

# **Denton Independent School District**

## **Denton High School**

### **2020-2021 Goals/Performance Objectives/Strategies**

# Mission Statement

Denton High School, in partnership with the home and community, is dedicated to the development of knowledgeable, compassionate individuals who actively and ethically contribute to the betterment of our world.

## Vision

By providing challenging and educational experiences that encourage cooperation, creativity and intercultural understanding, DHS aims to create life-long learners who embrace the diversity of others.

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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
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**Performance Objective 1:** Increase 9th grade ELA passing rate for courses AND STAAR tests by 10 %





**Evaluation Data Sources:** Surveys

Common Assessments

Quarter and Semester Grades

ELA STAAR performance

(Kim Thaggard - Assistant Principal, Carl Herrmann - ELAR department chair, Ben Hokamp - Instructional Technology Specialist)

Strategy 1: ELAR Content and Workshop Hybrid Pilot	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p>This course is true RTI for students who have passed both 7th and 8th grade English courses, but who have failed to pass their ELAR STAAR. DHS will offer a double-blocked course wherein students receive instruction on the state-mandated standards and skills in the first block of the course and then use the other block for a true workshop experience. The second block includes extended time for reading and writing, student-teacher writing conferences, re-teaching, and lab opportunities to explore multiple modalities for individual expression.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in 9th grade STAAR ELA test scores Increase in 9th grade ELA passing rates</p> <p><b>Staff Responsible for Monitoring:</b> (Kim Thaggard - Assistant Principal, Carl Herrmann - ELAR department chair, Ben Hokamp - Instructional Technology Specialist)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1: Teaching & Learning**

In pursuit of excellence, we will:

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**Performance Objective 2:** Increase staff understanding and effectiveness of digital instruction (evidenced by a 20% increase in Canvas Use categories as defined in Canvas Tier trainings).

**Evaluation Data Sources:** Surveys (Technology and Canvas)  
 Communication from the committee staff and the general faculty  
 Student performance through grades (quarterly and semester).  
 Technology Assistance requests

<p><b>Strategy 1:</b> Our goal is to increase staff understanding and effectiveness of digital teaching through the use of more thorough communication and training. We will form a multidisciplinary committee of stakeholders (faculty, admin., ITS, and Tech.) that will analyze best practices for online teaching, evaluate current methods of delivery and assessment in digital platforms, and form a common communication tool for all teachers to have quick access to information.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff understanding and effectiveness of digital teaching. Evidence of more effective use of Canvas, Teams, and other platforms to benefit student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Matt Smith (Assistant Principal) Ben Hokamp (Instructional Technology Specialist)</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**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:** Increase the number of IB Freshman and sophomore ambassadors by 25 %

**Evaluation Data Sources:** ambassador database  
attendance at ambassador events  
DP enrollment

<p><b>Strategy 1:</b> Increase coordinated marketing efforts for the DHS IB program to both honors students and parents. An effort to increase the number of IB Freshman and sophomore ambassadors by 25 % will bolster our DHS Diploma Programme for the 2021-2022.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase DP enrollment and DP diploma rates for the 2021-2022 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Kim Thaggard (Assistant Principal) Beth Hughes (IB DP Coordinator) Crystal Sullivan (IB MYP Coordinator)</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Identify and offer MYP and DP Professional Development opportunities for faculty in the Spring 2021/Summer 2021 timeframe</p> <p><b>Strategy's Expected Result/Impact:</b> Improved vertical and horizontal collaboration. Improved faculty retention. Increased number of DP students and DP diploma rates.</p> <p><b>Staff Responsible for Monitoring:</b> Kim Thaggard (Assistant Principal) Beth Hughes (IB DP Coordinator) Crystal Sullivan (IB MYP Coordinator)</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Reviews</b>			
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<b>Strategy 3:</b> Initiate an IB MYP Steering Committee for DHS <b>Strategy's Expected Result/Impact:</b> Identified department members will be used as pedagogical leaders/connections between their discipline and the MYP. Local training provided by Crystal Sullivan so that committee members become facilitators for the MYP project and "marketers" for DP. <b>Staff Responsible for Monitoring:</b> Beth Hughes Crystal Sullivan <b>TEA Priorities:</b> Connect high school to career and college	Reviews			
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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


**Performance Objective 1: Increase DHS faculty retention rate by 15%.**


**Evaluation Data Sources:** staffing projections  
human resources records

<p><b>Strategy 1:</b> Increase/continue to provide technology (specifically Canvas) related professional development opportunities for faculty (see Goal 1 - Performance Objective 2)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase of faculty confidence in usage of digital platforms. Increase in favorable parent interactions with Canvas.</p> <p><b>Staff Responsible for Monitoring:</b> Matt Smith - Assistant Principal Ben Hokamp -Instructional Technology Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Identify and offer IB MYP and DP professional development opportunities that will be available for faculty in the Spring of 2020 (and effective given current travel restrictions). (See Goal 2 - Performance Objective 1 - Strategy 2)</p> <p><b>Strategy's Expected Result/Impact:</b> Increase faculty appreciation of the MYP concept and its role in the overall IB programme. Increase DP faculty knowledge of changes/updates in IB curriculum and assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Joel Hays - Principal Beth Hughes - IB DP Coordinator Crystal Sullivan - IB MYP Coordinator</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</p>	<b>Reviews</b>			
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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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 the overall Algebra I course passing rate by 15% (including an increase of At-Risk populations identified for targeted support)


**Evaluation Data Sources:** TEA TAPR  
DHS quarter and semester reports

<p><b>Strategy 1:</b> Provide a Algebra I double-blocked "trailer" course for identified students that need support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase Algebra I course passing rate. Decrease in the number of students that re-take Algebra I</p> <p><b>Staff Responsible for Monitoring:</b> Scott Nedrow - Associate Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>Funding Sources:</b> Salary for Math Teacher - State Compensatory Education (SCE)</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

# **Denton Independent School District**

## **Alexander Elementary**

### **2020-2021 Goals/Performance Objectives/Strategies**

# Mission Statement

**Alexander Mission Statement:** We will foster a safe and caring learning environment that inspires students to achieve their full potential.

## Vision

**Alexander Vision:** We believe in order to accomplish our mission we will continuously reflect on our practice, commit to ongoing professional learning, invest in nurturing the whole child, celebrate diversity, and inspire excellence.

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**Performance Objective 1:** Student achievement will increase by 10% from Spring 2019 in the Meets and Masters Categories by the end of Spring 2021 in all subject areas as measured by STAAR assessments, common assessments, and reading inventories (DRA/ELI/SELI).

**Evaluation Data Sources:** STAAR Assessments, Common Assessments, Reading Inventories (DRA/SELI)





<p><b>Strategy 1:</b> Title I Instructional Coaches hired, developed, and retained to promote campus-wide vertical alignment to district curriculum and state standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase as a result of teacher development growth.</p> <p><b>Staff Responsible for Monitoring:</b> -Administrators -Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Title I Instructional Coach - Title I, Part A - \$44,000</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May

<p><b>Strategy 2:</b> At-Risk Student Guidance Counselor hired, developed, and retained to support social and emotional needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase as a result of strong mental health in students and staff members.</p> <p><b>Staff Responsible for Monitoring:</b> -Administrators -Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Student Assistance Counselor - Title I, Part A - \$80,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>Mar</td> <td>May</td> <td>May</td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May
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<p><b>Strategy 3:</b> Professional Learning Communities meet weekly to examine student performance from formative common assessments to design to monitor student mastery of essential standards by designing and implementing Tier 2 (reteaching current Tier 1 instruction), Tier 3 intervention of prerequisite skills and extension.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p><b>Staff Responsible for Monitoring:</b> -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>Mar</td> <td>May</td> <td>May</td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May
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<p><b>Strategy 4:</b> Job-embedded professional learning will continue to be implemented with vertical teams through Mega Labs targeting the implementation of the Units of Study and Math Workshop.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p><b>Staff Responsible for Monitoring:</b> -Pre-K - Grade 5 Teachers -Administrators -Coaches -Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Substitutes to provide instruction while classroom teachers participate in Professional Learning - Title I, Part A - \$2,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> </thead> <tbody> <tr> <td>Dec</td> <td>Mar</td> <td>May</td> <td>May</td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May
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Dec	Mar	May	May										

