

Leander Independent School District

Faubion Elementary

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



PTA HELPS THEM SHINE!

Vision

**Students will exit our system with the same passion for learning they had when they entered,
without economics determining success.**

Every Option Open.

Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Faubion Elementary is an established school with 532 students. We are currently 34.2% Eco Dis and have approximately 4.2% English Language Learners. In addition, we currently serve 11% in our Special Education programs. We host several behavior programs including SCSS, IBC and ELE. We made progress in our overall STAAR Eco-Dis/Non-Eco Dis gap in Reading and Writing, reducing Reading gap by -2.5% essentially eliminating the gap in Reading. We plan to use ongoing Benchmark and STAAR data to guide instruction to increase the number of students who meet the advanced level of achievement on both assessments.

Demographics Strengths

Math Benchmark

- 1st Grade LEP 50% met standard, District 37%.

Reading STAAR

- SpEd increased by 6% points from 2014 to 2015.
- Eco Dis increased by 6% points from 2014 to 2015.

Science STAAR

- Eco Dis increased by 14% points from 2014 to 2015.

Demographics Needs

Math Benchmark

- 3rd, 4th, and 5th Benchmark 2, LEP 0% met standard.

Reading STAAR

- SpEd 56%, target 60% for TEA Accountability.
- African American decreased by 5% points from 2014.

Writing STAAR

- Eco Dis 50%, below target of 60% for TEA Accountability.
- Hispanic decreased by 25% points from 2014.

Science STAAR

- Hispanic decreased 4% points from 2014.

Student Achievement

Student Achievement Summary

All teachers in the district began using the Bridges Math curriculum this year. While many teachers love the resource and the level of rigor, they found that students were not prepared for that level of rigor from the previous grade levels. Teachers felt the resource was comprehensive, but needed more time to catch students up to the rigor that is required. In Science, students are utilizing Science journals on a regular basis. Team plannings for each 9 weeks executed to ensure implementation was the same for all classes. Several teachers planned and implemented strategies from Leander Writes. Teachers are using Lucy Calkins writing resource to teach writing lessons. In Reading, teachers are working with students to set reading goals of at least a year's growth in reading level. SRP teachers worked with all levels to provide additional training for guided reading groups. Per our TEA Accountability Summary we met standard in all 4 areas. With an overall score of 81%.

- Index 1-77
- Index 2-44
- Index 3-36
- Index 4-32

We have much work to do with regard to increasing the rigor into our instruction, we have challenged ourselves to use the strategies we are learning from Dr. David Molina. Increasing the discourse within the students classroom structure is a top priority.

Student Achievement Strengths

Math STAAR

- 4th Eco Dis 52%, District 52%, Equal with the district.
- 5th Eco Dis 56%, District 57%, closely aligned with the district.
- LEP 4th 51%, District 51%, aligned with the district.

Reading STAAR

- 3rd Grade Eco Dis 79%, District 67%, above district.
- 4th Grade Eco Dis 70%, District 68%, above district.
- 5th Grade Eco Dis 80%, District 45%, above district.
- All SpEd increase of 6% points from 2014.

Science STAAR

- 5th Eco Dis 73%, District 58%
- Increase Eco Dis by 14% points from 2014.

Student Achievement Needs

- SpEd Reading 56% overall on STARR at all grade levels.
- 4th Writing 59% overall and 50% Eco Dis.
- DRA Reading levels school wide, 26% are reading below grade level.

Math STAAR

- All students 65%, below district average of 70%.
- 5th LEP 29%, District 54%, well below district average.

Reading STAAR

- SpEd 56%, target 60% for TEA Accountability.
- African American decreased by 5% points from 2014.

Writing STAAR

- Eco Dis 50%, below target of 60% for TEA Accountability.
- Hispanic decreased by 25% points from 2014.
- Overall Scores decreased by 22% points from 2014.

School Culture and Climate

School Culture and Climate Summary

Faubion Elementary has begun using components of The Leader in Me through a pilot program. We will be implementing some of the components school wide this year as we work toward becoming a Leader in Me school. We currently use a school wide expectations called REACH where students are recognized with a Panther Paw for exhibiting the attributes of REACH. (R-responsible, E-effort, A-attitude, C-commitment, H-helpful). Students are also recognized at the school assembly as Panther Paws are drawn each week for public recognition. We are looking to decrease the amount of referrals to the office by helping more students to self-regulate when behavior increases. These self-regulation strategies will be taught school wide through modeling and direct instruction.

