

Denton Independent School District

Ryan High School

2020-2021 Goals/Performance Objectives/Strategies

Mission Statement

Billy Ryan High School seeks to provide its diverse student population with a sense of well-being and a sense of belonging. Because of students' individual needs, Billy Ryan High School stresses individual attention to each student to allow each individual to develop to his/her fullest potential. In a safe school climate, the entire school faculty and staff work together to produce individuals who are aware, concerned, knowledgeable and responsible. Therefore, Billy Ryan High School seeks to foster citizenship, promote literacy, produce workers and cultivate personal fulfillment in its student body.

Vision

The vision of Billy Ryan High School is to produce productive citizens in the community. We pledge to prepare our students as thoroughly as possible for the needs of today and tomorrow. We will prepare them to be communicators, problem solvers, and contributors in the community after high school. Upon graduation, Ryan students will be prepared to take on their next step in life, regardless of whether they choose college, the work force, or the military.

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Goal 3: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	5

Goals

Goal 1: Teaching & Learning





In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Increase passing rate for each semester for Algebra 1 students for 2020-21 school year. Continue work toward 90% mastery of Algebra 1 for both semesters for all incoming 9th grade students.. Continue work on improved EOC ratings for students in both English 1 and English 2. Goal of above 75% passing rate for EOC 9th and 10th grade state assessment.

HB3 Goal

Evaluation Data Sources: District benchmarks, In-class assessments, Review of state-released practice tests, End of Course Algebra 1 and English 1 and English 2 state assessment





<p>Strategy 1: Use data from previously tested subject area assessment to develop strategies to complete required interventions for improvement. Target specific domains that address areas of improvement and develop strategies to address those areas.</p> <p>Strategy's Expected Result/Impact: Gradual improvement in skill sets in both Algebra 1 as well as English writing and reading performances.</p> <p>Staff Responsible for Monitoring: ELA and Math teachers, campus administration, district level supervisors.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
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Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Continue the tradition of honoring professional staff as well as student academic success each month. Invite parental involvement in all aspects of the school experience, in addition to providing quality communication with regard to all school day-to-day business.

<p>Strategy 1: Establish monthly recognition of staff and students through campus-wide celebration and acknowledgement of the completed work. Invite community partners to share in their contribution to the school staff and students and recognize and show our appreciation for what the community means to the school.</p> <p>Strategy's Expected Result/Impact: Higher academic performance in the classrooms. Continued building of sense of value, worth, and appreciation for teachers. Growth of community support for the school and ability to give back to the sponsors and show of appreciation.</p> <p>Staff Responsible for Monitoring: Renaissance class from high school. Sharla Gilhome, leader of student support groups, Counseling staff, Administration, Adrian Eaglin.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Opportunities for Students





In pursuit of excellence, we will:

- * Support college, career, military and life readiness
- * Engage students in extracurricular clubs and organizations
- * Advocate for public education across the state and nation
- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Ryan High School continues to strive for 100% participation in some form of extracurricular activity for all students. RHS works to enable students to have an opportunity to be a part of some team, group, club, or extra outlet of the regular school day.

HB3 Goal

Evaluation Data Sources: Student survey both mid year and end of year used to record student participation in the various school offerings outside the regular school day.

<p>Strategy 1: Work within Student Council and various other student leadership groups to publicize the list of all available student offerings (class clubs, fine arts, athletics, etc.) so that students have an awareness of the school outside of the classroom). Additionally, have published offerings through counseling offices to make student aware of the possibilities of clubs and extracurricular activities.</p> <p>Strategy's Expected Result/Impact: Increased number of overall student body who are participating in extracurricular activities. Goal will be 100% .</p> <p>Staff Responsible for Monitoring: Coaches, sponsors, teachers, administrators, staff</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
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Denton Independent School District

Advanced Technology Complex

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

We will teach students to think and learn using career pathways.

Vision

To serve students, preparing them for college and/or careers through rich curriculum, certification acquisition, industry/community/college connections, skill acquisition, real-world application of skills and thorough insight through career exploration.

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Goal 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	5
Goal 4: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	6

Goals





Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
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- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Align curriculum of the ATC courses with campus-held foundational courses for each pathway.

Evaluation Data Sources: Scope and sequence for each course; common assessments; professional development

Strategy 1: Review and establish targeted goals for knowledge and skill base for each course level. Strategy's Expected Result/Impact: Focused, scaffolded lesson design Staff Responsible for Monitoring: ATC Administrators Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Reviews			
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Strategy 2: Develop common assessments to aid in the alignment of knowledge and skills. Strategy's Expected Result/Impact: Knowledge and skills fidelity Staff Responsible for Monitoring: CTE Administration Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Aligned knowledge and skill acquisition for foundational pathway courses Root Cause: Recent foundation course additions





Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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Performance Objective 1: Increase and enhance marketing opportunities for all stakeholders.

Evaluation Data Sources: Published material (social media, website, print)

Strategy 1: Develop virtual tours that demonstrate course content and outcomes for students. Strategy's Expected Result/Impact: Increased accessibility to students, parents, and community members; enhanced decision-making resources for students and parents Staff Responsible for Monitoring: ATC Administration and Campus Leadership Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 1	Reviews			
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Strategy 2: Develop a targeted and concentrated social media presence. Strategy's Expected Result/Impact: Increased community engagement Staff Responsible for Monitoring: Social Media Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Reviews			
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Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low representation of non-traditional students (i.e. females in engineering) in particular pathways. Root Cause: Society norms for certain career pathways.
School Processes & Programs
Problem Statement 1: In-person tours are no longer available Root Cause: COVID safety protocols





Goal 3: Growth & Management

In pursuit of excellence, we will:

- * Recruit, employ and retain high quality teachers
- * Remain committed to providing equitable and outstanding opportunities for every student on every campus
- * Work with the community in planning and facility development
- * Utilize citizens' advisory committees to focus on short and long-term tasks
- * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- * Demonstrate effective and efficient management of district resources
- * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- * Encourage teachers and staff to pursue advanced degrees
- * Pursue energy efficiency and conservation principles
- * Develop a budget focused on student and professional learning
- * Maintain a diverse workforce

Performance Objective 1: Maintain consistent communication with Advisory Board members/community.

Evaluation Data Sources: Meeting agendas

Strategy 1: Due to safety protocols, create creative communication models for Advisory Board meetings. Strategy's Expected Result/Impact: Actionable feedback Staff Responsible for Monitoring: ATC Administration, Department Chairs TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Reviews			
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Goal 4: Opportunities for Students

In pursuit of excellence, we will:

- * Support college, career, military and life readiness
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- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Analyze, adjust and promote successful completion of industry-driven certifications.

Evaluation Data Sources: Certification data

Strategy 1: Utilize data from Advisory Board to determine employability certifications. Strategy's Expected Result/Impact: Students employed, internship placements Staff Responsible for Monitoring: Advisory Board, ATC Administration, Department Heads TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Reviews			
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Denton Independent School District

Fred Moore High School

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

Fred Moore High School provides students with accelerated learning opportunities that promote a sense of responsibility to the individual and community. Students will be supported in a positive and relevant learning environment as they grow into college and career ready individuals who possess the academic and social skills needed to be successful citizens.

Vision

Preparing today's students to succeed in tomorrow's world.

School Motto

Dedication * Direction * Discovery

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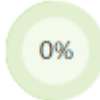



Goals

Goal 1: Teaching & Learning

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- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Through the implementation of best teaching practices in an online learning environment, Fred Moore High School will increase the STAAR Level II Satisfactory performance rate for all students in mathematics by 8%, and the STAAR Level II performance rate for all students in the areas of Science, Reading, and Social Studies by 4%.

Strategy 1: Individualized academic goal setting will occur in all courses. Strategy's Expected Result/Impact: Student daily/weekly progress forms/ Goal setting forms Staff Responsible for Monitoring: Teachers and Students ESF Levers: Lever 4: High-Quality Curriculum	Reviews			
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Strategy 2: Teachers will disaggregate students' STAAR and assessment data and provide targeted instructional support in areas of deficiency Strategy's Expected Result/Impact: Student grades on assignments/tests, report cards, STAAR reports Staff Responsible for Monitoring: All Teachers	Reviews			
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<p>Strategy 3: Direct teach instruction will occur in all STAAR tested subjects.</p> <p>Strategy's Expected Result/Impact: Student grades on assignments/tests Report cards STAAR practice test results STAAR score reports</p> <p>Staff Responsible for Monitoring: Teachers and counselor</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Teachers will participate in campus, district, and regional professional development opportunities that enhance teaching and learning for STAAR related subjects</p> <p>Strategy's Expected Result/Impact: Lesson plans, T-TESS observation/conference data, T-TESS conference</p> <p>Staff Responsible for Monitoring: None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Teachers will regularly and consistently monitor the progress of students and provide timely feedback to students and parents when their progress is lacking</p> <p>Strategy's Expected Result/Impact: Student progress forms, Students grades on assignments and progress reports</p> <p>Staff Responsible for Monitoring: Principal, counselor, and teachers</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Principal will provide ongoing support to teachers on how to implement best practices through instructional coaching</p> <p>Strategy's Expected Result/Impact: T-TESS observation/data, Student performance data, classroom walkthrough data</p> <p>Staff Responsible for Monitoring: Principal and teachers</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: Small group instruction will be provided to Algebra I students</p> <p>Strategy's Expected Result/Impact: Student grades on assignments and progress reports</p> <p>Staff Responsible for Monitoring: Principal and counselor</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: Recognize and show appreciation to teachers and staff through appreciation programs for their dedication and everyday accomplishments.

<p>Strategy 1: 100% of teacher and staff recognition on campus.</p> <p>Strategy's Expected Result/Impact: Decreased number of teacher and staff absenteeism Increase teacher connectedness to school Providing more teacher leadership roles</p> <p>Staff Responsible for Monitoring: San Miguel Clayton Fiore Bigrigg</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Reviews			
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<p>Strategy 2: Administration and community sponsors will meticulously plan a week of teacher and staff celebration of recognition</p> <p>Strategy's Expected Result/Impact: Decreased number of teacher and staff absenteeism Increase teacher connectedness to school Providing more teacher leadership roles</p> <p>Staff Responsible for Monitoring: San Miguel Clayton Fiore</p>	Reviews			
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Goal 3: Opportunities for Students

In pursuit of excellence, we will:





- * Support college, career, military and life readiness
- * Engage students in extracurricular clubs and organizations
- * Advocate for public education across the state and nation
- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Fred Moore High School will implement strategies to increase its TEA campus accountability rating for the CCMR (College, Career, Military Readiness) component of Domain 1 (Student Achievement) to 75 or higher for the 2020-2021 school year.