<p><b>Strategy 5:</b> Celebrate school, grade level, teacher, and student goals and monitor progress in Professional Learning Communities, and shared with the entire staff through: Staff Meetings, Staff Newsletters, Social Media, and parent involvement meetings</p> <p><b>Strategy's Expected Result/Impact:</b> Positive and supportive learning environment will promote student and school staff growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All school staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p>	<b>Reviews</b>			
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<p><b>Strategy 6:</b> Weekly collaborative instructional planning facilitated by instructional coaches and teacher leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective teachers designing learning aligned to TEKS and prioritizing curriculum based on student academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> -Administrators -Instructional Coaches -Pre-K - Grade 5 Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Reviews</b>			
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<p><b>Strategy 7:</b> Administration provides classroom teachers with reflective feedback during classroom visits to support implementation of Units of Study, Assessment for Learning strategies, Workshop models, and other research-based best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p>	<b>Reviews</b>			
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<p><b>Strategy 8:</b> Continued implementation of Assessment for Learning work, to include:</p> <ul style="list-style-type: none"> <li>-Knowledge of learning targets</li> <li>-SMART goal setting</li> <li>-Feedback</li> <li>-Self-assessment</li> <li>-Strong &amp; weak examples</li> <li>-Co-creating criteria</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories.</p> <p><b>Staff Responsible for Monitoring:</b> -Administrators -Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 9:</b> On-going staff development implemented based on results from staff feedback survey collected at beginning of the school year and will target specific staff professional learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increasing rigorous learning for all students and increasing staff engagement</p> <p><b>Staff Responsible for Monitoring:</b> -Administration -Coaches -Curriculum &amp; Instruction staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Professional Development costs, Substitutes - Title I, Part A - \$4,500</p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 10:</b> Weekly Intervention pull-out Tier 3 instruction provided by Reading and Math Interventionists to student groups based on Formative Common Assessment results targeting prerequisite skills to close academic gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of students measured as below "Approaches" and "Meets" as measured by STAAR Assessments and common assessments developed by campus.</p> <p><b>Staff Responsible for Monitoring:</b> -Math Interventionist -Reading Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 11:</b> Bilingual/ESL Specialist collaboratively plan with teachers to support the instruction provided to and for LEP students campus-wide. Specialist will co-teach, observe, and offer feedback to teachers with Bilingual and ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced number of LEP students measured as below "Approaches" and "Meets" as measured by STAAR Assessments and common assessments developed by campus.</p> <p><b>Staff Responsible for Monitoring:</b> -Administrators -Bilingual/ESL Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 12:</b> Teachers will integrate technology within learning to enhance instruction, increase student engagement and provide learning to student enrolled in virtual learning program "Connected Learning."</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase in the "Meets" and "Mastered" categories as measured by common assessments, STAAR assessments, and reading inventories, regardless of students enrolled in "face-to-face" or "Connected Learning" programs.</p> <p><b>Staff Responsible for Monitoring:</b> -Administrators -Instructional Technology Facilitators -Instructional Coaches -Pre-K - Grade 5 Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Technology devices (Chromebooks), technology equipment - Title I, Part A - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 13:</b> Schedule substitutes to provide teacher development through job-embedded learning experiences, gather student data from BOY, MOY, EOY testing, and collaborative instructional planning.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom teachers will be equipped with effective instructional approaches to meet the current academic needs of students and will result in an increase in student achievement in the "Meets" and "Masters" categories.</p> <p><b>Staff Responsible for Monitoring:</b> -Administrators -Instructional Coaches -Pre-K - Grade 5 Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Substitutes to provide instruction - Title I, Part A - \$8,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** STAAR Reading and STAAR Math "Meets" and "Masters" categories are less than category targets as measured in 2019. **Root Cause:** Intervention is targeting below "Approaches" students and students need Tier 2 interventions and enrichment once "Approaches" has been met.

### Student Learning

**Problem Statement 1:** Students are not experiencing "one year's or more" of academic growth as measured by STAAR, Istation, Imagine Math, reading inventories, Primary Numeracy Assessments, and campus-based common assessments. **Root Cause:** In previous years, Tier 3 intervention pull-out was indicated in the campus master schedule for Third, Fourth, and Fifth grade only.

### School Processes & Programs

**Problem Statement 1:** Classroom teachers are faced with providing effective instruction to students "face-to-face" and virtually in Connected Learning program. **Root Cause:** COVID-19 global pandemic closed schools March 2020-May 2020 and as a response Denton ISD offered parents the option for students to learn virtually.

### Perceptions

**Problem Statement 1:** There is a need to emphasis Social and Emotional Learning/interventions in the school setting to support the stress students, families and staff are experiencing due to COVID-19 pandemic. **Root Cause:** The COVID-19 global pandemic realities may create chronic stress for students, families, and school staff.

**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:** Alexander Elementary school climate and culture will increase as evidenced through percentage of "highly engaged" measuring 75% or above on 2020-2021 staff engagement district survey.

**Evaluation Data Sources:** Staff Engagement Survey

<p><b>Strategy 1:</b> Implementation of House System school-wide to promote positive behavior reinforcement initiatives, character-building, camaraderie, and school spirit.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in Social and Emotional well-being of students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> -House Committee -Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Monthly Staff Meetings will include Ed Camp-styled experiences led by teacher leaders to provide differentiated staff development opportunities, meeting specific staff members' professional learning goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff engagement and professional growth related to TTESS goals.</p> <p><b>Staff Responsible for Monitoring:</b> All Professional Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 3:</b> Actively seeks feedback from faculty, students, parents, and community members through campus surveys and individual "check-in" meetings with each staff member to ensure school-wide focus on campus goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Campus will implement Year 2 Pilot of Restorative Practices to ensure we are meeting the Social and Emotional needs of all students and staff through:</p> <ul style="list-style-type: none"> <li>-Staff Mood Meter</li> <li>-Treatment Plan</li> <li>-Circle Meetings</li> <li>-Sparks</li> <li>-2-minute Connections</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, decrease in number of suspensions, and increase in Social and Emotional well-being of students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Social &amp; Emotional Learning Committee SEL Staff Ambassador Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> School-wide vertical teams/committees that meet monthly to collaborate, design, and monitor specific campus commitments. These teacher-led groups include: BERT/COVID Safety Team, Virtual Learning Committee, Bilingual Committee, House System/Learning Environment Committee, Campus Events/Sunshine Committee, SEL/Restorative Practices Committee, Literacy Vertical Team, and Math Vertical Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school culture for staff that is solution-oriented and collaborative with all school stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> All Professional Staff Administration Committee/Vertical Team Staff Ambassadors Instructional Coaches Bilingual/ESL Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 6:</b> Effectively communicate achievements and recognition to the Denton ISD community through our use of internal and external communication, including Twitter, Instagram, Facebook, and Staff Newsletter, which is shared weekly by "flipping" staff meetings into a digital format. Weekly celebration of Alexander staff and students with "Panthers of the Week" which is nominated by school community.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school environment to foster taking risks and celebration of others.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 7:</b> Students and families will participate in GOAL program.</p> <p><b>Strategy's Expected Result/Impact:</b> LEP and At-risk students increase academic achievement in Writing, as well as participate in community service.</p> <p><b>Staff Responsible for Monitoring:</b> GOAL Club Sponsors Alexander Students</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> Parent involvement supplies - Title I, Part A - \$1,600</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 8:</b> Team building experiences led by staff members throughout the year to promote community and positive relationships.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive school environment to foster taking risks and development of powerful/effective teams.</p> <p><b>Staff Responsible for Monitoring:</b> Administration All professional staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> STAAR Reading and STAAR Math "Meets" and "Masters" categories are less than category targets as measured in 2019. <b>Root Cause:</b> Intervention is targeting below "Approaches" students and students need Tier 2 interventions and enrichment once "Approaches" has been met.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Students are not experiencing "one year's or more" of academic growth as measured by STAAR, Istation, Imagine Math, reading inventories, Primary Alexander Elementary

Numeracy Assessments, and campus-based common assessments. **Root Cause:** In previous years, Tier 3 intervention pull-out was indicated in the campus master schedule for Third, Fourth, and Fifth grade only.

### School Processes & Programs

**Problem Statement 1:** Classroom teachers are faced with providing effective instruction to students "face-to-face" and virtually in Connected Learning program. **Root Cause:** COVID-19 global pandemic closed schools March 2020-May 2020 and as a response Denton ISD offered parents the option for students to learn virtually.

### Perceptions

**Problem Statement 1:** There is a need to emphasis Social and Emotional Learning/interventions in the school setting to support the stress students, families and staff are experiencing due to COVID-19 pandemic. **Root Cause:** The COVID-19 global pandemic realities may create chronic stress for students, families, and school staff.

# **Denton Independent School District**

## **Borman Elementary**

### **2020-2021 Goals/Performance Objectives/Strategies**



# Mission Statement

Borman Elementary School is committed to empowering each learner to achieve their fullest potential.

