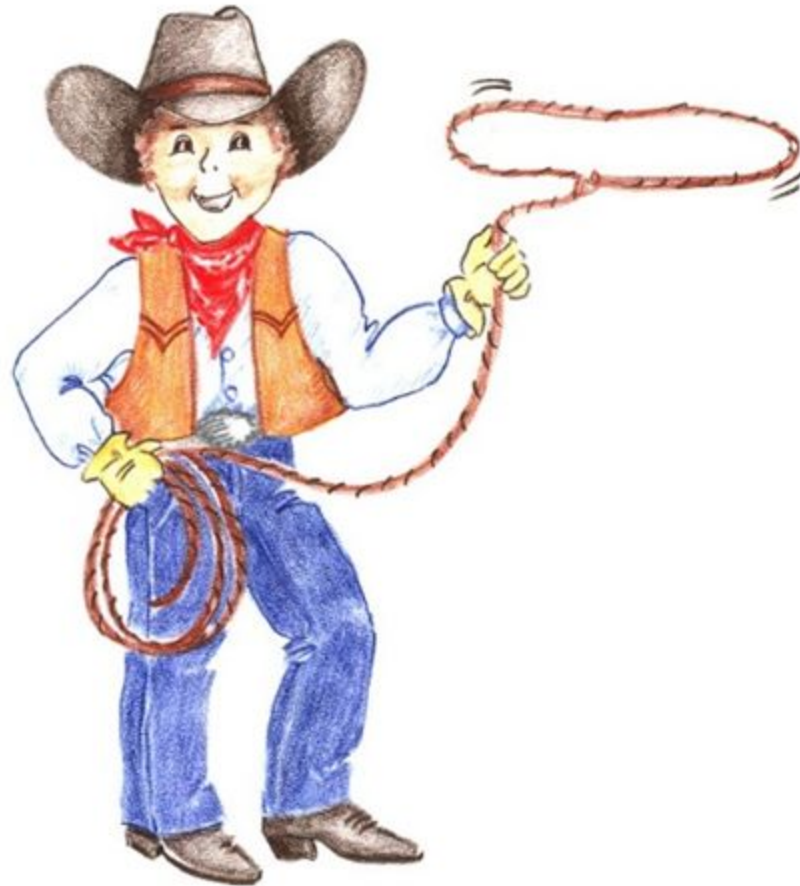


# WS Ryan Elementary School



Campus Improvement Plan 2016-17

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## Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

## Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

# Mission, Vision, and Values

## District Mission

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

## School Mission

Empowering students to become innovative thinkers and lifelong learners through problem solving, perseverance, and creativity.

## School Vision

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.
- Engage in meaningful and ongoing professional development that will have a positive impact on student learning.

## School Values

- Respect - We will value students' and staff's abilities, qualities, and achievements.
- Diversity/Cultural Unity - We will unify our school's many cultures by modeling acceptance for all, embracing traditions, and appreciating uniqueness.
- Encouragement - We will be compassionate and approachable, and provide positive motivation for students to succeed.
- Perseverance - We will motivate students to show grit, embrace productive struggle, and overcome obstacles, while celebrating successes along the way.
- Innovation - We will promote innovation and problem solving through our STEM initiative.
- Life Long Learners - We will foster a community of intrinsically motivated citizens on the continual pursuit of knowledge.

**WIG 1: WS Ryan will improve Tier 1 instruction through the use of high-quality, research-based instructional practices as evidenced by:**