HB3 Goal

Evaluation Data Sources: None

<p>Strategy 1: 100% of potential graduates will take the TSIA in Reading and Math.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduates applying and being admitted to community colleges</p> <p>Improved accountability rating of 75 or higher in Domain 1 based on 2020-2021 graduates scoring proficient or higher on the TSIA.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
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<p>Strategy 2: A minimum of 15% of FMHS graduates will earn an approved industry based certification from the ATC or through a career and technology education class. Potential CTE class certifications are Microsoft office, OSHA, and security.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduates earning approved industry based certifications.</p> <p>Increased number of FMHS students enrolled in approved certification courses at the ATC through distance learning or in general education classes.</p> <p>Staff Responsible for Monitoring: San Miguel Clayton Swindle</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
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<p>Strategy 3: 100% of FMHS potential 20-21 graduates will participate in the ASVAB assessment to evaluate their individual college, career, and military readiness.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduate career plans, increased community college enrollments, university enrollments, technical certifications and military enlistments.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
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<p>Strategy 4: A minimum of 20% of FMHS potential 20-21 graduates will participate in the SAT exam.</p> <p>Strategy's Expected Result/Impact: Increased percentage of FMHS graduates applying and admitted to 4 yr Colleges and Universities</p> <p>Increased percentage of FMHS graduates awarded scholarships based on SAT performance and academic achievement</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
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Goal 3: Opportunities for Students

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- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 2: Over 85% of Fred Moore High School students enrolled during the 2020-2021 school year will actively participate in extracurricular activities.

<p>Strategy 1: 100% of students and their parents or guardians will be informed of extra curricular activities available on campus during the admissions interview</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary infractions due to social and emotional learning skills Increase student attendance and achievement Increase student connectedness to school Increased student leadership skills, character education Increased student community service involvement.</p> <p>Staff Responsible for Monitoring: Principal, counselor and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 2: Administration and activity sponsors actively recruit participants consistently throughout the 2020-2021 school year</p> <p>Strategy's Expected Result/Impact: Decreased disciplinary infractions due to social and emotional learning skills Increase student attendance and achievement Increase student connectedness to school Increased student leadership skills, character education Increased student community service involvement.</p> <p>Staff Responsible for Monitoring: Principal, counselor and teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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Denton Independent School District

Ginnings Elementary

2020-2021 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

To educate and inspire each child to reach their maximum potential.

Vision

A campus of educational greatness.

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Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Ginnings Elementary School will focus on ensuring at least one year's growth in Reading and Math for every student using Beginning of the Year (BOY) data to End of the Year (EOY) data from August 2020 to May 2021.

HB3 Goal

Evaluation Data Sources: Reading:





- * Early Literacy Inventory Assessments (ELI/SELI)
- * Developmental Reading Assessment (DRA)
- * Informal Reading Inventory (IRI)
- * Istation Reading
- * Common Assessments
- * TELPAS
- * STAAR

Math:

- * Primary Numeracy Assessment (PNA)
- * Imagine Math
- * Common Assessments
- * STAAR

<p>Strategy 1: Instructional coaches will support teachers with Tier I instructions through planning, training, modeling, and coaching.</p> <p>Strategy's Expected Result/Impact: More students meeting mastery during whole-group class instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
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<p>Strategy 2: Campus interventionists will intervene with students and teachers to support Tier I, II, & III instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Reading Interventionist Math Interventionist Bilingual/ESL Interventionist Reading Recovery & DLL Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Part-Time/Temporary support teachers will intervene with students and teachers to support Tier I, II, & III instruction.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Campus Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: JAG Time (intervention/enrichment) will be incorporated in all grade-levels to reteach, practice, and extend academic essentials for all students based on individual needs.</p> <p>Strategy's Expected Result/Impact: Improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 5: PLCs will be held for effective planning addressing the four critical questions: (1) What do we want students to know and be able to do? (2) How will we know when they have learned it? (3) What will we do when they have learned it? (4) What will we do when they already know it? As well, to track and monitor student data, document students of concern, and develop/adjust intervention/enrichment student groups.</p> <p>Strategy's Expected Result/Impact: Increased teacher collective inquiry and improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists EXPO Specialist Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 6: Professional development will be conducted to increase teacher quality for improved student achievement.</p> <p>Strategy's Expected Result/Impact: Increased teacher quality and improved student achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 7: Additional resources will be purchased to support student learning and teacher best practices.</p> <p>Strategy's Expected Result/Impact: Increased supplemental resources for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Library Media Specialist Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 8: Denton ISD Multi-Tiered System of Support (DMTSS) will be implemented with targeted and differentiated supports for improved student achievement.</p> <p>Strategy's Expected Result/Impact: Increased academics and improved behaviors among students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists School Counselor Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 9: Istation Reading and Imagine Math will be utilized to support Tier I instruction, Tier II interventions, and as a resource for accelerated instruction for Tier III students who Did Not Meet Grade Level expectations on the STAAR assessment for the previous year.</p> <p>Strategy's Expected Result/Impact: Differentiated supports for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 10: Reading and Math campus, zone, and district assessments will be administered to obtain campus data for responsive instruction.</p> <p>Strategy's Expected Result/Impact: Relevant data to plan effective instruction for improved student achievement.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Campus Interventionists Instructional Coaches Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: Ginnings Elementary School will establish a positive school culture & climate through events and programs that will build community among all stakeholders from August 2020 to May 2021.

Evaluation Data Sources: Culture & Climate Data
 Panorama Data
 Campus Survey Data

<p>Strategy 1: A variety of incentives will be implemented to honor the efforts, hard work, and commitment of our students, parents, staff, and the community. Strategy's Expected Result/Impact: Students and staff feeling appreciated and honored. Staff Responsible for Monitoring: Administration</p>	Reviews			
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<p>Strategy 2: Jag Jamboree School-Wide Assemblies will be held for student and teacher recognitions, attendance, classroom/school-wide expectations, participation, exemplary behavior/professionalism, etc. every Nine Weeks. Strategy's Expected Result/Impact: Students and staff feeling appreciated and recognized. Staff Responsible for Monitoring: School Counselor Administration</p>	Reviews			
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<p>Strategy 3: Family involvement events will be held for students to engage in learning with their parents/guardians and to increase home and school connections. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Campus Interventionist Instructional Coaches School Counselor Administration</p>	Reviews			
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<p>Strategy 4: School clubs/organizations will be provided to students as extracurricular activities to enhance their school involvement.</p> <p>Strategy's Expected Result/Impact: Proud student sense of belonging and involvement.</p> <p>Staff Responsible for Monitoring: Club/Organization Sponsors School Counselor Administration</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: School and home trainings will be conducted for teachers and parents/guardians with useful resources and techniques that will support students and strengthen the school and home relationships.</p> <p>Strategy's Expected Result/Impact: Increased school and home relationships for student success.</p> <p>Staff Responsible for Monitoring: School Counselor Administration</p>	Reviews			
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<p>Strategy 6: Communities in Schools (CIS), along with other community partnerships, will support our student and family needs.</p> <p>Strategy's Expected Result/Impact: Increased wraparound services for students and families.</p> <p>Staff Responsible for Monitoring: CIS Coordinator Volunteer Coordinator School Counselor Administration</p>	Reviews			
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<p>Strategy 7: Parent-Teacher Association (PTA), along with the campus, will work together to support the overall school community.</p> <p>Strategy's Expected Result/Impact: Established partnerships for continual school support.</p> <p>Staff Responsible for Monitoring: PTA Executive Board Administration</p>	Reviews			
	Formative			Summative
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<p>Strategy 8: Multiple social media platforms will be used to keep all stakeholders informed on all classroom/school-wide events, updates, and information and to highlight all the great things happening on campus.</p> <p>Strategy's Expected Result/Impact: Informed school community and increased communication.</p> <p>Staff Responsible for Monitoring: Classroom Teachers School Counselor Administration</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Hodge Elementary

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

Teach • Learn • Grow • Serve

Vision

To create a collaborative learning community that nurtures the achievement of all.

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Goals

Goal 1: Teaching & Learning

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- * 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: To increase student achievement as evidenced by a minimum of one year's growth in reading text level for all students through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

HB3 Goal

Evaluation Data Sources: STAAR Simulation & STAAR summary reports, ELI/SELI data, PNA data, Imagine Math & iStation data, Data and anecdotal conversations from PLC, Zone Assessment Data, Walk through data, Enrollment Data, IEP/504 Data, Teacher self assessments, Professional Development Data, T-TESS evaluation data

<p>Strategy 1: Reading Interventionists will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, ELI/SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries.</p> <p>Staff Responsible for Monitoring: Reading Interventionists (Julie Ward, Iris Ramirez, Stacy Shrestha, Zulma Mojica & Colleen Moore) as monitored by administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$103,935, - State Compensatory Education (SCE) - \$90,000</p>	Reviews			
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<p>Strategy 2: Math interventionist will intervene with students and teachers as appropriate based on collected data to increase student progress and close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: STAAR Simulation & STAAR, PNA, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, Math Closet.</p> <p>Staff Responsible for Monitoring: Math Coach/ Interventionist (Pam Hurst) as monitored by administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$60,000</p>	Reviews			
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<p>Strategy 3: Campus Intervention Specialists will provide support for students and teachers as appropriate based on collected data to increase student progress, close the achievement gap, and support the dual language program.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: TELPAS, LPAC data, STAAR Simulation & STAAR, SELI, Zone Assessments. Use of the following strategies to guide instruction: Common Assessments, Aware & eSTAR to analyze student progress, Pre-MTSS Agenda & MTSS Agenda to guide instructional adjustment decisions, Lesson Plans, WIN plans, School & Literacy Libraries, Dual Language Agenda.</p> <p>Staff Responsible for Monitoring: Campus Interventionists (Zulma Mojica) as monitored by administration.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$30,000, - State Compensatory Education (SCE) - \$71,807</p>	Reviews			
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<p>Strategy 4: Open Hodge Summer Library to students and parents to promote continuous reading and maintain student reading progress. Increase attendance through call-outs, incentives, and special events included.</p> <p>Strategy's Expected Result/Impact: Increase in % of meeting standard on assessments: ELI/SELI, STAAR results, common assessments</p> <p>Staff Responsible for Monitoring: Colleen Moore; Deanna Seigler</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Title I, Part A - \$1,000</p>	Reviews			
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<p>Strategy 5: Book of the month read aloud to all classrooms for teachers to model high-level thinking strategies while also encouraging a common thematic message each month.</p> <p>Strategy's Expected Result/Impact: Increase in % meeting standard on Figure 19 STAAR results.</p> <p>Staff Responsible for Monitoring: Academic coaching team, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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<p>Strategy 6: Purchase effective research-based materials and technology in Math, Science and Literacy to target specific standards in which students struggle, including: Chromebooks, books, Mentoring Minds materials, software programs, and manipulatives.</p> <p>Strategy's Expected Result/Impact: Increase in % meeting standard: STAAR results , ELI/SELI/DRA BOY, MOY & EOY</p> <p>Staff Responsible for Monitoring: Principal and Academic Coaching Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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<p>Strategy 7: Provide subs for on-going staff development, assessment and plan time provided for teachers to increase student engagement and instructional rigor.</p> <p>Strategy's Expected Result/Impact: Increase % meeting standard: Student Assessments Formative and Summative results, Teacher Surveys</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$5,000</p>	Reviews			
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<p>Strategy 8: Purchase additional assessment tools to provide more efficient and accurate information about at-risk students' cognitive strengths and weaknesses.</p> <p>Strategy's Expected Result/Impact: SPED Referral Rates</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - Title I, Part A - \$1,000</p>	Reviews			
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<p>Strategy 9: Ongoing PD to support the implementation of PLCs, the new TEKS, Assessment for Learning strategies, Lucy Calkins, and Two Way Dual Language.</p> <p>Strategy's Expected Result/Impact: Assessment Results</p> <p>Staff Responsible for Monitoring: Coaches, Interventionists, and Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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<p>Strategy 10: Provide additional access to books, specifically Spanish books.</p> <p>Strategy's Expected Result/Impact: Assessment Results</p> <p>Staff Responsible for Monitoring: Deanna Seigler</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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Strategy 11: Provide teachers with student intervention materials. Strategy's Expected Result/Impact: Assessment Results Staff Responsible for Monitoring: Coaches, Interventionists, and Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - Title I, Part A - \$7,000	Reviews			
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No Progress



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Goal 2: . Culture & Climate

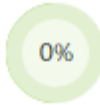
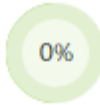
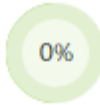







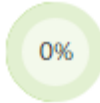

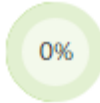

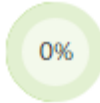









In pursuit of excellence, we will:











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

Performance Objective 1: To improve the culture and climate for teaching and learning as evidenced by improved Culture and Climate Survey results through engaging teachers in shared decision making, leadership, and teacher directed professional development through the PLC process.