## Vision

Borman Elementary School Vision:

We believe to accomplish our mission as a staff we must be a school that:

Is open and flexible in our thinking;

Commits to professional learning in an on-going way;

Constantly evaluates our practice to assess positive learning outcomes;

Creates and fosters opportunities for our students, parents, and community to connect with one another in meaningful ways;

Supports students' leadership development at every opportunity;

Partners with parents in decision making and implementation;

Listens to feedback from all members of our learning community.

## Our School Values

In order to achieve our vision we have made the following commitments:

We will celebrate our students' learning successes.

We will provide a school environment that focuses on learning.

We will model, mentor, teach, and support one another in our professional development.

We will engage in a positive way.

We will engage in professional, open, and honest communication that is built on a foundation of trust.

We will implement a system of intervention that will promote student success.

We will honor our students efforts to serve others and our community as a whole.

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 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:** Every student at Borman Elementary will make a year or more growth in their reading, as evidenced by comparison of BOY, MOY, and EOY data sources.

### **Evaluation Data Sources:** ELI/SELI

ISIP

Imagine Learning Assessments

Units of Study Reading Assessments

Running Records

DRA Assessments





Locally developed Common Assessments

Reading Level progressions

STAAR data

<p><b>Strategy 1: PLC Work:</b>          Timely: Weekly meetings to focus on 4 critical PLC questions: 1.)What do the students need to learn? 2.) How will we know when they learn it? 3.) What will we do when they don't yet have it? 4.) What will we do when they do have it?          Focus: The result of these ongoing sessions will be to keep focused on the essential learning and where students are in relation to the essentials.          Communication: Another result will be that all parties will be in the know in time to support and act.          Collaboration: Having instructional staff participate in weekly conversation, along with administrators and teachers, the right support can be allocated. The teacher will have collaboration with expert help and no one will have to go it alone.  <b>Strategy's Expected Result/Impact:</b> Every student at Borman Elementary will make a year or more growth in their reading, as evidenced by comparison of BOY, MOY, and EOY data sources.  <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Instructional Support Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2: Title I Early Grades Instructional Coach hired to support Pre K - 2nd grade teachers:</b>          Highly qualified, experienced early grades specialist will provide on-going support, professional guidance, planning assistance, modeling, learning partnership, etc. to classroom teachers in Pre K - 2nd Grade.  <b>Strategy's Expected Result/Impact:</b> Teachers will receive support enabling them to grow professionally in positively impacting students' early literacy and problem solving skills.  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>  <b>Funding Sources:</b> Salary for Early Grades Instructional Coach - Title I, Part A - \$60,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 3: Professional Development Focus:</b> Teachers will be provided with ongoing opportunity for professional development around key concepts. These focus areas include the teaching of reading, overall literacy development, high quality virtual teaching, effective assessment for learning, high impact strategies. The method of PD will include job imbedded opportunities such as Mega Lab work, and Educational Leave time will be devoted to supporting staff in their professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will continuously add to their knowledge and experience, resulting in positive impact on students' literacy and problem solving progress.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Instructional Support Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Ed Leave Days; Professional Development Trainings; Professional Books and resources - Title I, Part A - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4: IB Coordinator Instructional Leadership:</b> Weekly collaborative instructional planning facilitated by IB Coordinator and teacher leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective teachers designing learning aligned to IB standards, TEKS, and prioritizing curriculum based on student academic needs.</p> <p><b>Staff Responsible for Monitoring:</b> IB Coordinator, Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
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<p><b>Strategy 5: Investment in High Quality Curriculum and Assessment Resources:</b> Classroom libraries will be expanded; Number Corner Kits (resource that connects problem solving with oral literacy development); DRA kits; needed classroom resources for teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Supplying teachers with the classroom resources they need will provide opportunity for high levels of learning progress in students.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, School Secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Title I, Part A - \$10,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 6: Intervention and Enrichment:</b>  WIN Time will be provide daily to ensure that every student has devoted time and assistance in "what I need." Intervention and extension will be provided within the classroom, as well as with specialists outside the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Individualized support for every learner to progress steadily in literacy development and problem solving.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Instructional Support Staff; Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
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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



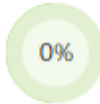




**Performance Objective 1:** Borman Elementary students and staff will increase knowledge and skill in the use of Social Emotional Learning strategies. Evidence of progress will be measured by monitoring student reports on Rhithm app; number of classrooms using daily SEL curriculum pieces; monitoring attendance and discipline records; monitoring feedback from students, parents, and teachers as to effectiveness of SEL program.

**Evaluation Data Sources:** Rhithm app; Panorama survey data; discipline and attendance records; feedback from students, teachers, and families.

<p><b>Strategy 1: SEL Counselor:</b> Borman Elementary, in partnership with Denton ISD Counseling Services, will provide a counselor with specific expertise in Social Emotional Learning practices and resources. The SEL Counselor will work with staff and with students to equip us with knowledge and strategies promoting social and emotional health.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and staff will increase knowledge of strategies to positively impact social and emotional health and well-being. Students and staff will be able to implement strategies for emotional regulation, healthy responses to stress, conflict, and trauma. Students and staff will experience healthier, more positive and productive days, both at school and in the community.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor; Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Title I, Part A - \$60,000</p>	Reviews			
	Formative			Summative
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<p><b>Strategy 2: Rhithm App:</b> Daily use of app in classrooms to determine student affect at points during the day. This feedback can be used immediately by the teacher in order to monitor needs, and it can be used as longitudinal data to identify and address trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Information immediate to teachers and students regarding affect, engagement, learning readiness.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers; Counselor; CIS Coordinator; SEL Counselor; Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></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><b>Strategy 3: SEL Curriculum:</b> 30 minutes per day in every classroom will be devoted to Social Emotional Learning. A planned curriculum with lessons, activities, and specific questions for circle discussion will be provided to every classroom teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Over time, these lessons will build capacity within our staff and students to regulate emotion, understand themselves and each other in more meaningful ways, and to respond to situations in healthy, reasonable ways.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor; Counselor; CIS Coordinator; Teachers; Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> - Title I, Part A - \$5,000</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><b>Strategy 4: SEL Response Team:</b> Each grade level will be assigned an SEL Response Team member and back up staff member to respond when a need arises within the classroom. PreK/K and 1st Grade: SEL Counselor; 2nd &amp; 4th Grade: Counselor; 3rd &amp; 5th Grade CIS Coordinator. These professionals with expertise in de-escalation, trauma informed response, and restorative practices will provide in the moment support for the student, teacher, or class, depending on the immediate need.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and students have support for emotional regulation throughout the school day. Supervised, planned attention can be given without delay, resulting in a calmer, safer, more productive school environment.</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor; Counselor; CIS Coordinator; Administrators; Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></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><b>Strategy 5: GOAL Soccer and Leadership Team:</b>  Students in 4th &amp; 5th Grades will have the opportunity to participate in GOAL leadership and team work development group.</p> <p><b>Strategy's Expected Result/Impact:</b> Student agency, leadership skill, and cooperative practices will be fostered through participation, both on and off the soccer field.</p> <p><b>Staff Responsible for Monitoring:</b> CIS Coordinators; Teacher Volunteers; Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Targeted Support Strategy</b> - <b>Additional Targeted Support Strategy</b></p>	Reviews			
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# Denton Independent School District

## Calhoun Middle School

### 2020-2021 Goals/Performance Objectives/Strategies



# Mission Statement

The faculty and staff of Calhoun Middle School successfully teach all children to become responsible citizens who demonstrate an intercultural awareness and respect for themselves and others. Through a partnership with members of the community, we endeavor to offer challenging educational opportunities that will allow our students to:

- \* Discover individual interests and the ability to communicate those interests meaningfully
- \* Cultivate a life-long love of learning through a holistic educational approach
- \* Develop skills to cope with, as well as productively contribute to, our complex, dynamic, and multicultural society

# Vision

Our work is done in order to prepare our students for the future they envision. We will set the path for them to become college, workforce, or military ready.

We will not allow outside factors to be the determining factor of their success.

# Core Beliefs

We believe that as the Calhoun family it is our responsibility to

- \* Build relationships with all our students
- \* Provide opportunities to learn for every student
- \* Be an active member of the faculty and fulfil all obligation as agreed upon
  - \* Put students first

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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
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- \* 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:** Students will increase Meets percentages in Reading by 5% as measured by STAAR.