- A 10% increase in the number of students in grades Pre-K - 2 who are on level on ELI/SELI/KR and standards-based report card assessments by May 2017.
- A 10 % increase in the number of students in grades 3-5 who achieve Level II on STAAR in all subject areas by May 2017.
- A 10 % increase in the number of students in grades 3-5 who achieve Level III “Advanced” on STAAR in all subject areas by May 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>1. Conduct professional development of effective questioning strategies/questioning stems and the correlation of higher level questioning to state mandated assessments.</p> <p>X Addresses missed system safeguard</p>	<p>Teacher Read Int Math Int BE Int Special Ed Teachers Admins</p>	<p>TI: \$200</p>	<p>1 2 3 4 7 8</p>	<p>Teacher walk-through observations</p> <p>PLC agendas/minutes</p> <p>Questioning Articles</p>	<p>Formative &amp; Summative Assessment results</p> <p>2017 STAAR Test Results</p>	<p>October</p> <p>January</p> <p>June</p>
<p>2. Conduct PLC meetings by grade level and vertical teams each six weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, and discuss article studies.</p> <p>X Addresses missed system safeguard</p>	<p>Teachers Read Int, Math Int, Math Coach BE Int Special Ed Teachers Admins</p>	<p>TI: \$500</p>	<p>1 2 3 4 7 8</p>	<p>Teacher walk-through observations</p> <p>PLC and Lesson Planning Minutes &amp; Agendas</p> <p>Article Study materials</p>	<p>Formative &amp; Summative Assessment results</p> <p>2017 STAAR Test Results</p>	<p>October</p> <p>January</p> <p>June</p>
<p>3. Provide Instructional Coaches/Int to increase teacher understanding of the depth and complexity of the TEKS and higher order thinking strategies in the areas of Reading, Writing, Math, and Science.</p> <p>X Addresses missed system safeguard</p>	<p>Coaches Read Int Math Int Admins</p>	<p>TI: \$37,000 FTEs: 0.5</p> <p>SCE: \$30,000 FTEs: 0.5</p> <p>SCE: \$30,000 FTEs: 0.5</p>	<p>1 2 3 4 7 9</p>	<p>PLC meeting minutes and agendas</p> <p>Student intervention documentation in Aware</p> <p>Weekly lesson plan documents in Eduphoria</p>	<p>Formative &amp; Summative assessment results</p> <p>2017 STAAR Test Results</p>	<p>October</p> <p>January</p> <p>June</p>
<p>4. Conduct weekly team meetings to plan and design rigorous instruction using the UBD framework.</p> <p>X Addresses missed system safeguard</p>	<p>Teachers Coaches Read Int Math In Special Ed</p>		<p>1 2 3 4 7</p>	<p>Teacher Walk-through observations</p> <p>Team Meeting minutes and agendas</p>	<p>Formative &amp; Summative assessment results</p> <p>2017 STAAR Test Results</p>	<p>October</p> <p>January</p> <p>June</p>

**WIG 1: WS Ryan will improve Tier 1 instruction through the use of high-quality, research-based instructional practices as evidenced by:**

- A 10% increase in the number of students in grades Pre-K - 2 who are on level on ELI/SELI/KR and standards-based report card assessments by May 2017.
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- A 10 % increase in the number of students in grades 3-5 who achieve Level III “Advanced” on STAAR in all subject areas by May 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
	Teachers Admins		8 9 10	Weekly lesson plan documents in Eduphoria		
5. Continue “Tier Time” within the school day for targeted instruction for specific student interventions in grades Kindergarten - 5.  X Addresses missed system safeguard	Teachers, Special Ed Teachers Read Int Math Int Admins	TI: \$6,000	2 3 10	Lesson plans for student “Tier Time”  Student intervention documentation in Aware	Formative and Summative assessment results  2017 STAAR Test results	October  January  June
6. Utilize Reading Int and Bilingual paraprofessional position to increase the amount of intervention support for at-risk students.  X Addresses missed system safeguard	Read Int Coaches BE Paras Admins	TI: \$20,200 FTE: 1.0	3 9 10	Schedules, Int Documentation in Aware, Paraprofessional logs	Formative and Summative assessment results  2017 STAAR test results	October  January  June
7. Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, and parent curriculum nights.  X Addresses missed system safeguard	Teachers Read Int Coaches Special Ed Teachers Admins	TI: \$1,531	1 2 4 6 7	Attendance Sign-in sheets for curriculum nights and conferences  Calendar of parent events  Parent conference logs  Parent newsletters  Teacher communication logs	Formative and Summative assessment results  2017 STAAR test results	October  January  June
8. Utilize substitutes to cover classes while teachers participate in PLC’s.	Admins Teachers	TI: \$2000	1 2 8 9 10	PLC agendas and minutes	Formative and Summative Assessment results  2017 STAAR results	October  January  June

**WIG 1: WS Ryan will improve Tier 1 instruction through the use of high-quality, research-based instructional practices as evidenced by:**

