Learning
<p>Problem Statement 1: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. Root Cause: Over 50% of our teachers have less than 4 years teaching experience.</p>
School Processes & Programs
<p>Problem Statement 2: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. Root Cause: Over 50% of our teachers have less than 4 years teaching experience.</p>





Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will:

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

Performance Objective 3: By May 2024, 80% of students can communicate their mathematical thinking in problem solving at mastery level 3, measured by the problem solving rubric.

Evaluation Data Sources: DISD Report Card Assessments (Communication Tool)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All math teachers will be trained in the 3-Reads problem solving strategy and implement this strategy with students on a consistent basis.</p> <p>Strategy's Expected Result/Impact: -Ensure common language across campus -Gives students a framework for thinking about math</p> <p>Staff Responsible for Monitoring: -Principal -Instructional Team Leaders -Coaches</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 2</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students below level will receive daily explicit math instruction through whole group, conferences, or small groups. Students on level will receive weekly explicit math instruction through whole group, conferences, or strategy groups. All teachers will be trained on StemScopes for Tier 1 teacher behaviors and Math in Practice for Tier 1 and Tier 2 instruction.</p> <p>Strategy's Expected Result/Impact: -Deeper understanding of math problem solving -More targeted and explicit instruction</p> <p>Staff Responsible for Monitoring: -Principal -Instructional Team Leaders -Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will work in vertical teams to align essential standards, teacher behaviors, and assessment practices.</p> <p>Strategy's Expected Result/Impact: -Alignment in math instruction K-5</p> <p>Staff Responsible for Monitoring: -Principal -Stable leaders -Instructional team leaders -Coaches</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 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 3 Problem Statements:

Student Learning
<p>Problem Statement 1: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. Root Cause: Over 50% of our teachers have less than 4 years teaching experience.</p>
School Processes & Programs
<p>Problem Statement 2: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. Root Cause: Over 50% of our teachers have less than 4 years teaching experience.</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, 90% of students in grades 1st-3rd grade and students of concern in 4th and 5th grade will be able to use appropriate grade-level strategies to solve addition and subtraction problems.

- Evaluation Data Sources:**
- Primary Numeracy Assessment
 - Common Formative Assessments
 - Pre/Post Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will utilize the Math Interventionist to provide targeted intervention for students identified as two or more years below level in math.</p> <p>Strategy's Expected Result/Impact: -More students with foundational math skills</p> <p>Staff Responsible for Monitoring: -Math Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All students will receive quality Tier 1 instruction and differentiated Tier 2 intervention/extension 30 minutes/day for math. In addition, any student in need will have access to Tier 3 intervention with fidelity. Students not making progress will be identified as a student of concern and monitored through the DMTSS process.</p> <p>Strategy's Expected Result/Impact: Students are expected to be on level for math by the end of the school year.</p> <p>Staff Responsible for Monitoring: -Principal -Instructional Team Leaders -Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: We will have a campus emphasis on Other Math Components outside the workshop block. We will implement Numeracy Routines 5x/week for at least 10 minutes/day using StemScopes and Building Fact Fluency. We will implement dedicated number sense instruction into the master schedule using various resources (Math in Practice, StemScopes, and Building Fact Fluency) for explicit instruction.</p> <p>Strategy's Expected Result/Impact: -Increase in student automaticity when solving equations -Flexible thinking in problem solving</p> <p>Staff Responsible for Monitoring: -Principal -Instructional Team Leaders -Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will work in vertical teams to align essential standards, teacher behaviors, and assessment practices and use the district-provided addition/subtraction/multiplication/division progression for monitoring.</p> <p>Strategy's Expected Result/Impact: -Alignment across grade levels -An increase of rigor across the campus</p> <p>Staff Responsible for Monitoring: -Principal -Stable leaders -Instructional Team Leaders -Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 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 4 Problem Statements:

Student Learning
<p>Problem Statement 1: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. Root Cause: Over 50% of our teachers have less than 4 years teaching experience.</p>
School Processes & Programs
<p>Problem Statement 2: At SRE, we will address the need to differentiate learning paths for teachers in order to best support and retain staff to help reach our campus goals. Root Cause: Over 50% of our teachers have less than 4 years teaching experience.</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 Denton ISD
- Support a working environment ensuring open and transparent communication
- Establish high expectations for success -Instill in students a love of lifelong learning
- Foster a positive, welcoming environment encouraging parent and community partnerships
- Promote health, wellness, and emotional well-being
- Effectively communicate achievements and recognition to the Denton ISD community

Performance Objective 1: By May 2024, SRE will increase student-to-student respect from 63% to 80% 'agree' or 'strongly agree' on the Parent Survey.

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implementation of schoolwide SREssentials with explicit instruction also referred to during morning circle, and throughout the day.</p> <p>Strategy's Expected Result/Impact: -Build students' social skills and social awareness</p> <p>Staff Responsible for Monitoring: -Counselor -Stable leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 1, 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a community of learners that values kindness and serving others through Kindness Club, service projects, Raise Craze, buddy classes, and Peacemakers.</p> <p>Strategy's Expected Result/Impact: -More unity across the campus and in our community</p> <p>Staff Responsible for Monitoring: -Counselor -Club sponsors -PTA -Stable leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3 - Perceptions 1, 2, 3</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement Champion Academy as a Tier 2 intervention for students not following Tier 1 classroom expectations and not responding to Tier 1 classroom consequences.</p> <p>Strategy's Expected Result/Impact: -Students will learn replacement strategies and tools for appropriate classroom behavior</p> <p>Staff Responsible for Monitoring: -Teachers -DMTSS committee</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3 - Perceptions 1, 2, 3</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Create a culture of celebration and community through our Stables and plan highly engaging and purposeful activities for Celebrate Sandbrock, Stable huddles, and buddy classes which take place every Friday.</p> <p>Strategy's Expected Result/Impact: -Increase friendships across grade levels -Create a sense of pride and ownership for our school and the people in it</p> <p>Staff Responsible for Monitoring: -Principal -Counselor -AP -Stable leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1, 3 - Perceptions 1, 2, 3</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. We will celebrate at least one holiday per month as a campus during school. Root Cause: SRE is rapidly growing and will address the need to celebrate and include all cultures.</p>
School Processes & Programs
<p>Problem Statement 1: At SRE, we strive to develop an involved community between all stakeholders. We will deepen our roots to extend further into the community by being proactive with reaching out, advertising, and inviting all community members to participate in SRE events. Root Cause: SRE is a brand new campus with brand new families to the community and school. We are rapidly growing and need to ensure we have systems in place to engage all community members in our programs and events.</p>
<p>Problem Statement 3: At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus. Root Cause: SRE is a brand new campus with brand new families to the community and school. We are fast growth and need to ensure we have systems in place to teach kids how to be difference makers & solve conflict.</p>

Perceptions

Problem Statement 1: At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus.

Root Cause: SRE is a brand new campus with brand new families to the community and school. We are fast growth and need to ensure we have systems in place to teach kids how to be difference makers & solve conflict.

Problem Statement 2: At SRE, we will address the need for students to treat students with respect by using preventative strategies and implementing the SREssentials as a campus.

We will celebrate at least one holiday per month as a campus during school. **Root Cause:** SRE is rapidly growing and will address the need to celebrate and include all cultures.

Problem Statement 3: At SRE, we strive to develop an involved community between all stakeholders. We will deepen our roots to extend further into the community by being proactive with reaching out, advertising, and inviting all community members to participate in SRE events. **Root Cause:** SRE is a brand new campus with brand new families to the community and school. We are rapidly growing and need to ensure we have systems in place to engage all community members in our programs and 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 Denton ISD
- Support a working environment ensuring open and transparent communication
- Establish high expectations for success -Instill in students a love of lifelong learning
- Foster a positive, welcoming environment encouraging parent and community partnerships
- Promote health, wellness, and emotional well-being
- Effectively communicate achievements and recognition to the Denton ISD community

Performance Objective 2: By May 2024, 80% of staff will strongly agree that they have received feedback in the last seven days by using the data on Question 4 on Q12 survey.

HB3 Guiding Outcome

Evaluation Data Sources: Q12 Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement Team of Ten to ensure each staff member receives personalized feedback every seven days.</p> <p>Strategy's Expected Result/Impact: -Creating a culture of continuous improvement</p> <p>Staff Responsible for Monitoring: -Principal -Team of Ten</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 4</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Create a culture of adult learning through learning walks, admin walk-throughs, and coaching cycles.</p> <p>Strategy's Expected Result/Impact: -Increase teacher efficacy</p> <p>Staff Responsible for Monitoring: -Principal -Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 4</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Celebrate staff members for their achievements and contributions in the workplace through community shout-outs, Sunflower awards, campus celebrations, and appreciation days.</p> <p>Strategy's Expected Result/Impact: -Increase of self-worth and value in the workplace</p> <p>Staff Responsible for Monitoring: -Sunshine committee members -PTA -Principal/AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 4</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement schoolwide Wranglers, partners who encourage and celebrate one another throughout the year.</p> <p>Strategy's Expected Result/Impact: -Building deeper relationships across the campus</p> <p>Staff Responsible for Monitoring: -Stable leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 4</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 4: At SRE, we strive to cultivate a culture of collaboration and feedback between staff members. We will deepen trust and give feedback to one another in a timely manner. Root Cause: SRE is a brand new campus with an entire brand new staff. Going into year one no one knew one another; however, going into year two, with little turnover, there is more stability to focus deeper on the work.</p>

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Reading Recovery teacher & Interventionist		\$90,000.00
1	4	1	Math Interventionist		\$30,000.00
Sub-Total					\$120,000.00

Denton Independent School District

Savannah Elementary

2023-2024 Improvement Plan



Mission Statement

Our school exists to prepare students for the future by ensuring they are safe, kind, and learning each day.

Vision

Savannah Elementary will be a collaborative community of excellence that produces high levels of achievement for ALL.

Values:

Gratitude

Achievement

Teamwork

Opportunity

Respect

Service

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	6
School Processes & Programs	14
Perceptions	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	20
Guiding Outcomes	22
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	23
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	34
State Compensatory	41
Budget for Savannah Elementary	42
Campus Funding Summary	42
Addendums	43

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

[CNA Spring 2023](#)

Demographics

Demographics Summary

This includes data our CLT studied together.

Savannah Elementary was built in 2005 to meet the needs of the rapidly-growing eastern portion of the district. The school is named after Savannah, the master-planned community along U.S. Highway 380 in which it stands. Savannah is one of seven elementary schools in the Braswell Zone, the fastest growing zone in Denton ISD according to the Templeton growth reports.

Mascot: Gators

School Colors: Orange, Blue, Green

Mission: Our school exists to prepare students for the future by ensuring they are safe, kind, and learning each day.

Vision: Savannah Elementary will be a collaborative community of excellence that produces high levels of achievement for ALL.

Values:

GratITUDE
Achievement
Teamwork
Opportunity
Respect
Service

Savannah prides itself on its innovative and structured approach to education, with teachers stressing the importance of an academic foundation while also incorporating new ideas and technology into the classroom. Daily enrichment or remediation instruction helps students achieve proper learning skills, while the school's dedicated staff has been recognized for its innovative ideas and programs with honors and grants for them to flourish.

With the opening of Sandbrock Ranch Elementary, our school has transformed over the last two years with significant changes in leadership, teaching staff, intervention staff, and SPED staff. In the 22-23 school year Savannah had 770 students enrolled. Our current enrollment for the 23-24 school year is 749. Additionally, for the 23-24 school year, we welcomed 25 new instructional staff members this year. This includes 5 instructional paraprofessionals, 17 classroom teachers, 2 SPED teachers, and 1 ESL teacher.

Savannah is predominantly a neighborhood school. According to the most recent data (TXschools.gov 21-22) our current student population demographics are: White 40%, Black or African American 27.1%, Hispanic 20.1%, two or more races 7.9%, and Asian 4.4%.

Additionally, 37.3% of our students are economically disadvantaged. We have 10.1% of our students served by Special Education, and 7.1% of our students are English Learners.

Our last published staff demographics data (TXschools.gov 21-22) showed 63.1 full-time staff members with 82% White, 11.8% African American, and 6.4% Hispanic.

We have 246 current members in our school's PTA. That number more than doubles our PTA enrollment at this time last year.

Demographics Strengths

Our teachers are learners. New teachers have brought energy and ideas to our team.

Our community wants to be involved and is supportive of our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

Problem Statement 2 (Prioritized): We have a large number of new teachers who need support in Tier 1 instruction. **Root Cause:** The opening of a new school nearby coupled with a change in leadership led to an influx of new teachers on staff.

Student Learning

Student Learning Summary

Math Student Learning Summary:

Savannah's 2022-23 CIP Math Data

For the 2022-23 school year Savannah prioritized making gains in Math Problem Solving. Through the use of Mega Labs, Learning Walks, aligning CFAs with the more rigorous district report card assessments, and providing targeted intervention we tracked our problem solving data in each grade level over the course of the year. We saw significant gains in student performance, but even more relevant, we uncovered the instructional needs of our evolving teaching staff and are providing early and rigorous professional development for the 2023-24 school year. Below is a chart showing the growth of our students in problem solving from quarter to quarter.

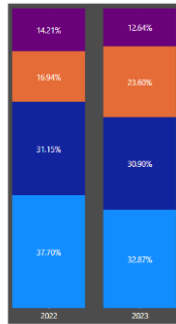
Percent of students showing problem solving mastery based on report card assessment.				
Grade Level:	Q1	Q2	Q3	Q4
Kinder	37/120 31%	68/118 58%	87/110 75%	92/112 82%
First	77/142 54%	100/138 72%	111/139 80%	95/141 67%
Second	69/104 66%	17/99 17%	31/107 30%	74/103 72%
Third	83/106 78%	54/105 51%	57/102 56%	82/105 78%
Fourth	83/111 75%	84/112 75%	102/113 90%	97/107 91%
Fifth	74/115 64%	48/113 43%	62/113 54.9%	82/115 71%

Savannah's 2023 STAAR Math Data

Overall Savannah saw a decrease in the number of students who "Did not Meet" standard on the Math STAAR from the 2022 to 2023 administrations. We also saw a decrease in the number of students who mastered STAAR from the 2022 to the 2023 administrations.

● Did Not Meet ● Approaches ● Meets ● Masters

2022 and 2023 Comparative Overall Math STAAR Performance

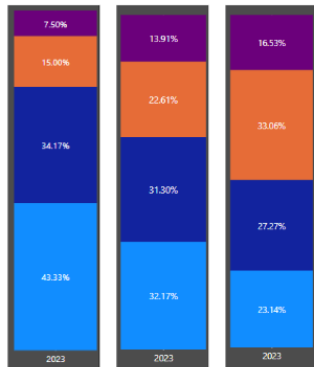


Insights:

Decrease in the number of students who “Did not Meet” standard.

Decrease in the number of students who “Mastered.”

2023 3rd-5th Grade Math



Insights:

3rd Math was our lowest performance on any STAAR test in 2023. (This was also our testing grade with the most new teachers.)

5th Grade Math was a campus strength. We saw a decrease in “Did not Meet” AND and an increase in “Masters” from 2022 to 2023.

A breakdown of the specific TEK-based strengths and needs for each grade level is available here with our performance in comparison to the top 3 schools in our zone (S=Savannah, SR=Sandbrock Ranch, UP=Union Park):

3rd Math	
Strengths	Next Steps
<ul style="list-style-type: none"> 3.6 D decompose composite figures formed by rectangles to determine the area (S-73%, SR-73%, UP-83%, D-62%) 3.2D compare and order numbers up to 100,000 (S-50%, SR-52%, UP-57%, D-54%) 3 Qs-3.8 A Summarize a data set with multiple categories with scaled intervals (S-67%, SR-73%, UP-81%, D-71%) 	<ul style="list-style-type: none"> 4 Qs-3.5E represent real-world relationships using number pairs in a table (S-47%, SR-64%, UP-66%, D-59%) 3 Qs-3.8 A Summarize a data set with multiple categories with scaled intervals (S-67%, SR-73%, UP-81%, D-71%) 2 Qs-3.3H compare two fractions having the same numerator or denominator (S-27%, SR-42%, UP-61%, D-52%) 2 Qs-3.4A solve 1 and 2 step problems involving addition and subtraction within 1,000 (S-39%, SR-43%, UP-43%, D-46%) 2 Qs-3.5A represent 1 and 2 step problems involving addition and subtraction within 1,000 (S-24%, SR-19%, UP-23%, D-22%) 3.6A-Classify and sort 2-D and 3-D solids

4th Math	
Strengths	Next Steps
<ul style="list-style-type: none"> 4.7C Determine measures of angles in degrees (S-74%, SB-62%, UP, 55%, D-65%) 4.2B represent the value of the digit in whole numbers through 1 billion to the hundredths (S-61%, SR-68%, UP-66%, D-64%) 4.3D compare two fractions with different numerators and different denominators (S-57%, SR-62%, UP-71%, D-60%) 	<ul style="list-style-type: none"> 2 Qs-4.5A Represent multi-step problems involving the four operations using strip diagrams and equations with a letter standing for the unknown quantity (S-30%, SR-44%, UP-47%, D-38%) 3 Qs-4.2G relate decimals to fractions that name tenths and hundredths (S-49%, SR-53%, UP-53%, D-51%) 3 Qs-4.3E represent and solve addition and subtraction of fractions with equal denominators using objects and pictorial models (S-47%, SR-62%, UP-68%, D-59%) 2 Qs-4.5D perimeter and area (S-44%, SR-61%, UP-56%, D-55%) 2 Qs-4.9A represent data marked with whole numbers and fractions (S-46%, SR-56%, UP 55%, D-52%) 2 Qs-4.6C apply knowledge of right angles to identify acute, right and obtuse triangles (S-34%, SR-33%, UP-39%, D-42%)

5th Math	
Strengths	Next Steps
<ul style="list-style-type: none"> 5.2B compare and order decimals to the thousandths place (S-64%, SR-61%, UP-69%, D-65%) 5.3E solve for products of decimals to the hundredths (S-68%, SR-67%, UP-75%, D-69%) 5.4B represent and solve multi-step problems involving the four operations (S-60%, SR-61%, UP-63%, D-61%) 5.3L divide whole numbers by unit fractions and unit fractions by whole numbers (S-78%, SR-54%, UP-70%, D-64%) 	<ul style="list-style-type: none"> 4 Qs- 5.3F&G represent and solve for quotients of decimals to the hundredths, 4x2 (represent-38%, solve-57%) 2 Qs-5.4H perimeter, area, and volume (S-47%, SB-26%, UP-52%, D-38%) 3 Qs-5.8C graph in the first quadrant ordered pairs, including numbers generated by number patterns or found in an input-output table (5.4D) 2 Qs-5.3H represent and solve addition and subtraction of fractions with unequal denominators (S-27%, SR-19%, UP-32%, D-30%) 3 Qs-5.4A Identify prime and composite numbers (S-49%, SR-51%, UP-61%, D-55%)

ELAR Student Learning Summary:

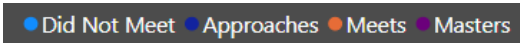
Savannah's 2022-23 CIP ELAR Data

For the 2022-23 school year Savannah prioritized making gains in reading growth. The Q1 data shows the number of students on level for each grade, but Q2, Q3, and Q4 show the percent of students on track for a year's growth (or more) in reading. Kinder, 1st, 3rd, and 5th saw gains in students on track for a year's growth. Both 2nd and 4th grade saw a decline by 4th quarter. Both 2nd and 4th grades had teachers out for the 2nd semester on long term leave which greatly impacted the grade level's EOY data. We will prioritize gains in 3rd and 5th this year to make up the lost ground.

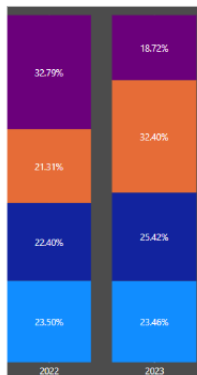
Percent of students <i>on track</i> to make one years growth in reading.				
Grade Level:	Q1	Q2	Q3	Q4
Kinder	78/120 65%	60/124 48%	81%	81%
First	1122 37%	63/139 45.32%	66%	98/141 70%
Second	57/107 53%	65/103 63%	63%	57%
Third	1 75.27%	1 73.08%	72.12%	78%
Fourth	1 78%	98/115 85.2%	92%	97/109 89%
Fifth	103/119 86%	1 86.1%	82%	96/113 85%

Savannah's 2023 STAAR ELAR Data

Overall Savannah saw a small decrease in the number of student who "Did not Meet" standard on the ELAR STAAR from the 2022 to 2023 administrations. We saw a significant decrease in the number of students who mastered ELAR STAAR from the 2022 to the 2023 adminstrations. Reading was still a campus strength when comparing Savannah to other top schools in our zone.

