Denton Independent School District

W.S. Ryan Elementary

2022-2023 Campus Improvement Plan

W.S. RYAN
Elementary

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Comprehensive Needs Assessment

Revised/Approved: September 20, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Based on our campus strengths and needs, we will prioritize our efforts in the following areas:

- Recruiting staff to fill our remaining teaching and aide positions, and providing the necessary support and pd to retain our staff.
- Providing multiple opportunities for vertical PLC's to address our areas of need in order to align instructional practices vertically among all grade levels.
- Providing relevant pd to teachers to meet their professional and student growth goals.
- Increasing the number of family engagement events and opportunities for parents to be present and engaged in their children's learning, as well as opportunities for families to volunteer on campus.

Demographics

Demographics Summary

W.S. Ryan Elementary is a Title 1 campus serving grades PK - 5th Grade. Approximately 45% of our students economically disadvantaged. Our campus has a One-Way Spanish Dual Language program PK-5th grade, as well as two self-contained Special Education Classes - the Academic & Functional Skills classroom serving grades 3-5, and the Functional Life Skills classroom serving grades K-5. We offer EXPO, our Gifted/Talented program, for grades K-5. We have two PreK classes - monolingual and bilingual (Spanish Dual Language)

Our enrollment is approximately 610, and has grown steadily over the past 6 years. We have seen a drastic increase of approximately 60 students this year due to continued housing construction in our zone/surrounding neighborhoods. W.S. Ryan has the privilege of having a diverse population with a low mobility and an overall good attendance rate.

The percentage of students participating in specialized programs on our campus is as follows:

- EXPO - 10%
- Special Education - 15%
- Dual Language (Bilingual) - 23%

Demographics Strengths

We have many parents who have expressed an interest in volunteering on campus. Prior to COVID, we had a high attendance at family engagement events. Over the past year we have seen a gradual increase in family participation in engagement events.

WSR is a diverse campus. Our students speak at least 24 languages from 6 continents, and celebrate more than 29 holidays. THere are at least 5 different religions represented, celebrating several holidays specific to their faith. Our staff values this diversity, and takes the initiative to learn about our families' cultures and traditions so we can honor and acknowledge the holidays and traditions they celebrate.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ..We are short teaching/aide positions at the start of this year, requiring the use of long-term subs to fill positions. **Root Cause:** ..There is a shortage of candidates.

Student Learning

Student Learning Summary

We have continued to see an increase in the number of students in grades PK-5th grade making at least one year's growth.

The interuptions in learning that our students have experienced over the past 2 years due a lack of engagement from the Spring 2020 closure and Connected Learning last year have shown continued learning gaps in the areas of ELAR and Math. Having all of our students return face-to-face last year has already allowed teachers to begin closing gaps.

Beginning of the year common assessment data for this school year shows a specific continued need for growth in number sense in Math for grades K-2, Reading and Writing in grades 1-5, and English proficiency for our Emergent Bilingual students. We will provide continual support of ELL strategies to help our Emergent Bilingual students 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 6 full years on our campus, as well as the workshop model, and have seen continued growth through this initiative. This is our 4th 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. Eighteen 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. This is an intensive program, and having full-time coaches would provide needed support for the classroom teachers attending the academy. The biggest barrier teachers currently face is time; specifically, implementing the intensive requirements from HB 4545 during the regular school day in addition to providing the recommended amount of time for core content areas.. 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 consistent implementation of workshop model. Our workshop pd focus this year will be on Math for all grades, and Language Arts for newer teachers.

We will continue the Assessment for Learning work, and will move forward with effective feedback strategies this year. Our newer teachers are provided additional support through our district's Beginning Teacher Academies, held throughout the year to provide ongoing pd and guidance.

Texas Education Agency
2022 STAAR Performance
RYAN EL (061901113) - DENTON ISD - DENTON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	270	270	100	-	640	
Approaches GL or Above	225	217	63	-	505	79%
Meets GL or Above	171	159	40	-	370	58%
Masters GL	101	85	19	-	205	32%
Total Percentage Points						169%