**Evaluation Data Sources:** MAP, STAAR, District Common Assessments

<b>Strategy 1:</b> Have high quality, quarterly vertical alignment and data days <b>Strategy's Expected Result/Impact:</b> Teachers will discuss and plan for supporting future learning. They will develop plans to assure alignment within the content area through the grade levels. Data from district common assessments, MAP, and Mack STAAR tests. <b>Staff Responsible for Monitoring:</b> None <b>Funding Sources:</b> Substitutes - At-Risk (SCE) - \$15,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> ELAR teachers will utilize Lucy Calkins Workshop model <b>Strategy's Expected Result/Impact:</b> Strengthen academic vocabulary, increase reading fluency, and develop reflective writing practices for all students. <b>Staff Responsible for Monitoring:</b> Admin, Teachers, <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 3:</b> Provide targeted intervention for the students below grade level in reading <b>Strategy's Expected Result/Impact:</b> Increase in student achievement for targeted students <b>Staff Responsible for Monitoring:</b> teachers, admin <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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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

**Performance Objective 2:** Students will increase Meets percentages in Math by 5% as measured by STAAR.

**Evaluation Data Sources:** MAP, STAAR, District Common Assessments

<p><b>Strategy 1:</b> Have high quality, quarterly vertical alignment and data days</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will discuss and plan for supporting future learning. They will develop plans to assure alignment within the content area through the grade levels. Data from district common assessments, MAP, and Mack STAAR tests.</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Funding Sources:</b> Substitutes - At-Risk (SCE) - \$15,000</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Implementation of the IXL online math program in 6th, 7th, and 8th grade to support students identified as exhibiting learning gaps in grade-level math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in math scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Digital Learning Specialist, admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Provide targeted intervention for the students below grade level in math</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement for targeted students</p> <p><b>Staff Responsible for Monitoring:</b> teachers, admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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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:** Create a culture that will foster social and emotional well-being for staff and students. Calhoun will be an environment where learning can take place and where staff and students are valued, appreciated, recognized, and they feel safe.

**Evaluation Data Sources:** Campus Climate and Culture Survey

<b>Strategy 1:</b> Communities in Schools will case manage up to 100 at-risk students and provide on-going services in 6 components <b>Strategy's Expected Result/Impact:</b> Student's needs are being meet academically, emotionally, and physically. <b>Staff Responsible for Monitoring:</b> CIS on campus coordinator <b>Funding Sources:</b> - At-Risk (SCE) - \$12,000	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> ACE program will support our students after school <b>Strategy's Expected Result/Impact:</b> Fewer failures from those participating in ACE program <b>Staff Responsible for Monitoring:</b> ACE Coordinator	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 3:</b> Open and maintain on campus food pantry <b>Strategy's Expected Result/Impact:</b> Reduce the amount of food insecurity on our campus. <b>Staff Responsible for Monitoring:</b> CIS Coordinator, Campus Counselors	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				



# Denton Independent School District

## Evers Park Elementary

### 2020-2021 Goals/Performance Objectives/Strategies



# Mission Statement

Evers Park Elementary is empowering a community of engaged and inspired learners.

## Vision

We will unite with a common purpose based on clear goals and work collaboratively to ensure maximum student success.

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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# 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:** WIG 1: Evers Park Elementary will improve our instructional practices through the use of targeted grade level essential standards to determine content specific scaffolds for all students.

- 80-90% or more of our students will fall in Tier 1 category
- 5-15 % of our students will require additional support to master essential grade-level standards (Tier 2)
- 1-5% of our students will require intensive remediation in universal skills (Tier 3)
- 100% (all students) will participate in enrichment and extensions if they have mastered grade level essentials

**Evaluation Data Sources:** data spreadsheets, MTSS notes, e-Star reports, master schedule, lesson plans, IEP goals, PLC agendas/notes

<p><b>Strategy 1:</b> Develop and maintain a culture where learning for all remains our first priority.</p> <p>Teachers will develop short term smart goals  Solution Tree - Minding the Gaps  Growth Mindset - Jo Boaler  K-5 Grade Mega Labs  Math Labs (Jennifer Hood and Courtney Lopez)  AFL Work Reinforcement - Feedback cards for teachers, Learning Walks</p> <p><b>Strategy's Expected Result/Impact:</b> Allows us to align our practices while focusing on campus goals.  Student mastery of essential standards, development of instructional scaffolding practices for teachers.  Alignment of content across grade levels.  Instructional Practices  Students Outcomes</p> <p><b>Staff Responsible for Monitoring:</b> Linda Tucker, Erin Staniszewski</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Utilize support from campus Math Specialist, Math Coach, Reading Specialist and Interventionist and Reading Recovery teachers through collaborative work.</p> <p>Planning meetings  Working with students  Modeling lessons  PLC Work (student work analysis, scaffolding/intervention, formative assessment development)  Campus Committee Meetings  Teacher training (Mind the Gap, Growth Mindset)  MTSS Strategies for struggling students  Coaching (Megalabs)  Planning/Interventions</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Practices  Student Outcomes  Student work analysis, scaffolding/intervention, formative assessment  Application of brain science to establish beliefs and skills for a growth mind set</p> <p><b>Staff Responsible for Monitoring:</b> Courtney Lopez, Janie Phillips, Becky Voight, Diana Boor, Growth Mindset Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
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<p><b>Strategy 3: Refine the DMTSS Process:</b></p> <p>Utilize the DMTSS district documents and protocols  Progress monitor students who have been brought to DMTSS meetings (includes 504 and Sped)  Maintain intervention data trackers to include students who are Tier 2 and 3  Run eStar DMTSS reports each 9-weeks (responsibility of administrators)  INTERVENTION BLOCKS built into master schedule (Kinder-5th)  Intervention Groups (focused on essentials, and enrichment)  Streamline interventions through the use of content specific essential standards  Progress monitor students who are in following subgroups: white, special education (Targeted)  Resources: Mind the Gaps - Solution Tree</p> <p><b>Strategy's Expected Result/Impact:</b> All students will be identified by Tier and interventions will be targeted and monitored.  Student mastery of the essential standards.  Student overall growth.  Closing the performance gap of our targeted subgroups.</p> <p><b>Staff Responsible for Monitoring:</b> Erin Staniszewski  Linda Tucker</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4: Refine Readers and Writers Workshop Model:</b></p> <p>Implementation of Lucy Calkins Reading and Writing Units of Study Reading and Writing K-5, K-2 Phonics UoS  Collaboration Days/1/2 Day Planning (focus on building conferring toolkits and using learning progressions to provide feedback and monitor student growth)</p> <p>Resources: Lucy Collaboration Days (District), 1/2 Day Planning</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional Practices  Student Outcomes  Campus-Wide learning progressions aligned to our essentials  Literacy Walk through - evidence will be of learning environments supportive of workshop model.</p> <p><b>Staff Responsible for Monitoring:</b> Janie Phillips  Becky Voight  Diana Boor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Utilize PLDS within the Writing process for our ELL students to ensure language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will understand how to use the PLDs Students language proficiency will increase</p> <p><b>Staff Responsible for Monitoring:</b> Debbie Jimenez, Joy Faulks</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 6:</b> Texas Lesson Study Research Committee - this group will research outcomes of Texas Lesson Studies as well as their best practices and share out results with potential TLS participants</p> <p><b>Strategy's Expected Result/Impact:</b> Staff have TLS research to incorporate instructional best practices Teachers will have resources necessary to become TLS participants in Spring or 21-22.</p> <p><b>Staff Responsible for Monitoring:</b> Courtney Lopez, TLS Research Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
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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
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- \* Promote health, wellness and emotional well-being
- \* Effectively communicate achievements and recognitions to the Denton ISD community



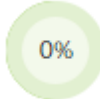


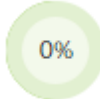


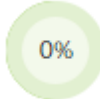
**Performance Objective 1:** WIG 2: Evers Park Elementary will foster the social/emotional well-being of all students and staff through the use of high-quality, research-based engagement and growth mindset practices.