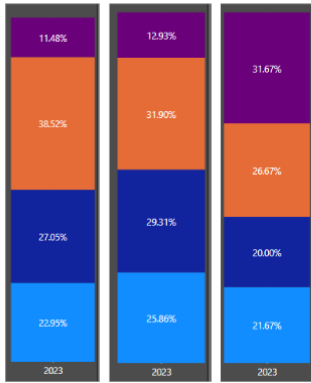


2022 and 2023 Comparative Overall ELAR STAAR Performance



Insights:
Small decrease in the number of students who "Did not Meet" standard.
Significant decrease in the number of students who "Mastered."

2023 3rd-5th Grade ELAR



Insights:

There was a decrease in the number of students who "Mastered" across each grade level from 2022 to 2023. This may have been due to the new constructed response items on the ELAR tests.

In comparison with other top schools in our zone, Reading was a campus strength.

A breakdown of the specific TEK-based strengths and needs for each grade level is available here with our performance in comparison to the top 3 schools in our zone (S=Savannah, SR=Sandbrock Ranch, UP=Union Park):

3rd ELAR	
Strengths	Next Steps
<ul style="list-style-type: none"> 3.6C make and correct or confirm predictions using text features, characteristics of genre, and structures (75%) 3.10D explain the author's use of print and graphic features to achieve specific purposes (73%) 3.11Diii singular, plural, common, and proper nouns;(73%) T-identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and (80%) TH infer the theme of a work, distinguishing theme from topic (84%) 	<ul style="list-style-type: none"> 3.11Bi organizing with purposeful structure, including an introduction and a conclusion;(30%) 3.11Bii developing an engaging idea with relevant details (40%) 3.9ei identifying the claim(43%) 4 Qs- 3.6 (E)make connections to personal experiences, ideas in other texts, and society;(53%) 3 Qs-3.11c revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (58%) 3 Qs- 3.8B explain the relationships among the major and minor characters (58%) 25 students need 30 hrs

4th ELAR	
Strengths	Next Steps
<ul style="list-style-type: none"> 4.3D identify, use, and explain the meaning of homophones such as reign/rain (77%) 4.8B explain the interactions of the characters and the changes they undergo (76%) 4.11Div adjectives, including their comparative and superlative forms (73%) 4.11Div (Leidecker 90%) adjectives, including their comparative and superlative forms 4.3D (Runion 84%) determine the meaning of and use words with <u>affixes</u> such as mis-, sub-, -ment, and - ity/ty and roots such as auto, graph, and meter; and 	<ul style="list-style-type: none"> 4.7C use text evidence to support an appropriate response (32%) (District 31%) 4.11D edit drafts using standard English conventions (35%) 4.11Di complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (38%) 4.11Bi organizing with purposeful structure, including an introduction, transitions, and a conclusion (41%) 4.6E 4Qs make connections to personal experiences, ideas in other texts, and society 4.11Bi 3Qs organizing with purposeful structure, including an introduction, transitions, and a conclusion] 4.11C 4Qs revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity Work on Writing 20 students need 30 hrs. 8 students need 15 hrs.

5th ELAR	
Strengths	Next Steps
<ul style="list-style-type: none"> 5.10C analyze the author's use of print and graphic features to achieve specific purposes (79%) 5.8C analyze plot elements, including rising action, climax, falling action, and resolution (78%) 5.11Bi (77%) organizing with purposeful structure, including an introduction, transitions, and a conclusion 	<ul style="list-style-type: none"> 5.9Diii (46%) organizational patterns such as logical order and order of importance 5.9 Dii (44%) features such as insets, timelines, and sidebars to support understanding Recognizing characteristics and structures of informational text 6 Qs- revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (62%) 3Qs- 5.6E make connections to personal experiences, ideas in other texts, and society (60%) 3Qs- 5.6G evaluate details read to determine key ideas (61%)

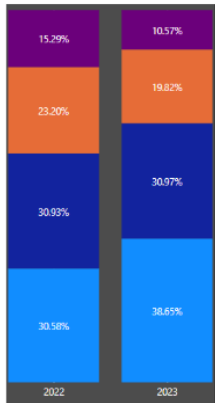
Science Student Learning Summary:

Savannah's 2023 STAAR Science Data

For the 2022-23 school year Savannah did not perform well in Science. We have addressed this by writing a CIP Science goal for the 2023-24 school year focused on Earth and Space Systems as this was the area with the greatest performance discrepancy in comparison with other “like” schools.

● Did Not Meet ● Approaches ● Meets ● Masters

2022 and 2023 Comparative Overall Science STAAR Performance



Insights:
Significant increase in the number of students who “Did not Meet” as well as a decrease in the number of students who “Mastered” from the 2022 to 2023 administrations.

Student Learning Strengths

- For the 2022-23 school year Savannah prioritized math problem solving and saw significant gains in problem solving.
- For the 2022-23 school year Savannah better aligned our math essentials with the more rigorous district report card assessments and saw gains in student mastery by the end of the school year.
- 2023 STAAR data shows a decrease in the number of students who "Did not Meet" standard in both the math and reading tests.
- For the 2022-23 school year Savannah pulled our reading pre and post assessments from the Units of Study so that we are aligned with the guaranteed and viable curriculum.
- For the 2023-24 School Year, Savannah made even more improvements on the master schedule to break down ELAR time with more clarity, and ensure that Science is prioritized in each grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is inconsistency in the implementation of the Workshop model across the campus. **Root Cause:** New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.

Problem Statement 2 (Prioritized): Reading Level data is inconsistent with STAAR data. **Root Cause:** Until the 23-24 school year, the campus had been using old DRA kits for formal data and had not prioritized running record calibration from classroom to classroom.

Problem Statement 3 (Prioritized): Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

Problem Statement 4 (Prioritized): Teachers have struggled to provide rigorous Tier 1 math lessons from day to day. **Root Cause:** The season of online learning in 2020 created an over reliance on online math instruction and a decrease in conceptual instruction. Teachers do not have a clear understanding of the Math STEMScopes curriculum available to them.

Problem Statement 5 (Prioritized): Savannah 5th graders have not performed well on the science STAAR for the last few years. **Root Cause:** There has not been enough emphasis and accountability in Tier 1 science instruction in all grades.

Problem Statement 6 (Prioritized): Many students are still struggling in foundational math skills (place value and computation). **Root Cause:** There are still gaps in student

learning from the COVID season.

Problem Statement 7: Savannah students are struggling with "kindness." **Root Cause:** Overall, students have struggled with social skills since COVID.

School Processes & Programs

School Processes & Programs Summary

Savannah is a model PLC school with well-defined processes for gathering and reviewing student performance data. We are currently building on the great work already done in previous years (identifying common essential TEKS, writing common formative assessments using the cognitive ladder, and providing intervention for both remediation and extension.) Because the essentials and CFAs are in place our focus this year will be on providing quality Target Time.

We provide weekly communication to our school community through our "Savannah Shoutout" and to our staff through our "Gator News."

Our campus is run by a Guiding Coalition that governs our PLC process. This team includes representatives from all grade levels and special programs.

The Braswell Zone elementary principals have developed a tier 2 intervention in partnership with the Denton ISD Counseling and Social Work Department to create a safe place students to learn how to employ the TEKS for Positive Character Traits and Personal Skills. This tier 2 intervention is [Ubuntu](#), a word meaning, "Humanity: I am because we are." Using the idea behind humanity, the program targets skills the students are lacking by coaching and supporting them. This will be Ubuntu's 2nd year, and the program already has much success to celebrate.

For the 2022-2023 School year: Daytime learning opportunities were well received with teachers reaching out to coaches and asking for follow-up learning and/or support.

- 2nd and 3rd Grade Labs focused on STEMScopes/Math workshop -
 - 3rd grade began heavily utilizing STEMScopes right away and have repeatedly shared how helpful that session was for them
- All grades - Science Pop Up with Tosha Hoefert
 - We discovered many teachers did not know about the science prep room, so we are worked on making this more accessible
 - 5th asked for support with implementing STEM Challenges, so Ms. Hoefert modeled this over two days with our teacher (Ms. Lonsdale) cypocattng with her later class.
 - 3rd asked to see CER in action, so our coach, Bethany Harris modeled this for them.
 - 2nd loved the new "Scope at a Glance" planning tool that Ms. Hoefert shared
- Literacy Cadre for 2nd/3rd

School Processes & Programs Strengths

Teachers loved the mega Labs focused on STEMScopes for Math and Science.

Staff and Parent Newsletters were successful.

Literacy Cadre was well-received.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

Problem Statement 2: Savannah students are struggling with "kindness." **Root Cause:** Overall, students have struggled with social skills since COVID.

Problem Statement 3: Parents want more communication from classroom teachers. **Root Cause:** Last year teams were inconsistent when sending home data binders.

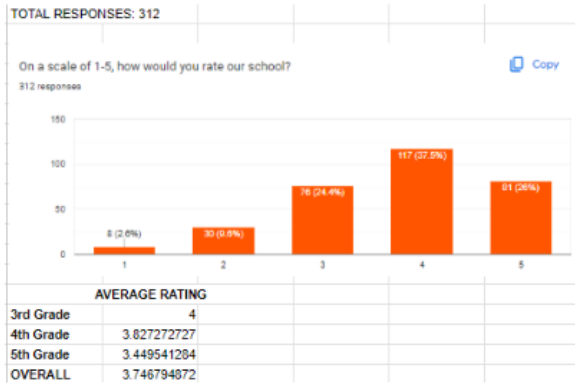
Perceptions

Perceptions Summary

Overall Savannah struggled with the Q12 survey given in the fall and spring of the 2022-23 school year. The specific area of need: Employees "knowing what is expected of them at work." This topic is specifically addressed in one of our culture and climate goals and is a top campus priority.

See addendum "Q12 Data Spring 2023."

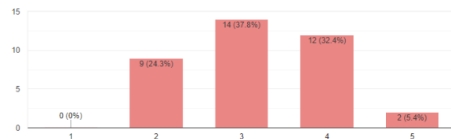
According to Spring 2023 survey data, students rated our school a 3.7 out of 5, with "being able to learn" as a top strength, and "others being kind to me" as a weakness.



According to Spring 2023 survey data, teachers rated our school as average, with "student behavior" being the biggest struggle.

How do Teachers View our School?

On a scale from 1 to 5 (1 being low and 5 being high), how would you rate Savannah Elementary as a whole?

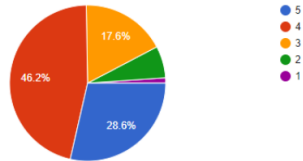


According to Spring 2023 survey data, parents rated our school fairly high (over 4 out of 5), with student behavior being the biggest area for improvement.

How do Parents View our School?

On a scale from 1 to 5 (1 being low and 5 being high), how would you rate Savannah Elementary?

91 responses



Perceptions Strengths

Savannah students state they are able to learn at our school.

Parents view the school favorably overall.

Teachers loved the weekly communication newsletter from admin.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

Problem Statement 2 (Prioritized): The student attendance rate is currently only 95%. Learning is impacted greatly when students are present at school. **Root Cause:** Families have not taken school attendance as seriously since COVID.

Problem Statement 3: Savannah students are struggling with "kindness." **Root Cause:** Overall, students have struggled with social skills since COVID.

Problem Statement 4: Parents want more communication from classroom teachers. **Root Cause:** Last year teams were inconsistent when sending home data binders.

Priority Problem Statements

Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus.

Root Cause 1: New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading Level data is inconsistent with STAAR data.

Root Cause 2: Until the 23-24 school year, the campus had been using old DRA kits for formal data and had not prioritized running record calibration from classroom to classroom.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers need more support with how to handle student behaviors and classroom management.

Root Cause 3: Overall, student behavior has been challenging for the last four years.

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

Problem Statement 4: The student attendance rate is currently only 95%. Learning is impacted greatly when students are present at school.

Root Cause 4: Families have not taken school attendance as seriously since COVID.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Teachers have struggled to provide rigorous Tier 1 math lessons from day to day.

Root Cause 5: The season of online learning in 2020 created an over reliance on online math instruction and a decrease in conceptual instruction. Teachers do not have a clear understanding of the Math STEMScopes curriculum available to them.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Savannah 5th graders have not performed well on the science STAAR for the last few years.

Root Cause 6: There has not been enough emphasis and accountability in Tier 1 science instruction in all grades.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: We have a large number of new teachers who need support in Tier 1 instruction.

Root Cause 7: The opening of a new school nearby coupled with a change in leadership led to an influx of new teachers on staff.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Many students are still struggling in foundational math skills (place value and computation).

Root Cause 8: There are still gaps in student learning from the COVID season.

Problem Statement 8 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

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
- 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 of 2024, Savannah Elementary will ensure at least 80% of students can communicate their mathematical thinking in problem solving at mastery level 3, measured by the district Mathematical Communication rubric, aligned K-5th grade.

High Priority

Evaluation Data Sources: -District report card rubric for each grade level.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Savannah Teachers will participate in ongoing math STEMScopes PD.</p> <p>Strategy's Expected Result/Impact: Improve Tier One instruction.</p> <p>Staff Responsible for Monitoring: Admin and Math Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 4</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Savannah Teachers will participate in a report card assessment calibration session one time per quarter to ensure consistent and accurate reporting.</p> <p>Strategy's Expected Result/Impact: This will improve the accuracy of the data we are using to track our problem-solving progress.</p> <p>Staff Responsible for Monitoring: Admin and Math Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Savannah math Teachers will participate in quarterly Tools to Know/Ways to Show PD with our math interventionist.</p> <p>Strategy's Expected Result/Impact: Improve Tier One instruction and conceptual learning for students.</p> <p>Staff Responsible for Monitoring: Math Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 4</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Admin and intervention will conduct math workshop walk-throughs quarterly with a specific feedback form for use of "Tools to Know"/"Ways to Show."</p> <p>Strategy's Expected Result/Impact: Improve Tier One instruction and conceptual learning for students.</p> <p>Staff Responsible for Monitoring: Admin and Math Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 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 1 Problem Statements:

Demographics

Problem Statement 2: We have a large number of new teachers who need support in Tier 1 instruction. **Root Cause:** The opening of a new school nearby coupled with a change in leadership led to an influx of new teachers on staff.

Student Learning

Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus. **Root Cause:** New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.

Problem Statement 4: Teachers have struggled to provide rigorous Tier 1 math lessons from day to day. **Root Cause:** The season of online learning in 2020 created an over reliance on online math instruction and a decrease in conceptual instruction. Teachers do not have a clear understanding of the Math STEMScopes curriculum available to them.

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
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- * 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, 80% of K-3 students will show mastery on PNA as measured by EOY assessment data. All below level 4th and 5th grade students will take PNA. 80% of those students will show mastery of PNA by MOY.

High Priority

Evaluation Data Sources: -Primary Numeracy Assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-5 Teachers will engage students in Target Time focused on PNA skills as well as essentials.</p> <p>Strategy's Expected Result/Impact: Target time focused on Primary Numeracy will build the foundational skills students need for math problem solving.</p> <p>Staff Responsible for Monitoring: Admin, math interventionist, and team leads.</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</p> <p>Funding Sources: ESSER Funded Tutor will Support Teachers - State Compensatory Education (SCE) - \$12,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-5 Teachers will update PNA data biweekly for discussion in PLC.</p> <p>Strategy's Expected Result/Impact: Tracking the data from target time focused on Primary Numeracy will build the foundational skills students need for math problem solving.</p> <p>Staff Responsible for Monitoring: Admin, math interventionist, and team leads.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6</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:

Student Learning
<p>Problem Statement 6: Many students are still struggling in foundational math skills (place value and computation). Root Cause: There are still gaps in student learning from the COVID season.</p>

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 3: By May of 2024, first through fifth grade teachers will show proficiency teaching fact fluency based on walkthrough feedback data (conducted each nine weeks) centered on a Fact Fluency rubric.

High Priority

Evaluation Data Sources: Teaching Fact Fluency Feedback Form

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Savannah 1st-5th Math teachers will participate in one Building Fact Fluency/ STEMscope Fact Fluency PD each nine weeks.</p> <p>Strategy's Expected Result/Impact: This will improve Tier One instruction in the area of teaching fact fluency.</p> <p>Staff Responsible for Monitoring: Admin, math interventionist.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 4, 6</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Admin and intervention will conduct fact fluency walk-throughs quarterly giving teachers specific feedback using the Fact Fluency rubric.</p> <p>Strategy's Expected Result/Impact: This will improve Tier One instruction in the area of teaching fact fluency.</p> <p>Staff Responsible for Monitoring: Admin, math interventionist.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 4, 6</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 2: We have a large number of new teachers who need support in Tier 1 instruction. Root Cause: The opening of a new school nearby coupled with a change in leadership led to an influx of new teachers on staff.</p>
Student Learning
<p>Problem Statement 4: Teachers have struggled to provide rigorous Tier 1 math lessons from day to day. Root Cause: The season of online learning in 2020 created an over reliance on online math instruction and a decrease in conceptual instruction. Teachers do not have a clear understanding of the Math STEMScopes curriculum available to them.</p> <p>Problem Statement 6: Many students are still struggling in foundational math skills (place value and computation). Root Cause: There are still gaps in student learning from the COVID season.</p>

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:





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

Performance Objective 4: By May of 2024, Savannah Elementary will ensure that students achieve at least one year's growth in Reading for on-level learners, and a minimum of 1.5 year's growth in Reading for students performing below grade level as evidenced by Fountas and Pinnell reading assessment and TXKEA.

High Priority

Evaluation Data Sources: -Fountas and Pinnell Reading Assessments (1st-5th Graders)
 -TXKEA (for Kindergarten)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: K-5 Teachers will engage students in Guided Reading groups and strategy groups to improve reading fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Targeted instruction will improve reading fluency and comprehension.</p> <p>Staff Responsible for Monitoring: Admin, Team leads, reading interventionist.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: ESSER Funded Tutor will Support Teachers - State Compensatory Education (SCE) - \$12,000</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: K-5 Teachers will update reading running record data biweekly for tracking SMART goal progress in PLC.</p> <p>Strategy's Expected Result/Impact: Updating running record data often will help hold each PLT accountable for student progress and promote rapid student growth.</p> <p>Staff Responsible for Monitoring: Admin, reading interventionist, grade level PLT</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: K-1 Teachers will participate in district Units of Study Cadre.</p> <p>Strategy's Expected Result/Impact: This will improve Tier One instruction for Units of Study and the workshop model.</p> <p>Staff Responsible for Monitoring: Admin, Reading Interventionist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Admin and intervention will conduct small group walk-throughs quarterly giving teachers specific feedback on guided reading reading strategy group instruction.</p> <p>Strategy's Expected Result/Impact: This will improve Tier One instruction in the area guided reading and reading strategy groups.</p> <p>Staff Responsible for Monitoring: Admin, reading interventionist.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: We have a large number of new teachers who need support in Tier 1 instruction. **Root Cause:** The opening of a new school nearby coupled with a change in leadership led to an influx of new teachers on staff.

Student Learning

Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus. **Root Cause:** New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.

Problem Statement 2: Reading Level data is inconsistent with STAAR data. **Root Cause:** Until the 23-24 school year, the campus had been using old DRA kits for formal data and had not prioritized running record calibration from classroom to classroom.

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 5: By May of 2024, 80% of Savannah students will show mastery in the category of Earth and Space Systems according to STEMScopes post assessment data.

High Priority

Evaluation Data Sources: STEMScopes post assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers' science lesson plans (using STEMScopes) will include TEKs, vocabulary, and hands-on learning using the workshop model. These lesson plans will be reviewed bi-weekly in PLC.</p> <p>Strategy's Expected Result/Impact: This will improve Tier One instruction for science.</p> <p>Staff Responsible for Monitoring: Admin, Interventionists, Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 5</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Admin and intervention will conduct science workshop walk-throughs once each semester with a science workshop feedback form.</p> <p>Strategy's Expected Result/Impact: This will improve Tier One instruction for science.</p> <p>Staff Responsible for Monitoring: Admin, Intervention</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 5</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 5 Problem Statements:

Demographics
<p>Problem Statement 2: We have a large number of new teachers who need support in Tier 1 instruction. Root Cause: The opening of a new school nearby coupled with a change in leadership led to an influx of new teachers on staff.</p>
Student Learning
<p>Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus. Root Cause: New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.</p> <p>Problem Statement 5: Savannah 5th graders have not performed well on the science STAAR for the last few years. Root Cause: There has not been enough emphasis and accountability in Tier 1 science instruction in all grades.</p>

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May of 2024, Savannah Elementary teachers will "understand what is expected" of them at work according to Gallup survey data and intermittent campus survey data.

