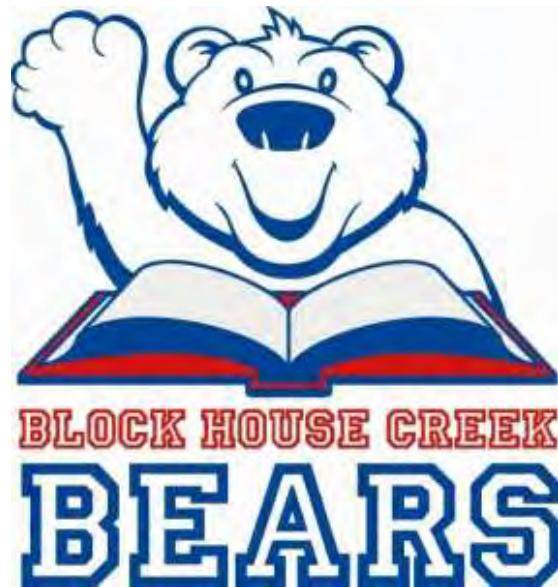


**Leander Independent School District**  
**Block House Creek Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



# 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

## Needs Assessment Overview

For the purposes of the BHC 2015-2016 Campus Needs Assessment we have provided summaries and data points connected to the alignment of Leander ISD and Block House Creek Elementary (GOP). We reported on campus data that has a matching LISD measure to show our strengths and needs in our Comprehensive Needs Assessment. BHC prioritized LISD district measures to create manageable campus goals for the school year.

# Demographics

## Demographics Summary

Data gathered for this section includes STAAR results, Accountability Report, TELPAS, and Elementary School Measures Summary Report.

For the 14-15 school year, Block House Creek Elementary had a student enrollment of 654 students. Our ethnic diversity primarily includes two major groups with 66% White and 25% Hispanic. Our student body is 21% EcoDis, 11% Special Education, 13% Gifted and Talented program and 2% ELL.

### SPED

SpEd students continue to increase percent of students meeting standards on STAAR in all subject areas.

SpEd students taking STAAR A show difficulty meeting the same standards in all subject areas.

### ELL

There are not enough ELL students to be included in our accountability sub-population, therefore we used TELPAS data to guide improvement.

### Gap

BHC received a score of 47 on Index 3 (closing performance gap). While our campus is exceeding the district goal of closing the achievement gap to less than 15% in Reading and Math, we are not meeting our campus expectation of closing the achievement gap to 6 % between our EcoDis and non EcoDis students.

## Demographics Strengths

### SPED

- 57% of all SpEd students met standard on 2014-2015 Writing STAAR, which exceeded the campus goal of 33% and LISD Goal of 45%.
- 58% of all SpEd students met standard on 2014-2015 Science STAAR, which exceeded the campus goal of 48% and LISD Goal of 45%.
- 62% of all SpEd students met standards on 2014-2015 Reading STAAR, which exceeded the campus and LISD Goal of 61%.
- 83% of 4th grade SpEd students taking STAAR A met standard on 2014-2015 Science.
- 64% of 4th grade SpEd students taking STAAR A met standard on 2014-2015 Reading,

## ELL

- 55% of our ELL learners scored Advanced or Advanced High on 2014 TELPAS.

## Gap

- The gap between EcoDis and non EcoDis for 4th grade Reading STAAR is 11%, district goal is 15%.
- The gap between EcoDis and non EcoDis for 5th grade Reading STAAR is 9%, district goal is 15%.
- The gap between EcoDis and non EcoDis for 4th grade Writing STAAR is 0%, district goal is 15%.
- The gap between EcoDis and non EcoDis for 3rd, 4th, and 5th grade on Reading STAAR is 13%, district goal is 15%.
- The gap between EcoDis and non EcoDis for 3rd, 4th, and 5th grade on Math STAAR is 14%, district goal is 15%.

## Demographics Needs

### SPED

- Continue to increase SpEd students meeting standard in all subject areas on STAAR
- 36% of 4th grade SpEd students taking STAAR A met standard on 2014-2015 Writing.
- 17% of 5th grade SpEd students taking STAAR A met standard on 2014-2015 Reading.

