

**W.S. Ryan Elementary School  
Denton Independent School District  
Mrs. Nicole Poole, Principal  
Community and Student Engagement Survey  
2016-17**

W.S. Ryan Elementary School teachers and staff members adopted a new mission, vision, and values this year as we embark on our new STEM journey. Our mission is “Empowering students to become innovative thinkers and lifelong learners through problem solving, perseverance, and creativity.” Our vision is “We believe that in order to support our mission, we will collaborate as a professional learning community to increase student engagement through the integration of STEM in our everyday learning, foster a safe and welcoming school culture and climate, promote high standards by encouraging our students to reach their highest potential, and engage in meaningful and ongoing professional development that will have a positive impact on student learning.” Our core values include Respect, Diversity/Cultural Unity, Encouragement, Perseverance, Innovation, and Lifelong Learners. We have implemented a multi-year plan to fully integrate STEM into all subject areas in our students’ everyday learning, as well as family engagement activities and extra-curricular clubs.

W.S. Ryan Elementary School met standard again last year, and is no longer on a Targeted Improvement Plan, although we continue our academic initiatives to facilitate ongoing improvement of student achievement. Teachers work in Professional Learning Communities to focus on student needs, based on continuous formative assessment data, to ensure quality instruction within classrooms. Questioning strategies have improved in the classroom, and student engagement has increased through meaningful, aligned, and rigorous instruction.

Community and student engagement have improved at W.S. Ryan Elementary. We have an active PTA that is dedicated to working with the W.S. Ryan faculty and staff to make the school a positive place for students to learn and grow. Many community organizations have partnered with our campus this year to provide student enrichment and support, as well as staff appreciation resources. Our Foster Grandparent program has continued this year, providing valuable support and mentorship to students. We continue to focus on increasing the involvement of parents and the community with the school through family engagement activities, volunteer opportunities, and community partnerships.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Fine Arts	Compliance	Does the campus provide TEKS-based fine arts courses taught by content specialists to meet state and local graduation requirements including the Arts and Humanities Endorsement?	Yes	Recognized
	Parent	Does the campus provide multiple opportunities for parents and community members to attend public shows & performances?	Yes	
	Parent	Does the campus provide parents with a variety of evidence for evaluating fine arts programs?	No	
	Student	Does the campus provide fine arts students numerous opportunities to interact with arts experts such as through private lessons, clinics, master classes, and university/community arts collaborations annually?	Yes	
	Student	Does the campus provide students with opportunities to promote school and community culture/climate?	Yes	

W.S. Ryan Elementary implements Denton ISD's fine arts curriculum through certified music and art teachers for all 650+ Kindergarten–fifth grade students. Fifth grade students also have the opportunity to begin strings instruction under the direction of an orchestra teacher. Art displays and competitions are organized by the art teacher and PTA, including the Denton Arts and Jazz Festival, Yearbook Cover Art Contest, Adopt-a-School Art Competition, and more. The choir teacher provides classroom instruction for all students while 4<sup>th</sup> and 5<sup>th</sup> grade students are also able to join an extra-curricular choir. Grade level performances are coordinated during the school day and evening performances are scheduled for parents. The choir, along with the 5<sup>th</sup> grade orchestra, present evening concerts for parents. The choir also performs at the Denton Arts and Jazz Festival, a competition at NRH2O, and a district-wide honor choir community performance. Each grade level participated in a field trip based on visual arts or a performance during the school day. These trips were funded and organized by the DISD fine arts director. A private vendor provides drama classes after school and a yearly performance. Students have also had the opportunity to share their fine arts talents through a yearly Spring Blacklight Fine Arts Performance, featuring our Choir and Dance Team, as well as student artwork. This year we created our first student Yearbook Club. This was the first year that our school yearbook was created by students! Our yearbook club members unveiled the yearbook cover and winners during one of our weekly school-wide assemblies, Wrangler Round-Up.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Wellness and PE</b>	<b>Compliance</b>	<b>Does the campus seek information from parents related to food allergies at the time of new student enrollment?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus offer opportunities to participate in community health and wellness events?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide community health and wellness resources and information?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide developmentally appropriate bullying prevention education programming?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to assist students and staff during crises?</b>	<b>Yes</b>	