- A 10% increase in the number of students in grades Pre-K - 2 who are on level on ELI/SELI/KR and standards-based report card assessments by May 2017.
- A 10 % increase in the number of students in grades 3-5 who achieve Level II on STAAR in all subject areas by May 2017.
- A 10 % increase in the number of students in grades 3-5 who achieve Level III “Advanced” on STAAR in all subject areas by May 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
<p>9. Provide before/after school and Saturday School tutorials for students needing interventions based on data analysis.</p> <p>X Addresses missed system safeguard</p>	Teachers, Read Int Math Int BEB Int, Admins Special Ed Teachers	TI: \$18,000	1 2 7 9	<p>RtI Teacher Intervention documentation in Aware</p> <p>Lesson Plans</p> <p>Tutorial Schedule</p>	<p>Formative and Summative Assessment results</p> <p>2017 STAAR results</p>	<p>October</p> <p>January</p> <p>June</p>
<p>10. Integrate writing opportunities for students across the contents.</p> <p>X Addresses missed student safeguard</p>	Teachers Read Int BE Int Admins	TI: \$3,500	1 2 8	<p>Schoolwide &amp; classroom writing displays showing student writing exemplars</p> <p>Teacher walk-throughs</p> <p>Lucy Calkins Language Arts Units per grade level</p>	<p>Formative and Summative assessment results</p> <p>ELI/SELI/Report Card assessments</p> <p>2017 STAAR Writing results</p>	<p>October</p> <p>January</p> <p>June</p>
<p>11. Implement a 3-year plan to incorporate STEM across all content areas, beginning with regular STEM challenges in the classroom, technology, staff development, and extra-curricular &amp; family involvement opportunities.</p>	Teachers Read Int Math Int Admins	TI: \$7,784	1 2 3 5 6	<p>3-year STEM plan</p> <p>Lesson Plans</p> <p>Extra-curricular clubs</p> <p>Teacher walk-throughs</p> <p>STEM family night plan</p>	<p>Formative and Summative assessment results</p> <p>2017 STAAR results</p> <p>Student Participation in STEM extra-curricular activities</p> <p>STEM family night participation</p>	<p>October</p> <p>January</p> <p>June</p>
<p>12. Staff will attend Writing, Reading, Math, and Science professional developments.</p>	Teachers Read Int Math Int Admin	TI: \$5,000	2 3 5	<p>Staff Participation &amp; Completion</p> <p>Teacher presentations of conference content at faculty staff development sessions</p>	<p>Formative and Summative assessment results</p> <p>2017 STAAR results</p> <p>ELI/SELI/KR and report card assessments</p>	<p>October</p> <p>January</p> <p>June</p>



**WIG 1: WS Ryan will improve Tier 1 instruction through the use of high-quality, research-based instructional practices as evidenced by:**

- A 10% increase in the number of students in grades Pre-K - 2 who are on level on ELI/SELI/KR and standards-based report card assessments by May 2017.
- A 10 % increase in the number of students in grades 3-5 who achieve Level II on STAAR in all subject areas by May 2017.
- A 10 % increase in the number of students in grades 3-5 who achieve Level III “Advanced” on STAAR in all subject areas by May 2017.

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
13. Provide focused walkthrough classroom observations to provide feedback on instruction and progress.	Teachers Read Int Math Int Coaches Admin		1 2 3 4 9 10	Focused Walk-through forms and conferences  Weekly lesson plan docs in eduphoria	Formative and Summative assessment results  ELI/SELI/KR/Report Card Assessments  2017 STAAR Test results	October  January  June