School Culture and Climate Strengths

- Implemented REACH/Panther Paws recognition system for positive behavior support. 90% of All students were recognized at Friday assembly on stage for receiving a Panther Paw. They were rewarded with a Mighty Fine kids meal.
- Pilot program for Leader in Me. Five teachers implemented TLIM in their own classrooms.
- 95% of Parents responded with "Agree or Strongly Agree" to the statement, The campus provides a safe and supportive learning environment for my child.
- 90% of the Faculty respond with "Agree or Strongly Agree" to the statement, My supervisor (person I report to) gives me the opportunity to do my best work.

School Culture and Climate Needs

- Teachers will need training in teaching self-regulation skills to students.
- Students will need opportunities to practice skills learned in social skills lessons modeled by teachers in real time crises.
- Students and Parents often have an unclear understating of what Bullying is based on district guidelines. Will need to provide opportunities for parents to learn as well as ask questions for clarifying district guidelines.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year, Faubion Elementary will continue to provide access to a guaranteed and viable curriculum by using the curriculum documents to collaboratively plan for learning. The 2014-2015 school year brought an opportunity for new learning centered around the new math TEKS and curriculum resource, Bridges. Our campus Problem of Practice focused on improved math instruction/student learning and increasing the rigor in the classroom.

For 2015-2016, as a campus, we will continue to focus on the 7 SLBs to promote a greater understanding of learning targets, student ownership of learning and increased rigor in the classroom.

Curriculum, Instruction, and Assessment Strengths

- Increased use of Kagan structures will more teachers attending trainings.
- Increase in planning for more discourse through strategies suggested by Dr. Molina.
- Increase in developing Learning Targets that are presented in student friendly language.

Curriculum, Instruction, and Assessment Needs

- Time to plan for rigorous instruction in all curriculum areas.
- Improved systems for students data notebooks and data record keeping.
- Increase the amount of Learning Walks that focus on discourse and rigor.

Family and Community Involvement

Family and Community Involvement Summary

Faubion Elementary has many opportunities for parents and families to get involved in campus activities. These opportunities are often grade level specific and can vary greatly from teacher to teacher. Our PTA has been in transition over the last year and is gaining in its membership as well as active participation. We encourage our teachers to involve our families in activities in the classroom that showcase student learning. We need to offer more opportunities for those parents who are unable to volunteer during the school day. Improving communication through our Insider will also help to ensure all parents are aware of opportunities.

Family and Community Involvement Strengths

- Literacy Night
- Panther Prowl for all incoming Pre-K and Kindergarten students.
- 93% of Parents indicated "Strongly Agree or Agree" on the parent survey that the campus makes me feel informed, included and welcome to participate in campus based/teacher groups, such as PTA, PTSA, PTO, Watch DOGS, etc.

Family and Community Involvement Needs

- 67% of Parents indicated "Strongly Agree or Agree" on the parent survey that the campus provides opportunities for students to participate in community service projects (troops, nursing homes, beautification projects, recycling, etc.)
- 72% of Parents indicated "Strongly Agree or Agree" on the parent survey that the campus provides opportunities to enrich my knowledge as a parent to best assist my student with their academic and social-emotional needs (wellness, health, drug trends, assessments, college readiness, etc.)

Technology

Technology Summary

All Faubion teachers participated in Educate Ignite training and were provided iPads to increase their knowledge and usage of current apps and uses of technology in the classroom. In addition, teachers attended sessions with the campus technology teacher leader for ongoing sessions for application and usage of the device. We need to continuously improve our teachers's ability to stay current with the latest apps and increase their usage within the classroom structure.

Technology Strengths

- Increased student access to technology.
- Teacher using current social media to keep parents informed of classroom activities. (Facebook/Twitter)
- 83% of teachers answered "Strongly Agree or Agree" on the employee survey question, Information systems are in place and accessible for me to get my job done.