### Gap

- The gap between EcoDis and non EcoDis for 3rd grade Reading STAAR is 18%, district goal is 15%.
- The gap between EcoDis and non EcoDis for 5th grade Science STAAR is 26%, district goal is 15%.

## ELL

- 45% of our ELL learners scored Beginning or Intermediate on 2014 TELPAS.

# **Student Achievement**

## **Student Achievement Summary**

**Data gathered for this section includes STAAR results, District Assessments and Elementary School Measures Summary Report.**

### **Reading**

The overall average, for all 3 grade levels, on the Reading STAAR is 90% (LISD average was 89%).

### **Math**

New Math TEKS and higher rigor on STAAR in general indicate additional work in these areas needed. Although the state has not set passing standards for the Math STAAR yet, BHC used the Bridge Study data to make predictions for use in this plan.

### **Science**

Data shows a need to focus on closing the achievement gap for our EcoDis learners in the area of Science. SpEd students continue to increase number of students meeting standards on the STAAR over the past 3 years from 36% (12-13) to 59% (14-15).

### **Writing**

The data shows that 4th grade students meeting standard on Writing STAAR is 83%.

### **CCR**

DRA: Overall, our reading goal for 2014-2015 is for at least 75% of all K-3rd graders to be reading on level. Our EOY data showed that 72% of all students in K-3rd grade were reading on level. LISD uses 2nd grade DRA levels as an indicator for CCR. While BHC showed gains in the overall 2nd grade DRA level, we did not meet the district expectation of 83%.

STAAR: Using the Advanced Performance Measure indicator on STAAR, BHC showed a 6% increase meeting the district and campus goal of 26%.

## **Student Achievement Strengths**

### **Reading**

- Reading STAAR results indicate 88% of 3rd grade students, 90% of 4th grade students, and 93% of 5th grade students met standard.

### **Math**

- Early predictions indicate 3rd grade met standard increased from 73% (13-14) to 78% (14-15) and 4th grade from 84% (13-14) to 87% (14-15) on Math STAAR.
- The gap between Non EcoDis and EcoDis was less than 10% for 4th grade (87% and 79%) and 5th grade (91% and 84%).
- There was an increased % of Advanced Performance on Math STAAR from 16% (13-14) to 26% (14-15).

### **Science**

- A campus Distinction Designation was earned on the Science STAAR.
- BHC met and exceeded the district goal of 55% of all SpEd students meeting standards on the Science STAAR from 48% (13-14) to 59% (14-15).

### **Writing**

- The gap between all students and EcoDis students meeting standard on the Writing STAAR is 0%, both groups had 83% of students meeting standard. BHC performed higher than LISD in the area of All Students (77%) and EcoDis (55%).

### **CCR**

- DRA: 2nd grade increased % of students reading at or above grade level from 57% (13-14) to 78% (14-15).
- STAAR: Students meeting Advanced Performance increased from 20% (13-14) to 26% (14-15).



## **Student Achievement Needs**

### **Reading**

- Data indicates that 59% of SpEd students met standard on the Reading STAAR.

### **CCR**

- DRA: Kindergarten expectations for EOY DRA were increased from DRA 3 to a DRA 4. This increase resulted in a lower percentage of students mastering the EOY expectations from 91% in (13-14) to 61% in (14-15). 1st grade has 72% of all students mastered the EOY expectations for DRA, this is a decrease from 89% of students meeting expectations at the BOY.
- STAAR: Students meeting Advanced Performance on Writing STAAR decreased from 13% (13-14) to 6% (14-15).

### **Math**

- The gap between 3rd grade Non EcoDis and EcoDis increased 73% and 71% (13-14) to 78% and 52% (14-15).

### **Writing**

- Only 57% of SpEd students met standard on the Writing STAAR. We will need to put some systems in place to support SpEd students and teachers in the area of writing due to STAAR A data counting for the 15-16 school year.

### **Science**

- The gap between advanced achievement of EcoDis and NonEcoDis increased for Science STAAR from 9.1% to 23.5% over the past two years.