Evaluation Data Sources: Enrollment Data, Staff Roster, CLT/Teacher observations, PTA Enrollment, Family Engagement Nights, Parent electronic communication, District Parent and Teacher Surveys, Campus Staff Surveys, Teaming / Planning Time/PLCs, Teacher Self Assessments, Professional Development Data, Walk through Data, T-TESS evaluation data

<p>Strategy 1: Provide our students and their families with outreach resource support to increase student achievement and connectivity to the school.</p> <p>Strategy's Expected Result/Impact: Surveys RTI Feedback Bully Prevention Data</p> <p>Staff Responsible for Monitoring: Administration; counselor; parent liaison; CIS Coordinator</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 2: Ensure extra-curricular activities and groups that serve to support our vision of a collaborative learning community that nurtures the achievement of ALL.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement, Increased Student Progress, Closing the Achievement GAP, Campus Data</p> <p>Staff Responsible for Monitoring: All Hodge stakeholders</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 3: Implement STEAM clubs on Fridays to reward student engagement and increase students' feeling of connectedness to the campus.</p> <p>Strategy's Expected Result/Impact: Decrease in chronically absent students. Decrease in student behavior concerns.</p> <p>Staff Responsible for Monitoring: Administration and Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Provide RISE time to engage students in Social/Emotional Health learning to ensure that students are Life Ready.</p> <p>Strategy's Expected Result/Impact: Decrease in chronically absent students, Improved School Culture.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Add a Student Assistance Counselor to Hodge Staff</p> <p>Strategy's Expected Result/Impact: The school will be better equipped to support students and families in acquiring needed skills and resources to support engagement in learning and healthy, productive behaviors that support learning.</p> <p>Staff Responsible for Monitoring: Administration, Kati Willis</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Title I, Part A - \$70,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Full time behavior interventionist to support students with their behaviors and social adjustment needs</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Administration, Shante Weaver</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: - Title I, Part A - \$30,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: Reset room to prepare students emotionally and physically to be able to participate successfully in the classroom</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Administration, Shante Weaver, Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 8: Ongoing PD for teachers and other staff members on how to help students who have experienced ACEs feel connected, competent, and in control.</p> <p>Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results Decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 9: Meet with individual teachers each 9 weeks to further develop relationships, clarify expectations and provide support, and communicate appreciation.</p> <p>Strategy's Expected Result/Impact: Increase in Campus Climate and Culture Survey Results</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Myers Middle School

2020-2021 Goals/Performance Objectives/Strategies

Mission Statement

We are committed to empowering our students to achieve excellence in an ever changing world, while providing EVERYONE SUCCESS EVERYDAY.

Vision

Excellence is our daily standard! Every day counts, every student counts, every employee counts.

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Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: By May 2021 students will show growth between interim testing and STAAR, and will perform in the top quartile of the comparable group for core areas.

Evaluation Data Sources: IXL, Achieve 3000, Common Assessments, State Assessments.

<p>Strategy 1: All core area teachers will continue to utilize the district PDS's, to improve instructional design and delivery and to increase student engagement and achievement. The district's PDS's will work with individual teachers, during PLC's and grade level teacher meetings.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Common Assessments Practice STAAR AWARE Data Increased Student Achievement</p> <p>Staff Responsible for Monitoring: PDS's, Department Chairs, Administration</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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<p>Strategy 2: Include teachers in the assessment and decision making process to monitor individual student data for learning and instruction design. Team and Dept. PLCs will have data analysis in meeting agendas. Continue campus Instructional walks and use data from these walks to improve instruction and student achievement.</p> <p>Strategy's Expected Result/Impact: Common Assessments AWARE Data Instructional Walk Data Increased Student Achievement</p> <p>Staff Responsible for Monitoring: DLS L. Meza Department Chair Administration Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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<p>Strategy 3: Provide time during the school day for all core content department chairs to observe and mentor teachers in their department to ensure strategies are being used to close the achievement gap (differentiation, interaction with students most at-risk, higher level questioning, student discussions, positive, confidence building statements directed toward students, etc.) and provide feedback that will increase data driven targeted instruction to all students, especially our at-risk population.</p> <p>Provide time during the school day for planning among core area teams, based on data collected from instructional walks and feedback.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement. Bell to bell teaching Activity alignment to TEKS</p> <p>Staff Responsible for Monitoring: Administration Department Chairs PDS's Teachers Secondary Curriculum Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$5,000</p>	Reviews			
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<p>Strategy 4: Enhance instruction and student engagement among at risk subpopulations by implementing the integration of technology Devices (additional chromebooks, webcams), LeadWorth material for Teen Leadership, software and apps for student use during classroom instruction, including, Nearpod, BrainPop, Quizlet. Maximize the use of technology integration before, during, and after school learning to engage the students in their learning objectives. *Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement</p> <p>Staff Responsible for Monitoring: PDS Teachers Administration Dept. Chair Team Lead Communities in Schools Librarian</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$56,804.23</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Provide staff development opportunities for faculty & staff, to fully understand the PLC process and how to implement best practices that focus on student learning and re-learning for our at-risk population. Utilize the district's PDS's to provide additional content specific professional development & support the implementation of strategies learned from staff development. The Leadership PLC will disseminate AFL strategies and/or best practices to all departments by focusing on learning targets and strong/weak work (including co-creating criteria). *Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Closing Achievement Gap Decrease Discipline Referrals Student Engagement</p> <p>Staff Responsible for Monitoring: Region XI/Myers MS intern, Lauren Smith Administration PDS's Secondary Curriculum</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Continue to integrate campus based DMTSS committee with district level support. Provide professional development to assist teachers with the implementation of DMTSS procedures designed to meet academic achievement, improve attendance and behavior standards through earlier support and intervention. Continue to develop structure and consistency with student expectations, including revisited expectations and teacher accountability. The Leadership PLC will ensure supports and interventions are present on campus for every student that struggles (academically and behaviorally) through the DMTSS process.</p> <p>Strategy's Expected Result/Impact: Consistency in 504 procedures Efficient referrals MTSS Interventions, stronger Tier I interventions in the classroom</p> <p>Staff Responsible for Monitoring: DMTSS Committee Administration Counselors Diagnosticians Dyslexia Teachers 504 Director Leadership PLC</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
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<p>Strategy 7: Provide ongoing professional development and training to ensure the needs of GT, Enhanced, Honors students are met. Assess students for Honors or Enhanced identification throughout the school year and as a part of transition to next school year. Promote enhanced, honors, and GT programs among all students, including hispanic and african american subpopulations.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in G/T courses and programs Increase in Masters Grade Level</p> <p>Staff Responsible for Monitoring: G/T Coordinator Administration Counselors EXPO Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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<p>Strategy 8: Closely monitor student attendance and intervene early when students are not attending school according the compulsory attendance law. Conduct regular attendance review meetings and attendance conferences with students at risk. Include parents in attendance awareness, student conference meetings, and Parent attendance meetings. Conduct home visits with students and families where attendance is a concern. Intentionally reduce the amount of time students spend outside of the learning environment.</p> <p>Strategy's Expected Result/Impact: Improved Attendance Increased Parent Engagement Improved Student Achievement</p> <p>Staff Responsible for Monitoring: Attendance Clerk Administration Teachers Counselors ARC CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 9: Use PLC time to focus on student learning through clearly aligned learning targets and strong/weak samples within the AFL process. Develop campus wide focus on literacy involving all courses, while aligning objectives to the high school's identified transition needs.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Increased student achievement Increased student engagement Increased Instructional Walks & Improvement in Instructional Walks data Zone Agenda</p> <p>Staff Responsible for Monitoring: Administration, Department Chairs ELL Department Secondary Curriculum Department Librarian High School Associate Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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<p>Strategy 10: Continue to partner with Communities in Schools to provided mentors for at risk students, to provide extended school day support for at risk students, and to engage the parents of our at risk students in parent education sessions on and off site.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, Increased mentors, Increased student achievement.</p> <p>Staff Responsible for Monitoring: Administration Counselors CIS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 11: Utilize Wed/Thurs night school and Saturday school for ELL's, Hispanic students, Special education students needing additional interventions to close academic gaps in areas of Math. Utilize the same nights to close gaps with our African American students in Reading.</p> <p>Implement Thursday night detention for students with excessive absences and persistent misbehaviors.</p> <p>*Addresses System Safeguards</p> <p>Strategy's Expected Result/Impact: Improved attendance, Improved behavior, improved student achievement</p> <p>Staff Responsible for Monitoring: Administration, Interns, Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$8,000</p>	Reviews			
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<p>Strategy 12: Provide teacher and student support of our Connected Learners through online engagement tracking. Students in danger of falling behind to be encouraged to return to face-to-face instruction.</p> <p>Strategy's Expected Result/Impact: Improved grades and attendance for our CL students</p> <p>Staff Responsible for Monitoring: Administration Team Leads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
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Strategy 13: Utilize computer based programs such as, IXL Learning and Achieve 3000 to accelerate, or enhance student learning in Math and Reading.

*Addresses System Safeguards

Strategy's Expected Result/Impact: Software Access during school and outside of school hours
Decreasing Achievement Gap
Student Achievement


Staff Responsible for Monitoring: Librarian
PDS
Teachers
Department Chair

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: . Culture & Climate

In pursuit of excellence, we will:

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

Performance Objective 1: By May 2021, we will establish a safe, healthy, and positive social, emotional, and academic culture on campus, through events and programs that will build collegiality among all stakeholders.