**WIG 2: By May 2017, WS Ryan will improve the campus climate and culture by implementing a consistent and positive classroom management system across the grade levels that focuses on student engagement and celebrating student successes.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
1. Provide on-going classroom management professional development to teachers through a Love & Logic book study, and CHAMPS discussions, and classroom management celebrations at faculty meetings.	Teachers Paras Admins	TI: \$300	1 2 4	Book Study agendas and notes  Classroom Walk-throughs  CHAMPS expectations posted in common areas  Faculty Meeting celebrations	Culture & Climate survey  Reduction of discipline referrals	October  January  June
2. Provide article study for teachers at each PLC related to building relationships with students.	Teachers Counselor Admins		1	Relationship Article study notes  PLC agendas and minutes	Culture & Climate survey  Reduction of discipline referrals	October  January  June
3. Continue school wide student incentive programs to celebrate, motivate, and encourage students through the Rockin' Wrangler, Kindness Drawings, End of Year Awards, and Bell Ringer Initiatives	Teachers Counselor Admins		1 6	Number of students recognized	Culture & Climate survey  Student Engagement survey	October  January  June
4. 5th Grade Students will participate in Gallup Engagement Survey	Teacher Counselor Admins		1	Survey Completion	Student survey results  Increased student engagement	October  January  June
5. Continue the "Good Kids Book" for recognizing students' positive behavioral and citizenship skills.	Teachers Counselor Admins		1	Book with student recognitions	Reduction of discipline referrals  Culture & Climate survey	October  January  June
6. Provide opportunities for parents of all students to participate in at least one parent/teacher conference to increase	Teachers Admins		6	Teacher Conference Logs	Culture & Climate survey  Reduction of discipline	October  January

**WIG 2: By May 2017, WS Ryan will improve the campus climate and culture by implementing a consistent and positive classroom management system across the grade levels that focuses on student engagement and celebrating student successes.**

Leads/Action Steps	Person(s)	Fund/\$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
communication regarding student engagement.					referrals	June
7. Provide Love & Logic books to parents for discussion during curriculum nights to encourage parent-teacher communication and consistency in behavior management.	Teachers Admins	TI: \$350	6	Log of Love & Logic Parent books distribution  Curriculum Night Agendas	Culture & Climate Survey  Reduction in discipline referrals	October  January  June
8. Citizenship Skills and CHAMPS will be highlighted through daily morning announcements, regular counselor guidance lessons, and theme days.	Counselor Teachers Admins		1 2 10	Morning Announcements  Counselor's Lesson Plans  Classroom Walkthroughs  Citizenship Skill Theme Days  CHAMPS expectations displayed in common areas	Culture & Climate Survey  Reduction in discipline referrals	October  January  June
9. 5th Grade Student Council "iLead" group will model citizenship skills and CHAMPS through mentoring younger students, and presentations to student groups.	Counselor Teachers Admins		1 7	iLead student presentations  Mentoring schedule	Student engagement survey  Culture & Climate survey	October  January  June

## State System Safeguards - Performance, Participation, and Graduation Data Table

Performance		All				African American				Hispanic				White				American Indian				Asian			
		from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to				
Reading		80%	90%	54%	70%	76%	86%	89%	95%	100%	100%	100%	100%												
Mathematics		87%	95%	69%	79%	86%	95%	91%	95%	100%	100%	100%	100%												
Writing		70%	80%	50%	70%	71%	81%	76%	86%	--	--	--	--												
Science		75%	85%	50%	70%	69%	79%	87%	95%	0%	70%	100%	100%												
Social Studies																									
Performance		Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL Monitored				ELL (Current+Monitored)			
		from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to				
Reading		--	--	75%	85%	71%	81%	45%	70%	n/a		68%	78%												
Mathematics		--	--	75%	85%	83%	93%	66%	76%	n/a		83%	93%												
Writing		--	--	0%	70%	63%	70%	44%	70%	n/a		65%	75%												
Science		--		--		65%	75%	40%	70%	n/a		63%	73%												
Social Studies		--																							
Participation		All				African American				Hispanic				White				American Indian				Asian			
		from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to				
Reading		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%												
Mathematics		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%												
Participation		Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL Monitored				ELL (Current+Monitored)			
		from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to				
Reading		--	100%	100%	100%	100%	100%	100%	100%	n/a		100%	100%												
Mathematics		--	100%	100%	100%	100%	100%	100%	100%	n/a		100%	100%												
Graduation		All				African American				Hispanic				White				American Indian				Asian			
		from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to				
Reading																									
Mathematics																									
Writing																									
Graduation		Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL Monitored				ELL (Current+Monitored)			
		from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to	from	to				
Reading		-	-																						
Mathematics																									
Writing																									



## Curriculum, Instruction and Assessment

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

### Potential Data Sources

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence; Pacing Guides; and/or Other Focus Documents
- UbD Units of Study
- Foundation Course/Class Materials
- Enrichment Course/Class Materials
- Technology
- Instructional Design/Delivery; High-Yield Strategies
- Lesson Study/Delivery Processes
- Collaborative Horizontal and Vertical Team Alignment Processes
- Student-Specific/Differentiated Strategies and Processes
- Common Benchmark Assessments and/or Other Assessments
- Class, School, and Special Program Schedules