## **School Culture and Climate**

### **School Culture and Climate Summary**

**Data gathered for this section include the Annual Student Survey administered to 3rd - 5th grade students.**

Student perception of safety on campus inside the classroom and outside of the classroom indicate growth over last year's survey data.

### **School Culture and Climate Strengths**

- Survey data indicate students' perception of safety inside the classroom increased from 89% (13-14) to 93% (14-15).
- Survey data indicate students' perception of safety outside of the classroom increased from 87% (13-14) to 88% (14-15).
- Campus average of students' perception of overall safety increased from 88% (13-14) to 91% (14-15).

### **School Culture and Climate Needs**

- District goal for student safety inside and outside averaged together was 92%. BHC average was 91%.

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

### **Curriculum, Instruction, and Assessment Summary**

#### **Data gathered for this section include the Annual Student and Faculty Survey**

Our campus goal in the area of SLBs is an average of 92% (LISD goal is 90%) of all students and faculty respond that they agree or strongly agree on all SLB related questions on the survey. Our data shows a campus average of 89% of students (90%) and faculty (87%) responded agree or strongly agree.

### **Curriculum, Instruction, and Assessment Strengths**

- 97% of all students (92% of faculty) agree or strongly agree that they understand what they are learning and know why it is important.
- 92% of all students (88% of faculty) agree or strongly agree that they regularly assess their learning.
- 94% of all students (94% of faculty) agree or strongly agree that they get help when they are struggling.
- 95% of all students (94% of faculty) agree or strongly agree that they are excited and actively participating in learning activities.

### **Curriculum, Instruction, and Assessment Needs**

- 85% of all students (94% of faculty) agree or strongly agree that they interact with other students to learn more. One of our campus focuses is to increase student discourse and engagement. Teachers will be purposeful in their planning of student to student interactions during lessons
- 85% of all students (67% of faculty) agree or strongly agree that they feel challenged when participating in class. Teachers need to have purposeful conversations with students about when and how to challenge themselves before, during, and after learning experiences.
- 84% of all students (81% of faculty) agree or strongly agree that they know their learning goals and can track progress. Teachers will focus on putting additional emphasis on the importance on data notebooks and make sure that students understand importance of data notebooks and the information they house.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

**Data gathered for this section include feedback from parents, students and staff.**

Our Parent Involvement Action Plan consisted of measure taken to involve and inform parent and community members of ways to assist students at home as well as ways to stay involved in campus activities. Examples of items included are: STAAR Parent Information Night, student led conferences, homework help, Parent Orientations, use of parent volunteers and use of teacher web sites.

### **Family and Community Involvement Strengths**

- Feedback from our Parent Night was positive. Parents enjoyed having Jennifer Freeman explain the state accountability system. Lisa Brittain's presentation on College and Career Ready and steps to take at the elementary level to prepare students for next steps was highly attended.
- Student led conferences were proud moments for students. Many teachers assisted students with creation of electronic presentations to capture their learning journals for the year to share with parents. Feedback from parents was positive as they were blown away seeing the growth in one year.
- Intermediate level teachers encouraged electronic reflections to share with parents this year, which was a huge success.

### **Family and Community Involvement Needs**

- Continue to build more opportunities for community and parent involvement on campus.
- Provide parents with opportunities to better understand new curriculum, state standards and new initiatives on campus.

# Technology

## Technology Summary

**Data gathered for this section include informal feedback from staff, professional development rosters and campus STAR Chart ratings.**

Teachers and staff participated in the Educate Ignite trainings in an effort to better understand the skills needed to deploy our new technology adoption. This training along with our campus' STaR chart results are to guide our campus in our next steps for technology growth.

## Technology Strengths

- 100% of campus staff attended all 6 Educate academies.
- Teachers are incorporating technology into their daily routines in order to enhance student learning opportunities.
- Teachers are beginning to explore technology in guided reading.
- Teachers are seeking out opportunities to develop a deeper understanding of the technology tools/resources that are available to them.
- Campus STaR chart indicates campus scored "Advanced" on Teaching and Learning indicators.