<p>Strategy 1: Continue to involve all students in at least 1 student organization. Celebrate the academic, attendance, extra-curricular, and behavior successes of students and staff in quarterly assemblies and end of year 8th grade transition celebration. Invite the community to participate in these assemblies.</p> <p>Strategy's Expected Result/Impact: Attendance rate above 97%, Student Achievement, Student Eligibility in UIL Activities</p> <p>Staff Responsible for Monitoring: Teachers, Sponsors, Counselors, Admin., Students, High School Staff & Students</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 2: Develop programs to mentor at-risk students before and after school, as well as during the school day. Develop and involve student leaders groups in these mentoring programs. Offer support and guidance, through mentoring, to individual students a minimum of 2 times per month. Due to Covid-19, this will be attempted virtually through Microsoft Teams, Zoom, etc.</p> <p>Strategy's Expected Result/Impact: Increased Mentors, Increased Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers, Sponsor, Counselors., Administration, Students, CIS, Mentors</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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<p>Strategy 3: Develop positive relationships and maintain a caring and supportive campus culture through cooperative learning, frequent student recognition, and reinforcing efforts. Continue to implement the Strength Based Academy at BMMS.</p> <p>Create an additional elective course, Teen Leadership, aimed at developing student leaders, creating ownership, accountability, and a sense of pride among the student body. Use LeadWorthy as the primary source of curriculum, as well as weekly implementation of Gallup Strengths. Students to evaluate the results of the Gallup Student Poll and create an action plan for raising the level of Engagement and Hope grandmeans.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, reduce discipline referrals, increase in student pride and ownership of BMMS.</p> <p>Staff Responsible for Monitoring: Student created Strengths posters displayed in common areas, Academic Assemblies and pep rallies (when deemed appropriate and safe) lesson plans from strength based training</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Student organizations will collaborate with mentors to provide tutoring and community service opportunities through organizations, including GOAL/Pink Ladies, Mighty Titan Girls, Valuable Lessons, Student PTA, Student Council, etc.</p> <p>Strategy's Expected Result/Impact: Student Survey, increased student participation, increased student achievement</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors, Sponsors/ Mentors</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$3,000</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Collaborate with elementary and high schools in the BMMS feeder path to align transitional activities and programs that will assist students with the transition to 6th and 9th grade. Increase communications with 5th grade and 9th grade teachers. Communicate with parents in the elementary feeder schools to prepare students for this transition. Provide transitional preparation programs for parents of current 5th and 8th grade students.</p> <p>Strategy's Expected Result/Impact: Increased student achievement, increased student participation</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors, PD's</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: Parents and students will be invited to attend multiple family night training sessions designed to provide information and strategies that parents can use to increase their involvement in their child's school and in their child's academic achievement, and to increase parent's knowledge of curriculum and district programs available to students. Target parents of ELL students and provide programs that will assist with the English language and meet the rigor of achievement standards.</p> <p>Strategy's Expected Result/Impact: Increased Parent Engagement on Campus, Increased Parent Partnerships</p> <p>Staff Responsible for Monitoring: Administration, Teachers, Counselors, PTA</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$1,500</p>	Reviews			
	Formative			Summative
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Strategy 7: Identify and Develop staff in leadership positions and provide leadership opportunities on campus, such as leading staff development, planning family nights, administrative internships, and venues to showcase leadership talents.

Strategy's Expected Result/Impact: Increased teacher-leader roles at BMMS

Staff Responsible for Monitoring: Administration, Teachers, Counselors.

ESF Levers: Lever 1: Strong School Leadership and Planning

Funding Sources: - State Compensatory Education (SCE) - \$500

Reviews			
Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Denton Independent School District

Pecan Creek Elementary

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

I AM BECAUSE WE ARE

At Pecan Creek we always strive to create a community that moves as one through supporting each other and responding to each other's needs. If one of us is strong, we are all strong. If one of us is in need, we all need. We are one and at Pecan Creek we take care of each other.

Vision

Our Vision

We believe that all students have unique potential for learning and succeeding in an ever-changing global society. We will support their social, emotional, and academic growth in a safe, respectful environment.

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Our Values

- Creativity: "We will model creative thinking and honor the creativity we see in students' work."
- Leadership: "We will create opportunities for students to learn and practice authentic leadership skills."
- Curriculum Development: "We will model high expectations for learning and involve students in their own learning decisions."
- Positive Relationships and Advocacy for Others: "We will honor students who exemplify helpful, supportive actions toward others."
- Character Development: "We will model and promote positive character traits in order to promote unity, collaboration, and success."
- Diversity and Equity: "We will promote cultural awareness, acceptance, and equity."
- Resiliency: "We will promote and honor a culture of effort, hard work, and resiliency."

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Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	7

Goals

Goal 1: Teaching & Learning

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- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors





Performance Objective 1: By June 2021, Pecan Creek Elementary will decrease the percentage of students requiring supplemental interventions by 5% through aligning instructional and assessments practices horizontally and vertically.

HB3 Goal

Evaluation Data Sources: common assessment data, ELI/SELI, PNA, STAAR Sim, intervention formative assessments, ESTAR observations and teacher input.

<p>Strategy 1: Continued implementation of AFL strategies in collaboration with Lucy Calkins Units of Study</p> <p>Strategy's Expected Result/Impact: Increase skills of readers and writers, increase problem solving strategies and understanding of learning targets, goal setting, and self assessment.</p> <p>Evidence: common assessments, walkthroughs, goal setting, engagement in conferring</p> <p>Staff Responsible for Monitoring: Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
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<p>Strategy 2: Professional development in core content and targeted areas of need.</p> <p>Strategy's Expected Result/Impact: Increase collaboration among grade levels and campuses in the Ryan Zone, support Tier 1 intervention strategies, growth for teachers in real time relevant areas that impact increase performance assessments.</p> <p>Staff Responsible for Monitoring: Teachers and Admin, District Coaches and Curriculum Dept. Ryan Zone Literacy Plan.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
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<p>Strategy 3: Monthly DMTSS meeting to review and discuss students of concern, progress, and intervention plans.</p> <p>Strategy's Expected Result/Impact: Student's progress and needs are tracked with observations and data to support the student and teacher academic and behavioral needs. Based on the data collected appropriate student referrals are made. Based on the interventions provided, an increase in student achievement is shown through common assessments, ELI/SELI, iStation, imagine math, reading levels, STAAR.</p> <p>Staff Responsible for Monitoring: DMTSS committee, teachers, admin.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: PLC Meetings with time for teacher to analyze student data in order to inform instruction and intervention.</p> <p>Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Increase in collaboration in grade level and instructional teams.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Interventionists, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Math and Reading Intervention for Tier II and III students.</p> <p>Strategy's Expected Result/Impact: Increased performance on assessments. Hire a person to provide Math Intervention and a Para to provide Math and Reading Intervention. Hire a person to provide Reading Intervention. Tier II and III students get targeted instruction that helps to fill gaps in order to move them out of intervention and back to Tier I only. RR, DLL, and Lit Groups implemented to support Tier II and III in Reading.</p> <p>Staff Responsible for Monitoring: Interventionists, Admin</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Reading Interventionist - State Compensatory Education (SCE) - \$30,000, Math Interventionist and Para - Title I, Part A - \$85,811</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Intervention for BIL students in their targeted areas of content and linguistic needs through a BIL Specialist and BIL para.</p> <p>Strategy's Expected Result/Impact: Increase in student performance for BIL students in Math and Reading on local and state assessments. Determination of language dominance. TELPAS exits due to fully bilingual students. Daily intervention that supports Tier II and III students to exit through DMTSS and return to Tier I only.</p> <p>Staff Responsible for Monitoring: BIL Interventionist, BIL Dept, Admin</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 7: Common assessments created in the Ryan Zone in collaboration with campuses, teachers, specialists, and admin. Strategy's Expected Result/Impact: Increased student performance on local and state assessments. Create more opportunities for collaboration in the zone. Shared effective common Tier I intervention strategies to increase successful instruction. Deeper PLC and DMTSS discussion about student needs. Staff Responsible for Monitoring: Interventionists, Admin, Ryan Zone Cohort, Teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 4 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Monthly Instructional team meetings to analyze data, review assessments, and create teacher supports. Strategy's Expected Result/Impact: Increase student performance on local and state assessments. Provide support to teachers in targeted areas of need. Problem solve about curriculum and Tier I and II instruction. Staff Responsible for Monitoring: Interventionists and Admin TEA Priorities: Build a foundation of reading and math Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: Monthly vertical team meetings to review data, align instructional best practices, discuss current issues and needs, and support Tier I instruction. Strategy's Expected Result/Impact: Increased teacher support vertically and more time in collaboration to problem solve. Increased performance on local and state assessments. Social, emotional and behavioral support strategies. Refinement of vertical curriculum. Staff Responsible for Monitoring: Teacher, Admin, Coaches Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More connection and communication for different cultures within the school community, specifically more ways to connect and form lasting relationships with Hispanic families. Root Cause: Cultural empathy and understanding, lack of ways to communicate at times.
Student Learning
Problem Statement 4: SELI data concluded that BOY Overall Reading scores are lower for BIL students than non-LEP students. Root Cause: Language dominance issues, lack of time with interventionists and teachers, equity in resources, support over long breaks.
School Processes & Programs
Problem Statement 1: More time in DMTSS to review processes, procedures, complete data input, discuss students, and create intervention plans. Root Cause: Due to being out of school for so long and returning with students in different learning platforms, student need in greater in all academics and social/emotional.

Perceptions

Problem Statement 1: Language barriers make parents uncomfortable and less likely to be connected. **Root Cause:** Less Spanish speaking parents participate in PTA and other community activities. Less representation from the Bilingual families.

Problem Statement 3: Teachers and staff need more time for instruction and planning with intervention and instructional committee. **Root Cause:** Connected Learning vs. In Person vs. Meetings vs. PLC

Goal 2: . Culture & Climate

In pursuit of excellence, we will:


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


Performance Objective 1: By June 2021, Pecan Creek will establish a safe and positive social, emotional, and academic culture on campus through events, PLCs, and programs to encourage collegiality, restoration, compassion, understanding, inclusivity, and collaboration.


Evaluation Data Sources: Rhytim App data for staff, observations, discussion, engagement surveys , increased academic performance, maintained relationships with families and staff during connected learning , Seesaw, lower incidents of discipline issues.

