

Denton Independent School District
W.S. Ryan Elementary
2020-2021 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: September 24, 2020

Demographics

Demographics Summary

W.S. Ryan Elementary is a Title 1 campus serving grades PK - 5th Grade. Approximately 45-50% of our students economically disadvantaged. Our campus has a One-Way Spanish Dual Language program PK-5th grade, as well as two self-contained Academic & Functional Skills special education classrooms serving grades 3-5. We offer EXPO, our Gifted/Talented program, for grades K-5. Our PreK program is bilingual, part of our Dual Language Program.

Our enrollment is approximately 550, and has grown steadily over the past 5 years. W.S. Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate. We continue to have new families moving into neighborhoods in our school zone.

Demographics Strengths

- Our school zoned neighborhoods are showing consistent growth, with new neighborhoods currently being developed, and new homes still being built in existing neighborhoods.
- We have a variety of programs to serve students with diverse needs, including Special Education programs, EXPO (gifted/talented), PreK, and the PK-5th Grade Spanish Dual Language Program.
- Our PTA enrollment and volunteer numbers continue to grow each year. Parent and community engagement is high.

Student Learning

Student Learning Summary

Prior to the Spring closure due to COVID, our students were on track to meet our 2019-20 CIP goal of students on level in ELA and Math by the end of the school year. However, due to gaps caused by the closure, we have started the year with fewer students on level in ELA and Math. We have approximately 20% of our students (as of October) participating in the Connected Learning Program. We have found that many of our Connected Learners are not showing progress for a variety of reasons, primarily a lack of engagement and connection with teachers during the school day. Due to the numbers of Connected Learners, it wasn't possible to create a separate CL class in each grade level; therefore, most classroom teachers are teaching a blended class of both face-to-face and connected learners. Reliable assessment data can be difficult to receive when given virtually.

Beginning of the year common assessment data for this school year shows a specific need for growth in number sense in Math for grades K-2, and Reading and Writing in grades 1-5.

Last year's TELPAS showed at least one year's growth for 57% of our LEP students in grades 1-5. We will provide continual support of ELL strategies to help our English Language Learners increase their English proficiency, while supporting the goal of being bilingual and bi-literate through the one-way Dual Language Program.

We have been using the Units of Study ELA curriculum in Reading and Writing for 4 full years on our campus, and have seen continued growth through this initiative. This is our second year implementing the Units of Study in Phonics for grades K-2. Utilizing workshop model has allowed our teachers to maximize instructional time to provide critical tier 1 & 2 classroom intervention. Seventeen staff members have attended the Reading, Writing, Leadership, and Phonics Institutes at the Teachers' College Reading and Writing Project at Columbia University, bringing back critical pd information to align with our Units of Study implementation.

As a Title 1 campus, a full time Math interventionist and Coach would be helpful to provide needed support to teachers and students. They are currently part-time, shared with other campuses. Our specialists are participating in the state-required Reading Academy this year. This is an intensive program, and having full-time coaches would provide needed support for the classroom teachers who will be attending the academy next year. The biggest barrier teachers currently face is time. Being able to use Title 1 funds for Educational Leave for teachers is very helpful to give them the extra time they need to collaboratively plan through the PLC process.

Learning Walk observations show an increased use of instructional technology and best practices as teachers learn to navigate blended models of face-to-face and connected learning. However, they are in need of continued support for this challenge.

Due to the number of Connected Learning students, as well as students who have been and could continue to be sent home on quarantine due to COVID exposure, the need for student chromebooks is high. We are not a 1:1 campus, and additional devices will help our remote learners connect and engage in their learning.

During the 2019-20 school year our faculty participated in the AFL cohort with Jan Chappuis and the Denton ISD curriculum department to strengthen our use of Assessment for Learning Strategies, focusing on strong & weak work samples and learning targets in ELA and Math. We will continue this work, and move forward with effective feedback strategies this year. Our 2nd grade team participated in the DHS Zone 2nd Grade Reading Cadre prior to the closure, which helped them strengthen their implementation of the Units of Study and workshop model.

Student Learning Strengths

- The Units of Study in Reading and Writing have been in full implementation in all grade levels for four years, with ongoing pd provided.

Kinder and 1st grade have full classroom libraries aligned with the Units of Study; 2nd grade has a significant portion of the classroom library shelves; 3-5 have the most

needed shelves/genres in classrooms. We have continued utilizing Title 1 funds, PTA grants, and DPSF grants to fill our classroom libraries with a variety of books designed to increase student engagement and represent student diversity.