## Technology Needs

- New elementary technology template begins deployment.
- Teachers need additional opportunities to discuss and brainstorm as a team how to integrate technology with the new resources that will be available to them.
- Campus STaR chart indicated that staff is "still developing" on Educator Preparation and Leadership/Administration/Support indicators.
- Campus STaR chart indicated that Infrastructure for Technology is an area needing additional focus.

# 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

## Accountability Data

- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) 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
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

## 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- 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:** At least an average of 75% of K-3 students will be reading at or above grade level as measured by the EOY DRA

**Summative Evaluation:** K-3 EOY DRA data ( baseline data =Kinder 61%, 1st 72%, 2nd 78%, 3rd 75% = 72% average). (District goal 2nd grade 83%)


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Regular scheduled Kid Watch Meetings will be held to discuss SPED, struggling students, possible interventions and effective instructional strategies	Administrators, Classroom Teachers, Support Staff	Kid Watch Grids, Lesson Plans, Daily Grades, Report Card Grades, DRA Data			
Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b> 2) Using PLC process, teachers will analyze data including DRA and Quintile Levels to determine specific needs to address during guided reading instruction in the classroom, in resource and in SRP	Instructional Coach, Classroom Teachers, Support Staff	DRA Data, TPRI, Kid Watch Grids			
Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b> 3) Assess need and establish FLEX time intervention groups for special education, at-risk and Tier 3 students based on assessments	Classroom Teachers, SPED Staff	Feedback Loops, Daily Grades, Report Card Grades, STAAR, DRA Data			
Funding Sources: 199 - General Funds					
4) SRP will provide additional small group instruction for qualifying students to assist them in reading at or above grade level	SRP Teachers	DRA Data, STAAR, TPRI			
Funding Sources: 199 - General Funds					
5) Small group assistance, home work help, after school tutoring will be provided by support staff, classroom teachers and faith based organizations	Administrators, Classroom Teachers, Support Staff	Feedback Loops, DRA Data, Report Card Grades, STAAR			
Funding Sources: 199 - General Funds					
6) Identified students will participate in Summer Book Exchange to continue reading growth and prevent summer slide in reading levels	SRP Teachers	DRA Data, TPRI			
Funding Sources: 199 - General Funds					
					



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

**Performance Objective 2:** At least 26% of students will meet Advanced Performance Measure on STAAR in all subjects/tests combined


**Summative Evaluation:** STAAR 2016 Results (baseline data =26% all subjects/tests combined). District goal 26%. Continue to monitor closely due to STAAR A and Math STAAR counting in 15-16

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Using the PLC process teachers will focus on intentional planning to ensure all students are mastering essential skills while providing opportunities for challenge/enrichment	Instructional Coach, Classroom Teachers	Learning Checks, Common Assessments, STAAR, Kid Watch Grids			
Funding Sources: 199 - General Funds					
2) Students who qualify for QUEST will participate in additional small group instruction that facilitates research, problem solving, and challenge	Quest Teacher	STAAR, Independent Study Projects			
Funding Sources: 199 - General Funds					
3) Enrichment activities provided to students (Kid's Technology Club, Maker Space Club, Honor Choir)	Club Sponsors	Student Reflections, Feedback Loops			
Funding Sources: 199 - General Funds					
4) To improve Educator Preparation indicator on STaR chart, provide technology professional development and training opportunities that include collaboration and support of one another in an effort to use technology as a tool for high level student learning and to enhance student and teacher understanding and usage of technology	Administrators, Instructional Coach, Librarian, Campus Technologist	STaR Chart Results, Annual Surveys			
Funding Sources: 199 - General Funds					
5) Analyzation of advanced level, quintile levels and students scoring just below these levels during PLC meetings to plan for and provide enrichment and challenge during flex and small group instruction	Instructional Coach, Classroom Teachers	Quintile Reports, STAAR, DRA Data			
Funding Sources: 199 - General Funds					
					

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

**Performance Objective 1:** At least 55% of STAAR tests taken by students served in special education will achieve Level II: Satisfactory in all subjects/tests combined