<p>Strategy 1: Continued use of Restorative Practices and supporting events that target Social and Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Dot Day, Kindness Matters Week, Red Ribbon Week, Start with Hello Week, Restorative circles in classrooms, sparks used daily and in all meetings, I AM BECAUSE WE ARE, Red Ribbon Week, in class counseling lessons daily. Result: Students are able to restore their behavior, self regulate, respond appropriately to others, and maintain focus on their targeted academic needs.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1</p>	Reviews			
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	Dec	Mar	May	May
<p>Strategy 2: Maintain parent involvement and relationships during a pandemic through communication, virtual meetings, Seesaw, and recorded/live events.</p> <p>Strategy's Expected Result/Impact: Virtual attendance increase at meetings and "events", higher PTA membership and participation, weekly newsletters to parents and staff, Bilingual Specialists translating and making contacts with families regularly, social media posting to share activities and pictures Result: Create connections and relationships with Hispanic families and increase parent involvement, maintained relationships and trust with parents and new families.</p> <p>Staff Responsible for Monitoring: Teachers, Bilingual Specialists, Counselor, Admin</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - Perceptions 1</p>	Reviews			
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<p>Strategy 3: Implemented project and workshop based learning.</p> <p>Strategy's Expected Result/Impact: Refined communication skills about thinking, increase in student performance on local and state assessments, confidence building through inquiry based activities and sharing thinking in workshop,</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor, Librarian</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Consistent promotion of positive health and wellness for students and staff through Staff Wellness Center, Rythim App, Essential education (art, music, pe, and library), restorative practices, counselor lessons and check ins, vertical team work with an SEL component, and campus events.</p> <p>Strategy's Expected Result/Impact: An Increase in positive mental health and wellbeing will improve engagement, climate and culture, safety and performance.</p> <p>Staff Responsible for Monitoring: Teachers, Admin, Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
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<p>Strategy 5: Monthly character education with SEL focus for classrooms to use daily.</p> <p>Strategy's Expected Result/Impact: The counselor will provide relevant and real time strategies to improve mental health, character development, behavior, and engagement. The teachers will be more confident in modeling self care and positive mental health.</p> <p>Staff Responsible for Monitoring: Teachers , Counselor, Admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
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<p>Strategy 6: Provide opportunities for students to experience and engage in real word, hands on learning during a virtual heavy time and lack of opportunities for field trips.</p> <p>Strategy's Expected Result/Impact: The teachers and instructional team will work to brainstorm ways to continue to provide enriching and engaging activities that give students the chance to learn outside and in other ways outside of the virtual platform.</p> <p>Examples: 4th grade Nature Day, 2nd Grade Balloon Macy's Day Celebration, STEM, Fine Arts Dept. providing virtual and in person programs such as orchestra performances, concerts, and dance.</p> <p>Staff Responsible for Monitoring: Teachers and Admin</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Constant technology training and support for teachers, parents, and students.</p> <p>Strategy's Expected Result/Impact: Vertical team discussions about technology, parent conferences and trainings, IT available for issues and news resources, professional development offerings.</p> <p>Impact: better virtual engagement and attendance, increased performance on local and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, District IT support, Admin</p>	Reviews			
	Formative			Summative
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<p>Strategy 8: Maintain open communication and collaboration that promotes positive campus culture and safety through drills/feedback. BERT, DMTSS, PLC, Vertical Teams, CLT, Aspiring Administrators, CHAMPS, Character Education Program, High 5 celebrations, Celebration Meetings, and campus events.</p> <p>Strategy's Expected Result/Impact: Positive response on surveys and increased engagement.</p> <p>Staff Responsible for Monitoring: None</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 3</p>	Reviews			
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 No Progress

 Accomplished

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Denton Independent School District

Rivera Elementary

2020-2021 Goals/Performance Objectives/Strategies



Mission Statement

Tomas Rivera Elementary will utilize best practices to promote academic excellence.

Vision

Rivera will inspire students to be engaged citizens, problem solvers, and progressive learners who exceed expectations.

Translation services are available upon request. If you would like to request this document to be translated in a language other than English, contact your child's principal so the request can be made to the district translator/interpreter for translation.

Los servicios de traducción están disponibles a solicitud. Si desea que este documento sea traducido a un idioma que no sea inglés, comuníquese con el director de la escuela de su hijo para que se pueda hacer la solicitud de traducción al traductor / intérprete del distrito.

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Goal 1: Teaching & Learning In pursuit of excellence, we will: * Develop and maintain a culture where learning remains our first priority * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship * Cultivate a network of professional learning communities addressing the educational needs of every child in our district * Incorporate best practices into teaching, learning, technology and leadership * Foster and support an advanced digital learning environment * Establish goals for individual campuses that incorporate both measurable and intangible factors	4
Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	8

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Increase the number of students that are at the meets and masters level by 10% grades 3-5 and ensure at least one years growth grades K-2 on all state tests, common assessments, reading and math inventories by improving Tier 1 instruction, interventions and preventative programs by June 2021.

HB3 Goal

Evaluation Data Sources: Common Based Assessments

Ryan Zone Assessments

District-Based Assessments
















iStation Inventory














































Imagine Math Inventory

STAAR Reports

<p>Strategy 1: Utilize the Lucy Calkins reading and writing curriculum to promote skilled readers, writers and inquirers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Teachers, Specialists, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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<p>Strategy 2: Teachers will monitor ongoing data collection with support from coaches.</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Instructional Specialists/ Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 3: Teachers will provide supplemental and individual classroom interventions as necessary based on formative assessment</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Teachers Interventionists Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 4: Continue to employ a reading and a math Interventionist/Coach to meet the educational needs of Tier II and III students and their teachers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Joya Elam - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 5: Continue to work with the Bilingual/ESL Specialist to support the instruction provided to and for ESL/ELL students on campus</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Specialists Coaches Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 6: Teachers will use technology integration strategies to enhance instruction and increase student engagement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 7: Continue to foster reading and literacy by supporting and updating the campus and literacy libraries with supplemental books, supplies, and materials in both English and Spanish</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Librarian Team leads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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<p>Strategy 8: Purchase subs in the spring for STAAR tutorials for 3-5th teachers</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Dawn Payette - Title I, Part A</p>	Reviews			
	Formative			Summative
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<p>Strategy 9: Substitutes will be provided, as needed, to provide additional time for teachers, admin, and Specialists to collaborate, plan, and have discussions about students</p> <p>Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - Title I, Part A</p>	Reviews			
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<p>Strategy 10: A multi-tiered system of support framework will be used to provide targeted support to struggling students</p> <p>Strategy's Expected Result/Impact: Local assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Admin Teachers Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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<p>Strategy 11: Learning Walks will be conducted to measure teacher performance and determine individual goals and areas for development</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
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<p>Strategy 12: Focus on Assessment for Learning and PLC Practices to increase student achievement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal AFL Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 13: Provide supplemental instructional supplies/resources to promote student learning and engagement</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 14: Teachers and Instructional Specialists/ Coaches meet bi-weekly in PLC to discuss student data, dig deeply into the TEKS , and to make instructional decisions</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 15: Supplemental staff, such as campus interventionists and coaches will take an active role in coaching, mentoring, planning, and serving as resources to teachers, while also providing supplemental interventions to Tier II and Tier III students</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Peggy Reuling - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 16: Continue implementation of Assessment for Learning L strategies through: Knowledge of Learning Targets, Goal Setting, Strong and Weak Work</p> <p>Strategy's Expected Result/Impact: Campus assessment including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Specialists Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 17: At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Cala High - At-Risk (SCE)</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 18: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutors - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 19: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Amy Stout - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p>Strategy 20: Weekly Intervention pull-out Tier 3 instruction provided to student groups based on Formative Common Assessment results targeting closing academic gaps by Reading and Math Interventionists.</p> <p>Strategy's Expected Result/Impact: Campus assessments including but not limited to Early Literacy Inventory, Spanish Early Literacy Inventory; Common Assessments, Reading and Math Inventories.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Joya Elam - Title I, Part A</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Mar</th> <th>May</th> <th>May</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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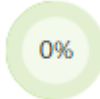
Goal 2: . Culture & Climate










In pursuit of excellence, we will:













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

Performance Objective 1: Improve school culture and climate by establishing a positive social, emotional, and academic culture through events and programs that will build community among all stakeholders by June 2021.











Evaluation Data Sources: RHiTHM Data, Student SEL Survey Data, MTSS Data for Behavior, Campus Discipline Data, Campus Culture Climate Survey, Campus Engagement Survey.

<p>Strategy 1: Actively seek feedback from parents, faculty/staff to ensure all parties are working towards one common goal.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Reviews			
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<p>Strategy 2: Continue to implement PBIS to ensure that we are focusing on the SEL needs of all students through: PBIS Store Character Pillars Students of the month with pizza party. Student council Student leaders Safety Patrol Members</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
<p>Strategy 3: Continue to implement Restorative Practices to ensure that we are meeting the SEL needs of all students and staff through: Treatment Agreement Plans implemented and posted in all classrooms. Implementation of green and yellow circles. Implementation of Spark plans and 2 minute connections.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals. Decrease in time students are out of class for discipline intervention and suspensions. Progress monitoring tools, assessment results, and student work samples will show increased student achievement (with increased time in the classroom Decrease in student referrals. Increased parent engagement. Increased higher levels of agreement on our parent engagement survey. Improvement in employee engagement survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal SAC Counselor</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Reviews			
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<p>Strategy 4: Implement GOAL program campus-wide with targeted goal of 18 students with family support</p> <p>Strategy's Expected Result/Impact: Parent participation Student participation Aware group goal for GOAL (Track students academic progress</p> <p>Staff Responsible for Monitoring: None</p>	Reviews			
	Formative			Summative
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Strategy 5: Effectively communicate achievements and recognition to the Denton ISD community through our use of internal and external communication (Tweet a minimum of three times per week with hashtags) Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 2.4, 3.1, 3.2	Reviews			
	Formative			Summative
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Strategy 6: Monthly principal and parent meetings to celebrate Rivera happenings and celebrations Coffee and Conversations with the principal. An opportunity to make connections and share the progress of staff and students at Rivera Strategy's Expected Result/Impact: Increased parent participation in school events. Increase in PTA membership Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 7: Collaborate with the PTA to promote their advocacy for our students and staff Strategy's Expected Result/Impact: Collaborative and supportive relationships Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 8: Provide differentiated professional development to meet specific staff members needs Strategy's Expected Result/Impact: Walk-Throughs Learning walks Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
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<p>Strategy 9: Implement systems that promote teacher excellence and celebrate staff for progress towards campus goals through:</p> <p>"Happenings in the Classroom" Communication i.e. pictures, videos, etc via email to staff that provides anecdotal evidence of engaging lessons happening around the campus. Post twice per month.</p> <p>Staff Shout-outs Teachers and staff select a teacher and thank the teacher by giving a shoutout on the Principal's monthly newsletter. Shout-outs are then read on the announcements and posted on the staff bulletin board.</p> <p>Teacher of the month Staff selects a STAR teacher of the month that exhibits the Rivera STAR valueS</p> <p>Spotlight of the week Highlighting a staff member of the week for their hard work and dedication for Rivera</p> <p>Parent Shout-outs Parents select a teacher and write a shout-out to the teacher and it is posted on the parent and teacher communication letter.</p> <p>Strategy's Expected Result/Impact: Increase in teacher engagement through survey results.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
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<p>Strategy 10: Team-building experiences led by staff members throughout the year to promote community and positive relationship</p> <p>Strategy's Expected Result/Impact: Campus Staff Survey Monitor participation growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>				
Reviews				
Formative			Summative	
Dec	Mar	May	May	
<p>Strategy 11: Monthly lunch meeting providing by the principal with each team.</p> <p>Strategy's Expected Result/Impact: None</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>				
Reviews				
Formative			Summative	
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Strategy 12: Continue development of a mentoring program for students at- risk behaviorally Strategy's Expected Result/Impact: Increase in student engagement and achievement of at least one year's growth Staff Responsible for Monitoring: Principal Assistant Principal Campus Leadership Team	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
Strategy 13: School-wide vertical teams that meet monthly to collaborate, design, and monitor specific campus commitments. Strategy's Expected Result/Impact: Engagement surveys Discipline data Formative Common Assessment Data Summative Assessment data Parent Engagement Data Staff Responsible for Monitoring: Principal Assistant Principal Interventionists	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Stephens Elementary

2020-2021 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Mission Statement

Building a Community of Learners for Life

Vision

To create a rigorous, collaborative learning environment, empowering all students.