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

Staff Survey  
Lesson Plans  
PLC agendas/minutes  
Assessments  
District and Campus Instructional specialists' feedback  
Writing Samples

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

Strengths...	Needs...
<ul style="list-style-type: none"> <li>● PLC’s were successful in identifying and targeting at-risk students</li> <li>● PLC’s - creating and modeling instruction and strategies</li> <li>● Rigor of benchmarks</li> <li>● District Math Previews</li> <li>● District Year at a Glance/Scope and Sequence</li> <li>● Support from specialists with instruction and intervention</li> <li>● Raised rigor in every content</li> <li>● Tier Time intervention</li> <li>● Tutorials before and after school</li> <li>● Saturday School</li> <li>● Administration support in instruction and small group tutoring</li> </ul>	<ul style="list-style-type: none"> <li>● Additional PLC support</li> <li>● Continue to have professional development in the PLC model</li> <li>● Supporting grade levels in knowing and understanding state standards</li> <li>● Additional guided reading training</li> <li>● Vertical Teams</li> <li>● Additional Bilingual Support</li> <li>● Professional Development in writing</li> <li>● Continued Professional development in STEM</li> </ul>

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<p>Staff Development - Title funds</p> <ul style="list-style-type: none"> <li>● Continued professional development of PLC process</li> <li>● Professional development in areas of need based on data throughout the year</li> <li>● Professional development in writing and reading</li> <li>● Continue professional development to support 3 year initiative of STEM.</li> </ul> <p>Funding for substitutes to conduct full day PLC for data analysis and planning - Title I Assessment resources</p>
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Additional time and support for bilingual and at-risk students

- Saturday School - state comp/Title



## Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

### Potential Data Sources

- Enrollment
- Attendance
- Ethnicity
- Gender
- Mobility/Stability
- Special Program Participation
- At-Risk by Category
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Assignments
- College/University/Dual Credit/AP Enrollment

## Data Sources Reviewed

*Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt*

### List the actual data sources reviewed below...

Staff members
Enrollment reports
Ethnicity records
EXPO reports
Attendance records
Free and Reduced Lunch reports
Special Education reports



## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

Strengths...	Needs...
<ul style="list-style-type: none"><li>● STAAR scores improved in special populations</li><li>● Strong Attendance</li><li>● Economically Disadvantaged students - 58%</li><li>● ELL - 285</li><li>● Special Education - 49</li></ul>	<ul style="list-style-type: none"><li>● There are still academic gaps between bilingual and monolingual students.</li><li>● There are still social gaps between bilingual and monolingual parents, students, and teachers.</li></ul>

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<ul style="list-style-type: none"><li>● Continue to implement a school plan to integrate campus intervention time for all students to reduce the academic gaps between monolingual and bilingual students.</li><li>● Continue on-going sharing of student progress and instructional strategies in PLC's.</li><li>● Increase “integration mindfulness” by providing opportunities for classes to work together to bridge social gaps between special populations.</li></ul>
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## Family and Community Involvement

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

### Potential Data Sources

- Family and Community Participation Counts by Type of Activity
- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Mobility/Stability
- Demographic Data
- Community Service Agencies and Support Services

## Data Sources Reviewed

*There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English*

### List the actual data sources reviewed below...

Parent feedback/Campus Culture & Climate Survey  
Teacher conferences  
Parent academy in Math  
PTA board feedback  
Family Participation at school events  
Parent Volunteer hours  
Family Home Projects  
Foster Grandparents and Volunteer Participation

## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
<ul style="list-style-type: none"> <li>● PTA membership</li> <li>● Volunteer hours</li> <li>● Foster Grandparent program participation</li> <li>● Field trip chaperones</li> <li>● Implementation of Watch D.O.G.S.</li> <li>● Monthly newsletters and academic focus</li> </ul>	<ul style="list-style-type: none"> <li>● Workshops for parents to educate in STEM</li> <li>● Increased opportunities for monolingual and bilingual partnerships</li> <li>● Incentives for parent and community involvement</li> </ul>