- Regular PLC's are held with all grade levels throughout the year and are focused on student data.
- Workshop model for ELA and Math has been strengthened through ongoing pd and coaching.
- Ten staff members attended the TCRWP Homegrown program in Reading during the summer 2019.
- 17 current staff members have attended the TCRWP's institutes at Columbia University's Teachers College, covering topics across Reading, Writing, Coaching, and Leadership. Two staff members are attending the Racial Equity Institute in December.
- WSR received 5 out of 6 Distinction Designations on the 2019 Accountability Ratings. (Math, Reading/ELA, Comparative Closing Gaps, Postsecondary Readiness, Comparative Academic Growth)
- WSR had an overall 7 pt increase in overall STAAR tests passed during the 2019 STAAR.
- Our Instructional Leadership team consists of representatives from each grade level, as well as specialists and campus administrators and coaches. The IL team provides needed support to teachers in the implementation of workshop model throughout the year.
- Several Reading, Writing, and Phonics "learning labs" were conducted in classrooms last year prior to the Spring closure to model best practices for teachers and allow for valuable feedback opportunities.

School Processes & Programs

School Processes & Programs Summary

We are a PLC-driven campus; Common assessments are TEK based and used to drive instruction. We have been utilizing the Units of Study Reading and Writing Units for 5 years, and have added the Phonics units last year. Pacing guides are planned out based on scope and sequence provided by the district, and the Units of Study are aligned with the TEKS. Title funds have been utilized to purchase supplementary materials, including classroom libraries for all grade levels, that align with the Units of Study. We utilize workshop model for our core content areas, especially in Language Arts and Math. Teachers receive ongoing pd for workshop model components, focusing on individual conferring, small group, and mini lesson components.

Our master schedule is designed to maximize instructional time, allowing for large blocks of time in subject areas to implement an effective workshop model.

We have a comprehensive DMTSS process that is data-driven. Teachers and specialists meet regularly to review student progress and make a plan for interventions.

Due to the numbers of Connected vs Face to Face learners, our teachers have blended classrooms of both CL and FtF students together.

We created an Instructional Leadership team, consisting of campus administrators, specialists, and teacher reps per grade level; the purpose of the IL team is to pursue advanced pd in curricular topics and present those to staff and provide ongoing instructional support to teachers. Our goal is to provide continued PD opportunities to develop and maintain our high-quality staff, as well as to continue using Title 1 funds to provide coaching support for teachers through a Title-funded instructional coach position.

Our BERT (Building Emergency Response Team) meets and runs safety drills regularly, and all staff are trained on our Building Emergency Operations Plan.

WS Ryan will continue to use instructional coaches to support newer teachers in the areas of assessment literacy, lesson planning, and workshop model. Professional Development will continue to be provided throughout the year to help all teachers meet the needs of students. Mentors will be provided to first year teachers to provide an additional layer of support for our first year teachers. Our campus will continue to partner with local universities to provide mentors for their student-teaching interns. The campus principal will continue to work with the district's bilingual recruitment committee to recruit high quality teachers certified in Bilingual Education.

Teachers need continual support in learning how to use instructional technology in all subject areas while balancing blended classes of face-to-face and Connected Learners.. Utilizing instructional technology through faculty and district PD will enhance teachers' knowledge and comfort level with asynchronous and synchronous instruction, and will increase engagement of students.

We will continue to adjust our master schedule to meet student needs and provide the time and support teachers need for effective collaborative planning.

School Processes & Programs Strengths

- Our Instructional Leadership Team, Grade level Team Leaders, BERT, and Campus Leadership Team provides much support and guidance for teachers to implement best practices and follow appropriate health and safety protocols.
- New interactive projectors were installed in every classroom over the summer, and are fully operational. Student classroom engagement is increased with the use of this technology.

- Our partnership with UNT and TWU has provided us with high-quality interns, some of whom have been hired onto our faculty and have shown success in the classroom. We have received alternative certification candidates who have shown clear success in the classroom as well.
- Walk-throughs and T-Tess appraisals show clear evidence of teachers implementing best practices and utilizing effective assessment for learning strategies.
- We continue to have a high enrollment of students in our EXPO (gifted/talented) program through enhanced PD for teachers regarding identification of possible gifted/talented students and the referral process.

Perceptions

Perceptions Summary

We receive continuous positive feedback about the warm and welcoming climate at W.S. Ryan. Our last Engagement Survey from staff in the Fall 2019 indicated an 18 point increase over a two-year period in overall morale. Staff attributed this improvement to campus-wide support provided to staff, PTA and parent engagement, and being able to work together as collaborative PLC teams consistently throughout the year, as well as small celebrations throughout the year.

For the past three years and prior to the closure, we have had a high number of reading mentors, through the Robson Ranch Community, volunteer on campus to provide one-on-one reading support to students in grades 2 and 3. The program showed consistent improvement in the reading levels of the participating students. Once we are able to bring mentors safely back on campus, we hope to continue this valuable program.