High Priority





Evaluation Data Sources: -Q12 Data

-Intermittent Campus Survey Data

-Walkthrough Forms

-Documentation of Training Opportunities

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Admin will provide a "Gator Guidebook" to each teacher containing pertinent information for each nine weeks including our assessment calendar, behavior matrix, workshop model info, and PLC overview.</p> <p>Strategy's Expected Result/Impact: This Guidebook will give teachers a printed reference for what is expected as a professional and instructionalist.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Admin will provide a "What is Expected of Me This Week" Section in Gator News (staff newsletter) to lay out clear weekly expectations.</p> <p>Strategy's Expected Result/Impact: The "What is Expected of me This Week" section will offer teachers an ongoing guide for what is expected as a professional and instructionalist each week.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Savannah Elementary will provide a mentor for each new teacher and provide ongoing mentoring meetups, feedback, and PD.</p> <p>Strategy's Expected Result/Impact: This strategy will help our new teachers feel connected, supported, and prepared for their teaching role.</p> <p>Staff Responsible for Monitoring: Admin, Mentor Liaisons</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Savannah Elementary will provide weekly PD focused on PLC and Tier 1 Instruction.</p> <p>Strategy's Expected Result/Impact: This strategy will help all teachers feel connected, supported, and prepared for their teaching role.</p> <p>Staff Responsible for Monitoring: Admin, Intervention, Guiding Coalition</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

Problem Statement 2: We have a large number of new teachers who need support in Tier 1 instruction. **Root Cause:** The opening of a new school nearby coupled with a change in leadership led to an influx of new teachers on staff.

Student Learning

Problem Statement 1: There is inconsistency in the implementation of the Workshop model across the campus. **Root Cause:** New to teaching staff, new to grade level staff, new to Denton ISD staff need clarity on quality workshop procedures.

Problem Statement 3: Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

School Processes & Programs

Problem Statement 1: Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

Perceptions

Problem Statement 1: Teachers need more support with how to handle student behaviors and classroom management. **Root Cause:** Overall, student behavior has been challenging for the last four years.

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 2: By May of 2024, with the use of Positive Supports and Recognition, Savannah will see an increase in the number of students earning Club Friday throughout the school year.

High Priority

- Evaluation Data Sources:** -Club Friday Earners
 -WOW Winners
 -Caught in the Act Winners

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Savannah Elementary teachers will employ a "Club Friday" and "CHAMPS CAMP" economy system for Positive Behavior recognition each week.</p> <p>Strategy's Expected Result/Impact: We will see an increase in the number of students earning Club Friday throughout the school year.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Savannah Elementary will hold "Celebrate Savannah" award assemblies each week.</p> <p>Strategy's Expected Result/Impact: We will see an increase in the number of students earning Club Friday throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Once per quarter, Savannah Elementary will hold schoolwide CHAMPS assemblies centered on being "safe, kind and ready to learn."</p> <p>Strategy's Expected Result/Impact: We will see an increase in the number of students earning Club Friday throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Savannah Elementary will provide monthly PD focused on Positive behavior supports and restorative practices.</p> <p>Strategy's Expected Result/Impact: We will see an increase in the number of students earning Club Friday throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin, PABS Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 1</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Teachers need more support with how to handle student behaviors and classroom management. Root Cause: Overall, student behavior has been challenging for the last four years.</p>
Student Learning
<p>Problem Statement 3: Teachers need more support with how to handle student behaviors and classroom management. Root Cause: Overall, student behavior has been challenging for the last four years.</p>
School Processes & Programs
<p>Problem Statement 1: Teachers need more support with how to handle student behaviors and classroom management. Root Cause: Overall, student behavior has been challenging for the last four years.</p>
Perceptions
<p>Problem Statement 1: Teachers need more support with how to handle student behaviors and classroom management. Root Cause: Overall, student behavior has been challenging for the last four years.</p>

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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- * Foster a positive, welcoming environment encouraging parent and community partnerships
- * Promote health, wellness and emotional well-being
- * Effectively communicate achievements and recognition to the Denton ISD community

Performance Objective 3: By May of 2024, Savannah staff and students will maintain a 97% attendance rate.

High Priority

Evaluation Data Sources: Power BI, AESOP absence management

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom teachers call parents the day a student is absent for two days in a row. Strategy's Expected Result/Impact: Families will feel connected to the campus in a personal way and prioritize student attendance. Staff Responsible for Monitoring: Admin, Team Leads</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 2</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Savannah Elementary will give attendance awards in celebrate Savannah once per nine weeks. Strategy's Expected Result/Impact: Families will prioritize student attendance. Staff Responsible for Monitoring: Admin</p>	Formative		
	Dec	Mar	May


TEA Priorities:


Build a foundation of reading and math


- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Perceptions 2

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Perceptions

Problem Statement 2: The student attendance rate is currently only 95%. Learning is impacted greatly when students are present at school. **Root Cause:** Families have not taken school attendance as seriously since COVID.

State Compensatory

Budget for Savannah Elementary

Total SCE Funds: \$12,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	ESSER Funded Tutor will Support Teachers		\$12,000.00
1	4	1	ESSER Funded Tutor will Support Teachers		\$12,000.00
Sub-Total					\$24,000.00

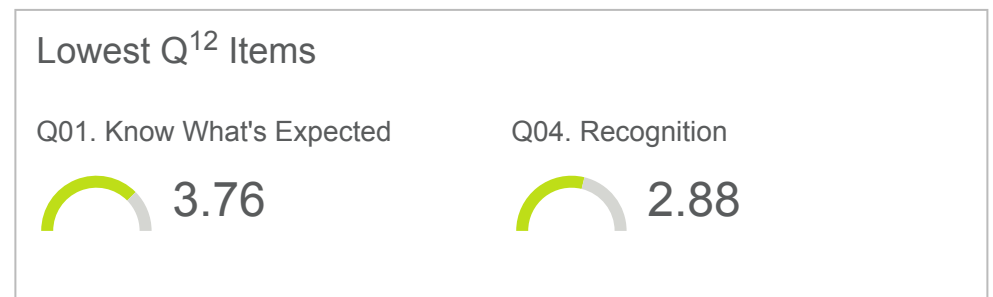
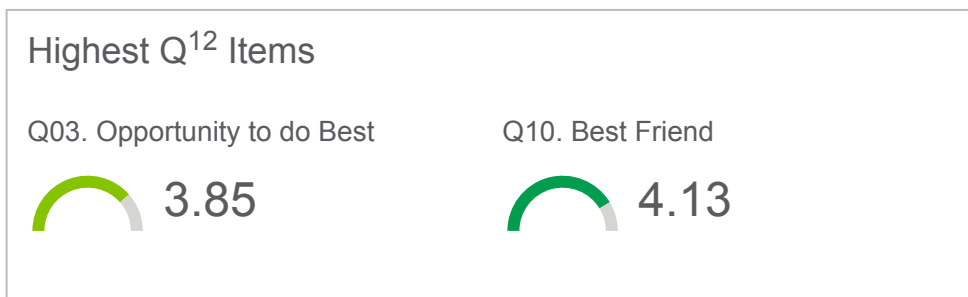
Addendums

EMPLOYEE ENGAGEMENT REPORT

2022-2023 Denton ISD End of Year Employee Engagement Survey

Direct | HAWKINS, ANDREA | All - All

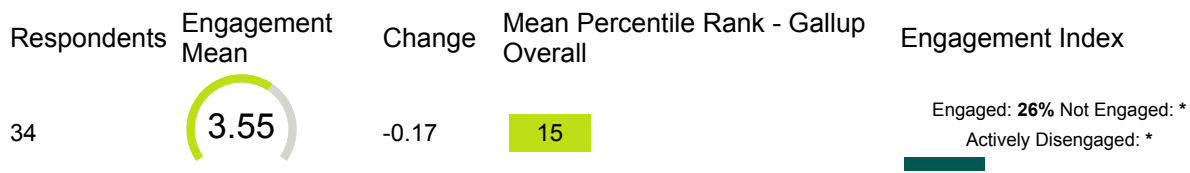
May 15, 2023 - May 26, 2023 | Total Respondents : 34



Mean Scores compared to Gallup Overall Database: ■ < 25th Percentile ■ 25-49th Percentile ■ 50-74th Percentile ■ 75-89th Percentile ■ >= 90th Percentile

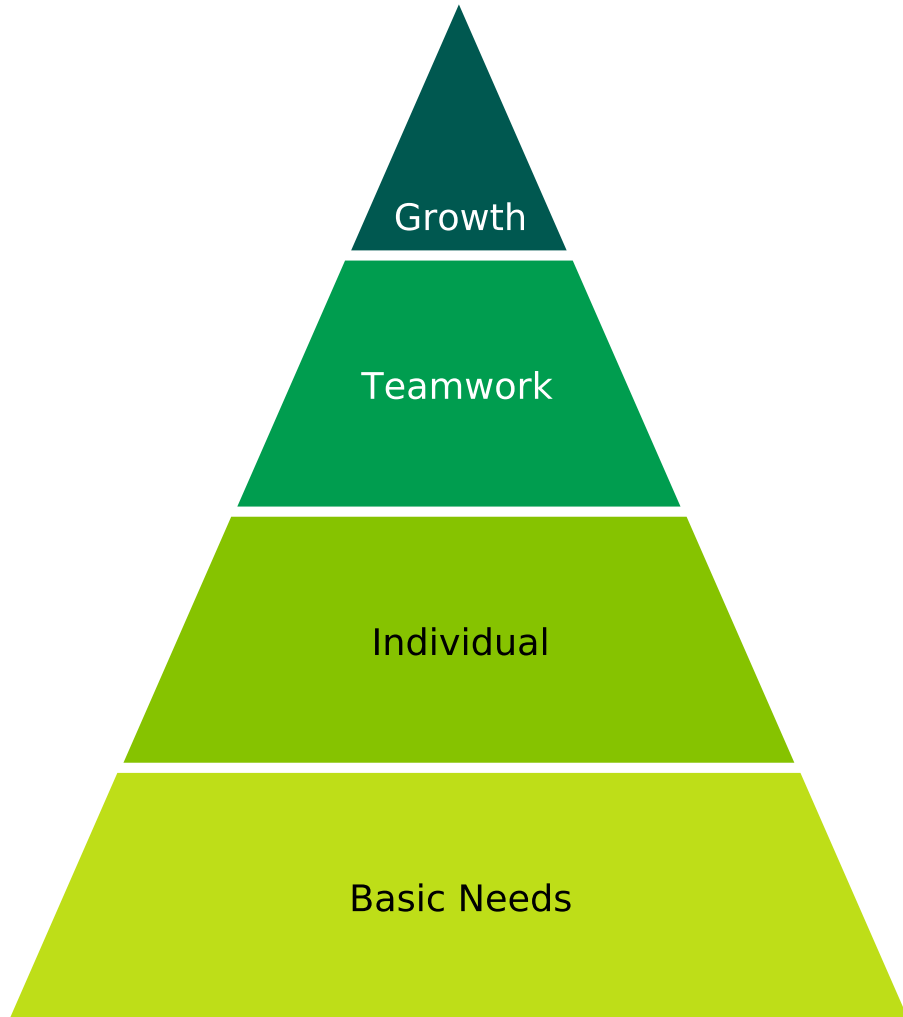
Q12 Mean

The Gallup Q12 score represents the average, combined score of the 12 elements that measure employee engagement. Each element has consistently been linked to better business outcomes.



	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	34	3.06	3.52	↓ -0.46	4	3.90
Q01: I know what is expected of me at work.	34	3.76	3.91	-0.15	7	4.46
Q02: I have the materials and equipment I need to do my work right.	34	3.68	3.57	0.11	18	4.15
Q03: At work, I have the opportunity to do what I do best every day.	34	3.85	3.80	0.05	27	4.23
Q04: In the last seven days, I have received recognition or praise for doing good work.	33	2.88	3.04	-0.16	13	3.48
Q05: My supervisor, or someone at work, seems to care about me as a person.	33	3.73	3.93	↓ -0.20	17	4.25
Q06: There is someone at work who encourages my development.	34	3.62	3.82	↓ -0.20	24	4.04
Q07: At work, my opinions seem to count.	34	3.32	3.61	↓ -0.29	17	3.69
Q08: The mission or purpose of my organization makes me feel my job is important.	33	3.61	3.88	↓ -0.27	18	4.04
Q09: My associates or fellow employees are committed to doing quality work.	33	3.09	4.02	↓ -0.93	3	4.06
Q10: I have a best friend at work.	32	4.13	3.65	↑ +0.48	70	3.85
Q11: In the last six months, someone at work has talked to me about my progress.	34	3.38	3.31	0.07	20	3.75
Q12: This last year, I have had opportunities at work to learn and grow.	34	3.59	4.17	↓ -0.58	19	4.06

Engagement Hierarchy



Growth - How can I grow?

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

Teamwork - Do I belong here?

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

Individual - What do I give?

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

Basic Needs - What do I get?

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

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?

Respondents

Current Mean

Change

Mean Percentile Rank - Gallup Overall

34




-0.02

12


	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q01: Know What's Expected I know what is expected of me at work.	34	3.76	3.91	-0.15	7	4.46
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	34	3.68	3.57	0.11	18	4.15

ENGAGEMENT HIERARCHY

Individual - What do I give?	Respondents	Current Mean	Change	Mean Percentile Rank - Gallup Overall
	34	 3.52	-0.13	19


	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	34	3.85	3.80	0.05	27	4.23
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	33	2.88	3.04	-0.16	13	3.48
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	33	3.73	3.93	↓ -0.20	17	4.25
Q06: Development There is someone at work who encourages my development.	34	3.62	3.82	↓ -0.20	24	4.04

ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?	Respondents	Current Mean	Change	Mean Percentile Rank - Gallup Overall
	34	 3.54	↓ -0.25	23

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q07: Opinions Count At work, my opinions seem to count.	34	3.32	3.61	↓ -0.29	17	3.69
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	33	3.61	3.88	↓ -0.27	18	4.04
Q09: Committed to Quality My associates or fellow employees are committed to doing quality work.	33	3.09	4.02	↓ -0.93	3	4.06
Q10: Best Friend I have a best friend at work.	32	4.13	3.65	↑ +0.48	70	3.85

ENGAGEMENT HIERARCHY

Growth - How can I grow?	Respondents	Current Mean	Change	Mean Percentile Rank - Gallup Overall
	34	 3.49	↓ -0.25	20

	Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
Q11: Progress In the last six months, someone at work has talked to me about my progress.	34	3.38	3.31	0.07	20	3.75
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	34	3.59	4.17	↓ -0.58	19	4.06

Engagement Index

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

	%	Past %
Engaged Engaged employees feel involved in and enthusiastic about their work and workplace; they are loyal and productive.	26%	34%

My supervisor creates an environment that is trusting and open.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
34	3.18	3.71	↓ -0.53	6	3.91

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
34	3.15	3.58	↓ -0.43	13	3.72

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
34	3.50	3.78	↓ -0.28	7	4.35

My organization cares about my overall wellbeing.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
34	3.35	3.68	↓ -0.33	15	3.82

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

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
34	3.09	2.55	↑ +0.54	28	3.44

There is open communication throughout all levels of my organization.

Respondents	Current Mean	Last Mean	Change	Mean Percentile Rank - Gallup Overall	Company Overall Current Mean
33	2.82	3.13	↓ -0.31	16	3.34

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

Respondents	Sentiment Distribution	Past Respondents	Past Sentiment Distribution
19	*	31	*

FOOTNOTES


* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if $n < 4$ for Mean, Top Box, Verbatim Responses, and Sentiment, $n < 10$ for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Gallup Overall Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

Sentiment Distribution  Positive  Negative  Neutral  Mixed

Sentiment Distribution is not available when $n < 50$

All text analytics are machine generated. Because we use machine learning to generate sentiments, results may not be 100% accurate.

GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

“Don’t know” or “Does not apply”.

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

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

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

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

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

COMPARISONS

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

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

Four Big Rocks

1. Demographics
2. Student Learning
3. Perceptions
4. Processes and Programs

DEMOGRAPHICS: Who Are We?

Guiding Questions:

How do we describe our school?

What are our behavior trends?

What students groups do we serve?

Who are our staff members?

What is our community like?

Demographics:

STRENGTHS:

Problem Statements:

Possible Data Sources:

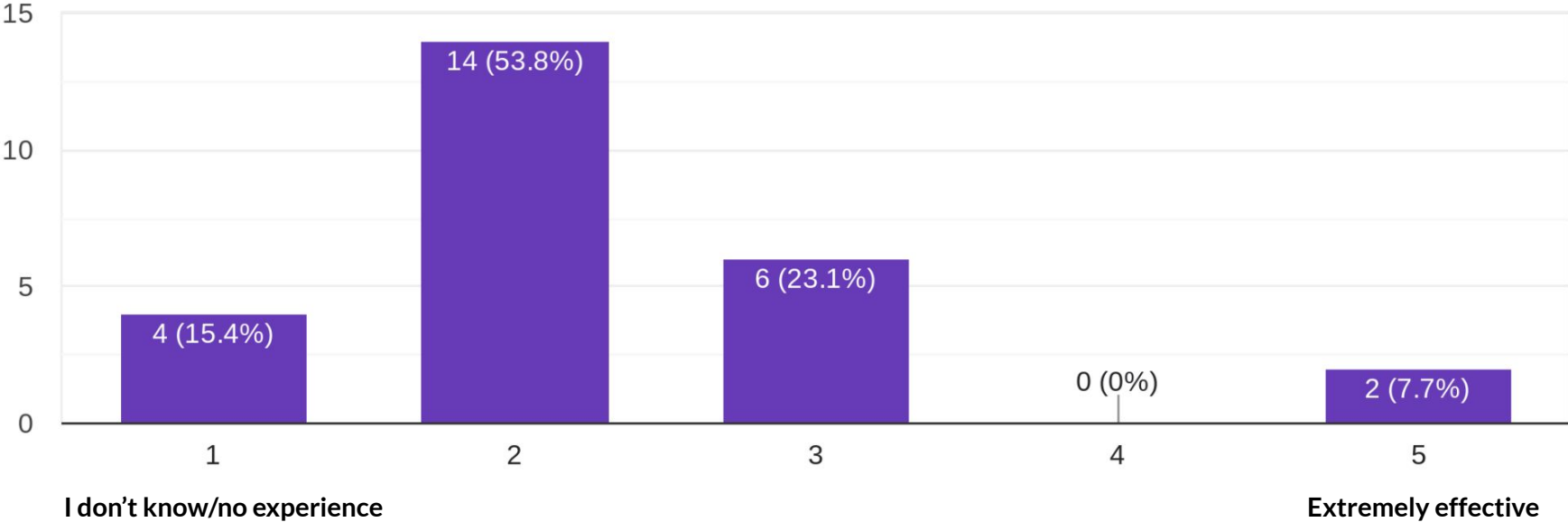
ESchool, texas schools.gov, 2022-23 Orange Dot Behavior Data, CLT input

Savannah Behavior Demographics

We surveyed classroom teachers over this year's behavior systems. Here is their feedback.