Technology Needs

- Ongoing training to stay current with new programs, websites and apps.
- Additional devices for student use.
- A more widespread acceptance of B.Y.O.D.
- 67% of teachers answered "Strongly Agree or Agree" on the employee survey question, Our computer systems enable me to easily and quickly find the information I need.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data


- Parent surveys and/or other feedback

Goals

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 1: By June of 2016, Faubion will increase the percentage of all students reading on grade level to 83% as measured by DRA 2 by June 2016. (We observed a decrease from 2015 from 78.5% to 74%)


Summative Evaluation: Measured by DRA 2

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implementing a push in model for students who qualify for SRP services.	1, 2, 3, 4, 5, 8	K-2 classroom teachers, SRP teachers, principal, assistant principal, instructional coach	DRA 2 EOY scores of 83% or better.			
2) Continue working with Faith Based Literacy Partners to read with struggling readers who do not qualify for supplemental services.	1, 3, 4, 8	Classroom teachers, Intervention Specialist, Principal, Assistant Principal	DRA 2 EOY scores of 83% or better.			
3) Provide a Literacy Assistant to work with students in Kindergarten and 1st grade who need additional support in reading.	1, 2, 3, 4, 7, 8	Principal, AP, IC, SRP	Rosters of students being served by literacy assistant.			
4) Provide intervention for students most at risk of not passing state assessments	1, 3, 5	Intervention Specialist	Students meeting standard on state assessments			
Funding Sources: 211 - Title I - \$53381.00						
						

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 2: By June of 2016, Faubion will increase the number of students attaining Level 3 Advanced on Reading STAAR to 40% as measured by Reading STAAR. (We currently are at 31% attaining a Level 3 Advanced Performance.)


Summative Evaluation: Measured by Reading STAAR

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Choose Your Own Learning Sessions and PLC sessions to teachers that specifically address planning for challenge in the area of Reading.	1, 3, 4, 5, 6	Principal, AP, IC	Attendance at Choose Your Own Learning Sessions, Agenda's from PLC			
						

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 3: Increase the number of teachers and students utilizing 21st century technology learning tools at least two days a week in the classroom (including but not limited to iPads, personal devices, laptops, Chrome Books) .






Summative Evaluation: Lesson Plans to include games and aps used to enhance learning, Tweets, FB posts,

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Choose Your Own Learning for faculty meetings that offer opportunities to learn about new apps for the iPads and Chromebooks, Tech Tuesday opportunities to learn more about incorporating Google Documents and Classroom into teacher planning.	1, 3, 4, 5, 6	Principal, AP, IC, Tech Teacher Leader	Attendance for Choose Your Own Learning, attendance for Tech Tuesday Sessions.			
						

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 1: By June of 2016, Faubion will decrease the gap between eco-dis and non-eco dis in reading at grade level by less than 9% by June 2016 as measured by DRA 2. (Continued with goal as all grade levels did not meet the goal. Two out of 6 levels met the goal.)

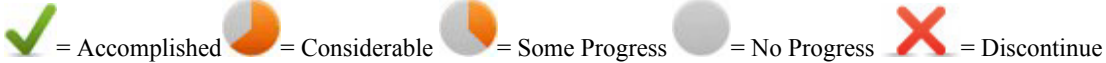
Summative Evaluation: EOY DRA 2 scores.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implementing a new Push In model for SRP services.	1, 2, 3, 4, 5, 8	K-2 classroom teachers, SRP teachers, principal, assistant principal, instructional coach	85% of all Faubion students reading on grade level as measured by DRA 2.			
2) Continue working with Faith Based Literacy Partners to read with struggling readers who do not qualify for supplemental services.	1, 3, 8	Classroom teachers, Intervention Specialist, Principal, Assistant Principal	Number of partners meeting with students at least one time per week.			
3) Provide a Title 1 parent/student/teacher game night to connect parents with age appropriate games for increasing learning strategies for reading with their child.	2, 3, 5, 7, 8	Principal, AP, IC, Interventionist	Sign in sheets from Game Night			
Funding Sources: 211 - Title I - \$1016.00						
4) Provide a Literacy Family Night for Title 1 students and parents to learn about strategies and games that will help students to increase their skills in reading. Students will also leave with a new game that will support reading at home.	1, 2, 3, 4, 5, 7	Principal, AP, IC, Interventionist	Attendance Sheets from Title Literacy Night. Number of students receiving a game to take home.			
5) Purchase additional Leveled Literacy Books that are lower level DRA levels that are of high interest to our students being served through Title 1.	1, 2, 4, 5, 8	Principal, AP, IC, Interventionist	Inventory of books available for students.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 2: By June of 2016, Faubion will decrease the gap between eco dis and non eco dis meeting level 2 on Science STAAR by less than 15% points. (Continue goal as gap remains at 17%.)


Summative Evaluation: 2016 Science STAAR Scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Use STAAR strategy cards to increase student engagement in science activities.	1, 2, 3, 4, 5, 8	Science Teachers, IC	Number of STAAR strategy cards completed per 9 week grading period.			
						