- 80-90% or more of our students will fall in Tier 1 category for behavior
- 5-15 % of our students will require additional support (Tier 2)
- 1-5% of our students will require intensive remediation in universal skills (Tier 3)
- 80-90% of students will participate in enrichment and/or will be involved in an extra-curricular activity
- maintain overall engagement of staff from 19-20 survey (89%)

**Evaluation Data Sources:** SEL data, Panorama data, Restorative Practices implementation, enrichment participation, extra curricular data

<p><b>Strategy 1:</b> Face to face meetings with all staff two times per year to focus on engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff engagement. Overall sense of well-being. Needs of our Staff: Leadership is aware of staff needs and goals.</p> <p><b>Staff Responsible for Monitoring:</b> Linda Tucker Erin Staniszewski</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	May



<p><b>Strategy 2:</b> Effectively communicate achievements and recognitions to the Denton ISD community through our use of internal and external communication.</p> <p>Twitter Feed Each grade level/team will have a Twitter account using the following twitter handles: @everskinder, @evers1st, @evers2nd, @evers3rd, @evers4th, @evers5th, @eversSped, @eversSpecialists, @eversSpecialAreas Leadership will each post weekly to celebrate the work happening on our campus. Teams will be tagged using the Twitter handles above. Each tweet with include the following hashtags and handles: @eversparkelem @Tuckerlct @e_staniszewski #TogetherWeGrow</p> <p>Face Book Page and Principal Corner Smore Newsletter used to highlight celebrations as well as a communication tool.</p> <p><b>Strategy's Expected Result/Impact:</b> External community will know about the great things happening at Evers. Staff will feel recognized and valued for their work. Staff will know great things happening in other grade levels/team.</p> <p><b>Staff Responsible for Monitoring:</b> Linda Tucker Erin Staniszewski</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</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><b>Strategy 3:</b> Foster a positive, welcoming environment encouraging parent and community partnerships through parent outreach advocacy.</p> <p>School-wide events (as allowed or virtually) - Meet the Teacher, Community Night Positively engaging parents and being proactive. Responsibility of every staff member to greet any adult who is not a staff member in a positive way and see if they need help. Student clubs that focus on academics and leadership (GOAL (if permitted in Spring), Student Council, K-Kids (if permitted in Spring), ACE, Virtual Chess, Safety Patrol) Family Engagement Plan</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and students have a sense of belonging. Students have access to extra-curricular to promote engagement. Parents feel connected to their student's school environment.</p> <p><b>Staff Responsible for Monitoring:</b> All staff Club Sponsors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</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><b>Strategy 4:</b> Cultivate a community of engaged and inspired learners.</p> <p>CONNECTED LEARNING STUDENT ENGAGEMENT PLAN RESTORATIVE PLAN</p> <p>Complete Classroom Treatment Agreements Select TA Ambassador Treatment Plan revisits and weekly goal setting First contact engage piece (greeting students at the door) 90 second sparks 2 minute connections Step in activities 2 green circles per nine weeks 1 yellow circle per nine weeks Learn about red circles Grades 3-5 will participate in the panorama SEL Universal screener BOY/MOY CHAMPS SOAR (focus on Growth Mindset) STUDENT STRENGTH FINDER 4th-5th grade Gallup survey MAKE SURE EACH STUDENT IS KNOWN Identify students who need a Sense of Belonging 12 Week Challenge with students identified as needing Sense of Belonging</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> Support the social and emotional well-being of students and staff through our Growth Mindset book study.</p> <p>PLC Book Study - Growth Mindset (Limitless Mind - Jo Boaler) Morning Announcements focus on growth mindset for students and parents. Growth Mindset Bulletin Board Student Incentive focused on Growth Mindset</p> <p><b>Strategy's Expected Result/Impact:</b> Application of Growth Mindset Learning Parents will have growth mindset strategies to use with students. Parents have told for the growth mindset development and understanding. Visual reminders and tips on having a growth mindset Students have and can demonstrate/apply growth mindset practices</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
No Progress	Accomplished	Continue/Modify	Discontinue	

**Denton Independent School District**  
**Popo & Lupe Gonzalez School for Young Children**  
**2020-2021 Goals/Performance Objectives/Strategies**

# Mission Statement

Collaborating with the community, families, and professionals, we will cultivate an environment that facilitates lifelong learning.

## Vision

We will nurture and guide our diverse population in a child friendly environment in order to prepare our students for future success.

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Goals 4

Goal 1: . 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 4

# Goals

## Goal 1: . 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:** Gonzalez SYC staff will work together to strengthen our family communication and involvement, in person and virtually. Mastery level will be when 30% of families attend face to face events and 20% of families participate in virtual campus programs or events.

**Evaluation Data Sources:** Sign in sheets at family events.  
Number of views or participants on multiple virtual platforms.

<b>Strategy 1:</b> Use of weekly emails and monthly newsletters to share information about school events, activities and highlights. <b>Strategy's Expected Result/Impact:</b> Provide ongoing communication in an effort to keep parents regularly informed. <b>Staff Responsible for Monitoring:</b> Administration staff, school secretary <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 2:</b> Provide on campus family activities at least monthly (beginning in Spring of 2021). <b>Strategy's Expected Result/Impact:</b> Provide opportunity for face to face contact and assist in building relationships. <b>Staff Responsible for Monitoring:</b> Gonzalez Administration, office staff, teachers, and teacher assistants. <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 3:</b> Staff will support and promote PTA meetings, activities, and events (at least 1 teacher per pod will attend each event). <b>Strategy's Expected Result/Impact:</b> Present a better faculty presence at PTA sponsored events. <b>Staff Responsible for Monitoring:</b> Administrative staff, teachers, and teacher assistants. <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
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<b>Strategy 4:</b> Establish a monthly service project, or support a community project, to encourage family participation. <b>Strategy's Expected Result/Impact:</b> Create a sense of team work and collaboration among families, students, and staff. <b>Staff Responsible for Monitoring:</b> Administration, teachers, and teacher assistants <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 5:</b> Use of multiple platforms to share information and provide virtual events and training. <b>Strategy's Expected Result/Impact:</b> Create a strong virtual or online presence with families. <b>Staff Responsible for Monitoring:</b> Administration, teachers, itinerant staff <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<b>Strategy 6:</b> Provide monthly virtual check-ins/meetings with families to share information or allow for two way discussions. <b>Strategy's Expected Result/Impact:</b> Help to create positive relationships and provide support to families. <b>Staff Responsible for Monitoring:</b> Administrative staff, teachers, counselor, itinerant staff <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
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<b>Strategy 7:</b> Provide an informative video to families and students at least two times per month, beginning in Nov. 2020. <b>Strategy's Expected Result/Impact:</b> Help create relationships and build familiarity with parents and families that are not able to be present on campus. <b>Staff Responsible for Monitoring:</b> Campus Administration, librarian, counselor, Kim Phelps (campus technology representative) <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** . 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 2:** Gonzalez SYC will implement specific teaching strategies and provide instructional resources to staff to teach, reinforce, and support social and emotional learning for students. Improvement on the CLI Engage will be used to measure progress and mastery. Mastery will be achieved when 80% of students have increased by one level from (from their baseline assessment) in the social and emotional domain of the CLI Engage.

**Evaluation Data Sources:** CLI Engage data sources

<p><b>Strategy 1:</b> Use of Counselor Bitmoji classroom to provide support and resources for SEL.  <b>Strategy's Expected Result/Impact:</b> Resource to teach SEL strategies with students.  <b>Staff Responsible for Monitoring:</b> Counselor, teachers, teacher assistants  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Social and Emotional learning will be implemented into classroom instruction at least 4 times per week.  <b>Strategy's Expected Result/Impact:</b> Improvement of SEL strategies and regulation skills for all students.  <b>Staff Responsible for Monitoring:</b> Counselor, teachers, teacher assistants, administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
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	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Use of Zones of Regulation display to help children communicate their emotions.  <b>Strategy's Expected Result/Impact:</b> Help children communicate how they feel through the use of zone colors, in an effort to provide appropriate strategies for SEL improvement.  <b>Staff Responsible for Monitoring:</b> Counselor, teacher, teacher assistants, administration  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Staff self care will be a priority and addressed on an ongoing basis.  <b>Strategy's Expected Result/Impact:</b> Address staff self care needs so that they can address students SEL and self care.  <b>Staff Responsible for Monitoring:</b> Administration, counselor, teachers/staff  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Provide incentives or recognitions for staff and students to encourage kindness and demonstrate appreciation/support. (Such ideas may include bucket filler recognitions, staff, shout outs, incentives for staff, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Recognize staff and student efforts and need for support.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, teachers, counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
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# **Denton Independent School District**

## **Houston Elementary**

### **2020-2021 Goals/Performance Objectives/Strategies**

# Mission Statement

**At Sam Houston we will inspire all students to become confident life-long learners by collaborating to provide a challenging curriculum in a safe and compassionate environment.**

## Vision

**Sam Houston commits to high expectations in an engaging, positive environment that encourages respectful and purposeful relationships between all members of our school community.**

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## Goals

4

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

# 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:** Have all students in grades K - 5 make one year's growth in reading from the Beginning of the Year Assessments to the End of the Year Assessments.














