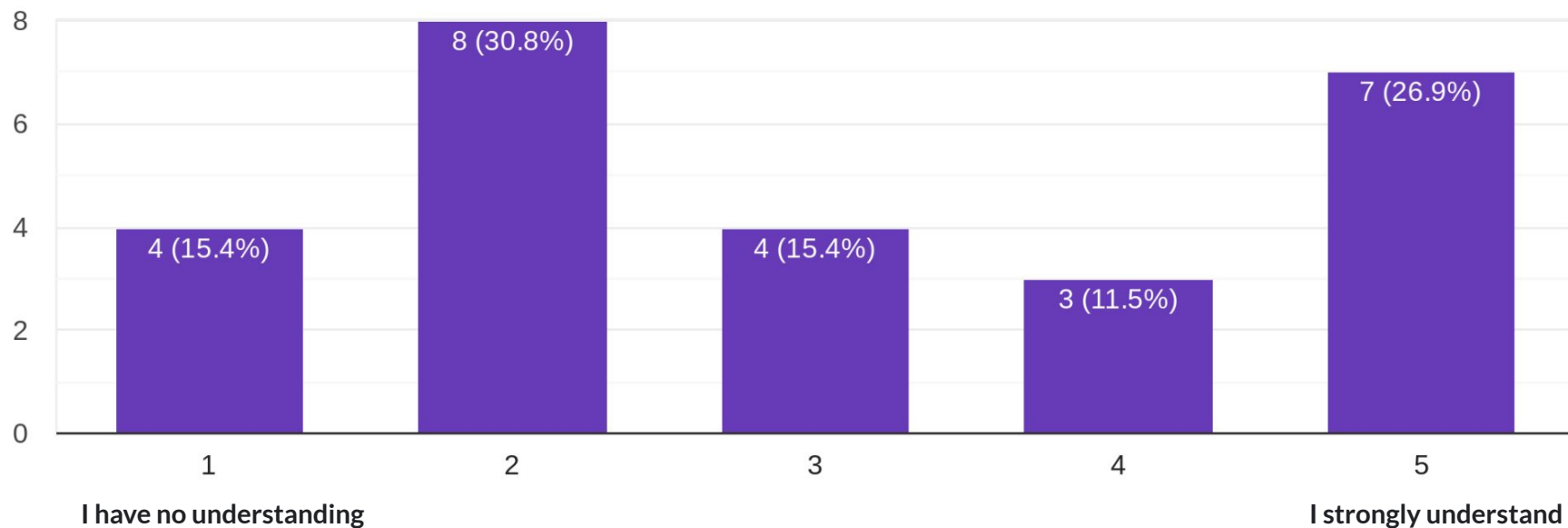
As a classroom teacher, how would you rate the effectiveness (support provided to teacher, handled in timely fashion, support provided to student, clarity of system) of the Orange Dot system overall?

26 responses



As a classroom teacher, how would you rate your understanding of when and why to submit an Orange Dot?

26 responses



Reality

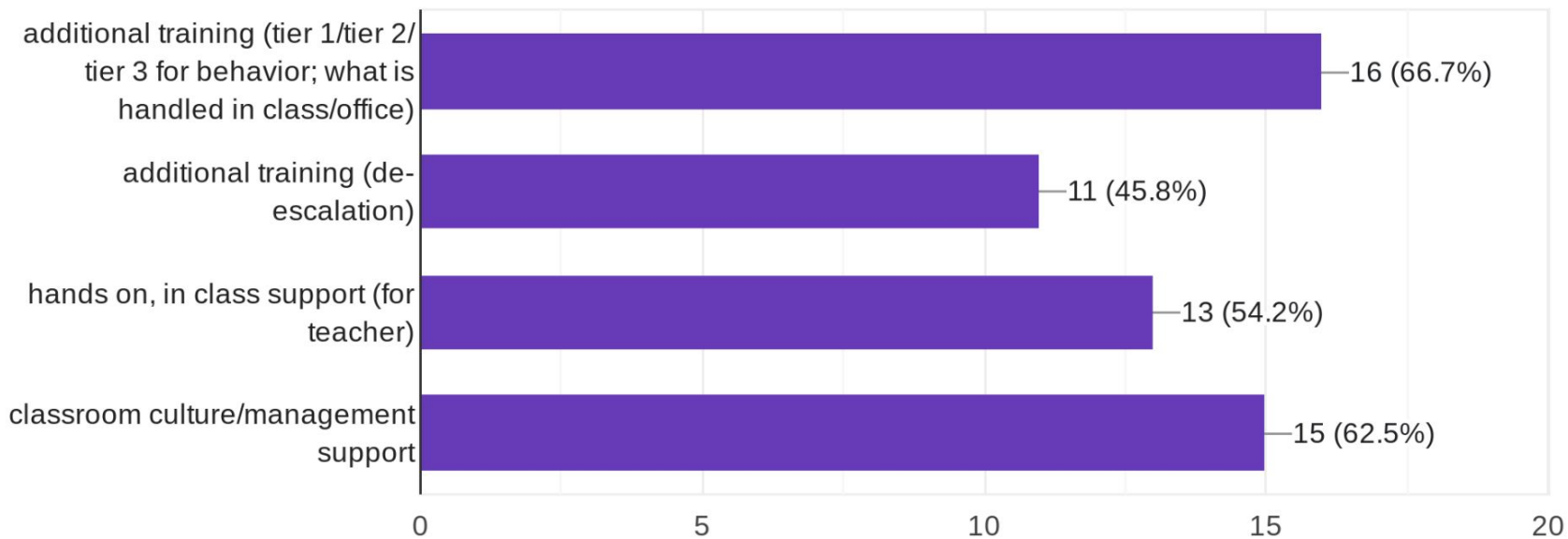
- Most teachers need more support/training in the Orange Dot system and how to utilize it effectively.
- Teachers are using Orange Dot for two purposes - office referrals and documentation.

Solution

- Begin the school year with overview of tiered behavior chart and interventions. Expectation that all teachers have access to it.
- Determine how Orange Dot should be used - for office referrals or documentation.
- Begin the year with training over Orange Dot system.

What support would you personally find most helpful?

24 responses



Reality

Teachers want additional training/support in addressing classroom culture and management support on the Tier 1 level.

Solution

- Be proactive about attending district behavior trainings
- Utilize SEL coach as a Tier 1 resource (videos on calm down corner setup, morning meeting, relationship agreement, etc)
- Admin present in classrooms BOY to help reinforce behavior expectations
- Expectation assemblies congruent with practice academy
- Behavior essentials

Student Learning: How well are our students doing?

Guiding Questions:

What progress have we made?

What is the academic performance for each group (grade levels and sub pops)?

How do we perform compared to similar campuses?

Does our CFA data match our STAAR data?

Student Learning:

Strengths:

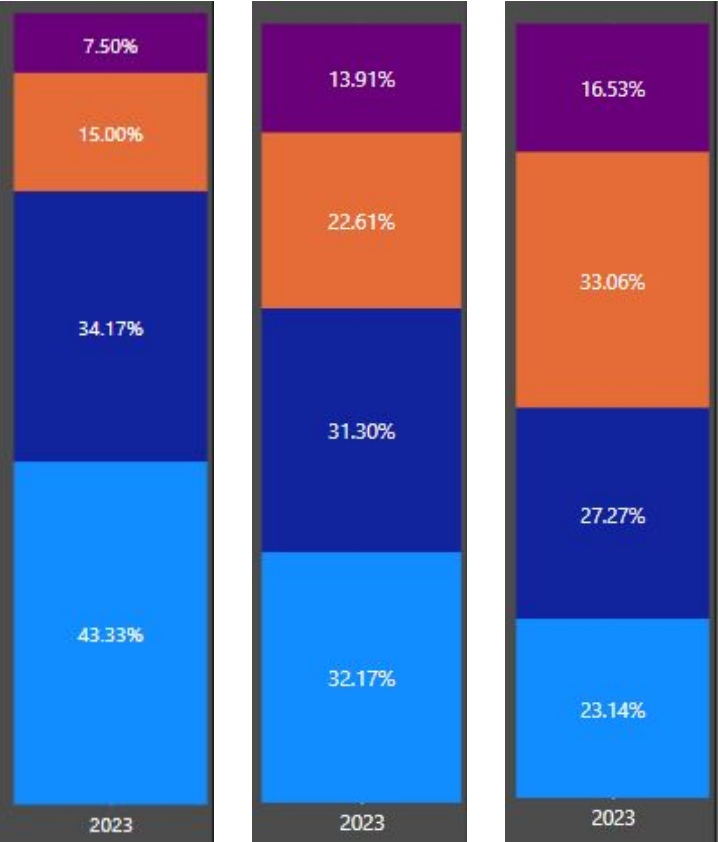
- High percentage of students meeting grade level standards in mathematics and science.
- High percentage of economically disadvantaged students meeting grade level standards in reading/ELA.
- Began using problem solving CFAs from the district.
- Using pre/post assessments from UoS

Problem Statements:

- Low percentage of students meeting grade level standards in reading/ELA, particularly in the areas of "Meeting Grade Level" and "Masters Grade Level."
- Low percentage of English Learners meeting grade level standards in reading/ELA.
- Low percentage of African American students meeting grade level standards in reading/ELA.
- Electronic data binders not consistently updated.
- CFA data information inputted in various places, making it harder for specialists to look at data

Data Sources: txschools.gov, Savannah CFA data, CLT Input, [Savannah Master Schedule](#)

2023 3rd-5th Grade Math

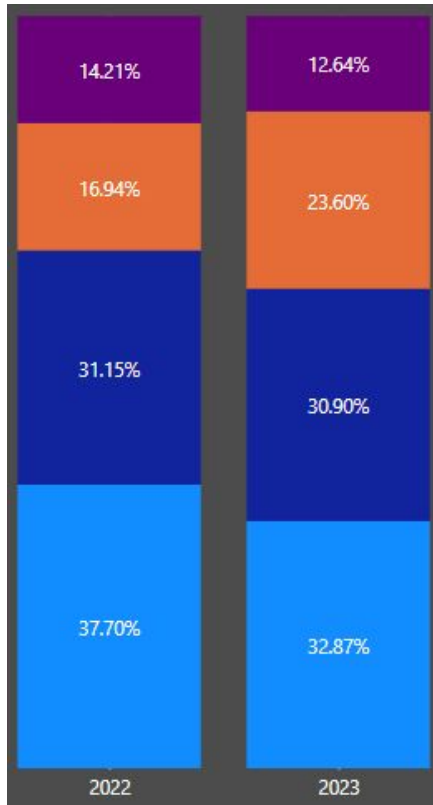


Insights:

3rd Math was our lowest performance on any STAAR test in 2023. (This was also our testing grade with the most new teachers.)

5th Grade Math was a campus strength. We saw a decrease in “Did not Meet” AND and an increase in “Masters” from 2022 to 2023.

2022 and 2023 Comparative Overall Math STAAR Performance

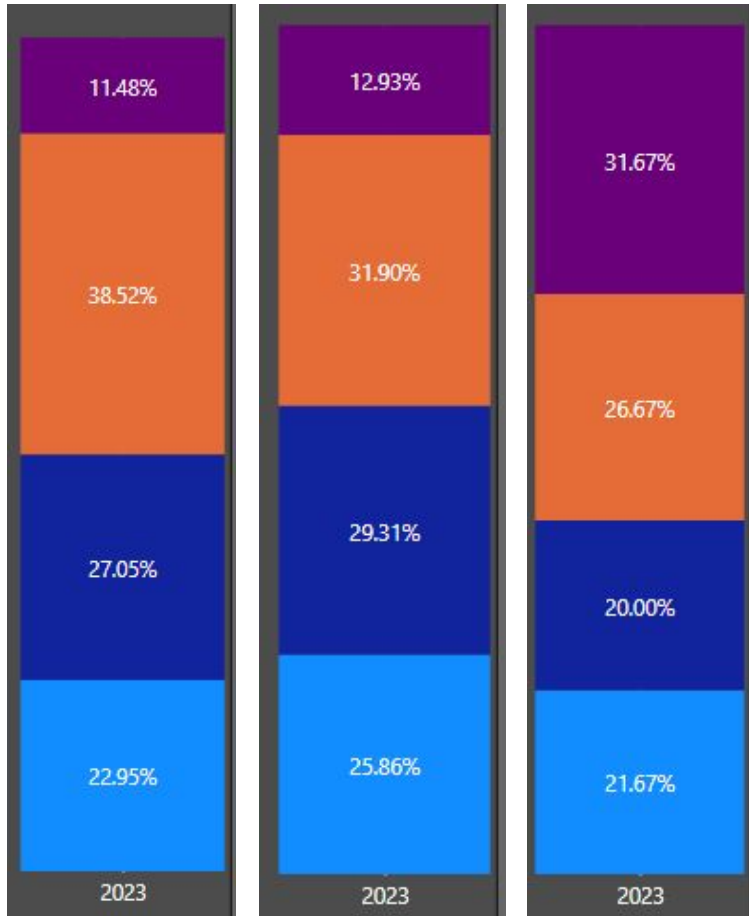


Insights:

Decrease in the number of students who “Did not Meet” standard.

Decrease in the number of students who “Mastered.”

2023 3rd-5th Grade ELAR

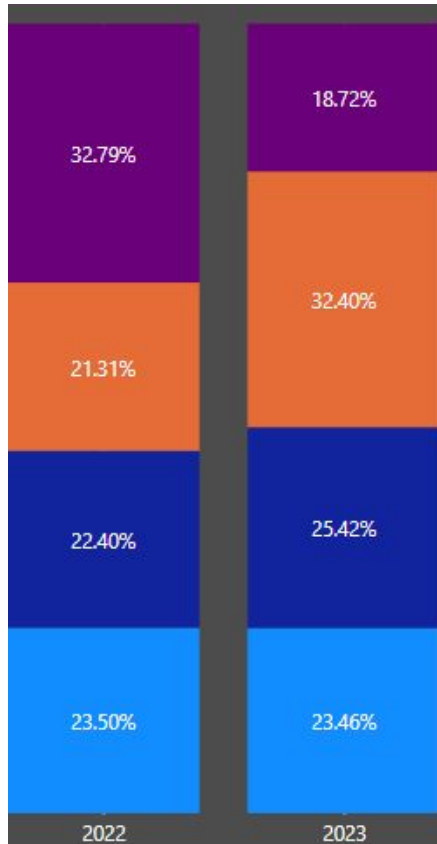


Insights:

There was a decrease in the number of students who “Mastered” across each grade level from 2022 to 2023. This may have been due to the new constructed response items on the ELAR tests.

In comparison with other top schools in our zone, Reading was a campus strength.

2022 and 2023 Comparative Overall ELAR STAAR Performance

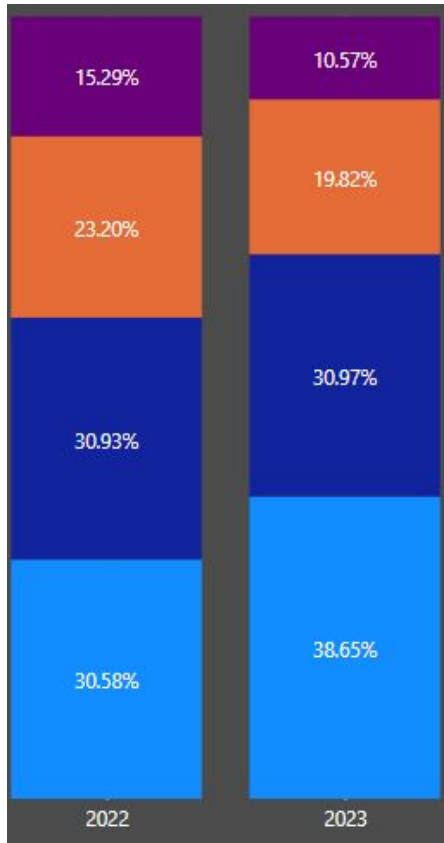


Insights:

Small decrease in the number of students who “Did not Meet” standard.

Significant decrease in the number of students who “Mastered.”

2022 and 2023 Comparative Overall Science STAAR Performance



Insights:

Significant increase in the number of students who “Did not Meet” as well as a decrease in the number of students who “Mastered” from the 2022 to 2023 administrations.

Perceptions: How well do we conduct business at school?

Guiding Questions:

How is our attendance?

What is significant in behavior data?

How do parents view our school's climate?

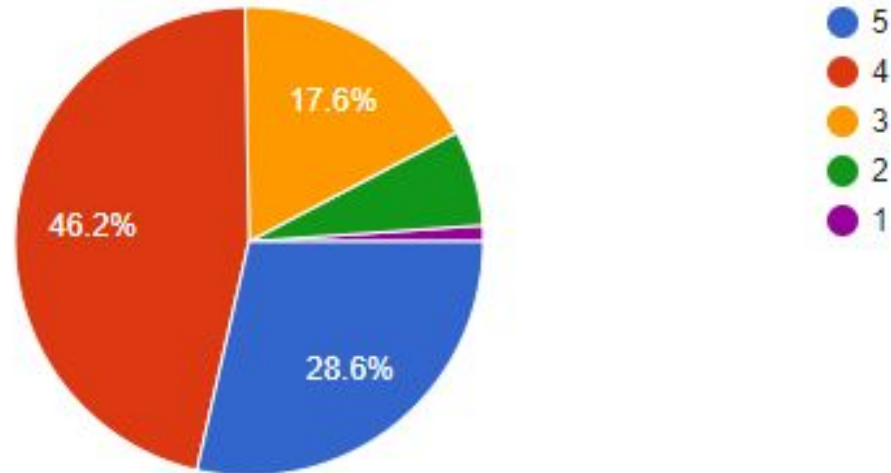
How do students view our school?

How do teachers view our school?

How do Parents View our School?

On a scale from 1 to 5 (1 being low and 5 being high), how would you rate Savannah Elementary?

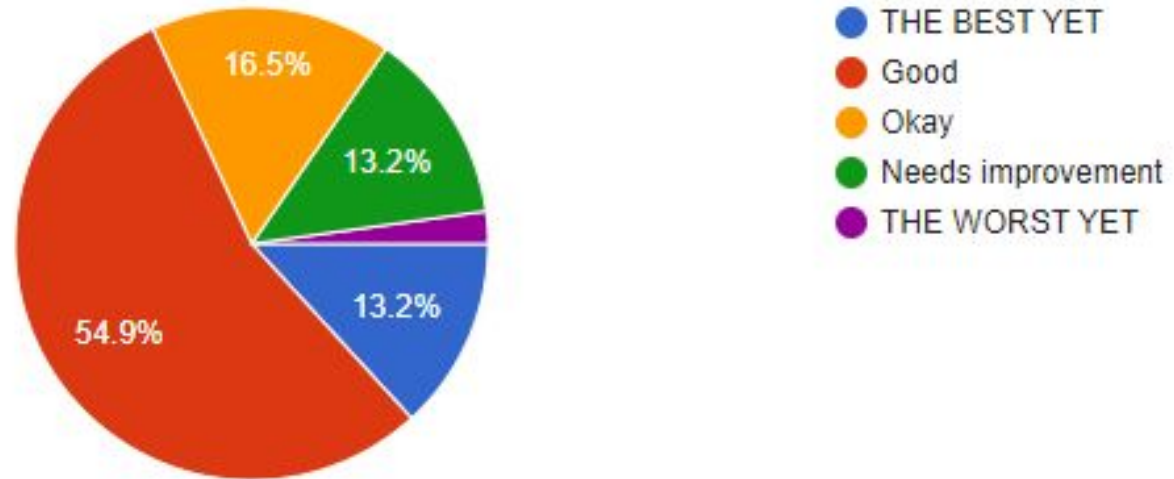
91 responses



How do Parents View our School?

How has your experience at Savannah Elementary been this year (2022-2023 school year)?

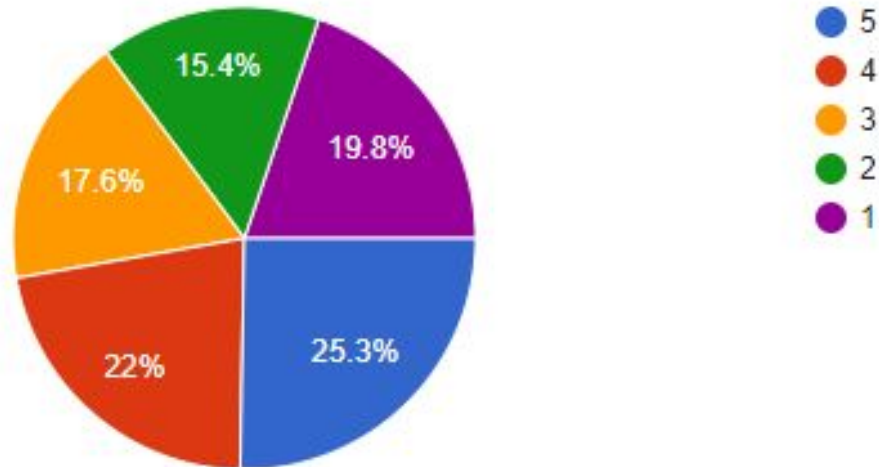
91 responses



How do Parents View our School?