	Total Percentage Points						169%	
Component Score							**56**	

	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)	Con ou Enr
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	79%	67%	72%	83%	82%	100%	100%	-	68%	77%	78%	50%	90%	
At Meets GL Standard or Above	58%	33%	50%	65%	64%	86%	100%	-	43%	52%	53%	41%	69%	
At Masters GL Standard	32%	12%	25%	41%	18%	41%	60%	-	19%	24%	24%	10%	41%	
Number of Tests														
At Approaches GL Standard or Above	505	51	152	251	9	37	5	-	166	106	118	53	26	
At Meets GL Standard or Above	370	25	104	197	7	32	5	-	106	72	81	43	20	
At Masters GL Standard	205	9	53	123	2	15	3	-	46	33	36	10	12	
Total Tests	640	76	210	301	11	37	5	-	244	138	152	105	29	
Participation														
% participation 2020-21	97%	95%	98%	97%	*	95%	*	100%	97%	98%	99%	94%	77%	
% participation 2021-22	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	
ELA/Reading														
Percent of Tests														
At Approaches GL Standard or Above	83%	78%	78%	87%	*	100%	*	-	75%	81%	83%	52%	85%	
At Meets GL Standard or Above	63%	47%	55%	70%	*	87%	*	-	47%	57%	59%	43%	62%	
At Masters GL Standard	37%	19%	28%	46%	*	53%	*	-	21%	26%	27%	7%	46%	
Number of Tests														
At Approaches GL Standard or Above	225	25	69	111	*	15	*	-	77	47	52	22	11	
At Meets GL Standard or Above	171	15	49	89	*	13	*	-	48	33	37	18	8	
At Masters GL Standard	101	6	25	59	*	8	*	-	21	15	17	3	6	
Total Tests	270	32	89	128	*	15	*	-	102	58	63	42	13	
Participation														
% participation 2020-21	96%	94%	98%	96%	*	93%	*	100%	97%	99%	99%	92%	80%	
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	80%	66%	79%	82%	*	100%	*	-	71%	84%	86%	52%	92%	

	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)
At Meets GL Standard or Above	59%	25%	57%	63%	*	93%	*	-	49%	60%	62%	40%	85%
At Masters GL Standard	31%	6%	30%	38%	*	40%	*	-	23%	29%	29%	12%	46%
Number of Tests													
At Approaches GL Standard or Above	217	21	70	105	*	15	*	-	72	49	54	22	12
At Meets GL Standard or Above	159	8	51	81	*	14	*	-	50	35	39	17	11
At Masters GL Standard	85	2	27	49	*	6	*	-	23	17	18	5	6

TEA | School Programs | Assessment and Reporting | Performance Reporting

Texas Education Agency
2022 STAAR Performance
RYAN EL (061901113) - 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)	C
Total Tests	270	32	89	128	*	15	*	-	102	58	63	42	13	
Participation														
% participation 2020-21	96%	94%	97%	96%	*	93%	*	100%	96%	97%	97%	92%	80%	
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	100%	
Science														
Percent of Tests														
At Approaches GL Standard or Above	63%	42%	41%	78%	*	100%	*	-	43%	45%	46%	43%	*	
At Meets GL Standard or Above	40%	17%	13%	60%	*	71%	*	-	20%	18%	19%	38%	*	
At Masters GL Standard	19%	8%	3%	33%	*	14%	*	-	5%	5%	4%	10%	*	
Number of Tests														
At Approaches GL Standard or Above	63	5	13	35	*	7	*	-	17	10	12	9	*	
At Meets GL Standard or Above	40	2	4	27	*	5	*	-	8	4	5	8	*	
At Masters GL Standard	19	1	1	15	*	1	*	-	2	1	1	2	*	
Total Tests	100	12	32	45	*	7	*	-	40	22	26	21	*	
Participation														
% participation 2020-21	97%	92%	98%	98%	-	*	-	-	98%	100%	100%	100%	*	
% participation 2021-22	100%	100%	100%	100%	*	100%	*	-	100%	100%	100%	100%	*	

- Indicates there are no students in the group.

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

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

Student Learning Strengths

- The majority of our students have shown at least one year's growth from the previous year, in ELA and Math, and we have continued to see an increase in the number of students making growth in those areas.
- Our campus earned a STAAR distinction in "Postsecondary Readiness" in 2022.
- Learning walks show consistent implementation of workshop model.
- All classroom teachers, specialists, and campus administrators participated in summer pd learning opportunities this year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our Science STAAR scores decreased by 14 points. **Root Cause:** We need to increase the amount of time our master schedule allows for Science instruction, and integrate Science into Language Arts.