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 3: By June of 2016, Faubion will decrease the gap between special education and non special education meeting level 2 on Reading STAAR to less than a 15% points on Reading STAAR in grades 3-5.


Summative Evaluation: Reading STAAR results in June 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Train Instructional Assistants in Leveled Literacy Intervention to implement during small group reading inclusion time.</p>	1, 2, 3, 4, 6, 8	District SRP staff, campus SRP staff, Principal, AP, IC	Number of LLI lessons completed for SPED students receiving inclusion services.			
Funding Sources: 80-199 State Compensatory Education - \$1030.00, 211 - Title I - \$69.00, 80-199 State Compensatory Education - \$297.00						
						

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 4: By June of 2016, Faubion will increase the number of all students meeting level 2 standard on Writing STAAR to 70%.
(Currently at 59% meeting standard)


Summative Evaluation: Writing STAAR Results June 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Provide professional development on Writers Workshop for all grade level and Sped teachers who service students in ELA.	1, 2, 3, 4, 5, 6, 8	Principal, AP, IC	Agenda from Professional Development. Sign in sheets form Professional Development. PLC agendas.			
System Safeguard Strategies 2) Increase teacher knowledge of available resources and how they are tied to the curriculum documents.	1, 2, 3, 4, 5, 6, 8	Principal, AP, IC	Agendas from PLC meetings.			
3) Purchase Ralph Fletchers Lessons for the Writers notebook and Teaching The Qualities of Writing. Provide teachers with Professional Development to implement the use of these resources.	1, 2, 3, 4, 5, 6, 8	Principal, AP, IC, Interventionist	Sign in Sheets and Agenda's from PLCs.			
Funding Sources: 80-199 State Compensatory Education - \$213.00						
						

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 5: By June 2016, Faubion will decrease the gap between eco dis and non eco dis meeting level 2 on Writing STAAR to less than 8%percentage points.(Current gap is 11%)


Summative Evaluation: Writing STAAR results June 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Provide professional development on Writers Workshop for all grade level and Sped teachers who service students in ELA	1, 2, 3, 4, 5, 6, 8	Principal, AP, IC	Agenda from Professional Development. Sign in sheets form Professional Development. PLC agendas.			
System Safeguard Strategies 2) Increase teacher knowledge of available resources and how they are tied to the curriculum documents.		Principal, AP, IC	Agendas from PLC meetings.			
						

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 6: By June 2016, Faubion will decrease the gap between Sped and Non Sped meeting level 2 on Math STAAR to less than 20% points. (Current Gap is 33% points)


Summative Evaluation: Math STAAR Results June 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue to ensure all SPED students receive grade level Math instruction for Bridges through Inclusion based services.	1, 2, 3, 4, 5, 8	Grade Level Math Teachers, SPED Inclusion Teachers	Number of minutes met for SPED inclusion students. Progress on Goals that increase grade level knowledge for Math.			
						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: By June 20016, 80% Students will be able to articulate/show evidence how they will know they have reached their learning target.


Summative Evaluation: Learning Walk Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Professional Development through PLCs to ensure staff are embedding direct instruction for students on what the evidence for their learning target will be.	1, 2, 3, 5, 6, 8	Principal, AP, IC, Teachers	80% of students articulating how they will know that they have met their learning target on Learning Walk Data.			
						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: At least 85% of teacher will answer "strongly agree" or "agree" to the following survey question: "My students set learning goals and track their progress toward those goals." (Baseline data: 2015 74%)


Summative Evaluation: UT Engagement Survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide Professional Development for Teachers through PLC time to give additional methods for students to set and track their individual goals.	1, 2, 3, 4, 5, 6	Principal, AP, IC	Agenda's from Professional Development Student Data Notebooks			
						

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 1: By June of 2016, Faubion will increase the student ownership in creating a safe and supportive environment for all as measured by at least 97% of students responding "strongly agree" or "agree" on the student survey question "I feel safe in my classroom". (Currently at 95%)


Summative Evaluation: Student Survey Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Have all students participate in a safety and bully awareness program facilitated by the counselor and AP that informs students about how to be safe at school, what bullying is, where to report bullying and how to use words to de-escalate common issues between students.	1, 2, 3, 4, 5, 8	Assistant Principal, Counselor	Lesson plan and dates from programs to be completed no later than October 31, 2015.			
						