On a scale from 1-5, do you feel like your students learning was impacted by behaviors in the classroom? (1 being not at all, 5 being everyday)

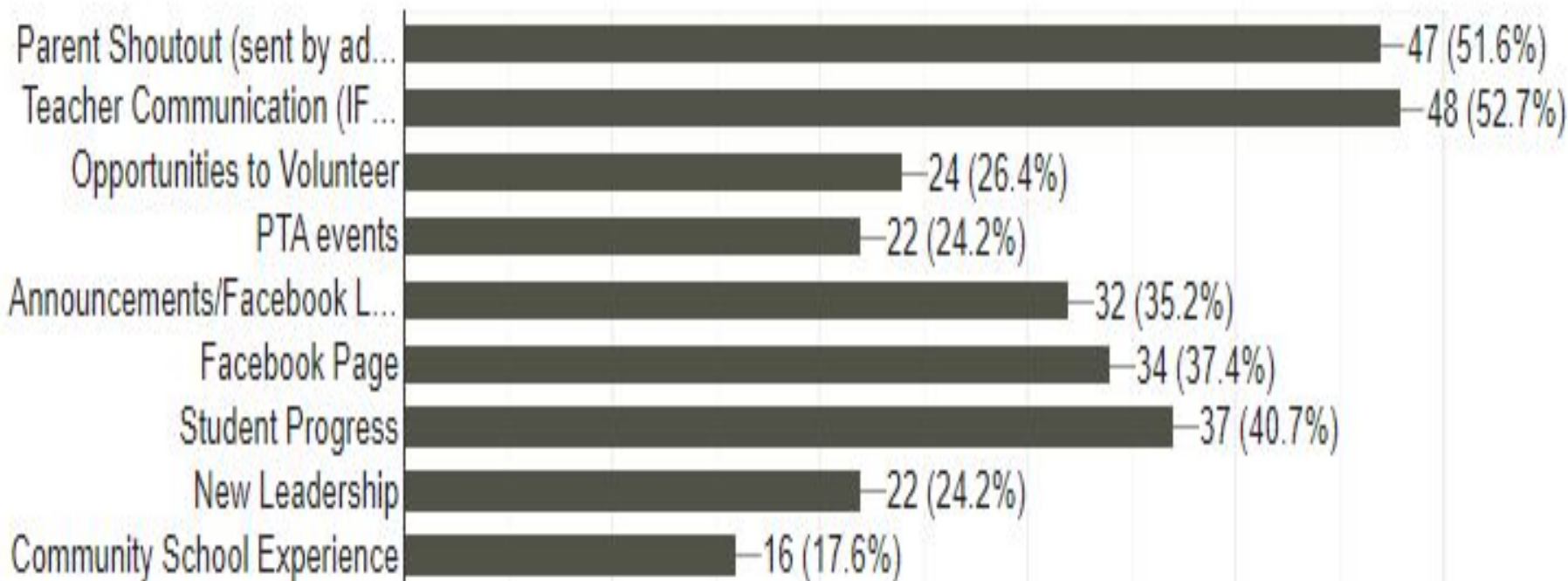
91 responses



How do Parents View our School?

What have you enjoyed this year? (CHECK ALL THAT APPLY)

91 responses



How do Parents View our School?

What would you like us to know about your experience this year?

91 responses

The ever-changing school environments are hard on parents. To know that behavior is becoming a more frequent and concerning problem that interrupts learning is difficult for the parents that do not have kids with behaviors. As a parent, we feel like we do not know all of what is happening at a school but do know that the day has many disruptions to learning. To adjust to this is difficult. Please be patient with parents as we too navigate how our child being surrounded by behaviors impacts them.

Overall good but a mix of new student behavior affected a little bit of the learning.

Teachers have been great and very engaging with the kids

No field trip, no parent teacher conferences, teachers planning on leaving. Just feels like nothing will ever be the same again I guess...

How do Parents View our School?

What would you like us to know about your experience this year?

91 responses

It is extremely difficult that students are not being held accountable for behaviors that are inappropriate. Not only is it unfair for the teachers but it is unfair for all students in the classroom as learning is distributed and students catch into inappropriate behaviors.

Club opportunities were minimal this year. I would love for there to be more next year. Otherwise I appreciate any of the emails from the school keeping me up to speed.

Our biggest concern is class management by our sons teacher which has a negative effect on his learning and behavior. We would also like to see more to be done to freshen up the school, like new paint, upgraded playground equipment and landscaping. The play ground has so much potential but seems to be lost in shuffle of other priorities.

Communication on school events could be better, more than a weeks notice would be great.

How do Parents View our School?

OPTIONAL: List your child(s) teacher(s) and your experiences with them.

91 responses

Ms Evilsizer has had 2 parents teacher conferences with us to keep us informed on our daughters progress and has been great offering advice for things we can do at home to help each other out with the learning process. Shes amazing.

Miss Mireles. She is loving and sweet and kind and struggles with holding boundaries. For children on the higher end of academics, growth can be harder to see. I am not concerned about my child academically but if my child had struggled, I believe I would have felt differently.

Ms. Thompson is great. My child really likes her.

How do Parents View our School?

OPTIONAL: List your child(s) teacher(s) and your experiences with them.

91 responses

Runion- Daughter loves her and she is very good at communicating.

Dixon- great at posting on seesaw with what kids are working on and she makes it fun

Curran- my daughter looks forward to her expo days every week as that's her favorite part

Mr. Anderson and Mr. Marquez were both awesome!

Mrs. Bruce- incredible teacher, really has brought out the best in our daughter and love for learning.

Mrs. Agnew has been instrumental in getting my child the help he needs. Due to his Special Education, I feel like he's flown under the radar with previous teachers. I would love for the remainder of his teachers at Savannah mimic the care and focus she has shown my son, despite having 20 other kids.

How do Parents View our School?

OPTIONAL: List your child(s) teacher(s) and your experiences with them.

91 responses

Mrs. Ahlheim has done a great job and communicating with her is always easy. My son loves her!

I have had nothing but positive experiences with Mrs. Bruce.

Ms Tesar is my child's teacher and is very kind. I only wish there would be more regular communication sent to parents about their regular activities/general class progress. Maybe something bi weekly or monthly would be nice.

Love Ms Mireles

Miss. Evilsizer truly care about her students

How do Parents View our School?

OPTIONAL: List your child(s) teacher(s) and your experiences with them.

91 responses

Mrs Jarosz is the absolute best teacher we have had in our six years at Savannah. She exemplifies everything a caring, strong, supportive teacher should be!

Craig. Gives good consistent feedback.

Love Soto and Tesar! They work well together and love the real life experiences Tesar created in her class. These things help our kids for the future. Soto has also been SUPER responsive on anything we need.

Ahlheim. Excellent experience! Very good communication. Loved the progress binder that was shared throughout the year to keep us informed about our child's progress with reading and math. Also like communication with ClassDojo! Very consistent.

How do Parents View our School?

OPTIONAL: List your child(s) teacher(s) and your experiences with them.

91 responses

Dixson & Bruce - both are gems! My kids love them and enjoy going to school! Both are great with communication and we have been very happy this year!

Runion, great.

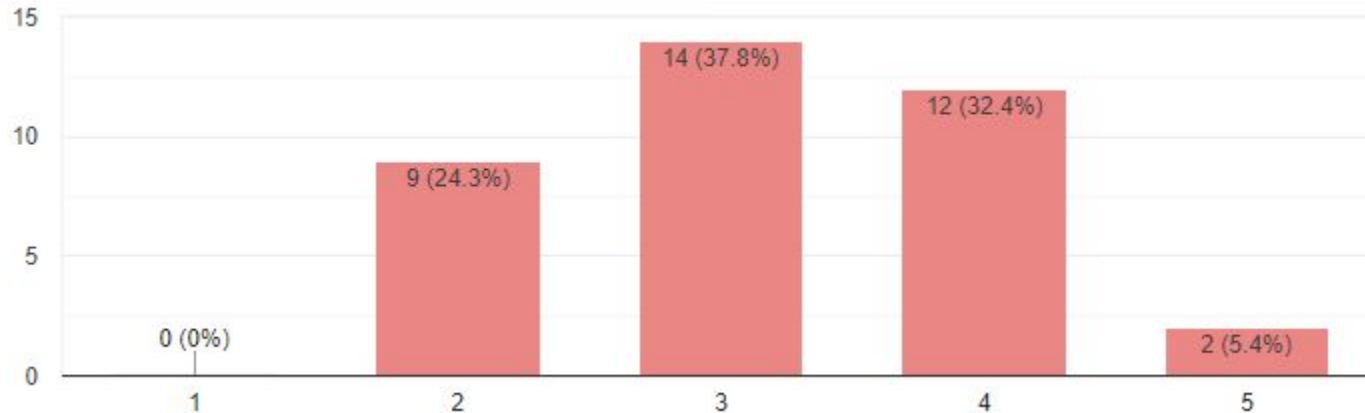
Stewart is very good in interacting with the kids and good teaching skills

The teacher has been great. She's been very communicative with us about our son's progress and gives us ideas on things to work on at home.

Craig and Anderson - both have been awesome. do not have anything negative and can't express enough how amazing they are. Both have great communication and my kids love them.

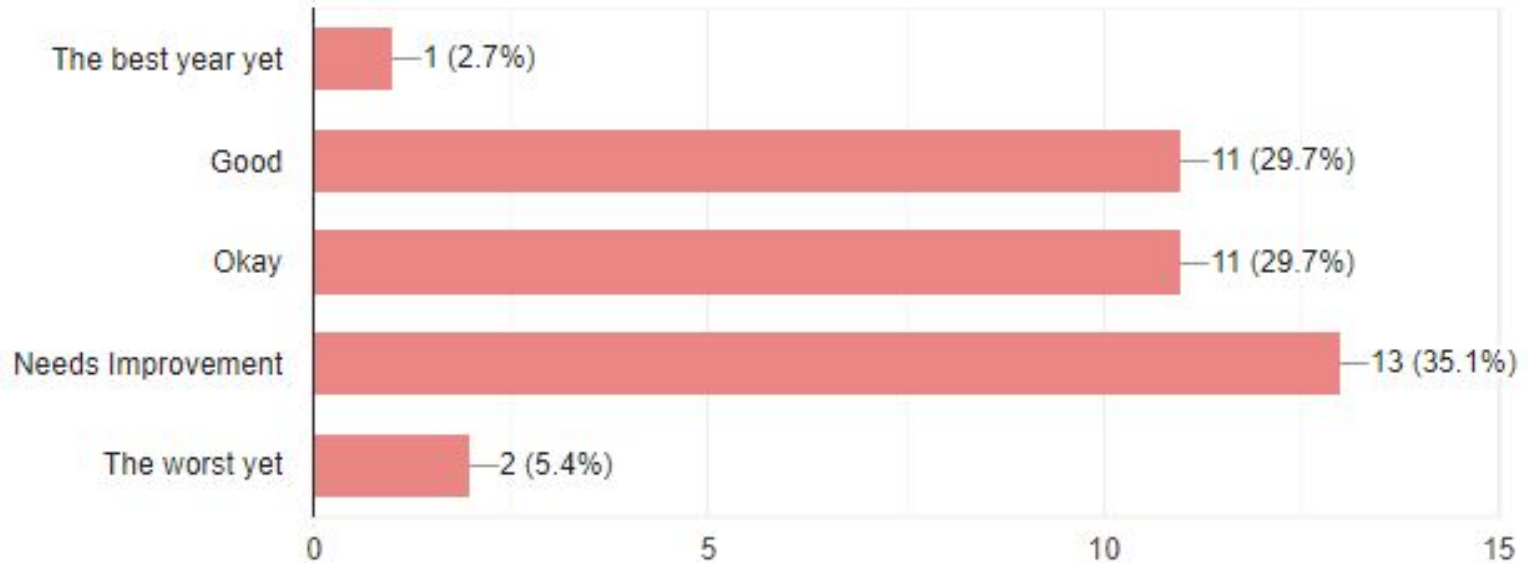
How do Teachers View our School?

On a scale from 1 to 5 (1 being low and 5 being high), how would you rate Savannah Elementary as a whole?



How do Teachers View our School?

How was your year?



How do Teachers View our School?

What can make your year better?

Common responses

Communication/Procedures/Expectations were the most common

- More front loading on clear expectations for teachers and kids

Behaviors/Consequences

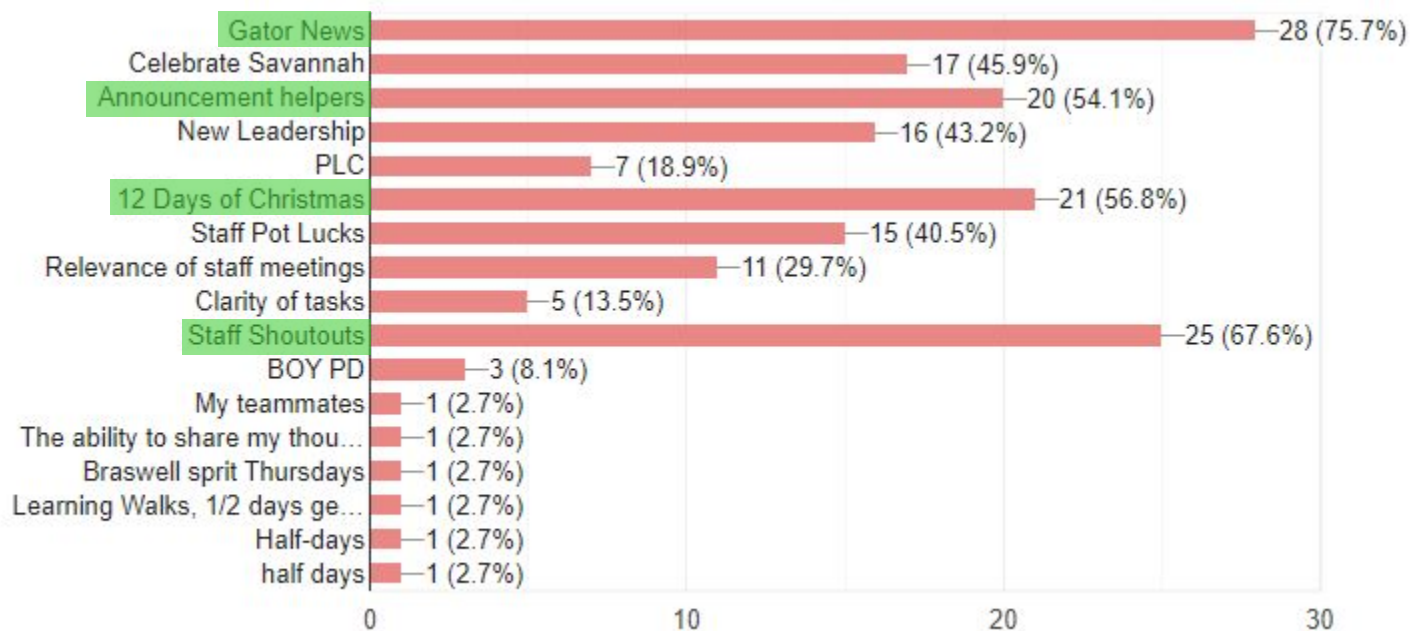
- Having a clear plan/tiered system
- Having consequences that student care about

More accountability for students and staff

More time for planning/prepping for class

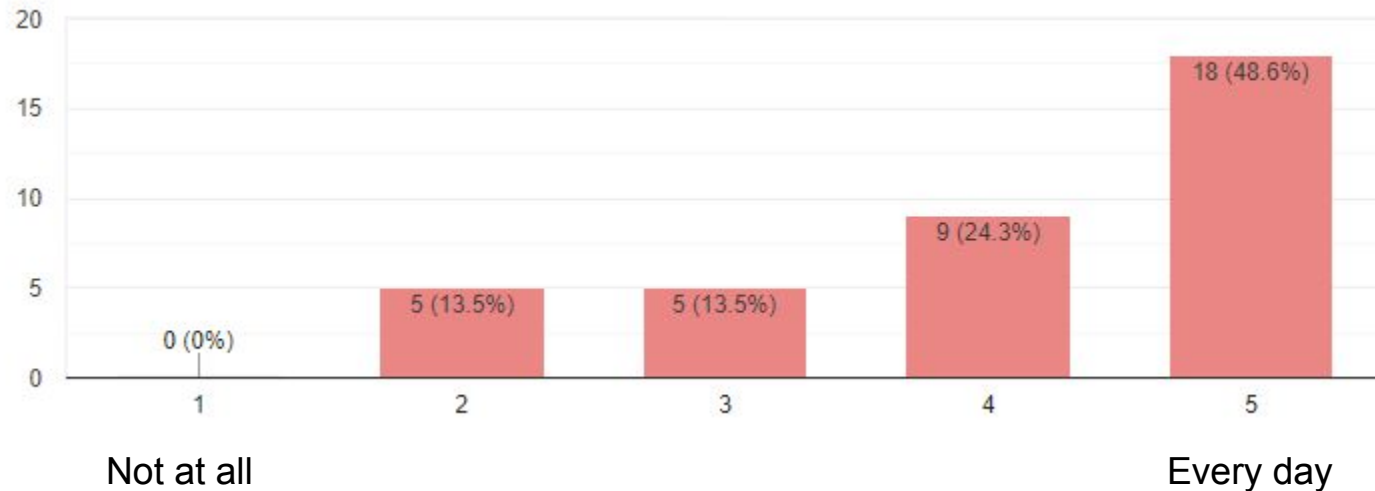
How do Teachers View our School?

What are the things staff enjoyed this year



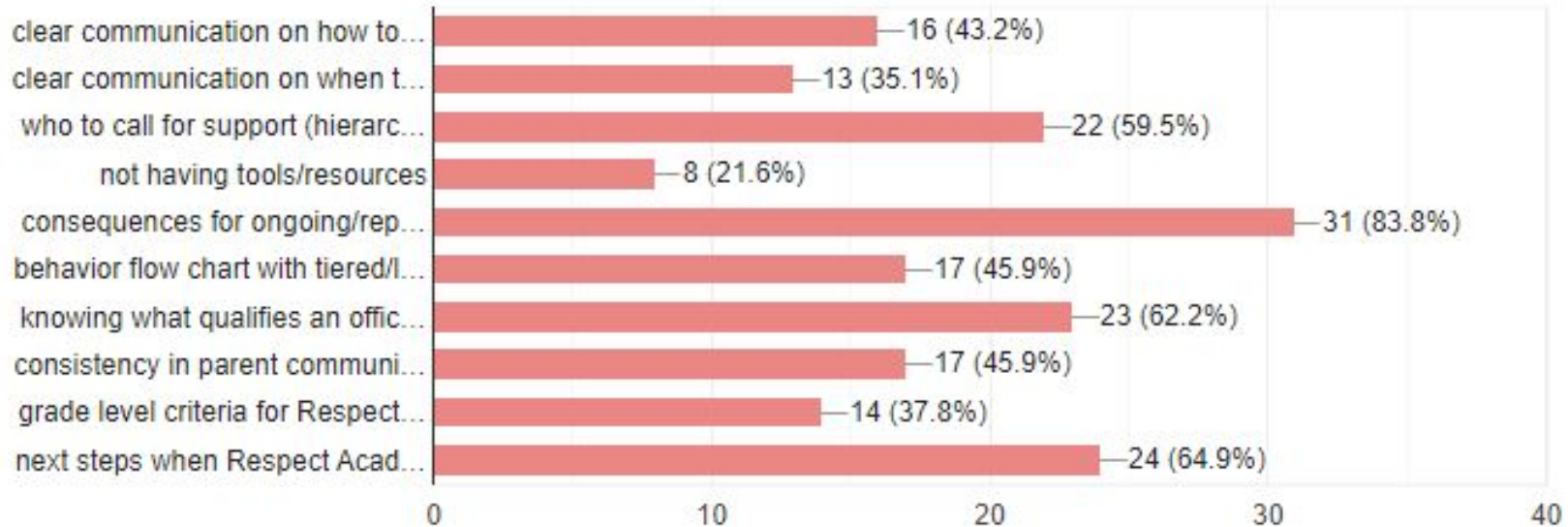
How do Teachers View our School?

How do behaviors impact your day to day



How do Teachers View our School?