**Summary of Needs**

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

<ul style="list-style-type: none"> <li>● Academic nights - Parent Involvement - Title 1               <ul style="list-style-type: none"> <li>○ Focused training on student academic needs to be provided to parents in a setting that bridges all demographics</li> </ul> </li> <li>● Continue use of email, phone blasts, newsletters, and social media to communicate</li> </ul>
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## School Context and Organization

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

### Potential Data Sources

- School Structure or Make-Up, e.g., Teaming, Looping, Etc.
- Decision-Making Processes
- Master Schedule
- Leadership: Formal and Informal
- Supervision Structure
- Duty Rosters
- Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
- School Map & Physical Environment
- Communication: Formal and Informal

## Data Sources Reviewed

*Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown*

### List the actual data sources reviewed below...

Survey  
Master schedules  
Duty Schedules/responsibilities  
Discipline Data  
Attendance Data

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"> <li>● Staff commitment to all students</li> <li>● Built-in Tier Intervention in master schedule</li> <li>● Weekly grade level planning with teams and coaches</li> <li>● Scheduled computer lab time in morning for tutorials</li> <li>● Scheduled PLC for collaboration</li> </ul>	<ul style="list-style-type: none"> <li>● Vertical alignment teams</li> <li>● More frequent team leader meetings to communicate campus and staff needs</li> <li>● Smaller bilingual classrooms</li> <li>● Consistent Discipline Plan</li> </ul>

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<ul style="list-style-type: none"> <li>● Time for instructional planning and implementation of student data - Title I</li> <li>● Improved communication between administration and professional staff</li> <li>● Implement Love &amp; Logic to improve the safety and efficiency of school operations and to provide a more consistent discipline approach</li> <li>● Improved communication between parents, staff, and students</li> </ul>
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## School Culture and Climate

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

### Potential Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, Etc.

## Data Sources Reviewed

*Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown*

### List the actual data sources reviewed below...

Campus Culture & Climate Survey Instructional leader meetings Staff interviews School administrative feedback
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## Findings/Analysis

*"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"> <li>● Parents and students enjoy the campus environment.</li> <li>● Parents feel the school environment is more receptive.</li> <li>● Students describe the school environment as spirited and supportive.</li> <li>● Students at Ryan participate in extracurricular activities, such as Zumba, Running Club, and Minecraft.</li> <li>● Staff feel supported by administrators.</li> <li>● Student recognition programs - Bell Ringer, Kindness Drawings, Rockin' Wrangler, End of Year Awards ceremonies</li> <li>● 5th grade student council group - iLead</li> </ul>	<ul style="list-style-type: none"> <li>● Professional Development in classroom management and building relationships to help reduce discipline referrals</li> <li>● Book study - Teaching with Love and Logic</li> <li>● Defined Systems of communication</li> <li>● Consistency within campus regarding policies, procedures, classroom management</li> </ul>

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<ul style="list-style-type: none"> <li>● Staff Development - State Comp</li> <li>● Books for campus study - Love &amp; Logic - Title I</li> <li>● Article studies related to building relationships with students</li> <li>● Materials - Title I</li> <li>● Staff Development as well as student instruction to close academic gaps - Title I</li> <li>● Staff Development in STEM</li> <li>● Continued recognition initiatives for student celebrations/successes</li> </ul>
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## Staff Quality, Recruitment and Retention

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

### Potential Data Sources

- Teacher Certification/Qualification Data
- Paraprofessional and Other Staff Qualifications
- Staff Effectiveness in Relation to Student Achievement
- PDAS and/or Other Staff Effectiveness Data
- Staff Mobility/Stability
- Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
- Professional Development Data
- Teacher-Student Ratios
- Graduation, Completion, Dropout, and GED Rates
- Course/Class Completions, Grades, and Other Data
- Recruitment and Retention Strategies and Other Data

## Data Sources Reviewed

*An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey*

### List the actual data sources reviewed below...

Staff survey Staff roster PDAS Staff Certifications
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## Findings/Analysis