**Summative Evaluation:** STAAR 2016 Results (baseline data =59% all subjects/tests combined). District goal 55% all subjects/tests combined. Continue to monitor closely due to STAAR A and Math STAAR counting in 15-16

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Campus PLC team will participate PLC training and facilitate implementation within their team. Grade level teams will have bi-weekly two hour collaborative planning times to identify Essential Outcomes, create grade level goals, write common assessments, disaggregate data and develop intervention and challenge activities to be utilized during FLEX times	Instructional Coach, Vertical Team Leaders, Classroom Teachers	Feedback Loops, Common Assessment Data, Learning Checks, Report Card Grades, STAAR			
	Funding Sources: 199 - General Funds				
<b>System Safeguard Strategies</b> 2) Regular scheduled Kid Watch Meetings will be held to discuss SPED, struggling and economically disadvantaged students, analyze GAP data and brainstorm possible interventions and effective instructional strategies	Administrators, Classroom Teachers	Feedback Loops, Common Assessment Data, Learning Checks, Report Card Grades, STAAR, Kid Watch Grids			
	Funding Sources: 199 - General Funds				
<b>System Safeguard Strategies</b> 3) Small group assistance, home work help, after school tutoring and enrichment will be provided by support staff, classroom teachers and faith based organizations	Classroom Teachers, SRP Teachers	Feedback Loops, Common Assessment Data, Learning Checks, Report Card Grades, DRA Data, STAAR			
	Funding Sources: 199 - General Funds				
4) RTI Committee will continue on-going support of school-wide plan, training faculty and discussing how process is going throughout the school year	Assistant Principal, RTI Committee	Feedback Loops, Meeting Agendas, Referral Data			
	Funding Sources: 199 - General Funds				
<b>System Safeguard Strategies</b> 5) Ensure SPED and 504 students and teachers have tools necessary to consistently use specific accommodations and that students are indeed using them	Classroom Teachers, SPED Teachers, Counselor, Support Staff	Report Card Grades, STAAR, Feedback Loops			
	Funding Sources: 199 - General Funds				
					

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

**Performance Objective 2:** Decrease the gap between EcoDis and non EcoDis students, achieving Level II: Satisfactory to less than 15% averaged on Math and Reading STAAR

**Summative Evaluation:** STAAR 2016 Results (baseline data Reading= 15%). District goal of 15% or less

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus PLC team will participate PLC training and facilitate implementation within their team. Grade level teams will have bi-weekly two hour collaborative planning times to identify Essential Outcomes, create grade level goals, write common assessments, disaggregate data and develop intervention and challenge activities to be utilized during FLEX times	Instructional Coach, Vertical Team Leaders, Classroom	Teachers Feedback Loops, Common Assessment Data, Learning Checks, Report Card Grades			
Funding Sources: 199 - General Funds					
2) Regular scheduled Kid Watch Meetings will be held to discuss struggling and economically disadvantaged students, analyze GAP data and brainstorm possible interventions and effective instructional strategies	Administrators, Classroom Teachers	Feedback Loops, Common Assessment Data, Learning Checks, Report Card Grades, STAAR			
Funding Sources: 199 - General Funds					
3) Small group assistance, home work help, after school tutoring and enrichment will be provided by support staff, classroom teachers and faith based organizations	Classroom Teachers, SRP Teachers	Feedback Loops, Learning Checks, Report Card Grades, DRA Data			
Funding Sources: 199 - General Funds					
4) RTI Committee will continue on-going support of school-wide plan, training faculty and discussing how process is going throughout the school year	Assistant Principal, RTI Committee	Feedback Loops, Informal Assessment data, Formal Assessment data, Referral data			
Funding Sources: 199 - General Funds					
5) SRP will provide additional small group instruction for qualifying students to assist them in reading at or above grade level	SRP Teachers	DRA Data, TPRI, STAAR			
Funding Sources: 199 - General Funds					
<b>System Safeguard Strategies</b>					
6) Campus-wide focus on Vertical Teams to improve instruction and performance in all academic areas. The following Vertical Teams will be active at BHC: ELA, Math, Science and RTI	Vertical Chairs, Classroom Teachers	Vertical Team Meeting Agendas, Feedback Loops, DRA Data, STAAR			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** At Least 90% of students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual Student/Faculty Surveys