Areas teachers would like to see improved with behavior



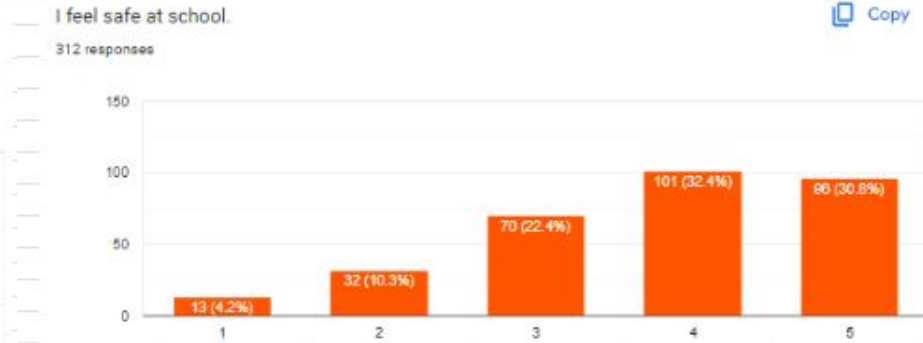
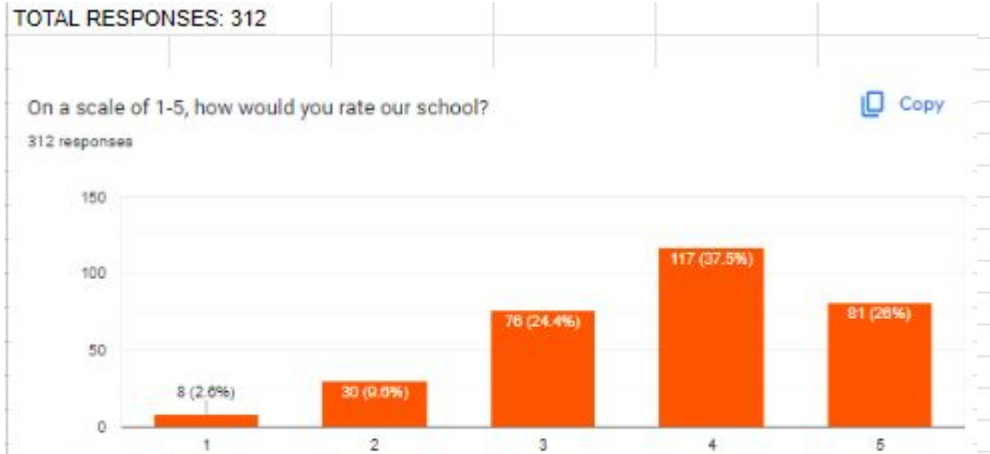
How do Students View our School?

K-2 - Paper Surveys, 1-3 scale

TOTAL RESPONSES: 334					
1-3 Rating System, 1 low and 3 high					
QUESTION 1: This is how I feel about my school.			QUESTION 4: I am able to learn at school.		
3 - love my school	2 - ok	1 - don't like my school very much	3 - almost everyday	2 - sometimes	1 - it's really hard to learn at school
AVERAGE RATING			AVERAGE RATING		
Kinder	2.711538462		Kinder	2.528846154	
1st Grade	2.619402985		1st Grade	2.654135338	
2nd Grade	2.625		2nd Grade	2.583333333	
OVERALL	2.649700599		OVERALL	2.594594595	
QUESTION 2: I feel safe at school.			QUESTION 5: I have good friends at school.		
3 - almost always	2 - sometimes	1 - not really	3 - yes!	2 - kind of	1 - not really
AVERAGE RATING			AVERAGE RATING		
Kinder	2.509615385		Kinder	2.504854369	
1st Grade	2.363636364		1st Grade	2.556390977	
2nd Grade	2.614583333		2nd Grade	2.625	
OVERALL	2.481927711		OVERALL	2.560240964	
QUESTION 3: People are kind to me at school.			QUESTION 6: I have grown ups that I trust at school.		
3 - almost always	2 - sometimes	1 - not really	3 - yes!	2 - kind of	1 - not really
AVERAGE RATING			AVERAGE RATING		
Kinder	2.211538462		Kinder	2.568627451	
1st Grade	2.210526316		1st Grade	2.643939394	
2nd Grade	2.135416667		2nd Grade	2.5	
OVERALL	2.189189189		OVERALL	2.579268293	

How do Students View our School?

3-5, Google Form

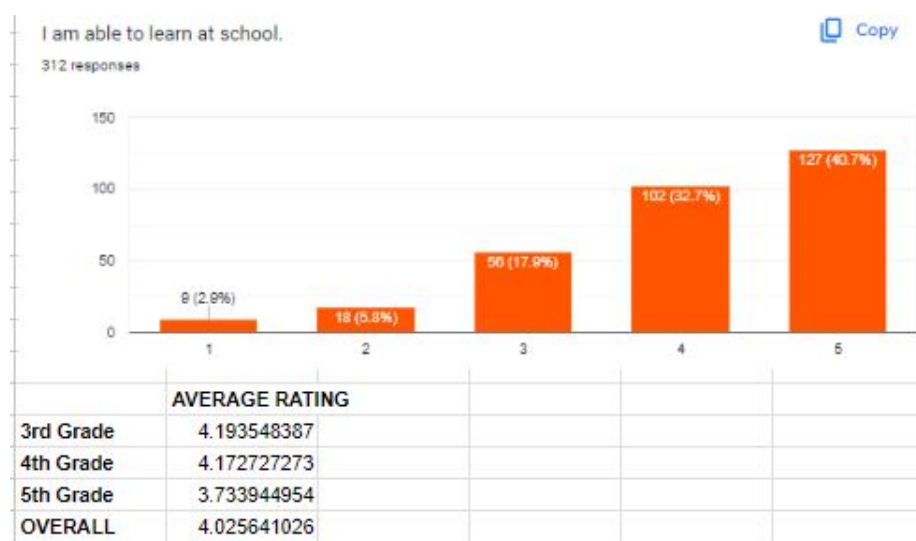
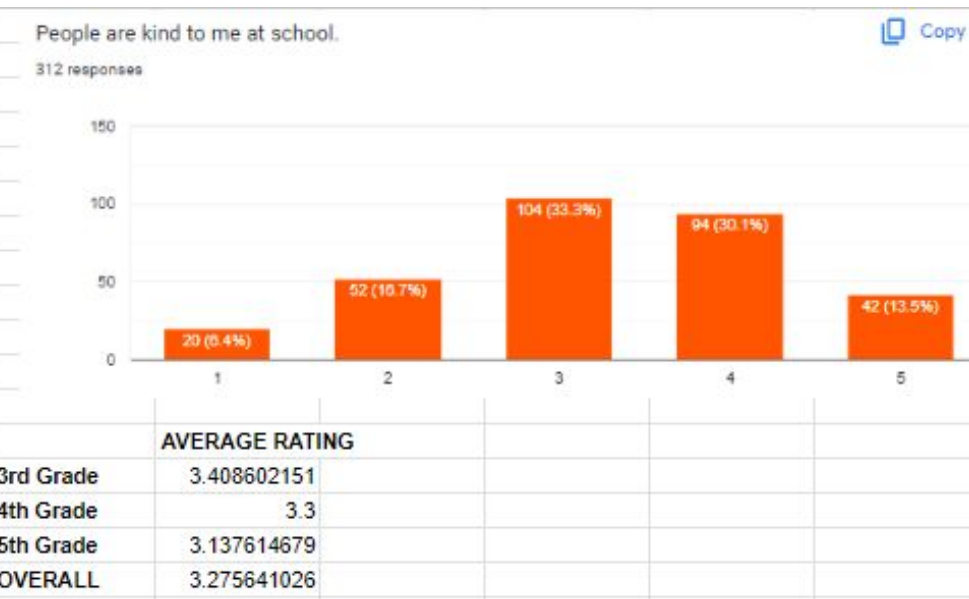


AVERAGE RATING	
3rd Grade	4
4th Grade	3.827272727
5th Grade	3.449541284
OVERALL	3.746794872

AVERAGE RATING	
3rd Grade	4.064516129
4th Grade	3.663636364
5th Grade	3.577981651
OVERALL	3.753205128

How do Students View our School?

3-5, Google Form

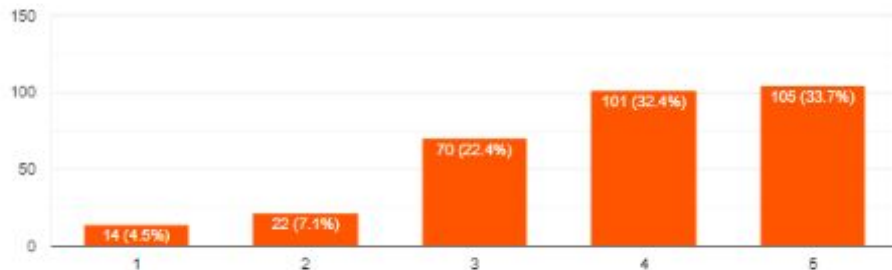


How do Students View our School?

3-5, Google Form

I feel successful at school.

312 responses



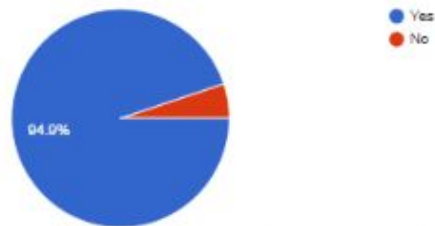
AVERAGE RATING

3rd Grade	3.913978495
4th Grade	3.954545455
5th Grade	3.651376147
OVERALL	3.836538462

Copy

I have good friends at school.

312 responses



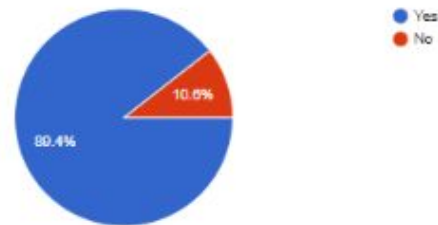
PERCENT YES

3rd Grade	94.62%
4th Grade	95.45%
5th Grade	94.50%
OVERALL	94.87%

Copy

I have grown ups I trust at school.

312 responses



PERCENT YES

3rd Grade	95.70%
4th Grade	86.36%
5th Grade	87.16%
OVERALL	89.42%

Copy

How do Students View our School?

3-5, Google Form, Two Open Responses

My favorite thing about school is...
(common responses)

- Friends
- Recess
- Specials (various specifics)
- Teachers
- Math
- I don't know/Nothing

If I could change one thing about school, I would...
(common responses)

- Fighting/Bullying
- More Kindness (nicer)
- Lunch/Food
- Bathrooms
- More Recess
- Teachers
- Nothing!

Perceptions:

STRENGTHS:

Students from K-5 report high levels of being able to learn at school.

Teachers rated the school as a whole pretty well

Parents agreed that they have enjoyed this school year and their child(s) teacher(s)

Problem Statements:

Students from K-5 rate kindness lower than other categories.

The majority of teachers said their year needs improvement

Parents mentioned that school-wide communication could be better: progress, spirit days, and teacher communication

Data Sources: Q12 Survey Data, Social Media Interactions with School, CLT Input

Processes and Programs: What are our procedures, methods and practices?

Guiding Questions:

How do we plan for professional development to target our specific needs?

What actions do we take to support powerful teaching and learning?

Do we align curriculum and assessment to TEKS with a year-long scope and sequence?

Are our lesson plans data driven?

Do they include critical thinking, formative assessments, and interventions?

Processes and Programs:

STRENGTHS:

- Teachers regularly reach out to campus and district coaches for their learning needs
- Daytime learning opportunities have been well received with teachers asking for follow-up learning and/or support
 - 2nd and 3rd Grade Labs focused on STEMScopes/Math workshop -
 - 3rd grade began heavily utilizing STEMScopes right away and have repeatedly shared how helpful that session was for them
 - All grades - Science Pop Up with Tosha Hoefert
 - We discovered many teachers did not know about the science prep room, so we are working on plans to make this more accessible going forward
 - 5th asked for support with implementing STEM Challenges, so Hoefert modeled this over two days with the teacher (Lonsdale) copycating with her later class.
 - 3rd asked to see CER in action, so Harris modeled this for them
 - 2nd loved the new scope at a glance planning tool Hoefert shared and asked her back to help plan their upcoming unit
 - Literacy Cadre for 2nd/3rd

Problem Statements:

- Afterschool, off-campus learning sessions have not been well attend by Savannah staff (Beginning Teacher Academy, Literacy Learning Sessions)
- Curriculum Preview Zooms have had inconsistent attendance
- With the large number of first- year teachers and new to Savannah staff it was difficult to determine learning needs early in the year and make a plan for these
- Not all grade levels share the same template, and information. Meaning Some grades list the TEK for Targets and essential, others do not. Some grades pull from lower TEKS for JIT and Higher TEKS for Extension.

Most Impactful professional development

- Mega labs
- Learning walks (but scheduling was cumbersome)
- Choose your interest PD
- Cadre
- Summer seminar
- TIAcon

High Impact Resources

- STEMscopes math and science
- Fact Fluency Kit
- Imagine Math
- Class Dojo
- iStation
- Discovery Education
- District UBDs
- Lead4ward field guides
- Go Gaurdian
-

Never Used or Low Impact

- TCI
- Rhithm
- Math Exeplars
- Page Keeley Probes
- Generation Genius

Mid Impact

- NewsELA
- Lucy units of study
- Google Classroom
- Learning Ally
- Kahoot

Wanted professional development

- Lucy Units of Study
- Attendance at State conferences
- Data binders expectations
- Class library expectations
- Guided reading
- Building relationships with students
- Classroom management
- CHAMPS
- Lead4ward field guides
- New teacher Savannah training:
 - Coaching observations for new teachers and requesting teachers with coaching cycles
-

Suggested Helpful Resources from teacher to teacher:

- Math in Practice
- Lexia
- Reading and Writing Strategies Book
- Morning meeting
- Splash Learn
- Heggerty
- Bridge the Gap
- Prodigy
- Blooket

Super Support Squad Projects

Denton Independent School District

Union Park Elementary

2023-2024 Improvement Plan



UNION PARK
ELEMENTARY SCHOOL

Mission Statement

Ignite a passion for learning in all.

Vision

At Union Park Elementary we will advocate for all students to reach their academic and social-emotional potential.

We will cultivate a safe learning environment for all.

We will foster a joy of learning through curiosity, taking risks and making mistakes.

We will engage and collaborate as part of a professional learning community.

We will provide timely, diagnostic, and directive support for students.

We will challenge students to develop their full potential by enriching learning.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Guiding Outcomes	10
Guiding Outcome 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	11
Guiding Outcome 2: 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	13
Targeted Support Strategies	14
Additional Targeted Support Strategies	15
State Compensatory	16
Budget for Union Park Elementary	17
Addendums	17

Comprehensive Needs Assessment

Demographics

Demographics Summary

Union Park Elementary was established in the fall of 2019. We opened our doors with 435 in the fall of 2019. Our enrollment numbers have fluctuated due to the rapid growth in the area. The opening of Sandbrock and the new school in the fall of 2024 will support the growth. We currently have 833 students that walk our halls each day. Union Park is predominantly a neighborhood school, with the exception of two apartment complexes.

We are a very diverse campus with our demographics being: 33%African American, 26%Hispanic, 21%White, 13%Asian, and 4% two or more races. Our free and/or reduced data is at 38%.

This school year, we are proud to announce the addition of first grade in the Dual Language Program on our campus. We now serve Pre-K through first grade Emergent Bilingual students. It is expected that we expand the program to offer second grade for the 24-25 school year.

The programs offered at our school are:

- Early Childhood Special Education for pre-k students (ECSE)
- Functional Life Skills Class (FLS)
- Positive Academic Behavioral Support (PABS) for students in 3rd-5th
- General Ed pre-k program
- Dual Language Pk-First

Our students have opportunities to express themselves through the after school clubs that are offered. We pride ourselves in offering the following extra-curricular activities for our students:

- Orchestra
- Choir
- Drama Club
- Robotics
- Broadcast Team
- Student Leadership Team
- Girl Scouts
- Mindfulness Club
- Lady Pioneers (Cheer)
- Lady Pioneers (Dance)
- Teach Denton
- Chess Club
- STEM Club

Our school offers parents and community members many opportunities to become engaged and volunteer:

- Watch D.O.G.S.

- Rockin' Readers
- PTA meetings and volunteering at events
- Room Parent Program

This year, 21 professional staff and 9 paraprofessionals were hired for a total of 30 new staff members.

As a campus, we are implementing the CHAMPS behavior system. We have the expectations posted in the common areas throughout the school and all classrooms have the CHAMPS posters in their classrooms to utilize during classroom transitions. Behavior assemblies are held to reiterate and remind our community of the expectations. We have made it fun for students by having staff member perform skits. All classrooms have a Reflection Stations to support children that need time to regulate their emotions while remaining in the classroom. Classroom communities are recognized with the Pioneer Pride Award for exhibiting CHAMPS with a trophy that is then passed on to different classrooms.

Demographics Strengths

Our school community is diverse and is a reflection of the community that supports our school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to the fast growing and somewhat transient area, having 30 new staff members keep up with the expectations and professional learning can be challenging. **Root Cause:** A lack of an onboarding process to bring new teachers up to speed with the expectations of DISD and Union Park.

Student Learning

Student Learning Summary

STAAR LONGITUDINAL DATA

Math

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	55%	61%	86%	78%	79%
4th	58%	69%	77%	68%	70%
3rd	67%	61%	79%	70%	72%

Reading

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	62%	79%	83%	81%	81%
4th	56%	82%	88%	78%	78%
3rd	65%	73%	76%	78%	77%

Science

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	58%	58%	63%	62%	64%

Student Learning Strengths

Our STAAR Math 3-5 Approaches is above the district and state average.

Our STAAR Reading 3rd & 4th Reading Approaches is above district and state average.

We have made progress in all contents and all grade levels on STAAR since 2021.

The number of students on "beginning" reading level in first grade went from 42% to 18% from BOY assessments to EOY assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need for math data to analyze math essential skills that will support problem solving. **Root Cause:** Professional Learning Teams will monitor progress on the essentials in the area of math from the formatives.

Problem Statement 2: There is a need for consistency on the skills that are monitored and analyzed to support reading levels. **Root Cause:** Teachers will need to choose essentials and the supporting skills to monitor that support the essential agreed upon standard.

School Processes & Programs

School Processes & Programs Summary

Union Park prides itself in the systems and protocols that are in place that provide time for teachers to collaborate. During Professional Learning Team time, teachers collectively work on unit planning and devising learning objectives. Teachers are utilizing Lead4Ward Field Guides to ensure lesson design is aligned to assessments. A support staff member joins the teams as they form groups for intervention WINN Time after analyzing formative assessments.

Parents are communicated with monthly newsletters from every grade level and from the school. Teachers utilize the DoJo app to share pictures and flyers with parents. This helps parents feel connected with the day to day events on campus.

As we distribute leadership, and in an effort to engage staff, every professional staff is part of a committee and all paras are members of an event. Staff provides input and suggestions on school wide events and systems. Our committees consist of: Guiding Coalition, Behavior Coalition, Sunshine Committee, Strengths Committee, Assembly Committee.

School Processes & Programs Strengths

Our master schedule is designed to provide time for teachers to meet as a Professional Learning Team to conduct unit planning, develop learning targets, build assessments and analyze the data.

DMTSS meetings are scheduled regularly to discuss students that are not making adequate progress and to develop a plan of support.

WINN time is built into the daily schedule to support students in K-5 that need additional intervention.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have a high number of new to Union Park staff that may not be familiar with the protocols, systems, or instructional expectations. **Root Cause:** An "Onboarding" plan is necessary due to the high number of new staff to Union Park.

Perceptions

Perceptions Summary

Parent engagement is high at Union Park Elementary. The PTA board, which is comprised of parents, an administrator and a teacher representative meets regularly to make decisions that will impact our school community. Our campus goal is to have 100% of the staff join the school PTA. Parent volunteers are visible and frequently visit the campus. It is common for parent volunteers to be visible on our campus. This year, our PTA has implemented a Room Parent Program to assist teachers in decorating doors, classroom room parties and other tasks that support teachers.

Regularly scheduled assemblies build community on our campus by teaching our behavior expectations. Our assembly committee will collectively decide the focus for each assembly.