We have frequent celebrations of achievement and citizenship skills, through our Rockin' Wrangler program and Reading & Writing classroom celebrations. Celebrations will look different this year, since we are unable to have visitors and large group assemblies. Celebrations will need to be virtual to include Connected Learners and parents.

During the 2019-20 school year, staff engaged in book studies of "Culturize" and "The Energy Bus" to promote continued collegiality and positive energy among the faculty. We will continue to place an emphasis on celebrating student learning and positive social skills through our Rockin' Wrangler program and classroom Reading & Writing celebrations. New teachers are provided a copy of the book "The Energy Bus" to further support our focus on a positive campus climate and culture.

Connected Learning has brought new challenges in engaging students and parents. We will continue to work throughout the year to emphasize the importance of daily connection in all synchronous lessons, as well as implementing ways to include our Connected families in spirit activities, such as spirit dress-up days, virtual celebrations, and PTA spirit nights supporting local businesses. It will also be important to acknowledge and address the emotional needs of teachers and staff as they work through the challenges and fatigue of Connected Learning and increased health & safety protocols.

Perceptions Strengths

- WS Ryan has a very active PTA. Through their fund raising, they are able to provide a variety of family involvement activities, as well as funding for instructional purposes. They have funded technology, such as chromebooks and ipads, a 3D printer, and a new cafeteria projector. They are currently providing art supplies in order to create individual kits for face-to-face and connected learners, flexible seating for classrooms, and books for classroom libraries.
- Multiple communication venues are used to communicate school events and info to parents, including campus social media, school website, email blasts, all-calls, and several teachers use the remind app.
- For the past three years and prior to the closure, we have had a high number of reading mentors, through the Robson Ranch Community, volunteer on campus to provide one-on-one reading support to students in grades 2 and 3. The program showed consistent improvement in the reading levels of the participating students. Once we are able to bring mentors safely back on campus, we hope to continue this valuable program.
- Continuous positive feedback received about the warm and welcoming environment at WS Ryan.
- Culture and Engagement surveys indicate an improvement in recruiting volunteers.
- All teachers are at their doors greeting students every morning during arrival. Each class starts their day with a morning meeting to help meet the Social Emotional Learning needs of their students and start their day with positivity and encouragement.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math 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
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 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 2021, students in all grades will make at least one year's progress in their ELA and Math level as evidenced by ELI/SELI/PNA/Common Assessments/STAAR.

Evaluation Data Sources: ELI/SELI/DRA/IRI/Common Assessments/Report Card Assessment/STAAR/TELPAS Reading Domain

Summative Evaluation: None

<p>Strategy 1: The staff will continue using the Units of Study ELA curriculum through implementation of the ELA workshop model, focusing on individual conferring and small groups.</p> <p>Strategy's Expected Result/Impact: Students will show at least one year's growth on ELI/SELI/DRA/report card/STAAR by May 2021.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Classroom Libraries that are aligned with the Units of Study; Teacher tool kits to assist with conferring and small group data management - Title I, Part A - \$8,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 2: Conduct PLC meetings by grade level and vertical teams at least once each nine weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, and review assessment for learning strategies. Additional time will be given each week for grade levels to continue their PLC focus, and supplemental pd opportunities will be provided.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to implement appropriate interventions in order for students to make one year's growth by May 2021.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Provide ongoing supplemental professional development, support, and materials for teachers and administrators to implement the Lucy Calkins Units of Study for Reading and Writing across all grade levels, as well as Math workshop. PD opportunities given during the summer and throughout the school year.</p> <p>Strategy's Expected Result/Impact: Teachers will receive the support they need in order to effectively implement the Units of Study and Math workshop. Students will benefit from their teachers' continued PD and show one year's growth by May 2021.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Educational Leave for teachers, Teacher resource materials aligned with the curriculum - Title I, Part A - \$12,000, Registration for PD institutes that directly support our curriculum initiatives - Title I, Part A - \$1,700</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Provide Instructional Coach/ Reading & Math Interventionists to increase teacher understanding of the depth and complexity of the TEKS, Assessment for Learning strategies, assessments in all subject areas, and provide interventions to our at-risk students.</p> <p>Strategy's Expected Result/Impact: Results of Common Assessments, Report Card Assessments, STAAR, ELI/SELI/DRA/KR, iStation & Imagine Math will show student growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Interventionists, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist - State Compensatory Education (SCE) - \$30,000, Staffing - Interventionist/Coach - Title I, Part A - \$45,752, Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Assessment for Learning PD will focus on Strategy 2, Using models of strong & weak work and Strategy 3 - Descriptive Feedback.</p> <p>Strategy's Expected Result/Impact: Classroom walkthroughs and student work samples will show evidence of Strong and weak work samples used in instruction, as well as effective feedback provided by teachers.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coaches, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 6: Continue "Tier Time" within the school day for targeted instruction for specific student interventions across the grade levels, with supplemental materials, such as study guides, manipulatives, and literacy materials</p> <p>Strategy's Expected Result/Impact: The master schedule, classroom walkthroughs, and PLC work with teachers will provide the data to show student growth and needs.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Curriculum materials for student interventions - Title I, Part A - \$2,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, and virtual parent curriculum nights.</p> <p>Strategy's Expected Result/Impact: We will monitor and document parent participation in these events. Increased parent participation will show improved student growth.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Materials for Parent Involvement, such as learning items to use at home or informational material - Title I, Part A - \$2,684</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Provide supplemental student support, such as before-or-after-school and Saturday School tutorials for students needing interventions based on data analysis.</p> <p>Strategy's Expected Result/Impact: The Tutorials roster and student participation will give us the data to show student growth in ELA and Math and close achievement gaps.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Learning Materials and Teachers for Saturday School & Tutorials - Title I, Part A - \$10,404</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 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: W.S. Ryan will continue to improve the campus culture and climate by focusing on our Social-Emotional Learning Practices, designed to increase student engagement and achievement, by May 2021.