**Summative Evaluation:** Annual Student/Faculty Survey Results (baseline data for students =90%, Staff= 87% campus average = 89%). District goal 90%

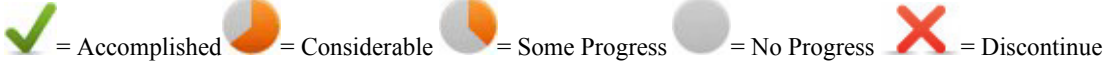
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will self assess using Scripting the Critical Moves at BOY and EOY and work toward increasing proficiencies in each area	Administrators, Classroom Teachers	Instructional Rounds Reflections, Annual Staff Survey, Feedback Loops, Portfolio Reflection			
2) Teachers will complete four Instructional Rounds during the 15-16 year. Reflection forms will be analyzed and utilized in the Teacher Portfolio process to track growth over time and to follow up on each time	Administrators, Classroom Teachers	Instructional Round Reflection, Teacher Portfolio, Annual Survey Data			
<b>System Safeguard Strategies</b> 3) Students will incorporate the use of capacity matrices, rubrics, and student data notebooks to develop ownership of learning and tracking of goals set towards learning targets	Classroom Teachers	Capacity Matrix, Data Notebooks, Annual Student Survey			
<b>System Safeguard Strategies</b> 4) Teachers will build awareness of growth mindset with students and initiate purposeful conversations and modeling of examples of fostering growth mindset over fixed mindset	Classroom Teachers, Students	Informal Assessment data, Formal Assessment data, Annual Surveys			
5) Feedback provided to teachers based on 7 SLBs from classroom observations	Administrators, Classroom Teachers	Observation Feedback, Annual Surveys			
6) Integration of the Seven Habits with during classroom discussions to exemplify connections between students' owning their learning, growth mindset and academic success	Classroom Teachers	Annual Student Survey, Feedback Loops			
	Funding Sources: 199 - General Funds				
7) Campus-wide focus on student attendance to increase student ownership of learning, and address distinction	Administrators, Registrar, Classroom Teachers	Distinction Designation, Attendance Percentages			
	Funding Sources: 199 - General Funds				
8) Monitor and inform parents of daily/weekly attendance concerns based on weekly reports from A2A system. Warning letters will be sent for 3, 7 and 10 unexcused or unverified absences	Administration, Registrar	A2A Report, Distinction Designation			
	Funding Sources: 199 - General Funds				
9) Students will lead parents through student led conferences reviewing their goals and how they performed for the year	Classroom Teachers	Feedback Loops, Data Notebooks, Annual Surveys			
	Funding Sources: 199 - General Funds				
10) Students will facilitate teaching 7 Habits of Happy Kids to Parents at November Parent Night and build awareness of home/school connections	Lighthouse Team	Feedback Loops, Annual Surveys			
	Funding Sources: 199 - General Funds				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** At least 50% of teachers and students will score an average of 2, in each of the 4 indicators, in the area of Challenge and Rigor, as measured by a random snapshot process

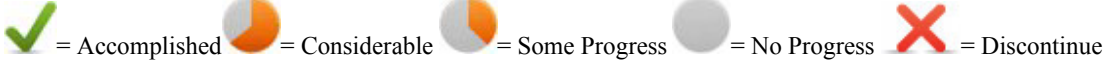
**Summative Evaluation:** Spring 2016 Snapshot Process Data (baseline data =36% from Spring 2015 snapshot)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Leadership Team edits Rigor/Challenge Indicators to be used for Instructional Rounds	Administrators, Leadership Team	Draft of Challenge/Rigor Indicators to be used for 15-16, SLB Snapshot Data			
Funding Sources: 199 - General Funds					
2) BOY Staff Development Session on Increasing Rigor through discourse and engagement	Instructional Coach	Feedback Loops, SLB Snapshot Data			
Funding Sources: 199 - General Funds					
3) Each team works to create grade level specific look for's based on Rigor/Challenge Indicators to be used for Instructional Rounds. Discussions surrounded creating a common understanding and ways to build inter-rater reliability	Administrators, Classroom Teachers	SLB Snapshot Data, Instructional Rounds Reflections, Feedback Loops			
Funding Sources: 199 - General Funds					
4) Teachers will complete four Instructional Rounds during the 15-16 year. Reflection forms will be analyzed and utilized in the Teacher Portfolio process to track growth over time and to follow up on each time	Administrators, Classroom Teachers	Portfolio Reflections, Feedback Loops, Instructional Rounds Reflections, SLB Snapshot Data			
Funding Sources: 199 - General Funds					
					