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Goal 2: Goal 2: . Culture & Climate In pursuit of excellence, we will: * Honor the dedication and professionalism of all staff * Celebrate, respect and promote the value of diversity in our Denton ISD Community * Support a working environment ensuring open and transparent communication * Establish high expectations for success * Instill in students a love of lifelong learning * Foster a positive, welcoming environment encouraging parent and community partnerships * Promote health, wellness and emotional well-being * Effectively communicate achievements and recognitions to the Denton ISD community	8

Goals

Goal 1: Goal 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Through the implementation and monitoring of high-quality, effective instructional and intervention strategies, a minimum of 50% of the students in grades 3 through 5 will achieve the "Meets Level" of the Reading STAAR in June 2021.

Evaluation Data Sources: Campus-Based Assessments; Zone Assessments; District-Based Assessments; STAAR Reports

Strategy 1: Establishment of Grade Level SMART Goals for 2020-2021 in the Areas of Reading and Writing Strategy's Expected Result/Impact: Creation of SMART Goals Staff Responsible for Monitoring: Grade Level Teachers	Reviews			
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Strategy 2: Daily Reading "Accelerated Instruction" provided for all 3-5 students in the classroom setting Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Reading Interventionist (Rebekah Perrone); Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Rebekah Perrone - Title I, Part A, Rebekah Perrone - State Compensatory Education (SCE)	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 3: Provide a designated "Target" time to target the needs of all learners (intervention and extension) Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers; Interventionists; Specialists; Inclusion Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
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Strategy 4: Provide coaching/modeling by the Reading Interventionist and Instructional Coach to target needs of students Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Reading Interventionist (Rebekah Perrone); District Coach (Danielle Fletcher) Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Rebekah Perrone - State Compensatory Education (SCE), Rebekah Perrone - Title I, Part A, Danielle Fletcher - State Compensatory Education (SCE)	Reviews			
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Strategy 5: Daily Implementation of IStation in Grades 3-5 Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
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Strategy 6: Hold Monthly Interventionist Meetings To Analyze Data and Discuss Student Progress Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers; Interventionists Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
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Strategy 7: Conduct Regular Campus MTSS Meetings Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers	Reviews			
	Formative			Summative
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Strategy 8: Vertical 3-5 ELAR Meetings Held Monthly to discuss instructional strategies, assessments and rigor Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
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<p>Strategy 9: Hold a Virtual Family Literacy Sessions for all grade levels, dyslexia, reading recovery, librarian and reading interventionist to discuss the importance of questioning and rigor to deepen comprehension skills across environments.</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Grade Level Teachers; Reading Recovery Teacher; Librarian; Reading Interventionist; Dyslexia Therapist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Parent Involvement Materials to Send Home - Title I, Part A</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Goal 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 2: 80% of all students in grades K through 2 will achieve an "On-Level" rating, as evidenced by district assessments in the areas of text level and text comprehension by June 2021. In addition, 80% of all 4-year old Pre-Kindergarten students will achieve an "On-Level" rating in early literacy skills (letter recognition, letter sounds and name writing), as evidenced by district assessments by June 2021.

HB3 Goal

Evaluation Data Sources: CLI Engage Data; ELI Data; Campus-Based Assessments

<p>Strategy 1: Daily "Accelerated Instruction" provided for all PK-2nd Grade Students in the Classroom Setting</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Grade Level Teachers; Reading Recovery Teacher (Nicole Springer); Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Nicole Springer - State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Co-Create Criteria for Essentials and Data Points in PK for MTSS Documentation</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Grade Level Teachers; Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
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Strategy 3: Conduct Vertical Literacy Meetings for PK and Kindergarten to Discuss Alignment of Practices in Workshop Model Instruction Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers; Administration Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
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Strategy 4: Daily Implementation of IStation in Grade 2; Universal Screener for I-Station Given in K, 1st and 2nd Grades at Respective Points of the Year Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers	Reviews			
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Strategy 5: Conduct Regular Campus MTSS Meetings Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers Title I Schoolwide Elements: 2.6	Reviews			
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Strategy 6: Create a Learning Walk form Specific to Workshop Model of Instruction, as Appropriate, for the Purpose of Providing Timely and Requested feedback to PK Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Goal 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: Through targeted behavioral and intervention strategies, as evidenced by district and state assessment reports between the dates of August 2019 and August 2021, we will begin closing the achievement gap on the Stephens campus by our identified sub populations increasing academic proficiency by 5% in the areas of Math and Reading.

Evaluation Data Sources: Rhithm Data; Student SEL Survey Data; MTSS Data for Behavior; Campus Discipline Data; STAAR Data

<p>Strategy 1: Provide modeling by the Math Interventionist and Instructional Coach to target needs of students</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Math Interventionist (Laura Telschow); District Coach (Danielle Fletcher)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Danielle Fletcher - State Compensatory Education (SCE), Laura Telschow - Title I, Part A, Laura Telschow - State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Daily "Accelerated Instruction" provided for all 3-5 students</p> <p>Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results</p> <p>Staff Responsible for Monitoring: Math Interventionist (Laura Telschow); Grade Level Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Laura Telschow - State Compensatory Education (SCE), Laura Telschow - Title I, Part A</p>	Reviews			
	Formative			Summative
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Strategy 3: Participation is District Social/Emotional Learning (SEL) Cohort for 2020-2021 School Year Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
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Strategy 4: Train staff on Rhithm App for regular use by students and staff members. Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor; Grade Level Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
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Strategy 5: Campus House System for the Purpose of Community Building and Student Leadership, as well as continued SEL Learning Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor; Grade Level Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
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Strategy 6: Conduct Regular MTSS Meetings for Academic and Behavioral Progress/Needs Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Counselor; Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Provide a designated "Target" time to target the needs of all learners (intervention and extension) Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers; Interventionists; Specialists; Inclusion Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: Establishment of Grade Level SMART Goals for 2020-2021 in the Areas of Reading, Math, Science and Writing Strategy's Expected Result/Impact: Creation of SMART Goals Staff Responsible for Monitoring: Grade Level Teachers Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
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Strategy 9: Daily Implementation of IStation and Imagine Math in Grades 3-5 Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Grade Level Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
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Strategy 10: Hold Monthly Interventionist/Coaching Meetings To Analyze Data and Discuss Student Progress Strategy's Expected Result/Impact: Higher Level Tier One Instructional Practices as observed during walkthroughs and T-TESS; Improvement in the Level of Student Achievement, as Evidenced by 2020-2021 Campus and District Assessment Results Staff Responsible for Monitoring: Administration; Grade Level Teachers; Interventionists Title I Schoolwide Elements: 2.4, 2.6	Reviews			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Strickland Middle School

2020-2021 Goals/Performance Objectives/Strategies

Mission Statement

Strickland Vikings are the learners of today and the leaders of tomorrow.

Vision

Strickland provides a welcoming, engaged, orderly and collaborative environment for learning and continuously strives to improve all student achievement.

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Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:

- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors








Performance Objective 1: Improve all student learning, reduce the achievement gap between subgroups to 4% or less, and reflect a minimum of one year's growth for every student.

Evaluation Data Sources: Benchmarks, IXL and Achieve 3000, common assessments, NWEA MAP data, State Assessments

<p>Strategy 1: Provide necessary professional development and common planning time for core content teachers (time for horizontal and vertical planning and PLCs), so that they are able to ensure that all student groups are achieving.</p> <p>Strategy's Expected Result/Impact: Data from common assessments, benchmarks, MAP, and STAAR data</p> <p>Staff Responsible for Monitoring: Principals, Department Heads, teachers</p> <p>Funding Sources: Professional Development - State Compensatory Education (SCE) - \$3,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Utilize common assessments, benchmark testing (IXL for math and Achieve 3000 for reading), and Aware in all core subject areas, with a PLC focus on eliminating learning gaps.</p> <p>Strategy's Expected Result/Impact: Data from AWARE assessment (all leading indicators should show growth)</p> <p>Staff Responsible for Monitoring: Principals, Teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Integrate technology to enhance instruction, so that at-risk students have access to online resources and opportunities for online collaboration.</p> <p>Strategy's Expected Result/Impact: L2L engagement data, CNA survey data, Student achievement data</p> <p>Staff Responsible for Monitoring: Principals, librarians, DLS, teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Chromebooks and Chromebook cabinets - State Compensatory Education (SCE) - \$46,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 4: Utilize web-based learning tools (including IXL, Rosetta Stone, Achieve 3000, library online databases, and STEMscopes) especially with ELL students and students in double-blocked co-teach math and reading.</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Funding Sources: Web-based learning tools - State Compensatory Education (SCE) - \$14,500</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Provide related professional development, support, and coaching to ensure all teachers are using Best Practices, Marzano strategies, Antonetti's rigor task rubric, Hattie's Visible Learning strategies, Chappuis strategies of AFL, learning targets, and engaging qualities to reach all learners, especially those at-risk. (This is on hold unless PD days are added to the calendar-typically time is devoted to this each fall, however, all PD prior to starting this year was devoted to CANVAS and SEL strategies).</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Provide small group tutoring to all students at-risk of not meeting expectations on STAAR in all tested subject areas (if possible in the spring).</p> <p>Strategy's Expected Result/Impact: STAAR results</p> <p>Staff Responsible for Monitoring: Principals/teachers</p> <p>Funding Sources: Tutors - State Compensatory Education (SCE) - \$5,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 7: Schedule reading interventions classes for students at-risk in reading (appropriate to needs, for example: ESL reading intervention, Dyslexia therapy, or reading intervention).</p> <p>Strategy's Expected Result/Impact: Student growth as evidence by achievement data</p> <p>Staff Responsible for Monitoring: Principals, Counselors</p> <p>Funding Sources: Jessica Baker - State Compensatory Education (SCE)</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 8: Build library collection with multi-level/high interest material (fiction and nonfiction) and eBooks with selection based on need of students in reading intervention classes as well as ELL students in sheltered instruction.</p> <p>Strategy's Expected Result/Impact: Library usage report</p> <p>Staff Responsible for Monitoring: Principals, librarians, teachers</p> <p>Funding Sources: Library books - State Compensatory Education (SCE) - \$15,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 9: Schedule double-block co-teach math and/or sheltered Math intervention for all students not mastering grade level math TEKS.</p> <p>Strategy's Expected Result/Impact: Student growth as evident by benchmark and common assessment data</p> <p>Staff Responsible for Monitoring: Principal, counselors</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 10: Staff book study</p> <p>Strategy's Expected Result/Impact: Presentation of information at staff meetings</p> <p>Staff Responsible for Monitoring: Principals, teachers</p> <p>Funding Sources: Books - State Compensatory Education (SCE) - \$4,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 11: Continue to implement Book Whisper strategies in all ELAR classes as well as school wide with staff. Challenge all to read 40 books. Strategy's Expected Result/Impact: Library usage reports, Lexile levels Staff Responsible for Monitoring: Principals, Reading teachers, librarian Funding Sources: classroom library books - At-Risk (SCE) - \$4,000	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 12: Use Motivation Math and IXL in double-block co-teach math. Strategy's Expected Result/Impact: Common assessments and benchmark data Staff Responsible for Monitoring: Math teachers Funding Sources: Online learning tools - State Compensatory Education (SCE) - \$5,500	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 13: Use Writer's Resources folders schoolwide to standardize expectations for writing across the curriculum (this is on hold during Covid protocols). Strategy's Expected Result/Impact: Student writing Staff Responsible for Monitoring: ELAR Department head, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 14: Collaborative guidance lessons with 8th grade focusing on motivation to achieve, SSI, goal-setting, planning and transition. Strategy's Expected Result/Impact: STAAR results, Enrollment in pre-AP, Honor roll, failure reports, and grade distributions Staff Responsible for Monitoring: Principal, counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 15: Improve achievement of ELL students by focusing on academic vocabulary using a variety of strategies including word walls, science dictionaries, thinking maps, primary sources and platforms texts in history, SIOP strategies and language objectives. Strategy's Expected Result/Impact: Student growth as evidence by multiple sources of achievement data Staff Responsible for Monitoring: Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 16: Implement Co-teach in all core content at 8th grade. Implement Co-teach or inclusion in all core content at 6th and 7th grade. Strategy's Expected Result/Impact: Student growth as evidenced by multiple sources of achievement Staff Responsible for Monitoring: Teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 17: Share 8th grade MAP and pre-test data with HS teams to facilitate appropriate transition for at-risk 9th graders. Strategy's Expected Result/Impact: Appropriate scheduling of students Staff Responsible for Monitoring: Principal, Counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 18: Implement flex tutoring to improve student mastery of essential content and reduce failure rates campus-wide at all grade levels (unable to implement in Fall '20 due to Covid - hoping to be able to implement in Spring '21). Strategy's Expected Result/Impact: Student growth as evident in student achievement data Staff Responsible for Monitoring: Principal, APs, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 19: Work with feeder LPAC committee chairs to set high expectations and to facilitate appropriate transitions for our ELLs. Strategy's Expected Result/Impact: Appropriate transitioning planning and student growth Staff Responsible for Monitoring: Principal, LPAC chairs	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 20: Provide double-blocked integrated reading and writing instruction at all grade levels using the workshop model of instruction and the Lucy Calkins Units of Study to increase student engagement, provide differentiated instruction and improve student achievement. Strategy's Expected Result/Impact: Student growth as evident by student achievement data Staff Responsible for Monitoring: Principal, ELAR teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 21: Utilize CIS and ACE tutoring scheduled both during the school day and after school for students struggling in core content classes. Strategy's Expected Result/Impact: Decreased failure rates Staff Responsible for Monitoring: Core content teachers	Reviews			
	Formative			Summative
	Dec 	Mar 	May 	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: . Culture & Climate

