

W. S. Ryan Elementary Targeted Improvement Plan

Problem Statement 1: Elementary students are not performing well on state mandated tests. (All and white students are not performing in addition to economically disadvantaged, ELL, Hispanic, and special education students.)

Root Cause #1: Teachers need to enhance their knowledge of the depth and complexity of both the TEKS and state mandated tests.

Annual Goal: To achieve a “Met Standard” rating on each index of the state accountability system

and/or

To achieve 80% of all students, 75% of economically disadvantaged students, and 70% of Hispanic students meeting the “Phase in 1 Level II” mastery level in the reading, writing, math, and science subject areas with 10% improvement shown in the percentage of all students meeting the Level III Advanced standard as determined by state mandated tests administered at the 3rd, 4th, and 5th grade levels

and

To achieve 80% of all K-2 students and 70% of Hispanic K-2 students reading at the District’s expectations as denoted on the ELI and SELI assessments from the beginning of the year to the end of the year

Strategy: Create opportunities for teachers to discuss the depth and complexity of the TEKS and the manner in which the TEKS are assessed on state mandated assessments so teachers can effectively plan student interventions and identify teaching strategies/techniques/best practices as well as critical resources and formative assessments to ensure increased student achievement.

Address the Root Cause:

Providing time for teachers to discuss the depth and complexity of the TEKS and state mandated tests will increase teacher knowledge of the TEKS so teachers can deliver quality instruction that ensures student success.

Interventions:

1. Conduct PLC (Professional Learning Community) meetings by grade level to unpack the TEKS, to review curriculum materials/expectations, to discuss teaching techniques/questioning strategies/best practices, to identify teaching resources, and to create rubrics/formative assessments that address the TEKS being taught each week.
2. Conduct weekly grade level meetings to plan and prepare lessons that address the TEKS and align with best practices using the District’s curriculum.

3. Emphasize the use of identified process standards in all instructional lessons across all subject areas.
4. Review and analyze assessment data including STAAR results, formative assessments, and “Show What You Know” (SWYK) assessments to inform instructional decisions in planning lessons and delivering instruction in both whole and small groups on a weekly basis.
5. Review and analyze assessment data including STAAR results, formative assessments, and “Show What You Know” (SWYK) assessments to fully know the instructional needs of individual students and to determine the appropriate interventions for individual students on weekly basis for the upcoming week.
6. Improve procedures and create a greater emphasis on “Tier” time (within the school day) for targeted instruction for specific student interventions
7. Provide “before and/or after school tutorials” for students needing remediation based on teacher observation and analysis of assessment data and weekly academic progress.
8. Inform parents of curriculum expectations and provide parents with updates on individual student progress as appropriate through parent conferences, parent phone calls, parent curriculum nights, etc...
9. Create a school wide emphasis on writing by stating school wide writing expectations for all students, by showcasing exemplary/improved writing throughout the campus, by participating in writing professional development, and by implementing writing strategies across all subject areas to promote critical thinking skills.
10. Provide opportunities for teachers to observe other teachers demonstrating best practices during instructional lessons within the classroom

Data to Be Collected:

1. Formative Assessment Results
2. Cumulative “Show What You Know” (SWYK) Assessments
3. STAAR Test Results
4. Teacher Walk-throughs/Observations
5. Sign In Logs for PLC and Lesson Planning Meetings
6. PLC Meeting Minutes
7. Logs for Student Tutorials
8. “Tier Time” Intervention Schedules and “Tier Time” Walk-throughs
9. List of Teachers Modeling Best Practices/List of Teacher Observers
10. Parent Conference Participation/Curriculum Night Sign In Sheets

11. Student Writing Journals

12. 3rd-5th Writing Staff Development Training Logs

Quarterly Goals:

1st Quarter: On district developed assessments, 55% of all students, 45% of economically disadvantaged students, and 45% of Hispanic students will pass with 5% improvement of all students meeting the Advanced Level III standard.

Staff will review and discuss SELI and ELI test results to note beginning of the year levels in comparison to the District's expectations and to note progress made since the beginning of school year.

2nd Quarter: On district developed assessments, 65% of all students, 60% of economically disadvantaged students, and 60% of Hispanic students will pass with 5% improvement of all students meeting the Advanced Level III standard.

To increase the percent of K-2 students reading at the District's expectations by 10%.

3rd Quarter: On the state mandated assessments, 80% of all students, 75% of economically disadvantaged students, and 70% of Hispanic students will pass with 10% improvement of all students meeting the Advanced Level III standard.

To increase the percent of K-2 students reading at the District's expectations by 10%.

4th Quarter: On the state mandated assessments, 80% of all students, 75% of economically disadvantaged students, and 70% of Hispanic students will pass with 10% improvement of all students, economically disadvantaged students, and Hispanic students meeting the Advanced Level III standard.

To achieve 80% of all K-2 students and 70% of Hispanic K-2 students reading at the District's expectations as denoted on the ELI and SELI assessments from the beginning of the year to the end of the year

Problem Statement 2: Students are not motivated to learn.