*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"> <li>● 100% of staff is highly qualified</li> <li>● Staff survey reveals high satisfaction and willingness to recommend campus to others</li> <li>● Staff development improved instruction</li> <li>● Staff feels supported by administration</li> <li>● PLC process improved academic results</li> <li>● Administration has open door policy</li> <li>● Reading and Math coaches assisted in planning and focused instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to provide professional development to increase the use of best practices on campus.</li> <li>● Continue in learning of PLC process to ensure data driven decisions</li> <li>● Professional development in STEM</li> <li>● Opportunities for teachers to share celebrations of successes in their goals and classroom</li> </ul>

### Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<ul style="list-style-type: none"> <li>● Focused and intentful PLC based on student data to drive instruction</li> <li>● Professional development to continue PLC process and identified teacher needs - Title I</li> <li>● Professional development to continue STEM implementation - Title I</li> <li>● Professional development to support professional growth in best practices - Title I</li> <li>● Provide opportunities for teachers to share celebrations of successes in their goals and classroom in PLC's and/or Faculty Meetings</li> </ul>
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## Student Achievement

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

### Potential Data Sources

- State Assessment Data
- TELPAS and AMAO Results
- SAT/ACT/PSAT Results
- Advanced Course/Dual Enrollment Data
- Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
- State Data Tables
- Texas Success Initiative Data
- Course/Class Grades
- Graduation, Completion, Dropout, and GED Rates, Diploma Types
- Promotion/Retention Rates
- Classroom and Program Assessments and Other Data

## Data Sources Reviewed

*We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt*

### List the actual data sources reviewed below...

STAAR results
ELI
SELI
BOY, MOY, EOY DRA
Kathy Richardson Math Assessment
TELPAS
Campus formative and summative assessments
District assessment

## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

Strengths...	Needs...
<ul style="list-style-type: none"> <li>● STAAR reading, math, and science scores increased.</li> <li>● ELI - 1st - 87%, 2nd - 89%</li> <li>● SELI - 2nd - 93% on level</li> <li>● KR Math - K - 91% on level, 2nd - 88%</li> <li>● All implemented intervention supported student achievement</li> <li>● Continuing to reduce gap between LEP and Non-LEP</li> </ul>	<ul style="list-style-type: none"> <li>● STAAR writing - improve scores</li> <li>● Spanish STAAR scores need improvement</li> <li>● ELI - K - 82% on level</li> <li>● SELI - K - 54% on level, 1st - 79%</li> <li>● KR Math - 1st grade 29% - improvement in math needed</li> <li>● Continue to work on student achievement in Math, Reading, and Writing</li> <li>● Continue to reduce gap between economically disadvantaged hispanic student needs and white non-economically disadvantaged students.</li> <li>● Improve Special Education performance on STAAR - did not meet system safeguard requirement for Special Education population</li> <li>● Improve TELPAS English Proficiency rate of Bilingual Students; decrease the number of beginner and intermediate ratings in grades 3-5</li> <li>● Continue to increase Level III Staar Advanced scores</li> </ul>

## Summary of Needs

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<ul style="list-style-type: none"> <li>● Continue to use state supported programs - Istation and Think Through Math</li> <li>● Utilize reading and math interventions and math coach - State Comp/Title I</li> <li>● Continue to increase Level III STAAR “Advanced” scores</li> <li>● Improve Special Education population performance on STAAR</li> </ul>
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- Improve ELI/SELI/KR on level scores
- Utilize reading and bilingual specialist for reading and writing interventions - Title I
- Tutoring Opportunities - Title I - Reading Camp, Saturday School, Morning Computer Lap
- Purchase Materials and Resources - Title I



## Technology

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

### Potential Data Sources

- Technology Infrastructure, Networks, Etc.
- Technology Hardware and Software
- Classroom Technology Needs by Area, Class, Department, Etc.
- BrightBytes Survey
- Professional Development/Teacher Preparation Needs in Technology
- Leadership and Administrative Support Structures for Technology Implementation
- Resource Allocations
- Technology Policies and Procedures
- Assessment of Technology Skills for Students, Staff and Other Stakeholders

## Data Sources Reviewed

*The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown*

### List the actual data sources reviewed below...

Teacher survey Classworks data Istation Think Through Math Hardware Inventory
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## Findings/Analysis