Goal 4: Whole Student: Students are healthy, safe and engaged


Performance Objective 2: By March of 2016, Faubion will increase the % of certified teachers trained and incorporating components of TLIM in classrooms from 17% to 60%.

Summative Evaluation: Number of teachers attending TLIM Symposium. A decrease in the number of Students referred to the office for Not doing/completing work, disrupting the classroom or non compliance by 20%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Register and Attend TLIM Symposium training in Dallas and Austin.		Principal, AP, IC	Completion Certificates for training. Classroom lesson plan discipline referral data			
Funding Sources: 211 - Title I - \$5294.00, 80-199 State Compensatory Education - \$968.00						
						

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed		PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
	Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class		PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
	Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)		Campus CATCH Team	Evaluation of Campus CATCH Plan			
	Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.		PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
	Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan		Principal	Campus Class Schedule			
	Funding Sources: 199 - General Funds					
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	1	Train Instructional Assistants in Leveled Literacy Intervention to implement during small group reading inclusion time.
2	4	1	Provide professional development on Writers Workshop for all grade level and Sped teachers who service students in ELA.
2	4	2	Increase teacher knowledge of available resources and how they are tied to the curriculum documents.
2	5	1	Provide professional development on Writers Workshop for all grade level and Sped teachers who service students in ELA
2	5	2	Increase teacher knowledge of available resources and how they are tied to the curriculum documents.

Title I

Targeted Assistance Program Plan

Our 2015-2016 Intervention Specialist will serve designated students during grade level flex time or other specified times in small groups for reading or math. The intervention specialist will work closely with classroom teachers, administration, RtI Coordinator, and support staff to ensure interventions and support are aligned and student progress is being made. Parents will be provided with materials and supplies during our Title I Parent information Night October 2015 to help their children with math and reading at home.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Our 2015-2016 resources include a variety of researched-based instructional strategies as well as content specific tools to build a capacity for academic growth and personal goal setting for our targeted students which include:

- Leveled books for Literacy Library
- Writers Workshop for all ELA Teachers
- The Leader in Me Professional Development
- LLI Training for Special Education Support Staff
- Trust Based Relational Interventions Trauma Training
- Training for Literacy Assistant from SRP Teachers Annually

2: Incorporate Title Planning into Existing School Planning

Teachers, IC, Administration will meet during monthly RtI meetings to disaggregate data, discuss goals and interventions for students in RtI, lesson plan, and write short term goals.

3: Use of Effective Methods and Instructional Strategies

Our 2015-2016 methods for effective instructional strategies start with Title I students receive targeted instruction with interventionist in small groups with six or less students. Student progress is tracked and communicated to classroom teachers and parents. The Interventionist provides scaffolded lessons with guided practice and the use of proven instructional strategies. Title I students are also encouraged to attend homework help after school to practice math and literacy skills. Homework help is provided for students grades 3-5 with certified teachers from each grade level working directly with students.

4: Coordinate with and Support Regular Educational Program

Our 2015-2016 regular education program support is coordinated by the Intervention Specialist working with the classroom teachers and support staff to meet the needs of Title I students. During collaboration within our professional learning communities and in RtI meetings, student progress is discussed, goals are set and data is analyzed. The Intervention Specialist works with students during flex and instruction time during reading and math, as well as, in the afternoons during homework help.

5: Instruction by Highly Qualified Teachers

As part of the hiring process, LISD HR Department verifies all teaching certificates with campus administrators. Campus administrators verify and record this information in the attestation letter each year.

6: Professional Development

Our 2015-2016 approach to professional development is centered around creating meaningful academic conversations and discourse inside our classrooms. Through focused professional development in writers workshop, problem solving, and LLI reading intervention strategies our teachers are equipped with researched-based strategies and tools that will assist them in delivering the curriculum to our students. Outside of our core academic subjects, staff will attend The Leader In Me training to promote meaningful social and emotional conversations and a collaborative atmosphere in our classrooms. Some staff will attend trust based relational interventions trauma training to grow a better understanding of the needs of students. Our goal is to also provide parent professional development starting in October with our Title I parent information night.

7: Strategies to Increase Parental Involvement

Our 2015-2016 strategy to increase parent involvement is to hold literacy and math family nights. During this Title 1 family event we will work with parents and students on strategies for improving reading and math skills through games and computer activities. All students will take a new unopened game of their choice home with them.