Teachers hold circle time during the week to support the social & emotional needs of our students while building trust in the classroom community. Every classroom will have a Regulation Station to keep students in the classroom as they learn to regulate their emotions. Our campus counselor provides services to our students by pushing in to classrooms to conduct guidance lessons and meeting in small group or one-on-one. We will have a relief counselor once again this year, due to our high numbers. Teachers can recommend students to participate in the Food for Kids Program. Our counselors offer outside resources to families in need.

Perceptions Strengths

- High parent engagement and involvement.
- Counselor support
- Building community through circle time.
- Opportunities for parents to participate and volunteer.
- Opportunities for students to participate in extracurricular activities.

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, Union Park Elementary School will focus on ensuring all students will make one-year's growth in Reading and end the year On-Level based on district and campus screeners. This will be evidenced by:

- *Kindergarten - 85%
- *First Grade - 85%
- *Second Grade - 85%
- *Third Grade - 85%
- *Fourth Grade - 85%
- *Fifth Grade - 85%

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: district screeners, formatives, rubrics, campus-based assessments, reading levels, iReady

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet as Professional Learning Teams to analyze data, create formative and summative assessments, unpack standards, prioritize essentials, as teachers strengthen their understanding of reading standards.</p> <p>Strategy's Expected Result/Impact: district and state screeners, campus-based assessments, reading levels, report card assessments</p> <p>Staff Responsible for Monitoring: teachers, interventionist, support staff, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will use data from formative assessments and rubrics to form and plan lessons for flexible grouping to provide Tier I and Tier II intervention. Support staff (interventionist, reading recovery, ESL specialist) will support the intervention process.</p> <p>Strategy's Expected Result/Impact: formative assessments, rubrics, progress monitoring form</p> <p>Staff Responsible for Monitoring: teachers, support staff</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will provide intentional small group intervention for students performing below grade level based on math and reading 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 understand essential math standards.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 1: Teaching & Learning

In pursuit of excellence, we will:

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





Performance Objective 2: By May 2024, Union Park Elementary School will focus on ensuring all students will make one-year's growth in Math and end the year On-Level based on district and campus screeners. This will be evidenced by:

- *Kindergarten - 85%
- *First Grade - 85%
- *Second Grade - 85%
- *Third Grade - 85%
- *Fourth Grade - 85%
- *Fifth Grade - 85%

High Priority

HB3 Guiding Outcome

Evaluation Data Sources: PNA, district screeners, campus assesments, rubrics, Basic Fact Fluency, Math Stemscores, report card assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Meet as Professional Learning Teams to analyze data, create formative and summative assessments, unpack standards, prioritize essentials, as teachers strengthen their understanding of reading standards.</p> <p>Strategy's Expected Result/Impact: district and state screeners, campus-based assessments, reading levels, report card assessments</p> <p>Staff Responsible for Monitoring: teachers, interventionist, support staff, administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<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: Guiding Outcome 2:. Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: Utilize the support of a Guiding Coalition to help make decisions and distribute leadership among the team to share professional learning with new staff.

High Priority

Evaluation Data Sources: surveys, student performance

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide support to new staff members as an onboarding process by holding Learning Labs, Peer Observations, and Mentoring by utilizing members of the Guiding Coalition.</p> <p>Strategy's Expected Result/Impact: new staff sense of feeling supported, surveys</p> <p>Staff Responsible for Monitoring: Guiding Coalition, Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	3	Teachers will provide intentional small group intervention for students performing below grade level based on math and reading essentials, Primary Numeracy components, and common formative assessments as evidenced by small group protocol, intervention groups, and data tracking.

Additional Targeted Support Strategies

Guiding Outcome	Objective	Strategy	Description
1	1	3	Teachers will provide intentional small group intervention for students performing below grade level based on math and reading essentials, Primary Numeracy components, and common formative assessments as evidenced by small group protocol, intervention groups, and data tracking.

State Compensatory

Budget for Union Park Elementary

Total SCE Funds: \$12,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Addendums

Kindergarten 2022-2023 Reading Levels				1st Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY		BOY	MOY	EOY
Beginning		12.50%	21.90%	Beginning	41.80%	27.78%	17.89%
Developing		30.77%	16.19%	Developing	5.74%	11.90%	17.89%
Meeting Standards		56.73%	61.90%	Meeting Standards	52.46%	60.32%	64.23%
2nd Grade 2022-2023 Reading Levels				3rd Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY		BOY	MOY	EOY
Beginning	34.51%	28.81%	31.97%	Beginning	21.43%	24.73%	24.73%
Developing	15.93%	13.56%	13.93%	Developing	23.81%	37.63%	24.73%
Meeting Standards	49.56%	57.63%	54.10%	Meeting Standards	54.76%	37.63%	50.54%
4th Grade 2022-2023 Reading Levels				5th Grade 2022-2023 Reading Levels			
	BOY	MOY	EOY		BOY	MOY	EOY
Beginning	16.00%	15.62%	19.80%	Beginning	7.87%	6.45%	5.49%
Developing	40.00%	48.96%	43.56%	Developing	8.99%	13.98%	21.98%
Meeting Standards	44.00%	35.42%	36.63%	Meeting Standards	83.15%	79.57%	72.53%

UPE STAAR Longitudinal Tracker

Math

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	55%	61%	86%	78%	79%
4th	58%	69%	77%	68%	70%
3rd	67%	61%	79%	70%	72%

Reading

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	62%	79%	83%	81%	81%
4th	56%	82%	88%	78%	78%
3rd	65%	73%	76%	78%	77%

Science

	STAAR 2021	STAAR 2022	STAAR 2023 *preliminary		
			Campus	District	State
5th	58%	58%	63%	62%	64%

	May 2023 STAAR Reading Language Arts, Grade 3			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	97	76.29%	50.52%	22.68%
Economic Disadvantage	38	57.89%	34.21%	7.89%
Asian	10	80%	70%	50%
Black/African American	38	65.79%	39.47%	18.42%
Hispanic	20	80%	35%	20%
Native Hawaiian/Pacific Islander	2	100%	100%	0%
Two or More Races	3	66.67%	66.67%	33.33%
White	24	87.50%	66.67%	20.83%
Currently Emergent Bilingual	14	71.43%	42.86%	21.43%
Second Year of Monitoring	1	100%	0%	0%
Special Ed Indicator	20	55%	25%	15%

	May 2023 STAAR Reading Language Arts, Grade 4			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	102	88.24%	56.86%	21.57%
Economic Disadvantage	43	83.72%	51.16%	9.30%
Asian	14	92.86%	78.57%	57.14%
Black/African American	30	80%	30%	6.67%
Hispanic	28	92.86%	71.43%	17.86%
Native Hawaiian/Pacific Islander	2	100%	0%	0%
Two or More Races	1	100%	100%	0%
White	27	88.89%	62.96%	25.93%
Currently Emergent Bilingual	14	92.86%	64.29%	35.71%
Second Year of Monitoring	3	100%	100%	66.67%
Special Ed Indicator	18	61.11%	22.22%	0%

	May 2023 STAAR Reading Language Arts, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	82.80%	64.52%	38.71%
Economic Disadvantage	42	83.33%	54.76%	28.57%
American Indian/Alaskan Native	1	100%	100%	100%
Asian	10	100%	100%	60%
Black/African American	34	82.35%	58.82%	32.35%
Hispanic	17	76.47%	52.94%	29.41%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	5	80%	80%	20%
White	25	80%	64%	48%
Currently Emergent Bilingual	14	78.57%	64.29%	21.43%
Second Year of Monitoring	2	100%	100%	100%

Third Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	9	44.44%	22.22%	0%

	May 2023 STAAR Science, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	63.44%	34.41%	12.90%
Economic Disadvantage	42	52.38%	28.57%	14.29%
American Indian/Alaskan Native	1	100%	0%	0%
Asian	10	90%	60%	50%
Black/African American	34	58.82%	29.41%	5.88%
Hispanic	17	47.06%	29.41%	5.88%
Native Hawaiian/Pacific Islander	1	0%	0%	0%
Two or More Races	5	60%	20%	0%
White	25	72%	40%	16%
Currently Emergent Bilingual	14	57.14%	28.57%	14.29%
Second Year of Monitoring	2	100%	100%	100%
Third Year of Monitoring	1	100%	100%	0%
Special Ed Indicator	9	33.33%	0%	0%

	May 2023 STAAR Mathematics, Grade 3			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	98	78.57%	51.02%	22.45%
Economic Disadvantage	39	64.10%	30.77%	5.13%
Asian	10	80%	80%	50%
Black/African American	39	64.10%	35.90%	17.95%
Hispanic	20	90%	45%	20%
Native Hawaiian/Pacific Islander	2	100%	100%	0%
Two or More Races	3	100%	66.67%	33.33%
White	24	87.50%	62.50%	20.83%
Currently Emergent Bilingual	14	78.57%	50%	35.71%
Second Year of Monitoring	1	100%	0%	0%
Special Ed Indicator	20	70%	30%	15%

	May 2023 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	102	77.45%	47.06%	18.63%
Economic Disadvantage	43	76.74%	37.21%	11.63%
Asian	14	92.86%	78.57%	50%
Black/African American	30	63.33%	23.33%	6.67%
Hispanic	28	82.14%	50%	7.14%
Native Hawaiian/Pacific Islander	2	100%	50%	0%
Two or More Races	1	100%	0%	0%
White	27	77.78%	55.56%	29.63%
Currently Emergent Bilingual	14	85.71%	64.29%	35.71%
Second Year of Monitoring	3	100%	100%	0%
Special Ed Indicator	18	44.44%	5.56%	0%

	May 2023 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters
Union Park Elementary School	93	86.02%	60.22%	29.03%
Economic Disadvantage	42	78.57%	42.86%	21.43%
American Indian/Alaskan Native	1	100%	100%	0%
Asian	10	100%	100%	60%
Black/African American	34	85.29%	47.06%	26.47%
Hispanic	17	76.47%	41.18%	17.65%
Native Hawaiian/Pacific Islander	1	100%	0%	0%
Two or More Races	5	60%	60%	0%
White	25	92%	76%	36%
Currently Emergent Bilingual	14	85.71%	64.29%	14.29%
Second Year of Monitoring	2	100%	100%	100%

Third Year of Monitoring	1	100%	100%	100%
Special Ed Indicator	9	55.56%	33.33%	11.11%

Denton Independent School District

Lester Davis DAEP

2023-2024 Improvement Plan



DAVIS
SCHOOL

Mission Statement

To provide a structured social and academic climate in which students choose how they will respond to the world.

Vision

The Davis staff is committed to equipping students with behavioral and academic skills that will enable them to succeed in their regularly assigned classrooms and schools.

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Guiding Outcomes	8
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	9
Guiding Outcome 2: Increase overall employment engagement from current engagement mean of 3.78 to at or above 3.94.	12
State Compensatory	15
Budget for Lester Davis DAEP	16
Personnel for Lester Davis DAEP	16
Campus Funding Summary	17
Addendums	18

Comprehensive Needs Assessment

Demographics

Demographics Summary

In response to changes in Texas Education Code Chapter 37, Denton ISD's Disciplinary Alternative Program was created in 1996 and opened its doors as Touchstone Academy at the Fred Moore Campus. In 2002 the program was relocated to a beautifully remodeled Lester Davis School in the heart of Denton. For 20 years the Lester Davis DAEP has been serving the unique needs of students from every traditional campus across Denton ISD.

With exponential growth throughout Denton ISD, the Lester Davis DAEP is now providing services for students at 27 elementary schools, 9 middle schools, 4 comprehensive high schools, and 2 specialty campuses.

Currently, a majority of our staff is funded through State Comp Ed. We have 2 positions funded by special education and 1 position funded through our ESL/bilingual department.

Demographics Strengths

- Veteran teachers (Yeahquo, Braudrick, Greaves, Archer, McKoy, Huey, and Steward), three 2nd-year solid DAEP teachers (Beaty, Partridge, and Patterson), and a new hire to Denton ISD with tons of experience in a variety of roles in multiple districts (Gaines).
- Amazing instructional aides that allow us to maintain a secondary student-to-staff ratio in our classrooms at a maximum of 7.5 to 1, and elementary at 5 to 1.
- All staff members have key roles in counseling students on how to be successful at their home campus when they transition.
- Our staff is a resource for our schools in efficiently identifying needs for student assessments that will ensure appropriate services will be provided for students upon their return to their home campus.
- The whole staff operates as a team, exercising extreme flexibility as demographics change daily. We have managed to adapt to our district's exponential growth with very little additional staffing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Denton ISD saw a jump from 529 placements in 2021-2022 to 710 placements in 2022-2023. **Root Cause:** Roughly 53% of all placements were for drug and alcohol-related offenses in our schools.

Student Learning

Student Learning Summary

DAEPs (Disciplinary Alternative Education Programs) in Texas do not have the same state accountability measures as traditional public schools for several reasons:

Mission and Purpose: DAEPs serve a specific purpose, which is to provide an alternative educational setting for students who have violated the school's code of conduct or have behavioral issues. Their primary focus is on behavior modification, counseling, and support rather than traditional academic instruction. As a result, the state may not hold them to the same academic accountability standards as regular schools.

Diverse Student Population: Students in DAEPs often have a wide range of academic abilities and behavioral issues. Some may be significantly behind academically, making it challenging to measure their progress using standardized assessments. Thus, the state recognizes the need for a more tailored approach to evaluating success.

Short-Term Placement: Many students attend DAEPs for relatively short periods, typically as part of a disciplinary consequence. It may not be practical to assess their academic progress over a short duration, especially when the primary focus is on addressing behavioral issues and providing counseling.

Flexibility for Local Control: Texas and other states often grant local school districts and educational authorities a degree of flexibility in how they manage DAEP programs. This flexibility allows them to tailor the programs to meet the specific needs of their student population. It also means that the accountability measures may differ from district to district.

Focus on Rehabilitation: The primary goal of DAEPs is to rehabilitate students, address their behavioral issues, and prepare them for a successful return to their regular educational setting. This focus on rehabilitation and reintegration may take precedence over academic outcomes in the short term.

It's important to note that while DAEPs may not have the same state accountability measures for academics, they are still accountable for the safety and well-being of their 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
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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: WIG: As addressed in TEA chapter 37.023 (new requirements under HB2184), our DAEP will systematically provide our students, and our Denton ISD campuses, with a transition plan that meets the individual needs of each student to ensure behavioral success upon their return to the home campus.

Our goal is to decrease our recidivism rate by 20% annually.

Each student will have an individualized transition plan to present to the home campus upon the students return to their home campus.

HB3 Guiding Outcome

Evaluation Data Sources: Available transition packets.

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: Implement Purpose Prep academy to meet the Social Emotional Learning needs of the individual students.

Funding-AK \$5800

High Priority

Evaluation Data Sources: Purpose Prep reports.
Successful integration with the unique transition plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Restorative practices to meet the individual needs of the students.</p> <p>Strategy's Expected Result/Impact: Students social emotional needs and behavior will be positively impacted through targeted coursework based on individual student circumstances.</p> <p>Staff Responsible for Monitoring: Admin, teachers, counselor</p> <p>Funding Sources: Purpose Prep Academy - At-Risk (SCE) - \$5,000</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
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- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 3: WIG: As addressed in TEC 37.006, provide, English language arts, mathematics, science, history. In addition to these four classes, students receive instruction in social skills, character education, electives (provided by home campus), and P.E.

Evaluation Data Sources: Transcripts
Report cards

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students maintain credit for courses that were expected to be maintained while attending home campus. Accomplished through team of highly qualified core teachers and our elective teacher.</p> <p>Strategy's Expected Result/Impact: Transcripts Report cards</p> <p>Staff Responsible for Monitoring: Counselor, Home Campus Associate Principals, and all Core ES, MS, and HS teachers.</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct high school student credit analysis for all students to identify who can benefit from credit recovery. Credit recovery at DAEP, when current course work is up to date student may work toward recovering any lost credit.</p> <p>Strategy's Expected Result/Impact: Students returning to their home campus with less strain on their academic schedule.</p> <p>Staff Responsible for Monitoring: Davis counselor, HS team, and home campus academic counselors.</p>	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Review of grades, discipline, attendance, and the number of repeat placements received. Use relevant information to support each student and home campus to ensure a smooth transition.</p> <p>Strategy's Expected Result/Impact: Reduce recidivism.</p>	Formative		
	Dec	Mar	May

Staff Responsible for Monitoring: Teachers, administration (Davis and home campus), counselors (Davis and home campus administration), and our district Social Services staff.



No Progress



Accomplished



Continue/Modify







Discontinue

Guiding Outcome 2: Increase overall employment engagement from current engagement mean of 3.78 to at or above 3.94.

Performance Objective 1: Through targeted processes, intentionally highlight the value of the work and the person doing it. Specifically, to increase current engagement mean of Q04. Recognition of 3.45 to at or above 3.75.

High Priority

Evaluation Data Sources: 2022-2023 Q12 Employment Engagement Survey Data (Q04. Recognition)





Strategy 1 Details	Formative Reviews		
Strategy 1: Staff Kudos box. Read aloud at staff meetings. Strategy's Expected Result/Impact: Increase morale Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals -	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Monthly newsletters with staff member highlights. Strategy's Expected Result/Impact: Recognition	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Guiding Outcome 2: Increase overall employment engagement from current engagement mean of 3.78 to at or above 3.94.

Performance Objective 2: Through targeted processes, intentionally create systems to positively impact perceptions of coworkers performance Specifically, to increase current engagement mean of Q09. Committed to quality from 4.10 to at or above 4.19.

High Priority

Evaluation Data Sources: 2022-2023 Q12 Employment Engagement Survey Data (Q09. Committed to quality)

Strategy 1 Details	Formative Reviews		
Strategy 1: Work in progress.... TEA Priorities: Recruit, support, retain teachers and principals -	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: Increase overall employment engagement from current engagement mean of 3.78 to at or above 3.94.

Performance Objective 3: Kudos dropbox.

State Compensatory

Budget for Lester Davis DAEP

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 21.5

Brief Description of SCE Services and/or Programs

Texas Education Code required program (TEC. 37.006), DAEP, designed to continue education, counsel students on how to be successful in schools, and earn their way back to their home campus as quickly as possible.

Personnel for Lester Davis DAEP

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Anna Braudrick	MS Teacher	1
Beth Robertson	Instructional aide	1
Bobbie Roberts	Counselor	1
Carla Teniente	Attendance Clerk	1
Chanelle McKoy	HS Teacher	1
Cherise Williams	Instructional aide	1
Currently vacant	Instructional aide	1
David Huey	HS Teacher	1
Joni Rae Partridge	HS Teacher	1
Larry Greaves	MS Teacher	1
Lynda Martinez	Instructional aide	1
Martha Frank	Admin. Assistant	1
Paloma Epperly	Instructional aide	1
Pat Jolly	Nurse	0.5
Patrick Patterson	HS Teacher	1
Paul Beaty	MS Teacher	1
Quincy Gulley	Instructional aide	1
Ronnie Watkins	Principal	1
Samantha Torres	Instructional aide	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Sherry Rettinger	HS Teacher	1
Stacy Archer	MS Teacher	1
Ulinda Yeahquo	ES Teacher	1

Campus Funding Summary

At-Risk (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Purpose Prep Academy		\$5,000.00
Sub-Total					\$5,000.00

Addendums

EMPLOYEE ENGAGEMENT REPORT

2021 Denton ISD Employee Engagement Survey

Direct | WATKINS, RONALD | All - All

Oct 25, 2021 - Nov 08, 2021 | Total Respondents : 3,658

Mean



Total Respondents

21

Percentile Rank



The mean is greater than 28% of those in the Industry - Education - Kindergarten through 12th Grade database.