*“The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes.”*

**Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...**

<b>Strengths...</b>	<b>Needs...</b>
<ul style="list-style-type: none"><li>● Staff believes technology is effective</li><li>● Campus implementing Chromebooks in 4th and 5th grade</li><li>● Staff understands the importance of using technology in instruction</li><li>● Increased use of ipads in all grade levels</li><li>● Piloted Minecraft extra curricular club for grades 3-5</li></ul>	<ul style="list-style-type: none"><li>● Additional technology training</li><li>● Implementation of new chromebooks</li><li>● Teacher collaborations in the use and methods of instruction with technology</li></ul>

### **Summary of Needs**

**Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...**

<ul style="list-style-type: none"><li>● Continue with implementation of campus wide technology plan for the 2016-2017 year - Title</li><li>● Staff development focused on integrating technology in the classroom</li></ul>
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## Summary of Priority Needs

### Demographics...

- Continue to implement a school plan to integrate campus intervention time for all students to reduce the academic gaps between monolingual and bilingual students.
- Continue on-going sharing of student progress and instructional strategies in PLC's.
- Increase "integration mindfulness" by providing opportunities for classes to work together to bridge social gaps between special populations.

### Student Achievement...

- Continue to use state supported programs - Istation and Think Through Math
- Utilize reading and math interventions and math coach - State Comp/Title I
- Continue to increase Level III STAAR "Advanced" scores
- Improve Special Education population performance on STAAR
- Improve ELI/SELI/KR scores for grades K-2
- Utilize reading and bilingual specialist for reading and writing interventions - Title I
- Tutoring Opportunities - Title I - Reading Camp, Saturday School, Morning Computer Lap
- Purchase Materials and Resources - Title I

### School Culture and Climate...

- Staff Development - State Comp
- Books for campus study - Love & Logic - Title I
- Article studies related to building relationships with students
- Materials - Title I
- Staff Development as well as student instruction to close academic gaps - Title I
- Staff Development in STEM
- Continued recognition initiatives for student celebrations/successes

### Staff Quality, Recruitment and Retention...

- Focused and intentful PLC based on student data to drive instruction

- Professional development to continue PLC process and identified teacher needs - Title I
- Professional development to continue STEM implementation - Title I
- Professional development to support professional growth in best practices - Title I
- Provide opportunities for teachers to share celebrations of successes in their goals and classroom in PLC's and/or Faculty Meetings

### **Curriculum, Instruction, and Assessment...**

Staff Development - Title funds

- Continued professional development of PLC process
- Professional development in areas of need based on data throughout the year
- Professional development in writing and reading
- Continue professional development to support 3 year initiative of STEM.

Funding for substitutes to conduct full day PLC for data analysis and planning - Title I

Assessment resources

Additional time and support for bilingual and at-risk students

- Saturday School - state comp/Title

### **Family and Community Involvement...**

- Academic nights - Parent Involvement - Title 1
  - Focused training on student academic needs to be provided to parents in a setting that bridges all demographics
- Continue use of email, phone blasts, newsletters, and social media to communicate

### **School Context and Organization...**

- Time for instructional planning and implementation of student data - Title I
- Improved communication between administration and professional staff
- Implement Love & Logic to improve the safety and efficiency of school operations and to provide a more consistent discipline approach
- Improved communication between parents, staff, and students

### **Technology...**

- Continue with implementation of campus wide technology plan for the 2016-2017 year - Title
- Staff development focused on integrating technology in the classroom



# Campus Leadership Team (CLT)

## CLT Members

Role	Name
Teacher	Jennifer Archuleta
Teacher	Saralyn Ginnings
Teacher	Pam Henderson
Teacher	Kim Conrad
Teacher	Willa Kemper
Teacher	Laura Malins
Teacher	Shelley Langford
Campus-Based Nonteaching Professional	Amy Atchley
Campus-Based Para or Operations Staff Rep	Rosie Salinas, Bilingual Paraprofessional
District-Level Professional	Lori Hart, District Testing Coordinator
Parent Rep	Stephanie Whatley
Parent Rep	Julie Bryant
Community Rep	Dr. Maureen McGuinness, UNT Dean of Students
Community Rep	
Business Rep	
Business Rep	

## CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
August 31, 2016	3:15 pm	WSR Library
November 2, 2016	3:15 pm	WSR Library
January 18, 2017	3:15 pm	WSR Library
March 8, 2017	3:15 pm	WSR Library
May 3, 2017	3:15 pm	WSR Library