During student registration, parents provide information regarding general health and specific issues such as allergies and medical conditions. The school nurse contacts all parents of students with health concerns to be fully aware of health plans. Food allergy alerts are posted in all classrooms with students who have specific food allergies. Students with health concerns that impact learning have 504 accommodation or special education plans. Many of our teachers are trained and certified in CPR. Significant time has been devoted to teacher and student education on bullying and conflict resolution strategies through the Counselor and Teachers. Red Ribbon Week is celebrated with an emphasis placed on making healthy life-time choices. Every year we participate in a Boosterthon Fun-Run and Field Day which promote a positive health and fitness mindset. The school partners with TWU to provide play therapy to students with behavioral and emotional needs. Our Building Emergency Response Team runs regular emergency drills throughout the year, and has piloted new procedures (in partnership with our local fire department) with fire drills, including giving teachers specific scenarios during a fire drill. We have a full-time Counselor who provides grade-level Guidance lessons, as well as individual and group counseling sessions, and lunch-bunch groups to help students work on valuable socio-emotional skills.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Community and Parent Involvement</b>	<b>Compliance</b>	<b>Does the campus welcome parents and community members in planning initiatives?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus implement programs to increase parent and community involvement including families without currently enrolled students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have a comprehensive, proactive communication plan to inform community members and parents regarding campus events?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for students and parents to be actively involved together on campus?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide students with opportunities to participate in activities that help the community?</b>	<b>Yes</b>	

W.S. Ryan Elementary has an active PTA Executive Board that works together to improve the school environment. Much time is spent in providing an annual fall festival and a Spring Dance; both are well attended and are a significant source of revenue for the PTA. Our Campus Leadership Team is made of faculty members, as well as parent and community representatives. The CLT meets throughout the year to monitor Campus Improvement Plan progress, conducts a Campus Needs Assessment, and discusses alignment between campus budget and goals, and assists with planning major campus initiatives. Curriculum nights focused on Language Arts and Math were provided for parent training. We held our first annual Family STEM Night, which included hands-on Science, Technology, Engineering, and Math activities for families. Community organizations, including Mathnasium Denton, UNT, and Explorium, partnered with us and provided activities that evening as well. Communication in English and Spanish is shared with parents on a routine basis through a monthly newsletter, email blasts, and evening curriculum nights. The school marquee provides information on upcoming events in both Spanish and English, and the school website provides instructional and community information. Social Media, including school Facebook and Twitter accounts, are regularly used to promote school events. The students participated in a successful community food drive in the Fall. We have also hosted several orientation events in the Spring for in-coming

kindergarten students and their families. Our Pre-K and PPCD classes offer Family Engagement activities as well. We have active community supporters, including DR Horton, Trinity United Methodist Church, UNT, TWU, Mathnasium Denton, First State Bank, and various community members who provide time, and/or monetary or resource donations to our campus.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>21st Century Workforce</b>	<b>Elementary Compliance</b>	<b>Does the campus guidance curriculum teach students the interpersonal skills necessary for college/career readiness?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Secondary Compliance</b>	<b>Do the campus CTE programs include district and community stakeholders in an advisory capacity?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus actively cultivate business, community, and university partnerships to support 21st century workforce development?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus have systems in place for including parents in their child's preparation for the 21st century workforce?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer enrichment and/or competitive events for the students to reinforce their 21st century workforce skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus host "college days," "career days" or other events for students to show interest in post-secondary education?</b>	<b>Yes</b>	