- Root Cause #2: Students do not realize the importance of getting a good education.
- Annual Goal: School climate surveys completed by students, teachers and parents will demonstrate a 10% improvement or 90% (or higher) maintenance on each identified survey area at W.S. Ryan Elementary.
- Strategy: Improve the school climate: 1) By increasing the staff's awareness of the individual needs of students academically, emotionally, and culturally and 2) By providing staff with additional support and encouragement for their efforts in creating a supportive learning environment that addresses the needs of all students within their classrooms.
- Address the Root Cause: Teachers becoming more knowledgeable of the individual needs of students academically, emotionally, and culturally will assist teachers in providing students with more appropriate interventions that will enhance, improve, and maximize student achievement results.
- Interventions:
1. Implement a student incentive program based on both individual and group improvement incentives to motivate and encourage all students and especially low academically students to do their best academically on a daily basis.
 2. Provide school assemblies featuring speakers that serve as excellent "role models" for students to encourage and instruct students from all cultures on the importance of getting a good education. (i.e. Hispanic women, Hispanic males, professional/student athletes from diverse cultures, etc..)
 3. Implement the Ryan Ringer program the 2014-15 school year to spotlight students, teachers, and community members who are "making a difference" at Ryan Elementary. (The ringing of the historical bell of W.S. Ryan Elementary builds tradition/heritage among students attending W.S. Ryan Elementary and provides another avenue to recognize the achievements/accomplishments of outstanding students, teachers, and community members.)
 4. Create a greater emphasis on the "Rockin' Wranglers" student recognition program.
 5. Implement a "goal setting" program for all students and for all teachers. Teachers will conference with students initially when students set their goals and will review them periodically to challenge, motivate, and keep students focused on their academic work. Teachers will set their goals for professional growth as a part of the PLC process.
 6. Enhance the "Good Kids' Book" for recognizing students for accomplishments academically and behaviorally throughout the school year.
 7. Implement the Wranglers Read program, an optional reading incentive program designed to motivate and reward students for reading a variety of books in the library. Students who complete the Wranglers Read card receive a prize and will participate in the Wranglers Read celebration at the end of the school year, if they complete all four cards during the school year.

8. Implement the writing display wall showcasing excellent writing papers to be posted for the entire school to view.
9. Increase and improve communications to parents that address academic goals and expectations so parents are better informed regarding the curriculum objectives and the importance of education. Such communication will include: 1) “Investigations” information sheets in math for parents, and 2) a weekly newsletter covering the curriculum in all content areas, and 3) “Remind 101,” a one-way text messaging app for teachers to send text messages reminding students and parents about upcoming assignments, important announcements, etc...
10. Provide opportunities for parents to participate in parent/teacher conferences. A minimum of one parent/teacher conference will be provided for parents of all students during the fall semester, and a second parent/teacher conference will be provided for parents of at-risk students during the spring semester.
11. Provide 2-3 curriculum nights to better inform and instruct parents in the curriculum expectations and content addressed within the core subject areas.
12. Increase the number of students attending 5th Grade Camp in an effort to promote teamwork and camaraderie among the 5th grade students and to assist the teaching staff in building relationships with their students.
13. Implement with the Sunshine committee responsible for creating and promoting activities/opportunities that provide encouragement to teachers and other staff members.
14. Implement a teacher appreciation program in which snacks and/or appreciation notes are provided by the administration and/or PTA on a monthly basis.

Data to be collected:

1. Parent/Teachers/Student School Climate Surveys
2. Teacher Survey/Rubric Charting Teacher Growth on Professional Goals
3. List of School Assembly Motivation Speakers with Dates
4. Number of “Spirit Sticks” Awarded Monthly with Students Allowed to Display Spirit Sticks on Backpacks, Lanyards, Desks, etc...
5. List of “Rockin Wranglers” Student Recipients
6. List of All Wranglers Read” Recipients
7. Goal Sheets for Students/Teachers
8. Pictures of the Writing Display Wall
9. File of “Investigations” and Weekly Newsletters
10. Sign In Logs for all parents attending parent/teacher conferences within each teacher’s classroom
11. Sign in logs for Parents Curriculum Nights/Students Spirit Sticks for Parent Participation
12. 5th Grade Camp Survey
13. List of Sunshine Committee Activities
14. List of Activities and Dates of the Teacher Appreciation Activities

Quarterly Goals:

- 1st Quarter: Baseline school climate surveys will be completed by students, teachers and parents.
- 2nd Quarter: Implementation of 75% of the identified school climate activities with progress monitoring of activities by the Campus Leadership Team (CLT).
- 3rd Quarter: Full implementation of identified school climate activities with progress monitoring of each activity by the Campus Leadership Team (CLT).
- 4th Quarter: School climate surveys completed by students, teachers and parents will demonstrate a 10% improvement or 90% (or higher) maintenance on each identified survey area at W.S. Ryan Elementary.