Problem Statement 2: Only 31% of our Emergent Bilingual students made one year's growth in their composite TELPAS English Proficiency rating. **Root Cause:** English Language Proficiency standards are not adequately aligned with lessons, and the Proficiency Language Descriptors may not be consistently applied to TELPAS ratings among raters.

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 6 years, and the Phonics units for 3 years. 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 and small groups.

Our master schedule is designed to maximize instructional time, allowing for large blocks of time in subject areas to implement an effective workshop model , as well as meet the HB 4545 intervention requirements.

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.

We have 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 IL team will also participate in a book study and PD with the author of "Design in 5" to provide valuable learning in assessment strategies.

Our BERT (Building Emergency Response Team) meets and runs safety drills regularly, and all staff are trained on our Building Emergency Operations Plan. We are also seeing an improvement in the number of filled absences on campus by substitutes.

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. Our newer teachers will participate in the district's Beginning Teacher Academy.

We will continue to adjust our master schedule to meet student needs, meet the intensive requirements of HB 4545 and provide the time and support teachers need for effective collaborative planning.

Several teachers sponsor extra-curricular clubs after school, including Choir, Art Club, Yearbook, Green Team, Running Club, and ASL (sign language) club. Students in grades 4 & 5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests. We also have plans to create a 3rd grade Math club.

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.

- Our Master Schedule is designed to allow teachers to maximize instructional time and provide effective tier 1, 2, and 3 interventions.

- All students have 1:1 chromebook devices. 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 hired alternative certification candidates who have shown clear success in the classroom as well. We have continued to mentor interns this school year.

- 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.

- Title 1 funds are used to provide educational leave in order to allow teachers the time they need to collaborate, plan, and analyze data, and attend relevant instructional pd.

- Several teachers sponsor extra-curricular clubs after school, including Choir, Art Club, Yearbook, Green Team, Running Club, and ASL (sign language) club. Students in grades 4 & 5 participate, which further engages them in their learning and enables them to build positive relationships with teachers and peers through common interests. We are planning on adding a 3rd grade Math club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: HB4545 has presented multiple challenges in meeting student intervention needs with the available staff on campus. **Root Cause:** The available staff is stretched thin, and students in both special education and dyslexia have very limited time available for the extra minutes required by HB4545. The use of A+ tutors should be increased, and master schedule should be adjusted to allow more time for interventions.

Perceptions

Perceptions Summary

We receive continuous positive feedback about the warm and welcoming climate at W.S. Ryan.

We have frequent celebrations of achievement and citizenship skills, through our Rockin' Wrangler program and Reading & Writing classroom celebrations, and welcome our parents to join us in many of these 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.

It is important to acknowledge and address the emotional needs of teachers and staff as they work through the challenges of safety protocols, as well as public opinion of those protocols. Our staff continues to work hard to develop strong working relationships with our parents, and are carrying the burden of current political and safety opinions and challenges on their shoulders.

We are proud to have such strong support from our PTA, and are so grateful for the assistance and family engagement they encourage at W.S. Ryan!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents have indicated they are unsure of ways they can volunteer/be present on campus. **Root Cause:** We need to increase our communication to parents regarding ways they can volunteer, provide multiple opportunities for volunteering, and on-campus celebrations that parents can attend in order to boost family engagement.

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 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS 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
- 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: We will increase the percentage of students reaching Approaches, Meets, and Masters on all STAAR tests by 5-10 points in each grade level, and at least 80% of our PK-2 students will be on level on their End of Year ELA and Math Assessments by May 2023.

> **High Priority**
>
> **Evaluation Data Sources:** STAAR, Grade Level Common Assessments, Interim Assessments, BOY/MOY/EOY assessments for all grade levels, Report Card Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Each grade level will participate in PLC's at least monthly to progress monitor and plan interventions. Each grade level will have a common progress monitoring form to document all assessment data throughout the year to use during PLC discussions. **Strategy's Expected Result/Impact:** Students will receive timely interventions and show progress with closing achievement gaps. **Staff Responsible for Monitoring:** Teachers, Interventionists, Instructional Coaches, Campus Administrators **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Formative**		
	Dec	**Mar**	**May**