8: Coordination with Other Programs

Our 2015-2016 program coordination will be highlighted by students receiving guidance lessons through our Counselor and the LISD CAPP Counselor. After school enrichment programs include Destination Imagination, Fit Club, Robotics Club, and Chess Club. Our students participate in No Place for Hate, C2, and the CATCH program. Homework help and reading with staff are offered after school. Reading and mentoring are provided by PALS and our faith-based partners.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristen Sterling	Intervention Specialist	Title I	1

Addendums

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Campus Demographic Summary
2015 - 2016 School Year
Principal: BARBARA STEINER

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
46	13.8	6	3	0

Grade	Total	%
EE	2	0.4%
PK	20	3.8%
KG	87	16.6%
01	74	14.1%
02	93	17.7%
03	83	15.8%
04	79	15.0%
05	87	16.6%
Campus Total	525	

Economically Disadvantaged		
N	345	65.7%
Y	180	34.3%

Students with Disabilities		
N	464	88.4%
Y	61	11.6%

At Risk Students		
N	287	54.7%
Y	238	45.3%

Ethnicity		
ASIAN	12	2.3%
BLACK	20	3.8%
HISPANIC/LATINO	132	25.1%
AMERICAN INDIAN	1	0.2%
TWO OR MORE RACES (MULTI)	23	4.4%
HAWAIIAN OR PACIFIC ISLANDER	1	0.2%
WHITE	336	64.0%

Gender		
FEMALE	252	48.0%
MALE	273	52.0%

Gifted and Talented		
N	446	85.0%
Y	79	15.0%

English Language Learners		
N	501	95.4%
Y	24	4.6%

Students in Bilingual Program		
N	525	100.0%

Students in ESL program		
N	501	95.4%
Y	24	4.6%

FAU (102)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student Ownership of Learning	By May 2015, 90% of all students will articulate what tools or strategies they are using to reach their learning target as measured by learning walk data. (Continued with similar goal due to the number of learning walks in 2013/14.)	Yes-96% were able to articulate the tools or strategies.	Continue to help teachers utilize tools and strategies that promote the SLBS throughout the year.
Eliminating the Achievement Gap	Data analysis and goal setting	Decrease the gap between eco-dis and non-eco dis in reading at grade level by less than 9% by June 2015 as measured by DRA 2. (Continued with goal as all grade levels did not meet the goal. Four out of six grade levels met the goal.)	No, we still have not met all grade levels. (Med 3 out of 6)	Implement a new strategy by having SRP teachers push in classrooms rather than pull out students using LLI. Training Instructional Assistants to use LLI when assisting in classrooms.
	Student ownership of learning			
	Lesson design	Decrease the gap between special education and non special education in math to less than 15% point average on Math STAAR in grades 3-5 based on 2014 passing standard.	Data not available.	
	Plan for intervention / challenge	Decrease the gap between eco dis and non eco dis meeting level 2 on Science STAAR by less than 15% points. (Continue goal as gap remains at 33%.)	No-the gap is 17%,on Sci-STAAR, however we did decrease from a 26% gap in 13-14.	Increase the use of journals, and teacher training for the science kits.
	Data analysis and goal setting	Decrease the gap between special education and non special education in reading to less than a 15% point average on Reading STAAR in grades 3-5 based on 2015 passing standard.	No-the gap is 34%	Implement new SRP imitative for 2016. Train two SpEd Instructional Assistants in LLI.
College and Career Readiness	Student ownership of learning	Increase the percentage of all students reading on grade level to 83% as measured by DRA 2 by June 2015. (We are making progress. 78.5% were on grade level in June 2014.)	No-We are currently at 73% reading on grade level.	Implement a new strategy by having SRP teachers push in classrooms rather than pull out students using LLI. Training Instructional Assistants to use LLI when assisting in classrooms.
	Lesson design			

FAU (102)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Focus on Whole Student	Learner engagement	Increase the percentage of students participating in C-Squared by 50% by June 2015 as measured by number of approved applications.	Yes-We had a 51% increase in students joining C-Squared.	Continue promoting C-Squared and open it to new applicants.
	Supportive learning environment Student ownership of learning	Increase the student ownership in creating a safe and supportive environment for all as measured by at least 97% of students responding "strongly agree" or "agree" on the student survey question "I feel safe in my classroom".	No-95% feel safe in their classroom according to the survey	Continue to educate students about reporting unsafe conditions through our anti-bullying education. Promote Leader In Me as a school wide initiative.