Highest Q¹² Items

Q02. Materials and Equipment



Q09. Committed to Quality



Lowest Q¹² Items

Q04. Recognition



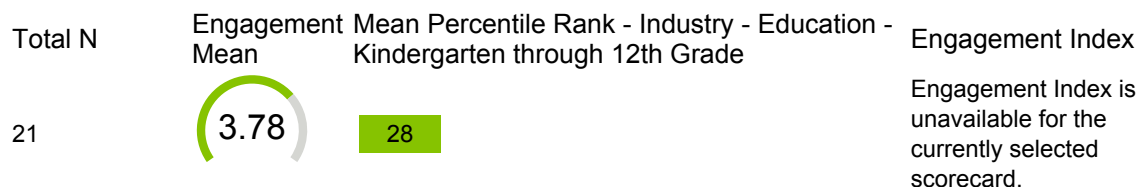
Q05. Cares About Me



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

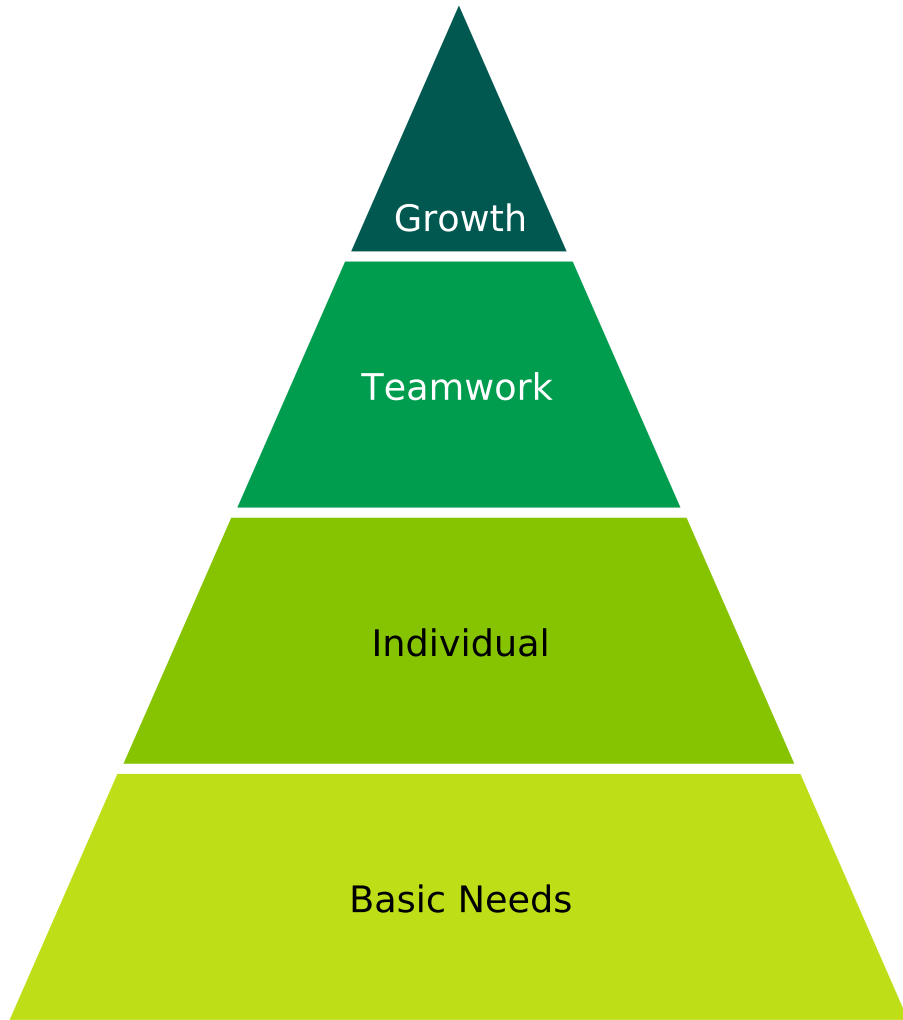
Q12 Mean

The Gallup Q12 score represents the average, combined score of the 12 elements that measure employee engagement. Each element has consistently been linked to better business outcomes.



	Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q00: On a five-point scale, where 5 means extremely satisfied and 1 means extremely dissatisfied, how satisfied are you with your organization as a place to work?	21	3.62	1:0% 2:14% 3:33% 4:29% 5:24%	3.87	27	41
Q01: I know what is expected of me at work.	21	4.05	1:0% 2:5% 3:29% 4:24% 5:43%	4.42	19	49
Q02: I have the materials and equipment I need to do my work right.	21	4.29	1:0% 2:0% 3:29% 4:14% 5:57%	4.07	71	47
Q03: At work, I have the opportunity to do what I do best every day.	21	4.05	1:5% 2:0% 3:29% 4:19% 5:48%	4.15	47	55
Q04: In the last seven days, I have received recognition or praise for doing good work.	21	2.90	1:33% 2:10% 3:19% 4:10% 5:29%	3.33	13	43
Q05: My supervisor, or someone at work, seems to care about me as a person.	21	3.86	1:14% 2:5% 3:14% 4:14% 5:52%	4.24	17	57
Q06: There is someone at work who encourages my development.	21	3.71	1:10% 2:5% 3:29% 4:19% 5:38%	3.98	24	53
Q07: At work, my opinions seem to count.	21	3.52	1:19% 2:5% 3:5% 4:48% 5:24%	3.67	33	41
Q08: The mission or purpose of my organization makes me feel my job is important.	21	4.05	1:5% 2:14% 3:10% 4:14% 5:57%	4.02	42	53
Q09: My coworkers are committed to doing quality work.	20	4.30	1:0% 2:5% 3:15% 4:25% 5:55%	4.13	57	54
Q10: I have a best friend at work.	18	3.61	1:11% 2:11% 3:17% 4:28% 5:33%	3.62	49	57
Q11: In the last six months, someone at work has talked to me about my progress.	21	3.14	1:24% 2:10% 3:19% 4:24% 5:24%	3.55	12	36
Q12: This last year, I have had opportunities at work to learn and grow.	20	3.85	1:10% 2:5% 3:15% 4:30% 5:40%	4.04	25	54

Engagement Hierarchy



Growth - How can I grow?

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

Teamwork - Do I belong here?

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

Individual - What do I give?



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

Basic Needs - What do I get?

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

ENGAGEMENT HIERARCHY

Basic Needs - What do I get?	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	21	 4.17	<div style="background-color: #92d050; padding: 5px; display: inline-block;">45</div>

	Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q01: Know What's Expected I know what is expected of me at work.	21	4.05	1:0% 2:5% 3:29% 4:24% 5:43% 	4.42	<div style="background-color: #92d050; padding: 5px; display: inline-block;">19</div>	<div style="background-color: #92d050; padding: 5px; display: inline-block;">49</div>
Q02: Materials and Equipment I have the materials and equipment I need to do my work right.	21	4.29	1:0% 2:0% 3:29% 4:14% 5:57% 	4.07	<div style="background-color: #008000; color: white; padding: 5px; display: inline-block;">71</div>	<div style="background-color: #92d050; padding: 5px; display: inline-block;">47</div>





ENGAGEMENT HIERARCHY

Individual - What do I give?	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	21	 3.63	<div style="background-color: #92d050; padding: 5px; display: inline-block;">22</div>

	Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q03: Opportunity to do Best At work, I have the opportunity to do what I do best every day.	21	4.05	 1:5% 2:0% 3:29% 4:19% 5:48%	4.15	<div style="background-color: #92d050; padding: 2px 10px;">47</div>	<div style="background-color: #008000; padding: 2px 10px;">55</div>
Q04: Recognition In the last seven days, I have received recognition or praise for doing good work.	21	2.90	 1:33% 2:10% 3:19% 4:10% 5:29%	3.33	<div style="background-color: #92d050; padding: 2px 10px;">13</div>	<div style="background-color: #92d050; padding: 2px 10px;">43</div>
Q05: Cares About Me My supervisor, or someone at work, seems to care about me as a person.	21	3.86	 1:14% 2:5% 3:14% 4:14% 5:52%	4.24	<div style="background-color: #92d050; padding: 2px 10px;">17</div>	<div style="background-color: #008000; padding: 2px 10px;">57</div>
Q06: Development There is someone at work who encourages my development.	21	3.71	 1:10% 2:5% 3:29% 4:19% 5:38%	3.98	<div style="background-color: #92d050; padding: 2px 10px;">24</div>	<div style="background-color: #008000; padding: 2px 10px;">53</div>



ENGAGEMENT HIERARCHY

Teamwork - Do I belong here?	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	21	 3.87	<div style="background-color: #4CAF50; color: white; padding: 5px; display: inline-block;">44</div>

	Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q07: Opinions Count At work, my opinions seem to count.	21	3.52	1:19% 2:5% 3:5% 4:48% 5:24% 	3.67	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">33</div>	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">41</div>
Q08: Mission/Purpose The mission or purpose of my organization makes me feel my job is important.	21	4.05	1:5% 2:14% 3:10% 4:14% 5:57% 	4.02	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">42</div>	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">53</div>
Q09: Committed to Quality My coworkers are committed to doing quality work.	20	4.30	1:0% 2:5% 3:15% 4:25% 5:55% 	4.13	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">57</div>	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">54</div>
Q10: Best Friend I have a best friend at work.	18	3.61	1:11% 2:11% 3:17% 4:28% 5:33% 	3.62	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">49</div>	<div style="background-color: #4CAF50; color: white; padding: 2px 5px;">57</div>

ENGAGEMENT HIERARCHY

Growth - How can I grow?	Total N	Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade
	21	 3.50	<div style="background-color: #90EE90; padding: 5px; display: inline-block;">17</div>

	Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
Q11: Progress In the last six months, someone at work has talked to me about my progress.	21	3.14	1:24% 2:10% 3:19% 4:24% 5:24% 	3.55	<div style="background-color: #90EE90; padding: 5px; display: inline-block;">12</div>	<div style="background-color: #90EE90; padding: 5px; display: inline-block;">36</div>
Q12: Learn and Grow This last year, I have had opportunities at work to learn and grow.	20	3.85	1:10% 2:5% 3:15% 4:30% 5:40% 	4.04	<div style="background-color: #90EE90; padding: 5px; display: inline-block;">25</div>	<div style="background-color: #008000; padding: 5px; display: inline-block;">54</div>

Engagement Index

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

Engagement Index is unavailable for the currently selected scorecard.

My supervisor creates an environment that is trusting and open.

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
21	3.19	1:29% 2:5% 3:14% 4:24% 5:29%	3.98	*	30

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

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
21	3.14	1:24% 2:14% 3:19% 4:10% 5:33%	3.76	*	90

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

Total N	Current Mean	Frequency Distribution ■ 1 ■ 2 ■ 3 ■ 4 ■ 5	Company Overall Current Mean	Mean Percentile Rank - Industry - Education - Kindergarten through 12th Grade	Company Overall Mean Percentile Rank - Administration - 1st Administration
20	4.10	1:10% 2:0% 3:20% 4:10% 5:60%	4.25	*	*

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

Total N
15

FOOTNOTES


* - Scores are not available due to data suppression.

Questions with zero responses for the selected team and/or reporting group do not appear on the report.

Respondents can select multiple responses for multi-select questions.

Not shown if $n < 4$ for Mean, Top Box, Verbatim Responses, and Sentiment, $n < 10$ for Frequency, or data is unavailable.

Meaningful change is represented by a green or red arrow if the score changes by 0.2 or more between survey periods.

Percentile Rank in Industry - Education - Kindergarten through 12th Grade Database  < 25th Percentile  25-49th Percentile  50-74th Percentile  75-89th Percentile  \geq 90th Percentile

Percent Engaged available when $n \geq 30$. All categories available when $n \geq 100$.

GLOSSARY

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

ENGAGEMENT DEFINED

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

THE SURVEY ITEMS/QUESTIONS

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

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

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

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

EMPLOYEE ENGAGEMENT RESULTS

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

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

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

UNDERSTANDING THE SCORES

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

“Don’t know” or “Does not apply”.

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

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

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

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

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

COMPARISONS

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

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

Denton Independent School District
Sparks Campus
2023-2024 Improvement Plan



Mission Statement

School Mission

The Faculty and Staff of the Joe Dale Sparks Campus will strive to create a safe, positive, and nurturing learning environment where all students can succeed.

Vision

School Vision

The Sparks Faculty and Staff are committed to keeping detained in the Denton County Juvenile Detention Center current with their home ISD schedule, providing all students from many districts a state-recognized curriculum, and ensuring that all courses count towards graduation.

Value Statement

School Values

The Joe Dale Sparks Campus prides itself on its ability to reach these students at the most vulnerable state and work with them to receive the highest education possible while they are away from their natural class setting.

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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 7
- Guiding Outcomes 8
 - Guiding Outcome 1: Sparks Campus will maintain 95% or better attendance rates in all of our classes. We will make our classes and school a place where students have the right and desire to learn. 9
 - Guiding Outcome 2: Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTS academic universal monitoring system. 11
- State Compensatory 13
 - Budget for Sparks Campus 14
 - Personnel for Sparks Campus 14
- Title I Personnel 14
- Campus Funding Summary 15

Comprehensive Needs Assessment

Demographics

Demographics Summary

The nature of our student population can be described as fluid at best. We serve all of Denton county and some of the surrounding counties as well. Our population is made up of students who have been detained for violating the penal code. The racial/ ethnic breakdown fluctuates throughout the school year. We do enroll all of our students in the appropriate English, Science, Social Studies, and Math classes to meet their needs. We also enroll them in a business course along with Art and Physical Education classes. We meet all of the needs of our Special Education, 504, and Emergent Bilingual students as specified in the paperwork we receive from their home campuses. Where parent involvement is a difficult task to manage here, we do reach out and communicate with parents when enrolling students.

Demographics Strengths

Staff is a strength here at Sparks. We have a very experienced staff who many have only ever worked here. They understand the procedures of both the school and the county.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We try to meet the academic needs of a very mobile population. We can make some gains but then the student is released or sent to a different placement

Root Cause: Mobility rate of over 95% it is difficult to create a sustained academic change.

Student Learning

Student Learning Summary

Student engagement is our best indicator of student learning. Students come to us from all over Denton county. They have often missed school often or were not engaged in their classes. We are challenged in trying to engage them in lessons daily and trying to increase their desire to read.

Student Learning Strengths

We have minimal distractions for our students. We work in classes of 12 or less students. We can offer up help to those when need/want it.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our mobility rate limits our ability to measure effectiveness. **Root Cause:** The average length of enrollment for our students is less than 25 days.

School Processes & Programs

School Processes & Programs Summary

Each of our teachers is tasked with teaching different levels of their content in each of their classes. Where an ELAR class can adjust this easily, the task is more difficult for a science, history or math teacher. This alone is a challenge but add in the different learning levels and special programs aspect of the class and now you have a balancing act like no other.

School Processes & Programs Strengths

Teachers work to meet the needs that are very different in each of their classes. Lessons are prepared to meet these needs.

Perceptions

Perceptions Summary

Our campus Engagement survey showed that recognition is something that needs improvement.

The county leadership has expressed their excitement with our new PE program in both detention and CTC.

There is a more positive feel around the campus.

Perceptions Strengths

The tenure of our staff shows the desire to work in our School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We must find ways to acknowledge the good things our staff does on a regular basis. **Root Cause:** There are so many things that can get in the way and we must prioritize positive feedback for our staff.

Priority Problem Statements





Guiding Outcomes

Guiding Outcome 1: Sparks Campus will maintain 95% or better attendance rates in all of our classes. We will make our classes and school a place where students have the right and desire to learn.

Performance Objective 1: Teachers will increase level of interest and relevance in their lessons in order to encourage students to attend class.

Evaluation Data Sources: student attendance





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Facility staff interaction will be monitored to assure that students are being told that school is starting rather than being asked if they are going to school. Principal will meet with all students who have refused class.</p> <p>Strategy's Expected Result/Impact: Students will attend class</p> <p>Staff Responsible for Monitoring: Principal, teachers, at risk teachers, attendance clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: We will increase the amount of appreciation our teacher feel for the school year. We will acknowledge the great things they are doing for our students, their peers, and the school as a whole.</p> <p>Strategy's Expected Result/Impact: Teachers will want to provide the best environment possible for our students to work in.</p> <p>Staff Responsible for Monitoring: Principal, at risk teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Monitor and address any reported negative teacher/ student interactions as reported by classroom removals, teacher concerns, and Code Greens (student concerns).</p> <p>Strategy's Expected Result/Impact: Addressing concerns early helps to minimize the number of removals and concerns. This gives more time for teacher/student interaction.</p> <p>Staff Responsible for Monitoring: Principal, teacher, at risk teacher</p> <p>Title I: 2.4, 2.6</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: Sparks Campus will maintain 95% or better attendance rates in all of our classes. We will make our classes and school a place where students have the right and desire to learn.

Performance Objective 2: Principal will intervene with any attendance concerns early in the process.

Evaluation Data Sources: attendance clerk will inform principal





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Principal will discuss the possible issues with missing school while at Sparks Campus. The access to school library can be limited. Report to court and Probation office when missing. Truancy measures are still in place here at Sparks.</p> <p>Strategy's Expected Result/Impact: Students are in class 100% of the time</p> <p>Staff Responsible for Monitoring: Principal, attendance clerk</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Guiding Outcome 2: Students will demonstrate academic success while enrolled at the Tier 1 level of the DMTS academic universal monitoring system.

Performance Objective 1: 90% of Sparks students enrolled at least 50% of the grading period will function at the Tier 1 level of the DMTS Universal Monitoring System.

Evaluation Data Sources: Teacher lesson plans, curriculum, TTESS documents, CTC students transition records, report cards, progress reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will acquire appropriate materials to improve and support instruction for students and/or teachers utilizing Title I, Part D, Subpart 2 funds, which are designated to (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and state students achievement standards that all children in the State are expected to meet, (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.</p> <p>Strategy's Expected Result/Impact: Improved instruction across content areas and student progress on progress reports and report cards</p> <p>Staff Responsible for Monitoring: Teachers, Administrator</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,282.50</p>	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide instructional and clerical support personnel for at-risk students</p> <p>Strategy's Expected Result/Impact: Improved instructional support across all content areas and student progress on IRPs and report cards.</p> <p>Staff Responsible for Monitoring: Secretary, Attendance Clerk, Principal, Teachers, At-risk teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Dec	Mar	May

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize At-risk Teacher to support struggling students in all core content classes.</p> <p>Strategy's Expected Result/Impact: Report Cards, WRAT Scores, STAAR/EOC Results,</p> <p>Staff Responsible for Monitoring: At-risk Teacher</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: - Title I, Part D Subpart 2 - \$80,000</p>	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide additional clerical support to facilitate records of students when needed.</p> <p>Strategy's Expected Result/Impact: Records and Cumulative folders will be current and accurate.</p> <p>Staff Responsible for Monitoring: Registrar, Secretary, Principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Assistant Registrar, Attendance Clerk - Title I, Part D Subpart 2 - \$84,500</p>	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide teacher who will teach Art and Physical Education to address the needs of the students in our facility. We previously only had one Art and one PE teacher. There were days where many students would not have a class since the teacher could only teach 6 out of 7 classes. This position will assure that students have an Art or PE teacher in class everyday.</p> <p>Strategy's Expected Result/Impact: Hire a teacher who has both PE and Art certification. Students make gains in both contents since they are able to have a teacher daily.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Hire fully Certified Art and PE teacher. - Title I, Part D Subpart 2 - \$78,000</p>	Formative		
	Dec	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Sparks Campus

Total SCE Funds:

Total FTEs Funded by SCE: 18

Brief Description of SCE Services and/or Programs

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Personnel for Sparks Campus

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ann Posten	Detention English Teacher	1
Anna Jessica Galvan	Attendance Clerk & Registrar	1
Brandi Nowicki	PE/Art	1
Brooke Lana	Inclusion Teacher	1
Chris Shapley	Detention PE	1
David Heilein	CTC/POST Math Teacher	1
David Michaelsen	CTC/POST Social Studies Teacher	1
Dina Sosa	Assistant Registrar	1
Edith Orozco	Detention Science Teacher	1
Elizabeth Cook	CTC/ POST & Detention Art Teacher	1
Jenneal Vincent	Secretary/ Registrar	1
Julia Laney	Inclusion Teacher	1
Michael Smith	CTC/POST CTE Teacher	1
Paul Martinez	Principal	1
Rebecca Brigham	CTC/POST English Teacher	1
Ryan Wilcox	Detention CTE Teacher	1
Stephanie Forester	At-Risk Teacher & Testing Coordinator	1
Stephen Stone	Detention Math Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Galvan	Attendance Clerk	Office Staff	1
Brandi Nowicki	Teacher	Detention	1
Dina Sosa	Assistant Register	Office Staff	1
Stephanie Forester	At Risk Teacher/ Testing Coordinator	At-Risk Services	1

Campus Funding Summary

State Compensatory Education (SCE)					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,282.50
Sub-Total					\$1,282.50
Title I, Part D Subpart 2					
Guiding Outcome	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3			\$80,000.00
2	1	4	Assistant Registrar, Attendance Clerk		\$84,500.00
2	1	5	Hire fully Certified Art and PE teacher.		\$78,000.00
Sub-Total					\$242,500.00