Strategy 2 Details	**Formative Reviews**		
Strategy 2: 100% of students who qualify for HB4545 will receive the required interventions by May 2023.	**Formative**		
Strategy's Expected Result/Impact: Students will close achievement gaps on STAAR and End of Year assessments. **Staff Responsible for Monitoring:** Teachers, Interventionists, Instructional Coaches, Campus Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Intervention Learning Materials - Title I, Part A - $3,000	**Dec**	**Mar**	**May**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: We will implement at least 2 Math Learning Labs and at least 1 Phonics Learning Lab for staff this year.	**Formative**		
Strategy's Expected Result/Impact: Teachers will receive the learning and support they need to successfully implement workshop model in Math and ELA, and will increase phonics instruction in grades K-2. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction	**Dec**	**Mar**	**May**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: We will offer Saturday Academy in the Spring, based on student data, to help students close achievement gaps and meet HB4545 requirements.	**Formative**		
Strategy's Expected Result/Impact: Students will receive additional support and close achievement gaps. **Staff Responsible for Monitoring:** Classroom teachers, Specialists, Campus Administrators **Title I:** 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 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Learning Resources and Staff Compensation for Saturday School - Title I, Part A - $3,000	**Dec**	**Mar**	**May**

Strategy 5 Details	Formative Reviews		
Strategy 5: Educational leave funds will be utilized through Title 1 to provide professional development opportunities for teachers, aligned with our instructional and student growth goals.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: Relevant PD will provide teachers with effective instructional strategies, which will help students meet their growth goals. **Staff Responsible for Monitoring:** Classroom Teachers, Specialists, Instructional Coach, Campus Administrators **Title I:** 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 5: Effective Instruction **Funding Sources:** Substitutes, Professional Development Sessions - Title I, Part A - $8,500			

Strategy 6 Details	Formative Reviews		
Strategy 6: Vertical PLC teaming will be utilized at least once per semester to allow grade levels to align their practices in all content areas. Common vocabulary and language, aligned teks, resources needed, common assessment data, and pacing guides will be the focus of the vertical plc's.	Formative		
	Dec	Mar	May
Strategy's Expected Result/Impact: All grade levels will be aligned in their instruction of ELA, Math, Social Studies, and Science. **Staff Responsible for Monitoring:** Classroom Teachers, Instructional Coaches, Specialists, Campus Administrators **Title I:** 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 **Funding Sources:** Learning materials - Title I, Part A - $6,865			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Specialists and Instructional Coaches will be utilized to provide instructional guidance to teachers, and interventions for students.	**Formative**		
Strategy's Expected Result/Impact: Students will make at least one year's growth and meet their achievement goals. Teachers will feel supported and receive guidance to continually ensure effective instruction for students.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Campus Administrators, Specialists **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** Reading Interventionist - Title I, Part A - $49,087			

0% No Progress	100% 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: We will increase the percentage of our Emergent Bilingual students making one year's growth on their composite TELPAS rating to at least 60% from 31%.

> **High Priority**
>
> **Evaluation Data Sources:** 2023 TELPAS composite ratings.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will have at least two vertical PLC meetings for all bilingual teachers, PK - 5th Grade, to ensure alignment with dual language instructional practices and guidelines.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: The bilingual classrooms will receive aligned instruction in both English and Spanish, and students will show growth in their English proficiency. **Staff Responsible for Monitoring:** Classroom Teachers, ESL/Bilingual Specialist, Campus Administrators **Title I:** 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			

Strategy 2 Details	Formative Reviews		
Strategy 2: PLC agendas will include time for all teachers to discuss progress on English proficiency on all Emergent Bilingual students at least twice per semester, utilizing data from ELPS and PLD's.	Formative		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Emergent Bilingual students will increase their English proficiency, and their TELPAS ratings will align with their classroom performance. **Staff Responsible for Monitoring:** Classroom Teachers, Bilingual/ESL Specialist, Campus Administrators **Title I:** 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 **Funding Sources:** Learning Materials - Title I, Part A - $1,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will include information about students' English proficiency progress during Fall Parent conferences, and will discuss with parents their children's goals in the 4 domains of listening, speaking, reading, and writing.	Formative		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Parents will be kept informed of their children's progress and ways they can support the goals at home. **Staff Responsible for Monitoring:** Classroom Teachers, ESL/BIlingual Specialist, Campus Administrators **Title I:** 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 4 Details	Formative Reviews		
Strategy 4: AFL strategies will be used to help Emergent Bilingual students set their goals for English proficiency.	**Formative**		
Strategy's Expected Result/Impact: Students will make one year's growth in their TELPAS composite rating.	**Dec**	**Mar**	**May**
Staff Responsible for Monitoring: Classroom Teachers, ESL/BIlingual Specialist, Campus Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Learning materials - Title I, Part A - $2,000			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Guiding Outcome 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: WSR will continue to improve campus culture and climate by focusing on our Social Emotional Learning practices, designed to increase student engagement and achievement, by May 2023.