An emphasis is placed on preparing students for their respective long-term futures. Information is given to parents through curriculum nights and middle school course planning for 5<sup>th</sup> grade regarding the rigor expected in secondary programs, college, as well as 21<sup>st</sup> century skills students will need to be college and career ready. 5<sup>th</sup> Grade transition and planning meetings are held with our students and middle school staff, to inform them of expectations and course planning for middle school, including opportunities for electives. Our Counselor provides classroom guidance lessons related to socio-emotional skills that will help prepare our students for the 21<sup>st</sup> century workforce, such as teamwork, collaboration, critical thinking skills, and problem solving. We implemented a monthly college day where teachers wear college shirts and speak to students about college opportunities and future career goals. We have also hosted numerous college student observers in our classrooms. Competitive academic events for students include: Hawk Eye Reader, Adopt-A-School writing, Destination Imagination, and robotics club. Our new Girls' Coding Club focused on career-ready technology/coding skills, and focused on engaging girls' interests in STEM-related careers. We hosted a family STEM night, which engaged families in STEM-related activities. Students from the UNT TAMS program provide frequent STEM enrichment lessons for our 5<sup>th</sup> graders.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Second Language Acquisition</b>	<b>Compliance</b>	<b>Does the campus provide yearly LPAC training for all required staff?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide opportunities for non-English speaking parents to know about student programs in the school and community?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide communication in both Spanish and English?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus have procedures in place to promote students' exit from BIL/ESL within 5 years of identification in elementary and 3 years of identification in secondary?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus offer opportunities for students to be exposed to multiple languages to promote second language acquisition?</b>	<b>Yes</b>	

W.S. Ryan Elementary has a full bilingual program with one-way dual language in kinder through fifth grades. Our bilingual population continues to grow, and we currently have 2-3 Bilingual sections per grade level in K-5. LPAC training is provided to all teachers at least three times per year, and the exit criteria is followed based upon the guidelines set by the district. Bilingual students have opportunities throughout the day to interact with their native-English-speaking peers during Special Areas, lunch, recess, and special classroom activities.

Communication is provided to parents in both Spanish and English. Curriculum night information was provided to parents in Spanish, as well as English. Bilingual staff members support monolingual peers in parent conferences and with written communication. Monthly newsletters, email blasts, and all-calls are provided in both English and Spanish. Teachers also use a variety of communication methods for their parents, including emails, Remind 101 texts, newsletters, and classroom social media. Language of the day is practiced in all bilingual classrooms.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Digital Learning Environment	Compliance	Does the campus conduct annual training for students regarding digital citizenship and acceptable use of technology?	Yes	Exemplary
	Parent	Does the campus provide technology training and professional development opportunities for all teachers, parents, and community members?	Yes	
	Parent	Does the campus provide a public Wi-Fi signal that parents and guests can use to connect to online resources?	Yes	
	Student	Does the campus utilize specialists in instructional technology to engage teachers and students with technology integration?	Yes	
	Student	Do the campus teachers actively leverage technology to engage students in the learning process?	Yes	

Technology integration continues to be strong at WS Ryan Elementary with our new STEM journey. The librarian at WS Ryan provides annual training for students regarding digital citizenship and acceptable use of technology each year. Google apps, drive and forms have all been widely used and have added to the ease of sharing documents across the campus, as well as increasing engagement with student use and assessment. Training was provided on campus on the use of ipads, technology assessment programs (such as Socrative and Kahoot) and Twitter. One widely used app is class dojo which helps promote positive behaviors. Our campus also uses Classworks, Istation, and Think Through Math to improve student achievement. This year we piloted a Girls' Coding Club, which was featured in the Denton Record Chronicle in February. The Campus ITS's provided ongoing training on the use of instructional technology to all teachers multiple times throughout the year. 2<sup>nd</sup> – 5<sup>th</sup> grade teachers have completed their required chromebook training, and have or are in the process of receiving class sets of chromebooks provided by the district. District public wifi is available on campus for parents, and we open our computer labs during our registration week to allow parents without internet connections at home to use the computers on campus to complete their online registration requirements. We also have an office registration computer for new parents who come in throughout the year to register. We have increased our inventory of ipads and chromebooks for classroom use, and teachers are increasing their research units.