Evaluation Data Sources: Student achievement data/Student, Staff, and Family engagement surveys/Strengths-Based survey

Summative Evaluation: None

<p>Strategy 1: All new staff members will participate in a book study on "The Energy Bus" by May 2021 to further support our positive campus culture.</p> <p>Strategy's Expected Result/Impact: Engagement Surveys will show continued improvement in staff morale and campus culture and climate.</p> <p>Staff Responsible for Monitoring: New teachers, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Restorative practices - continue to implement CHAMPS & Love & Logic in both classrooms and school-wide, and deepen our implementation of morning meeting circles daily in each classroom.</p> <p>Strategy's Expected Result/Impact: Morning Meeting participation will show increased student engagement throughout the day. Student engagement surveys will also be used to determine effectiveness.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Students and staff will take their Strengths Assessment and participate in Strengths activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Engagement/Culture & Climate surveys, along with student achievement data, will be used to determine the effectiveness of this program.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: We will conduct celebrations and activities, such as spirit days and classroom celebrations , that provide opportunities for our Connected Learners to participate in order to increase their engagement and social-emotional wellness. All students will be invited to PTA spirit day events at local businesses and encouraged to participate in dress-up spirit days to give them a chance to connect with peers, whether in person or virtually.</p> <p>Strategy's Expected Result/Impact: We will monitor their virtual participation in the celebrations and connection with their teachers and peers during the school day.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: At least one staff member and administrator will apply to attend the Teachers' College Reading & Writing Project "Advancing Racial Equity in Education" Institute in order to provide academic support for teachers to strengthen the relationship between teaching, literacy, and racial equity.</p> <p>Strategy's Expected Result/Impact: Diversity in literature and culturally relevant instructional practices will strengthen the social-emotional learning and achievement of students.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Administrator</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Attendance at the Racial Equity Institute - Title II, Part A - \$1,300</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Personnel for W.S. Ryan Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alissa Royal	Math Interventionist	Math	.5
Ann Winkle	Reading Interventionist	Reading	.5
DeeDee Florence	K-2 Reading Intervention	Reading	.5
Sulema Flores	DLL Bilingual K-2 Reading Intervention	Bilingual/Reading	.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ann Winkle	Reading Interventionist	Reading	.5

Campus Funding Summary

State Compensatory Education (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Reading Interventionist		\$30,000.00
1	1	4	Math Interventionist		\$30,000.00
Sub-Total					\$60,000.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Libraries that are aligned with the Units of Study; Teacher tool kits to assist with conferring and small group data management		\$8,000.00
1	1	3	Educational Leave for teachers, Teacher resource materials aligned with the curriculum		\$12,000.00
1	1	3	Registration for PD institutes that directly support our curriculum initiatives		\$1,700.00
1	1	4	Staffing - Interventionist/Coach		\$45,752.00
1	1	6	Curriculum materials for student interventions		\$2,000.00
1	1	7	Materials for Parent Involvement, such as learning items to use at home or informational material		\$2,684.00
1	1	8	Learning Materials and Teachers for Saturday School & Tutorials		\$10,404.00
Sub-Total					\$82,540.00
Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Attendance at the Racial Equity Institute		\$1,300.00
Sub-Total					\$1,300.00
Grand Total					\$143,840.00

Addendums