In pursuit of excellence, we will:





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

Performance Objective 1: Provide an engaging, safe, orderly, inclusive and well-maintained climate for learning and encourage participation by all members of the school community, especially students and parents, in continuous improvement of school culture.

Evaluation Data Sources: Climate surveys, Discipline data, Student survey data, Attendance and parent feedback

<p>Strategy 1: Utilize technology and social media to increase communication with parents and other stakeholders. Post the marquee, complete all school messenger and all written parent communication in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Parent attendance and feedback</p> <p>Staff Responsible for Monitoring: All SMS staff and PTSA</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Continue to implement CHAMPS, STOIC, and PBIS school-wide. Incentivize teachers and students to make Vikings GROW a priority. Focus on restorative discipline practices and SEL - Social Emotional Learning.</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys</p> <p>Staff Responsible for Monitoring: PBIS/CHAMPS group and all teachers</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Schedule Denton PD presentations: Internet Safety for teens (for students and parents) [currently on hold - waiting for virtual presentations].</p> <p>Strategy's Expected Result/Impact: Discipline referrals and data, Climate surveys, Community service projects</p> <p>Staff Responsible for Monitoring: Counselors, CIS</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: Implement Safety Net Program: Positive Action Program for at-risk students [Groups are on hold, but virtual resources are being developed].</p> <p>Strategy's Expected Result/Impact: Student</p> <p>Staff Responsible for Monitoring: Counselors</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: WEB (Where Everybody Belongs) 6th grade transition program.</p> <p>Strategy's Expected Result/Impact: Climate Surveys, Discipline Data</p> <p>Staff Responsible for Monitoring: WEB sponsors, principals</p> <p>Funding Sources: - State Compensatory Education (SCE) - \$2,240</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 6: Encourage guardian and student use of HAC, teacher websites, Facebook, Twitter and Instagram and provide opportunities for parent to sign up. Strategy's Expected Result/Impact: Honor roll and failure reports Staff Responsible for Monitoring: Principals, teachers, counselors, ITS	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 7: Path to Scholarship program. Strategy's Expected Result/Impact: Discipline, grade, and assessment data Course Enrollment data Staff Responsible for Monitoring: PTS	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 8: "Generation Texas" college week as well as ongoing emphasis on higher education and college readiness (12/7-12/11). Strategy's Expected Result/Impact: Student surveys, Gallup Survey results, My College Options data Staff Responsible for Monitoring: Principals, counselors, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 9: Promote use of "Safe Schools Bullying Reporting". Strategy's Expected Result/Impact: Survey Staff Responsible for Monitoring: Counselors, principal, teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 10: Provide collaborative guidance lessons in all grade levels focusing on expectations, relationships, coping skills, conflict resolutions, growth mindset, career/college exploration and communication skills. Strategy's Expected Result/Impact: Referrals Staff Responsible for Monitoring: Counselors, principal	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 11: Implement "Family @ SMS": all students and staff are part of a family that meets on Monday. They support and advocate for each other. This promotes a sense of belonging. (Not possible in Fall '20, hoping to implement in Spring '21) Strategy's Expected Result/Impact: Improved student survey results regarding a sense of belonging Staff Responsible for Monitoring: ACE lead, counselors, principals	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 12: Use adventure based group counseling with at-risk students to increase positive interactions and engagement and to reduce discipline referrals. Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Counselors, teachers, principals	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 13: Implement Gallup Strengths program in 6th, 7th, and 8th grade Naviance. Strategy's Expected Result/Impact: Improvement in grades, behavior, and positive leadership skills Staff Responsible for Monitoring: Principals, Strengths coach, health teachers	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 14: GOAL (on hold until spring '21). Strategy's Expected Result/Impact: Behavior and positive leadership skills Staff Responsible for Monitoring: GOAL Coaches	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 15: Implementation of the following clubs: Garden, Jazz and Pop Choir, Fiddle Club, Yearbook, Newsletter Strategy's Expected Result/Impact: Improved student survey results regarding sense of belonging, improved grades and leadership skills Staff Responsible for Monitoring: Teacher sponsors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 16: Kindness Club: Multicultural Club to unite students of all different cultures and to spread acceptance and kindness amongst the Viking Community (currently on hold during Covid protocols). Strategy's Expected Result/Impact: Community service projects Staff Responsible for Monitoring: Counselors	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Denton Independent School District

Wilson Elementary

2020-2021 Goals/Performance Objectives/Strategies

Mission Statement

Woodrow Wilson's Mission Statement

Wilson's mission is to partner with families and the community to prepare our children to become productive members of society by meeting the needs of the whole child. We will provide an educational foundation that supports all students in developing the skills needed to become lifelong learners and meet the challenges of a rapidly changing world.

Vision

Our Vision

To achieve our mission we will:

- Maintain high standards and expectations for students, parents, and staff.
- Establish a culture of learning that is innovative, research based, and student-centered.
- Actively recognize and celebrate effort, achievement, and success of all members of our school community.
- Cultivate a climate of caring, acceptance, and respect.
- Find patterns in data and use them to improve instruction.
- Build relationships so that students trust teachers and so that parents, teachers, and administrators trust each other.

Our Values

- Perseverance
- CommUNITY
- Innovation
- Integrity
- Responsibility

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Goal 3: Growth & Management In pursuit of excellence, we will: * Recruit, employ and retain high quality teachers * Remain committed to providing equitable and outstanding opportunities for every student on every campus * Work with the community in planning and facility development * Utilize citizens' advisory committees to focus on short and long-term tasks * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community * Demonstrate effective and efficient management of district resources * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements * Encourage teachers and staff to pursue advanced degrees * Pursue energy efficiency and conservation principles * Develop a budget focused on student and professional learning * Maintain a diverse workforce	11
Goal 4: Opportunities for Students In pursuit of excellence, we will: * Support college, career, military and life readiness * Engage students in extracurricular clubs and organizations * Advocate for public education across the state and nation * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life	13

Goals

Goal 1: Teaching & Learning

In pursuit of excellence, we will:





- * Develop and maintain a culture where learning remains our first priority
- * Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- * Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessments supporting all students
- * Establish high expectations with a curriculum fostering inquiry, critical thinking, civic responsibility and exemplary citizenship
- * Cultivate a network of professional learning communities addressing the educational needs of every child in our district
- * Incorporate best practices into teaching, learning, technology and leadership
- * Foster and support an advanced digital learning environment
- * Establish goals for individual campuses that incorporate both measurable and intangible factors

Performance Objective 1: Improve academic performance of all students at the On Level/Meets and Above Level/Masters by 5% in reading and math from August 2020 to May 2021 when comparing beginning of the year data to end of the year data.

Evaluation Data Sources: K-2-ELI/SELI Text Level (DRA), ELI/SELI Overall, Istation Comprehension, Imagine Math, 3-5 Text Level (Full DRA, Full F & P, or Full IRI), Istation Comprehension, Common Assessments, Imagine Math, STAAR.