### HB3 Goal

**Evaluation Data Sources:** ELI data  
Istation














<p><b>Strategy 1:</b> The Reading interventionist will work with 3rd- 5th grade students in small groups and push-in to classrooms to support their academic learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth on their specific reading learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - At-Risk (SCE) - \$30,000</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> I-Station will be used to provide all students with direct and remedial instruction to support their learning. Students will also be provided with home logins for I-Station so they can use the programs at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in their reading skills and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 3:</b> K - 2 Teachers will use Heggarty and/or Unit of Study Phonemic Awareness to plan for instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessments will show growth in reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Ready Rosie will be available for all K and 1 parents to help enhance student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth academically and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> District Curriculum Coach, Brenda Hill, will collaborate with teachers to help implement Lucy Calkins and other District programs to enhance instruction and learning. She will also work with campus administration to plan Professional Learning for staff members to strengthen instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth academically and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Classroom Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 6:</b> Kindergarten, 1st and 2nd grade teachers will use Units of Study Phonics Program to teach phonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessments will show growth in ELI phonemic awareness areas.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 7:</b> Teachers will use running records and IRI's to progress monitor and provide students with specific feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 8:</b> All students will have purposeful and differentiated activities during Success Time to support specific learning needs. Grade level teachers will share students so specific needs of students can be met.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified as needing intervention will show a growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 9:</b> K - 5 teachers will use a variety of book genres for mini-lessons, read alouds and shared reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be stronger readers of a range of genres.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 10:</b> Kindergarten - 5th grade teachers will use Chromebook to enhance learning in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in reading levels and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 11:</b> The PTA will continue to raise money from different fundraising avenues to buy leveled books for our Literacy Library so students can use them as they learn to read and progress in their reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in reading levels and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> PTA</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 12:</b> Books will be purchased to give to students who are economically disadvantaged so they have books to read over the summer and increase Parent Engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will return from summer stronger as readers from having reading materials over the summer.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>

<p><b>Strategy 13:</b> Information will be given to students and parents about how to access the resources available on our Library Webpage from home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students accessing resources and using them to improve their love of reading</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Library Media Specialist and Administrators</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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><b>Strategy 14:</b> The Reading Recovery Teacher will work with K-2 students to raise their reading levels.</p> <p><b>Strategy's Expected Result/Impact:</b> At-risk students show growth in their reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Recovery Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Title I, Part A - \$37,057, - At-Risk (SCE) - \$60,000</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><b>Strategy 15:</b> The K-2 Reading Interventionist will work with K-2 teachers during planning and co-teaching to enhance instruction and learning. She will also work with campus administration to help plan campus professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> K - 2 students show growth in their reading levels.</p> <p><b>Staff Responsible for Monitoring:</b> Reading Recovery Teacher</p> <p><b>Funding Sources:</b> - At-Risk (SCE) - \$60,000, - Title I, Part A - \$37,057</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><b>Strategy 16:</b> Teachers will meet in Reading Vertical Teams each month to collaborate and strengthen teaching in K - 5.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</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><b>Strategy 17:</b> Kindergarten - 5th grade teachers will use the Units of Study Mini-Lessons videos for Reading, Writing and Phonics.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in Phonics, Reading and Writing.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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><b>Strategy 18:</b> Lucy Calkins Reading Units of Study will be used for planning lessons in K-5th grade classes.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth on their specific reading learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 19:</b> Teachers and Students will use the Units of Study Learning Progressions to help students set goals in reading that will help them move up reading levels.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 20:</b> Teacher/parent communication about upcoming curricular expectations. Communication will be shared via emails, paper communication, and/or Webpages.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will benefit from parent involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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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







**Performance Objective 2:** Have all students in grades K - 5 make one year's growth in math from the Beginning of the Year Assessments to the End of the Year Assessment.




























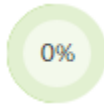


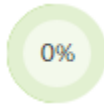


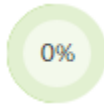











**HB3 Goal**














**Evaluation Data Sources:** Primary Numeracy Assessments (PNA)

Imagine Math

I-Station

<p><b>Strategy 1:</b> The Math interventionist will work with K- 5th grade students in small groups to support their academic learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth on their specific math learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - State Compensatory Education (SCE) - \$60,000, - Title I, Part A - \$37,057</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> The Math Interventionist will co-teach and plan with K - 5 teachers to strengthen K-5 math instruction and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth on their specific math learning needs.</p> <p><b>Staff Responsible for Monitoring:</b> Math Interventionist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Title I, Part A - \$37,057, - State Compensatory Education (SCE) - \$60,000</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Imagine Math will be used to provide all students with direct and remedial instruction to support their learning. Students will also be provided with home logins for Imagine Math so they can use the programs at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in their math skills, reading skills and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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><b>Strategy 4:</b> District Curriculum Coach, Brenda Hill, will collaborate with teachers to help implement District programs to enhance instruction and learning. She will also work with campus administration to plan Professional Learning for staff members to strengthen instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth academically and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</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><b>Strategy 5:</b> All students will have purposeful activities during Success Time to support specific learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students identified as needing intervention will show growth in their specific learning need areas including math, reading, science and/or writing skills</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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><b>Strategy 6:</b> Information will be given to students and parents about how to access the resources available on our District Portal from home.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be able to access resources and use them to improve their math skills</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers and Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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><b>Strategy 7:</b> The Math Facts Program will be used with 1st - 5th grade students to increase their math fact fluency which will in turn help their problem solving. The Imagine Math K- 2nd math program will be used to help strengthen K-2 students' math understanding.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in their math facts and in their confidence.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</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><b>Strategy 8:</b> K - 5th grade teachers will incorporate Chromebooks to enhance learning in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in reading, math, writing and/or science.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 9:</b> Continued implementation of 3 Act Tasks in Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show growth in their ability to problem solve and determining reasonableness.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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<p><b>Strategy 10:</b> Teacher/parent communication about upcoming curricular expectations. Communication will be shared via emails, paper communication, and/or Webpages.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will benefit from parent knowledge and involvement.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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# **Denton Independent School District**

## **McMath Middle School**

### **2020-2021 Goals/Performance Objectives/Strategies**

# Mission Statement

Our community creates an inclusive culture that builds relationships and develops solution-driven individuals within a comprehensive educational experience.

## Vision

All students will be lifelong learners, confident risk-takers, and problem solvers who appreciate the diverse cultures of others, so that they can positively impact their local and global communities.

## Core Beliefs

- Building Relationships
- Learning for all using best practices

- Self Directed
- Life-Long Learning
- Solution Based Problem Solving

- Working together
- Keep all Tigers accountable with High Expectations
- Be intentional with what we do AND with a purpose
- Sustainability
- Transparency
- We are One

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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	9

# Goals

## Goal 1: Teaching & Learning

In pursuit of excellence, we will:



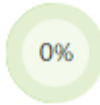



- \* Develop and maintain a culture where learning remains our first priority
- \* Advocate and practice true accountability based on measurement of individual student progress over time, regardless of external mandates
- \* Cultivate a consistent, strong, district-wide balanced curriculum based on ongoing 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:** McMath will increase the amount of opportunities for the academic advancement of our students in the areas of literacy (to include reading and writing) through intervention, enhancement, cross-curricular instruction, and teacher development so that McMath students score at least 85% at the approaches level, at least 60% of a at the meets level, and least 35% at the masters level according to the 2018-2019 reading STAAR test. (2019 was 78% approaches, 52% meets, and 30% masters school-wide) (Texas did not have STAAR data in 2019-2020)

**Evaluation Data Sources:** STAAR

<p><b>Strategy 1:</b> 6th and 7th grade ELAR/EXPO teachers will continue the workshop model.</p> <p>8th grade ELAR/EXPO teachers will fully implement the workshop model.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain or increase one year growth in literacy for each child based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I ISTs Campus Admin Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>	Reviews			
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<p><b>Strategy 2:</b> Provide targeted intervention for the students below grade level in reading and math</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student yearly growth by addressing gaps for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Science, Social Studies, and Electives will support literacy (reading &amp; writing) through Delivery of cross curricular reading &amp; writing lessons at least one time per week</p> <p><b>Strategy's Expected Result/Impact:</b> Maintain or increase one year growth in literacy for all students based on Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>	<b>Reviews</b>			
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**Strategy 4:** Provide professional development that supports best practice instructional strategies for all subjects and learning opportunities for teachers, admin and counselors, to include, but not limited to:

- ~Lucy Calkin's Readers & Writers Workshop
- ~HomeGrown Institute
- ~Teacher's College Wksp
- ~District lead PD
- ~McMath Lead PD
- ~North Texas Teen Book Fair
- ~Assessment for Learning (AFL)
- ~Professional Learning Communities (PLC)
- ~MAP
- ~DMTSS
- ~Pin-Point
- ~ESL strategies
- ~Local, State, and National Conferences
- ~504 Conference
- ~TASA or TASSP Conferences
- ~SEL Counseling Conferences
- ~Middle School Symposium Conference




**Strategy's Expected Result/Impact:** Increase student performance according to Observation Reports, 2020 STAAR, MAP BOY/MOY/EOY results, report card grades







**Staff Responsible for Monitoring:** C&I

- DLS and Campus Tech
- Campus Admin
- Teacher
- Cadre
- Teachers



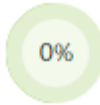







**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Funding Sources:** Campus and/or AK Funds - Title I, Part A

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<p><b>Strategy 5:</b> Partner with community agencies to provide on or off-campus educational experiences for staff, students, and parents to include, but not limited to:</p> <ul style="list-style-type: none"> <li>~UNT</li> <li>~TWU</li> <li>~Other colleges/universities</li> <li>~Other Denton ISD schools</li> <li>~Museums</li> <li>~Therapy Dog Program - Kids read to dogs</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> C&amp;I DLS and Campus Tech Campus Admin Teachers Partners</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>	<b>Reviews</b>						
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<p><b>Strategy 6:</b> Build middle school literacy library (school library &amp; classroom) to support and strengthen reading at all levels in all classrooms in all subjects.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> DLS and Campus Tech Campus Admin Librarian Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>				<b>Reviews</b>			
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<p><b>Strategy 7:</b> Integrate technology to enhance instruction and acquire emerging forms of technology devices to decrease the student to device ratio so that students have more access to online resources and opportunities for online collaboration.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teachers DLS and Campus Tech CTE</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A - \$20,000</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><b>Strategy 8:</b> Creation of a Technology Committee to address the newly implemented Canvas platform</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the ease and effectiveness of Canvas for teachers, students, parents, and admin</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teachers DLS and Campus Tech Parents</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - 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><b>Strategy 9:</b> Professional Learning Communities (PLC's) will meet regularly (with administrative guidance) for strategic planning, review student progress, and discuss best practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - 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><b>Strategy 10:</b> Targeted education will be provided for LEP, SPED and AA students with a focus on building reading and academic language to close the gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>	<b>Reviews</b>			
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<p><b>Strategy 11:</b> Provide opportunities for parents to be involved in instructional best practices to include, but not limited to: ~Various academic nights ~Volunteer opportunities</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in literacy according to Program Assessments, Common Assessments, 2020 STAAR, Admin monitoring program progress, DMTSS progress monitoring, MAP BOY/MOY/EOY results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Teachers DLS and Campus Tech PTA</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.2</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>	<b>Reviews</b>			
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	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
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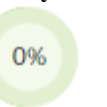


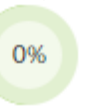
## **Goal 2:** . Culture & Climate



















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:** Create a culture that will foster social and emotional well-being for staff and students, so that they feel safe (physically and emotionally), so that McMath will be an environment where learning can take place and where staff and students are valued, appreciated, and recognized.

**Evaluation Data Sources:** Employee Engagement Survey  
Student Self-assessments  
Parent Survey  
Review of discipline reports, attendance, and grades  
CREST Award

<p><b>Strategy 1:</b> Implement and monitor Restorative Practices (RP) campus wide</p> <ul style="list-style-type: none"> <li>~TUMS</li> <li>~Relationship agreements (staff and students)</li> <li>~90 second spark</li> <li>~2-minute conversation</li> <li>~Mood Meters</li> <li>~Re-entry Circles</li> <li>~Circle protocols</li> <li>~Needs assessment</li> <li>~Why Try Curriculum in ISSC</li> <li>~HERD Club</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Teachers Paras CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus and/or AK Funds - Title I, Part A</p>	<b>Reviews</b>			
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	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
<p><b>Strategy 2:</b> House Bill lessons to address:</p> <ul style="list-style-type: none"> <li>~Suicide awareness and prevention</li> <li>~Bullying awareness and prevention</li> <li>~Dating Violence awareness and prevention</li> <li>~Sexual Abuse awareness and prevention</li> <li>~Drug and Alcohol awareness and prevention</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Teachers CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus and/or AK Funds Counseling dept - Title I, Part A</p>	<b>Reviews</b>			
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	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>

<p><b>Strategy 3:</b> Appreciation &amp; Recognition for staff &amp; students, including, but not limited to:</p> <ul style="list-style-type: none"> <li>~Students of the 9 weeks</li> <li>~Staff of the Month</li> <li>~Teacher of the Year</li> <li>~Implementation of the HOPE Box</li> <li>~Sonic Stars</li> <li>~Academic Team Awards</li> <li>~Academic Awards Assembly</li> <li>~Appreciation items</li> <li>~Appreciation cards</li> <li>~HOPE Basket and HOPE club</li> <li>~Provide opportunities for staff to influence decisions</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Teachers Paras CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus and/or AK Funds Community donations - Title I, Part A</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reviews</th> </tr> <tr> <th colspan="3" style="text-align: center;">Formative</th> <th style="text-align: center;">Summative</th> </tr> <tr> <th style="text-align: center;">Dec</th> <th style="text-align: center;">Mar</th> <th style="text-align: center;">May</th> <th style="text-align: center;">May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 4:</b> Providing physical, social, and emotional supports including, but not limited to:</p> <ul style="list-style-type: none"> <li>~Counselor Resource Room</li> <li>~Creation and monitoring of the counselor Facebook page</li> <li>~Therapy Dog Program - Kids read to dogs</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors Teachers Paras CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus and/or AK Funds Counseling dept. Partners - Title I, Part A</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Reviews</th> </tr> <tr> <th colspan="3" style="text-align: center;">Formative</th> <th style="text-align: center;">Summative</th> </tr> <tr> <th style="text-align: center;">Dec</th> <th style="text-align: center;">Mar</th> <th style="text-align: center;">May</th> <th style="text-align: center;">May</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 5:</b> Updating the physical grounds of McMath both inside and outside to provide a culture of safety and belonging including, but not limited to:</p> <ul style="list-style-type: none"> <li>~Adding/updating security cameras</li> <li>~Updating the secure access in the front lobby</li> <li>~Update the landscaping around the building</li> <li>~Update the lobby to be more inviting and current</li> <li>~Add banners that show the McMath Mission, Vision, and the values</li> <li>~Paint the cafe</li> <li>~Add welcome sign (in many languages) in the front foyer</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Campus and/or AK Funds Community donations - 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 style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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<p><b>Strategy 6:</b> Implementation of Day time CIS program. Responsible for, but not limited to:</p> <ul style="list-style-type: none"> <li>tutoring</li> <li>mentoring</li> <li>snacks/emergency food</li> <li>clothes</li> <li>vision vouchers</li> <li>small groups for behavior/academic support</li> <li>hygiene supplies</li> <li>disposable masks *limited supply*</li> <li>school supplies</li> <li>college/career readiness</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Create a culture that will foster social and emotional well-being for staff and students evidenced by Employee Engagement Survey, Student Survey, Parent Survey, Review of discipline reports, attendance, and grades, and CREST Award</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselors CIS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> 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 style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Mar	May	May				
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# Denton Independent School District

## Newton Rayzor

### 2020-2021 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated: Declared State of Disaster



# Mission Statement

Newton Rayzor Mission:

We will empower all learners to be self-motivated, internationally minded participants in a global society.

IB Mission:

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect

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 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	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
- \* 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, all students will make one year's growth or more in reading, writing and math through transdisciplinary learning measured by performance on all common and district assessments.