Evaluation Category	Question Type	Questions	Answer (Yes or No)	Campus Rating
Dropout Prevention Strategies	Compliance	Does the campus have a system of intervention ( <i>Response to Intervention</i> ) for supporting all students?	Yes	Exemplary
	Parent	Does the campus direct parents to research/information regarding the relationship between poor attendance and drop-out rates?	Yes	

	<b>Parent</b>	<b>Does the campus provide opportunities for parents that reinforce the importance and value of education to students' futures?</b>	<b>Yes</b>
	<b>Student</b>	<b>Does the campus have a systemic plan for maximizing attendance/minimizing absenteeism?</b>	<b>Yes</b>
	<b>Student</b>	<b>Does the campus utilize age appropriate opportunities to engage students in college and career readiness activities to increase graduation rates/prevent dropouts?</b>	<b>Yes</b>

RTI is well organized at W.S. Ryan Elementary and meets at least once per week. Intervention is available to all students during Tier Time, during which a grade level is joined by interventionists, special education staff, and EXPO staff to provide targeted interventions and enrichment, based on continuous student formative assessment data. Teachers meet regularly in grade level PLC's to analyze data and plan instruction and interventions. In addition to Tier Time that takes place during the school day, tutoring is provided before school each day for students with significant needs. Saturday school was provided throughout the year to provide additional instruction to those who were not meeting standards on the assessments provided throughout the year in third through fifth grades. Each year we host a curriculum night at the beginning of the year, where the importance of regular attendance is emphasized. Attendance is monitored through frequent contact to those students, and their parents, who may have excessive absences. Perfect Attendance awards are advertised and given to students at the end of the year to those with perfect attendance and no tardies. We have also provided incentives/grade level challenges to those students who have the least amount of tardies. We also hosted curriculum nights throughout the year, focusing on Math and Language, to provide a time for parents to learn more about strategies to help their children at home, as well as grade level academic expectations.

<b>Evaluation Category</b>	<b>Question Type</b>	<b>Questions</b>	<b>Answer (Yes or No)</b>	<b>Campus Rating</b>
<b>Education Programs for Gifted and Talented Students</b>	<b>Compliance</b>	<b>Does the campus have a systemic plan to ensure that Gifted and Talented teachers meet the professional learning standard for new teachers (30 hours) and for annual updates (6 hours)?</b>	<b>Yes</b>	<b>Exemplary</b>
	<b>Parent</b>	<b>Does the campus provide parents with the opportunity to participate in meaningful experiences related to the education of gifted students?</b>	<b>Yes</b>	
	<b>Parent</b>	<b>Does the campus provide parents with opportunities to participate in the nomination/consideration of students for gifted and talented services?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide opportunities for gifted and talented students to participate in extracurricular activities that reinforce a variety of academic and creative skills?</b>	<b>Yes</b>	
	<b>Student</b>	<b>Does the campus provide a variety of instructional and support services for gifted and talented students?</b>	<b>Yes</b>	

W.S. Ryan Elementary is fortunate to have a full time EXPO teacher who is not required to divide instructional time with another campus. She participates in Tier Time and provides for those students who need enrichment. She coordinates competitive opportunities in which students participate, including robotics. Parent volunteers sponsor a Destination Imagination for our students after school, and they have competed in Lubbock this year. Parents are notified of referral time periods to refer children to the EXPO program, and teachers are given professional development regarding how to identify and refer likely candidates. We have significantly increased our bilingual population in the EXPO program and testing this year. Our EXPO students have presented their toy museum to our campus

this year, as well as demonstrations of projects for our Family STEM Night. The EXPO teacher, parents, and students also sponsor and run a Holiday Shoppe and Mother's Day Shoppe for our students in December and May.