<p>Strategy 1: Targeted supplemental student support in literacy will be provided to students using a variety of resources with an emphasis on differentiated instruction and meeting the needs of each student with the support of a Literacy coach/interventionist and instructional aide.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Reading.</p> <p>Staff Responsible for Monitoring: Reading interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3, 4, 5</p> <p>Funding Sources: - Title I, Part A - \$23,000, - State Compensatory Education (SCE) - \$36,147</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Targeted supplemental student support in math will be provided to students using a variety of resources with an emphasis on increasing problem-solving skills with the support of a Math coach/interventionist and instructional aide.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in Math.</p> <p>Staff Responsible for Monitoring: Math interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 4, 5</p> <p>Funding Sources: - Title I, Part A - \$36,147</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 3: Targeted supplemental student support in Bilingual education will be provided to our bilingual students with a focus on building their native language and creating bilingual and biliterate students with the support of a Bilingual Coach, interventionist, and resources.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and meet academic performance objective 1 in bilingual literacy education.</p> <p>Staff Responsible for Monitoring: Bilingual interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 3, 4, 5</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 4: A coaching and collaboration model will be used to improve Universal, Supplemental, and individualized instruction. Supplemental time will be provided to allow teachers to collaborate.</p> <p>Strategy's Expected Result/Impact: Decrease in students receiving Supplemental and Individualized support.</p> <p>Staff Responsible for Monitoring: Campus interventionist, special education teachers, dyslexia teachers, reading recovery and DLL teachers.</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 1, 3, 4, 5 - School Processes & Programs 4 - Perceptions 3</p> <p>Funding Sources: - Title I, Part A - \$2,880</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 5: Through coaching, collaboration, and staff development, engaging activities and technology will be used to increase student achievement and engagement.</p> <p>Strategy's Expected Result/Impact: Increase student engagement and academic achievement.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 5 - School Processes & Programs 1 - Perceptions 2</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 6: Provide a variety of supplemental resources through our library, literacy library, and classroom libraries so that all students have opportunities to read several books at their reading level and language as well as literacy materials needed for success.</p> <p>Strategy's Expected Result/Impact: All students are provided several resources to have lots of reading books at their levels and materials needed.</p> <p>Staff Responsible for Monitoring: Classroom teachers, DLL teacher, Reading Recovery teacher.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: - Title I, Part A - \$3,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p>Strategy 7: Reduce the achievement gap between student groups including Economically Disadvantaged, LEP, Bilingual, ESL, and Special Education students through Professional Development, Special Education Staff schedules, and appropriate interventions.</p> <p>Strategy's Expected Result/Impact: Achievement gaps between student groups is reduced.</p> <p>Staff Responsible for Monitoring: Administration, classroom teachers, special education teachers, and campus interventionist.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1, 2, 3 - Student Learning 2</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior. Root Cause: Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP. Root Cause: Special Education Teachers need more training in content specific areas.
Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade. Root Cause: The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.
Student Learning
Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. Root Cause: Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.
Problem Statement 2: Special education students under perform their peers on State Assessments. Root Cause: Special education teachers need content specific training and co-teaching strategies.
Problem Statement 3: Teachers need to have adequate time to collaborate and plan engaging lessons. Root Cause: The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.
Problem Statement 4: Students have several identified gaps that are below level in Math and Language Arts Root Cause: Migrant students, students moving, learning disabilities, student attendance, background knowledge.
Problem Statement 5: Students in grades Kindergarten through 2nd grade do not have as many supplemental support opportunities as students in 3rd-5th grade. Root Cause: The campus does not have a full time supplemental support teacher for grades Kinder-2nd.
School Processes & Programs
Problem Statement 1: Students have to share devices. Root Cause: Each classroom has enough computers so that every two students has access to one computer.
Problem Statement 4: New to the campus and new to teaching teachers need additional support. Root Cause: Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.
Perceptions
Problem Statement 2: Families indicate that they would like the school to provide family support and training in regards to social media. Root Cause: Social media safety is a concern our families and teachers have.
Problem Statement 3: Social and emotional needs of our students has increased. Root Cause: Students behavioral support need has increased. More students have higher

emotional needs. Students being out of the school building for 6 months.

Goal 2: . Culture & Climate





In pursuit of excellence, we will:

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

Performance Objective 1: By May 2021, we will provide a safe and secure climate for learning that will prepare students to become lifelong learners as evident by a 10% increase in positive perception through the Campus Culture & Climate Survey.

Evaluation Data Sources: Campus Culture and Climate Survey

<p>Strategy 1: Student celebration of success and recognition of positive behaviors. Strategy's Expected Result/Impact: Students will feel successful and increase in positive behaviors. Staff Responsible for Monitoring: Counselor and teachers. Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Increase the campus feeling of safety and promote high academic achievement in a risk-free environment by providing Character education, Second Step: A violence prevention program. Steps to respect: A bullying prevention program. PTA sponsored programs. Stand up Against Bullying Day. Campus Clubs Strategy's Expected Result/Impact: Reduce the amount of repeated misconduct violations due to misbehavior towards others. Reduce the amount of repeat offenders. Staff Responsible for Monitoring: Administration, Counselor, and teachers. Title I Schoolwide Elements: 2.6 Problem Statements: Demographics 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Support students through restorative practices positive behavioral support. This will be accomplished through staff development, PLC Meetings, MTSS meetings, small group instruction, and the STEP program. Strategy's Expected Result/Impact: Students will be supported through restorative practices and provided the appropriate behavioral intervention. Staff Responsible for Monitoring: Administration, teachers, and counselor. Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 1, 3 - Student Learning 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

Strategy 4: Promote positive health and fitness for our students and staff through programs and events such as: Fitness program, District track meet, PE club for 4th and 5th graders, Health lessons, Field Day. Strategy's Expected Result/Impact: Increase level of health and fitness for the students and staff. Staff Responsible for Monitoring: PE Teachers Problem Statements: Perceptions 4	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 5: Increase parent communication through supplemental communication such as spring parent conferences and newsletters. Strategy's Expected Result/Impact: Increase collaboration between parents and the school. Staff Responsible for Monitoring: Administration and classroom teachers. Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 5	Reviews			
	Formative			Summative
	Dec	Mar	May	May
Strategy 6: A variety of parent involvement activities, literature for parents, and community events will be held such as curriculum nights, Fine Arts programs, dual language events, parent training events. Strategy's Expected Result/Impact: Increase level of community involvement and participation. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Demographics 5 - Perceptions 2 Funding Sources: - Title I, Part A - \$1,248	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Students struggling with their social and emotional behavior. Root Cause: Students are struggling more with mental health and need opportunities to connect with others on campus.
Problem Statement 3: Additional intervention time needs to be provided to students in Kinder-2nd Grade. Root Cause: The campus interventionist must serve 3rd-5th graders first. This takes the majority of their time and they are unable to have time to serve the lower grades.
Problem Statement 5: New to Wilson families do not always connect with established families. Root Cause: Opportunities need to be provided for all families to connect and be part of the community.
Student Learning
Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. Root Cause: Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.
Perceptions
Problem Statement 2: Families indicate that they would like the school to provide family support and training in regards to social media. Root Cause: Social media safety is a concern our families and teachers have.
Problem Statement 3: Social and emotional needs of our students has increased. Root Cause: Students behavioral support need has increased. More students have higher

emotional needs. Students being out of the school building for 6 months.

Problem Statement 4: Students need extracurricular activities to increase activity level and be more engaged learners. **Root Cause:** Students have been out of school for over 6 months. Students will work harder and more effective if they are able to exercise.

Goal 3: Growth & Management


In pursuit of excellence, we will:


- * Recruit, employ and retain high quality teachers
- * Remain committed to providing equitable and outstanding opportunities for every student on every campus
- * Work with the community in planning and facility development
- * Utilize citizens' advisory committees to focus on short and long-term tasks
- * Adjust policies and procedures to address rapid growth and changing demographics, nurturing our strong sense of community
- * Demonstrate effective and efficient management of district resources
- * Provide leadership and/or oversight to ensure District meets all fiscal, legal and regulatory requirements
- * Encourage teachers and staff to pursue advanced degrees
- * Pursue energy efficiency and conservation principles
- * Develop a budget focused on student and professional learning
- * Maintain a diverse workforce


Performance Objective 1: Establish a high quality and robust professional development plan for all teachers to meet the needs of the changing demographics and needs of the community.


Evaluation Data Sources: Virtual learning usage and effectiveness, professional development post-surveys.

<p>Strategy 1: Teachers will have supplemental professional development time through coaching and collaboration. Teachers will plan and develop lessons for each nine weeks that will require students to gain a deeper understanding of the TEKS required. Teams will function as a Professional Learning Community.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and achievement.</p> <p>Staff Responsible for Monitoring: Administration, Classroom teachers, Instructional coaches.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 2, 3, 4 - School Processes & Programs 4</p> <p>Funding Sources: - Title I, Part A - \$20,520</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Special Education Students need strong support in all content areas identified in IEP. Root Cause: Special Education Teachers need more training in content specific areas.
Student Learning

Problem Statement 2: Special education students under perform their peers on State Assessments. **Root Cause:** Special education teachers need content specific training and co-teaching strategies.

Problem Statement 3: Teachers need to have adequate time to collaborate and plan engaging lessons. **Root Cause:** The majority of our teachers have to plan for all content areas. New resources have been provided to the teachers that require more time to understand and plan.

Problem Statement 4: Students have several identified gaps that are below level in Math and Language Arts **Root Cause:** Migrant students, students moving, learning disabilities, student attendance, background knowledge.

School Processes & Programs

Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.





Goal 4: Opportunities for Students

In pursuit of excellence, we will:

- * Support college, career, military and life readiness
- * Engage students in extracurricular clubs and organizations
- * Advocate for public education across the state and nation
- * Develop academic skills and interpersonal relationships necessary for student success in college, the workplace and for life

Performance Objective 1: Increase student engagement in extracurricular clubs as well as college and career awareness.

Evaluation Data Sources: Student enrollment in clubs, college and career activities.

<p>Strategy 1: Support staff and students to build on their talents and strengths by taking the Gallup Strengths Finder and utilizing their strengths throughout the year.</p> <p>Strategy's Expected Result/Impact: High level of employee and student engagement.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, 4th grade classroom teachers, Campus Strength Champion.</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 1 - Perceptions 3</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 2: Provide supplemental opportunities for students to experience real world learning through programs such as field trips to ensure a well-rounded education and to provide experiences to close the opportunity gap.</p> <p>Strategy's Expected Result/Impact: Students will have real world experiences through field trips that is applicable to their TEKS.</p> <p>Staff Responsible for Monitoring: Classroom teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Demographics 6</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>Strategy 3: Support Science, Technology, and Math through STEAM resources.</p> <p>Strategy's Expected Result/Impact: Increase STEAM club participation and volunteer support.</p> <p>Staff Responsible for Monitoring: STEAM club teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 6 - Student Learning 1 - School Processes & Programs 1, 4</p> <p>Funding Sources: - Title I, Part A - \$2,773</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students struggling with their social and emotional behavior. **Root Cause:** Students are struggling more with mental health and need opportunities to connect with others on campus.

Problem Statement 6: Students lack background knowledge and real world experience to relate to new content. **Root Cause:** Students have not experienced real world learning and need more opportunities.

Student Learning

Problem Statement 1: Classrooms do not have adequate resources to provide supplemental learning opportunities for all students and in multiple languages. **Root Cause:** Classrooms need to have more vocabulary resources, Spanish resources, and supplemental resources for Math, Language Arts, Science, and Social Studies.

School Processes & Programs

Problem Statement 1: Students have to share devices. **Root Cause:** Each classroom has enough computers so that every two students has access to one computer.

Problem Statement 4: New to the campus and new to teaching teachers need additional support. **Root Cause:** Several teachers retired this past year. New to campus and new to teaching teachers need to have additional support.

Perceptions

Problem Statement 3: Social and emotional needs of our students has increased. **Root Cause:** Students behavioral support need has increased. More students have higher emotional needs. Students being out of the school building for 6 months.