**Evaluation Data Sources:** ELI/SELI ISIP Imagine Learning Assessments Units of Study Reading Assessments Running Records DRA Assessments Locally developed Common Assessments Reading Level progressions STAAR data

<p><b>Strategy 1:</b> IBC (Professional Learning Communities) will be held every other week to address the 4 critical questions and IB Planners.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IB Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Substitutes - Title I, Part A - \$7,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Monitor student growth (Universal Screeners, ELI, SELI, PNA, Common Assessments, and follow up with DMTSS/PLC meetings 3X per year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IB coordinator, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 3:</b> Targeted literacy instruction will be provided to meet the needs of all students using a variety of resources to meet the needs of each student. Including: Units of Study, Mega Labs, TRWC's Dr. Katie, Curriculum support from C&amp;I.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, IB Coordinator, Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Substitutes - Title I, Part A - \$3,000, Sarah Merriweather - State Compensatory Education (SCE) - \$30,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Targeted math instruction will be provided using a variety of resources with an emphasis on increasing math problem solving.</p> <p>-C&amp;I teachers will have additional training for intervention strategies through faculty meetings.</p> <p>-C&amp;I will provide grade level team training sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IB coordinator, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Sandra Zarate - State Compensatory Education (SCE) - \$30,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> Targeted science instruction will be provided to all student using a variety of resources including Science Activities in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IB Coordinator, Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 6:</b> Provide supplemental materials for all content areas, as well as training.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Supplemental Materials - Title I, Part A - \$12,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 7:</b> Supplemental library materials</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, Librarian</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Supplemental library materials - Title I, Part A - \$6,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 8:</b> Continue to deepen our knowledge of IB through staff development focused on being more transdisciplinary by attending IB conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IB Coordinator, Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Professional development - Title I, Part A - \$10,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 9:</b> Continue collaborative data analysis to inform Prime Time intervention and address specific student needs in reading, writing, and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IB coordinator, teachers, and instructional coaches.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 10:</b> Develop knowledge and skills of instructional coaches to meet the needs of teachers and students, and support campus wide vertical alignment.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 11:</b> Provide virtual field trips and learning experiences related to IB units of study for the purpose of frontloading provocations, investigations, and inquiry.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement and engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IB Coordinator, Team leaders.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Funding Sources:</b> Virtual Field Trips - Title I, Part A - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 12:</b> Integrate technology to enhance instruction for all Face to Face and Connected Learning students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, all staff members.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
 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 the staff and community of NRE will maintain engagement.

**Evaluation Data Sources:** Teacher feedback, parent surveys.

<p><b>Strategy 1:</b> Monthly staff appreciation to increase motivation, including teacher treat days, Sonic days, teacher shout outs, teacher breaks, food truck, coffee truck.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased staff motivation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, Counselor.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Increase parent communication through virtual parent conferences, weekly newsletters, IB newsletter, social media, positive notes home, and IB spirit tags.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased collaboration between parents and school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Engage in anti-racism inquiry to ensure equity for all learners of our school community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement, engagement, and awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assitant Principal, IB Coordinator, Teachers.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Professional development and supplemental materials. - Title I, Part A - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Provide a supportive and transparent environment to ensure safety for our NRE community.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teaches, Decision makers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>



<p><b>Strategy 5:</b> Monitor and celebrate school, grade level, teacher and student achievements in IBC/PLCs and share with the NRE community.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive learning environment will promote student and staff growth.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Administration, and all school staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b> 	<b>Mar</b> 	<b>May</b> 	<b>May</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

# **Denton Independent School District**

## **W.S. Ryan Elementary**

### **2020-2021 Goals/Performance Objectives/Strategies**

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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 in all grades will make at least one year's progress in their ELA and Math level as evidenced by ELI/SELI/PNA/Common Assessments/STAAR.

**Evaluation Data Sources:** ELI/SELI/DRA/IRI/Common Assessments/Report Card Assessment/STAAR/TELPAS Reading Domain

<p><b>Strategy 1:</b> The staff will continue using the Units of Study ELA curriculum through implementation of the ELA workshop model, focusing on individual conferring and small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show at least one year's growth on ELI/SELI/DRA/report card/STAAR by May 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Campus Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p><b>Funding Sources:</b> Classroom Libraries that are aligned with the Units of Study; Teacher tool kits to assist with conferring and small group data management - Title I, Part A - \$8,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Conduct PLC meetings by grade level and vertical teams at least once each nine weeks to analyze data, unpack the TEKS, plan lessons, create common assessments and rubrics, and review assessment for learning strategies. Additional time will be given each week for grade levels to continue their PLC focus, and supplemental pd opportunities will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be able to implement appropriate interventions in order for students to make one year's growth by May 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 3:</b> Provide ongoing supplemental professional development, support, and materials for teachers and administrators to implement the Lucy Calkins Units of Study for Reading and Writing across all grade levels, as well as Math workshop. PD opportunities given during the summer and throughout the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will receive the support they need in order to effectively implement the Units of Study and Math workshop. Students will benefit from their teachers' continued PD and show one year's growth by May 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Educational Leave for teachers, Teacher resource materials aligned with the curriculum - Title I, Part A - \$12,000, Registration for PD institutes that directly support our curriculum initiatives - Title I, Part A - \$1,700</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 4:</b> Provide Instructional Coach/ Reading &amp; Math Interventionists to increase teacher understanding of the depth and complexity of the TEKS, Assessment for Learning strategies, assessments in all subject areas, and provide interventions to our at-risk students.</p> <p><b>Strategy's Expected Result/Impact:</b> Results of Common Assessments, Report Card Assessments, STAAR, ELI/SELI/DRA/KR, iStation &amp; Imagine Math will show student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Interventionists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Reading Interventionist - State Compensatory Education (SCE) - \$30,000, Staffing - Interventionist/Coach - Title I, Part A - \$45,752, Math Interventionist - State Compensatory Education (SCE) - \$30,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> Assessment for Learning PD will focus on Strategy 2, Using models of strong &amp; weak work and Strategy 3 - Descriptive Feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Classroom walkthroughs and student work samples will show evidence of Strong and weak work samples used in instruction, as well as effective feedback provided by teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Instructional Coaches, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 6:</b> Continue "Tier Time" within the school day for targeted instruction for specific student interventions across the grade levels, with supplemental materials, such as study guides, manipulatives, and literacy materials</p> <p><b>Strategy's Expected Result/Impact:</b> The master schedule, classroom walkthroughs, and PLC work with teachers will provide the data to show student growth and needs.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Instructional Coaches, Interventionists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Funding Sources:</b> Curriculum materials for student interventions - Title I, Part A - \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>

<p><b>Strategy 7:</b> Inform parents of curriculum expectations and provide parent updates on individual student progress through parent conferences, parent phone calls, and virtual parent curriculum nights.</p> <p><b>Strategy's Expected Result/Impact:</b> We will monitor and document parent participation in these events. Increased parent participation will show improved student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> 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><b>Funding Sources:</b> Materials for Parent Involvement, such as learning items to use at home or informational material - Title I, Part A - \$2,684</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 8:</b> Provide supplemental student support, such as before-or-after-school and Saturday School tutorials for students needing interventions based on data analysis.</p> <p><b>Strategy's Expected Result/Impact:</b> The Tutorials roster and student participation will give us the data to show student growth in ELA and Math and close achievement gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Interventionists, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Learning Materials and Teachers for Saturday School &amp; Tutorials - Title I, Part A - \$10,404</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 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
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**Performance Objective 1:** W.S. Ryan will continue to improve the campus culture and climate by focusing on our Social-Emotional Learning Practices, designed to increase student engagement and achievement, by May 2021.

**Evaluation Data Sources:** Student achievement data/Student, Staff, and Family engagement surveys/Strengths-Based survey

<p><b>Strategy 1:</b> All new staff members will participate in a book study on "The Energy Bus" by May 2021 to further support our positive campus culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Engagement Surveys will show continued improvement in staff morale and campus culture and climate.</p> <p><b>Staff Responsible for Monitoring:</b> New teachers, Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 2:</b> Restorative practices - continue to implement CHAMPS &amp; Love &amp; Logic in both classrooms and school-wide, and deepen our implementation of morning meeting circles daily in each classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> Morning Meeting participation will show increased student engagement throughout the day. Student engagement surveys will also be used to determine effectiveness.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 3:</b> Students and staff will take their Strengths Assessment and participate in Strengths activities throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Engagement/Culture &amp; Climate surveys, along with student achievement data, will be used to determine the effectiveness of this program.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>



<p><b>Strategy 4:</b> We will conduct celebrations and activities, such as spirit days and classroom celebrations , that provide opportunities for our Connected Learners to participate in order to increase their engagement and social-emotional wellness. All students will be invited to PTA spirit day events at local businesses and encouraged to participate in dress-up spirit days to give them a chance to connect with peers, whether in person or virtually.</p> <p><b>Strategy's Expected Result/Impact:</b> We will monitor their virtual participation in the celebrations and connection with their teachers and peers during the school day.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
<p><b>Strategy 5:</b> At least one staff member and administrator will apply to attend the Teachers' College Reading &amp; Writing Project "Advancing Racial Equity in Education" Institute in order to provide academic support for teachers to strengthen the relationship between teaching, literacy, and racial equity.</p> <p><b>Strategy's Expected Result/Impact:</b> Diversity in literature and culturally relevant instructional practices will strengthen the social-emotional learning and achievement of students.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselor, Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Attendance at the Racial Equity Institute - Title II, Part A - \$1,300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				