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

**Performance Objective 1:** At least 92% of students will respond "agree" or "strongly agree" on the safe learning environment questions contained in the annual Student Survey


**Summative Evaluation:** Annual Student Survey (baseline data =91%). District goal 90%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Establish the actions a student should take to report, obtain assistance and intervention in response to bullying	Classroom Teachers, Administrators, Counselor	Office Referrals, Annual Student Survey			
Funding Sources: 199 - General Funds					
2) Implementation of Campus Emergency Plan and emergency drills on monthly basis	Administrators	Feedback Loops, Annual Student Survey			
Funding Sources: 199 - General Funds					
3) Implementation of campus discipline management plan	Administrators, PBS Vertical Team,	Office Referrals, Feedback Loops			
Funding Sources: 199 - General Funds					
4) Establish Crisis Management Team to assist with SAMA training and practice in order to assist with student struggling behaviorally	Administrators, Crisis Management Team	Roster of training, Office Referrals, Annual Student Survey			
Funding Sources: 199 - General Funds					
5) Implement C2, No Place for Hate, Watch Dogs to foster a positive learning environment	Administrators, Counselor, Classroom Teaches	Feedback Loops, Office Referrals, Annual Student Survey			
Funding Sources: 199 - General Funds					
					

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

**Performance Objective 2:** 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.

**Summative Evaluation:** Fitnessgram Test Results

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Administrators, 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, Administrators	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	Administrators	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Regular scheduled Kid Watch Meetings will be held to discuss SPED, struggling students, possible interventions and effective instructional strategies
1	1	2	Using PLC process, teachers will analyze data including DRA and Quintile Levels to determine specific needs to address during guided reading instruction in the classroom, in resource and in SRP
1	1	3	Assess need and establish FLEX time intervention groups for special education, at-risk and Tier 3 students based on assessments
2	1	1	Campus PLC team will participate PLC training and facilitate implementation within their team. Grade level teams will have bi-weekly two hour collaborative planning times to identify Essential Outcomes, create grade level goals, write common assessments, disaggregate data and develop intervention and challenge activities to be utilized during FLEX times
2	1	2	Regular scheduled Kid Watch Meetings will be held to discuss SPED, struggling and economically disadvantaged students, analyze GAP data and brainstorm possible interventions and effective instructional strategies
2	1	3	Small group assistance, home work help, after school tutoring and enrichment will be provided by support staff, classroom teachers and faith based organizations
2	1	5	Ensure SPED and 504 students and teachers have tools necessary to consistently use specific accommodations and that students are indeed using them
2	2	6	Campus-wide focus on Vertical Teams to improve instruction and performance in all academic areas. The following Vertical Teams will be active at BHC: ELA, Math, Science and RTI
3	1	3	Students will incorporate the use of capacity matrices, rubrics, and student data notebooks to develop ownership of learning and tracking of goals set towards learning targets
3	1	4	Teachers will build awareness of growth mindset with students and initiate purposeful conversations and modeling of examples of fostering growth mindset over fixed mindset

# Addendums

**103 BLOCK HOUSE CREEK ELEM**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
**Principal: DEANA CADY**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
44	12.9	4	1	0

Grade	Total	%
EE	9	1.4%
PK	15	2.4%
KG	100	15.7%
01	94	14.8%
02	115	18.1%
03	110	17.3%
04	93	14.6%
05	101	15.9%
<b>Campus Total</b>	<b>637</b>	