High Priority

Evaluation Data Sources: Engagement surveys, classroom walkthroughs, family engagement events and feedback, student participation in extracurricular clubs, campus discipline data

Strategy 1 Details	Formative Reviews		
Strategy 1: All classroom teachers will stand at their doors to greet students as they arrive, and will begin their day with morning class meetings to include all students. All non-homeroom teachers/staff will be assigned morning arrival duty so that all students will have the chance to be greeted by multiple staff members before they enter their classroom.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will feel welcomed and safe in class, and will increase their engagement and achievement. **Staff Responsible for Monitoring:** Classroom teachers, campus administrators, counselor **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: All parents will be invited to a parent-teacher conference during the Fall semester to review their children's progress and learning goals.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: All parents will be informed of their children's progress and engaged in their learning. This will also encourage an increase in communication between parents and teachers throughout the year. **Staff Responsible for Monitoring:** Classroom Teachers, Campus Administrators **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Classroom teachers, counselor, and administrators will use a restorative approach to discipline. Teachers will receive PD throughout the year regarding restorative practices.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Students will learn from their actions, take responsibility, show an increase in appropriate behaviors, and be a positive part of their classroom culture and climate. Students will learn to effectively problem solve regarding personal behaviors and social situations. **Staff Responsible for Monitoring:** Classroom Teachers, Counselor, Campus Administrators **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Resources for Classroom Calming Corners - Title I, Part A - $1,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: We will continue to offer opportunities for parents to attend family engagement events and classroom/school celebrations, such as PTA's Fall Festival, School Curriculum Nights, Rockin' Wrangler Celebrations, Classroom celebrations, and Family STEM Night.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: Students, families, and teachers will be able to celebrate successes together, and families will increase their engagement level in their children's learning.
    Staff Responsible for Monitoring: All staff and campus administrators
 	
    Title I:
4.1
 - **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 3: Positive School Culture
    Funding Sources: Parent Involvement Learning Supplies, Snacks for events - Title I, Part A - $1,098			

Strategy 5 Details	Formative Reviews		
Strategy 5: All new staff will participate in a book study on "The Energy Bus" by May 2023.	**Formative**		
	Dec	**Mar**	**May**

Strategy's Expected Result/Impact: All staff will feel supported by each other, and we will continue to build upon our positive campus culture and climate.
    Staff Responsible for Monitoring: All staff and campus administrators
 	
    Title I:
2.5
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
    Funding Sources: Books for new staff - Title I, Part A - $500			

Strategy 6 Details	Formative Reviews		
Strategy 6: The Campus Principal and Assistant Principal will meet individually with each staff member for a check-in during the Fall semester, to listen to their needs and provide support.	**Formative**		
	Dec	**Mar**	**May**
Strategy's Expected Result/Impact: Staff members will feel supported, will be engaged, and this will ultimately allow them to do			

their very best for students.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for W.S. Ryan Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for W.S. Ryan Elementary

Name	Position	FTE
Alissa Royal	Math Interventionist	0.5
Ann Winkle	Reading Interventionist	0.5
Sulema Flores	DLL	0.5
Terisa Tenbrook	Reading Recovery	0.5

Title I Personnel

Name	Position	Program	FTE
Ann Winkle	Reading Interventionist	Reading	0.5

Campus Funding Summary

			Title I, Part A		
Guiding Outcome	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Intervention Learning Materials		$3,000.00
1	1	4	Learning Resources and Staff Compensation for Saturday School		$3,000.00
1	1	5	Substitutes, Professional Development Sessions		$8,500.00
1	1	6	Learning materials		$6,865.00
1	1	7	Reading Interventionist		$49,087.00
1	2	2	Learning Materials		$1,000.00
1	2	4	Learning materials		$2,000.00
2	1	3	Resources for Classroom Calming Corners		$1,000.00
2	1	4	Parent Involvement Learning Supplies, Snacks for events		$1,098.00
2	1	5	Books for new staff		$500.00
				Sub-Total	$76,050.00