Ethnicity		
ASIAN	5	0.8%
BLACK	19	3.0%
HISPANIC/LATINO	165	25.9%
TWO OR MORE RACES (MULTI)	24	3.8%
WHITE	424	66.6%

Gender		
FEMALE	311	48.8%
MALE	326	51.2%

Economically Disadvantaged		
N	508	79.7%
Y	129	20.3%

Gifted and Talented		
N	563	88.4%
Y	74	11.6%

Students with Disabilities		
N	567	89.0%
Y	70	11.0%

English Language Learners		
N	625	98.1%
Y	12	1.9%

At Risk Students		
N	361	56.7%
Y	276	43.3%

Students in Bilingual Program		
N	637	100.0%

Students in ESL program		
N	626	98.3%
Y	11	1.7%

BHC (103)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Student ownership of learning	At Least 92% of students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual Student/Faculty Surveys. (baseline for students 92%, Staff 88% campus average 90%) ( District goal 90%)	Didn't meet goal Student 90% , Staff 87% = campus average 89%	Revisit SLB through reflective process with students and staff
<b>Eliminating the Achievement Gap</b>	Essential learning aligned to TEKS	Increase or maintain % of SPED students who met standard on STAAR in Reading (from 59% to 61%), Science (from 47% to 48%), Math (56% maintain due to increased rigor of new TEKS on 14-15 STAAR test) and Writing (18% to 33%). (District goal 45% for Writing, Math and Science and 61% Reading)	Met goal in 2 areas: Reading 59%, Science 60%, Writing 57%. Utilizing the Bridge Summary approximate passing standard for Math 48%	Continue problematunity focusing on increased rigor in Math instruction through discourse and engagement
	Plan for intervention / challenge	Decrease the gap between EcoDis and non EcoDis students to at least 6% averaged on Math and Reading STAAR as reported in LISD Elementary School Measures report. (baseline Math =9%, Reading= 5% campus average= 7%)( District goal 5% or less within 5 years) (monitor Math closely due to increased rigor of new TEKS for 14-15 STAAR test)	Didn't meet goal: Reading gap 3rd 18%, 4th 11%, 5th 9% = campus average Reading gap 13%. Bridge Summary was used to determine approximate passing standards for Math: Math Gap 3rd 26%, 4th 8%, 5th 7% = campus average Math gap 14% Average Reading & Math gap combined 14%	Continue Kid Watch tracking system to target EcoDis students ensuring reteaching opportunities thru FLEX times
<b>College and Career Readiness</b>	Plan for intervention / challenge	At least an average of 75% of students will be reading at or above grade level as measured by the EOY DRA K-3rd (baseline Kinder 91%, 1st 78%, 2nd 57%, 3rd 69% = 74% average). (District goal 2nd grade 83%) (Monitor Kinder closely due to increase in DRA expected level for 14-15)	Didn't meet goal Kinder 61%, 1st 72%, 2nd 78%, 3rd 75% = campus average 72%	Work closely with Kinder team to monitor reading growth by DRA level
	Plan for intervention / challenge	Increase % of students meeting Advanced Performance Measure on STAAR in all subjects from 20% to 21%. (District goal 7.5%) (monitor Math closely due to increased rigor of new TEKS for 14-15 STAAR test)	Exceeded goal Writing 6%, Science 25%, Reading 33%, Math 26% = campus average 23%	Enhancements to challenge opportunities throughout classrooms improved scores but need to continue to focus on this area

<b>BHC (103)</b>		<b>Reflection on 2014-2015 Campus Goals on a Page</b>		
<b>District Initiatives</b>	<b>Classroom Processes</b>	<b>Campus Goals</b>	<b>Met Goal? Evidence</b>	<b>Next Steps?</b>
<b>Focus on Whole Student</b>	Supportive learning environment	Increase % of students responding "agree" or "strongly agree" on the safe learning environment questions contained in the annual Student Survey from 88% to 90%. (District goal 92%)	Met goal Safety Inside 93%, Safety Outside 88% = campus average 91%	Question wording brought more clarity to students as they answered survey