

Leander Independent School District
Giddens Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



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

Giddens Elementary is an established school with 532 students. We are currently 31% Eco Dis and have approximately 3.4% English Language Learners. In addition, we currently serve 10.7% in our Special Education programs. We made progress in our overall STAAR Eco-Dis/Non-Eco Dis gap in Reading and Writing, reducing Reading gap by 5% and Writing gap by 2%.

Demographics Strengths

Math STAAR

- 4th Grade ELL students score exactly the same as the district avg. (52/52)
- 3rd Grade SpEd students scored within 2% as the district avg. (50/48)
- 4th Grade SpEd students scored within 2% as the district avg. (43/41)
- 4th Grade Eco Dis students scored above the district average by 2% points. (52/54)

Reading STAAR

- 3rd Grade SpEd students scored the same as the district avg. (53/53)
- 4th Grade ELL students scored within 4% as the district avg. (52/48)
- 4th Grade Eco Dis students scored within 2% as the district avg. (62/60)
- 5th Grade ELL students scored within 1% as the district avg. (49/48)

Writing STAAR

- 4th Grade ELL students scored within 5% as the district avg. (52/47)
- 4th Grade SpEd students scored within 4% as the district avg. (45/41)
- 4th Grade EcoDis students scored 1% above district avg. (54/55)

Science STAAR

- 5th Grade ELL students scored within 1% as the district avg. (49/48)

Demographics Needs

Math STAAR

- 3rd Grade ELL students scored 23 points below district avg. (40/63)
- 5th Grade ELL students scored 17 points below district avg. (55/38)
- 5th Grade SpEd students scored 8 points below district avg. (49/41)
- 3rd Grade Eco Dis students scored 8 points below district avg. (57/49)
- 5th Grade Eco Dis students scored 7 points below district avg. (57/50)

Reading STAAR

- SpEd subgroup scored 45% Phase-in Satisfactory standard in Reading
- 3rd Grade ELL students scored 11 points below district avg. (65/54)
- 4th Grade SpEd students scored 8 points below district avg. (53/45)
- 5th Grade SpEd students scored 12 points below district avg. (58/46)
- 3rd Grade EcoDis students scored 7 points below district avg. (59/52)
- 5th Grade EcoDis students scored 8 points below district avg. (68/60)
- Eco Dis subgroup scored 63% Phase-in Satisfactory standard in Reading

Science STAAR

- Eco Dis subgroup scored 38% Phase-in Satisfactory standard on Science STAAR
- 5th Grade SpEd students scored 12 points below district avg. (55/43)
- 5th Grade EcoDis students scored 10 points below district avg. (62/52)
- Hispanic subgroup scored 62% Phase-in Satisfactory standard on Science STAAR
- White subgroup scored 65% Phase-in Satisfactory standard on Science STAAR

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. In Science, students are utilizing Science journals on a regular basis, and 4th and 5th grade teachers participated in Science kit training prior to each 9 week kit deployment. We increased our Science STAAR score to 63% met standard in 2015 from 42% met standard in 2014. Our 4th grade teachers did a writing presentation to the staff which gave insight to early grade levels on teaching strategies for writing. We increased our Writing STAAR score to 69% in 2015 from 67% in 2014. 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.

Student Achievement Strengths

- 4th Grade scored within 3% of the district avg. for Math STAAR (64/61)
- 4th Grade scored within 3% of the district avg. for Writing STAAR (63/60)
- 80% of our "All Students" met Phase-in satisfactory standard or above for Reading STAAR
- 85% of our 5th Grade students met the satisfactory score for Reading STAAR in the March administration
- PreK students scored above district averages on Test 4 (96% avg. score vs. 89% and 97% met satisfactory vs. 69%)
- Kinder students scored within 1% points as the district avg in both Test 4 of Reading and Math (Rdg: 90/90 and Math: 91/92)

Student Achievement Needs

- 5th grade scored below district average by at least 8% in STAAR Reading, Math, and Science (Reading 78/70, Math 69/61, Science 73/64)
- 3rd grade Reading STAAR is 9% lower than the district avg. (72/63)
- Bridges math curriculum is much more rigorous than previously taught
- Students struggle with increased rigor and are beginning to use cooperative learning structures in order to increase collaboration.

School Culture and Climate

School Culture and Climate Summary

Giddens Elementary has begun using components of The Leader in Me and more teams are interested in implementing in their grade level. We have implemented a school wide positive behavior system that includes all teachers and students using Golden Tickets to recognize the Ethical Principles and 7 Habits from The Leader in Me. We have been monitoring the number of office referrals and have decrease from 94 from the 2012-2013 school year to 80 in the 2014-2015 school year.

School Culture and Climate Strengths

- Implemented school wide positive behavior system to include "golden tickets"
- C2 club participation increased and specific activities were done to increase awareness of differences and tolerance of those differences.
- Created a school wide discipline committee to gather input from all stakeholders
- Some teachers implemented components of The Leader in Me
- 91.17% of teachers either "agree" or "strongly agree" that their students seek opportunities to be actively engaged in their learning.

School Culture and Climate Needs

- Students and families often have an unclear understanding of what Bullying is based upon the district definition explained in the district handbook.
- Teachers choose a variety of behavior systems to maintain classroom behavior so there may be inconsistency from grade to grade.
- 79.41% of teachers either "agree" or "strongly agree" that their students seek opportunities to collaborate with other students to enhance their learning.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Giddens has increase the use of Kagan Structures, Rigor, and Learning Targets as the focus for our Campus Problem of Practice. We continue to grow our knowledge of professional learning communities and streamline our practices to plan effective lessons which include Learning Targets, Rigor, and Kagan Structures. We need to improve our efforts of using student data notebooks and consider using a rigor rubric for purposeful use of these components. We increase our percentage of students who stated they get help when they need it in class to 88% either "agree" or "strongly agree" in the student survey.

Curriculum, Instruction, and Assessment Strengths

- Increased the use of Kagan Structures to increase student ownership and supportive learning environment
- Use of common assessments has increased due to PLC planning time
- Increased planning for Learning Targets
- Created Blendspace together to provide a resource for Kagan, Learning Targets, and Rigor

Curriculum, Instruction, and Assessment Needs

- Time to plan for rigorous instruction has increased
- Learning Walks improved towards the end of the year as we changed our focus to look for Learning Targets and Rigor
- Some teachers felt their students would struggle to verbalize their understanding of Learning Targets and Rigor
- Teachers need to work with students to improve use of Data notebooks.

Family and Community Involvement

Family and Community Involvement Summary

Giddens has lots of opportunities for parents and families to get involved with the campus. I feel that we need to improve our communication efforts of these activities to increase participation. We also need to indicate that some of our events are actually community service projects such as Juvenile Diabetes and American Heart Association. We would also like to increase our participation in PTA meetings, where our PTA events actually have a large participation rate.

Family and Community Involvement Strengths

- We provided three content area events at night to increase school-home connection (Literacy, Math, STEM)
- 88% of parents indicated "Strongly Agree" or "Agree" on the parent survey that our campus provides an environment that is inviting for parents and families.
- 92% of parents indicated "Strongly Agree" or "Agree" on the parent survey that our campus encourages parent/community involvement.

Family and Community Involvement Needs

- 70% of parents indicated "Strongly Agree" or "Agree" on the parent survey that our campus provides opportunities to enrich my knowledge as a parent to best assist my student with their academic and social-emotional needs.
- 64% of parents indicated "Strongly Agree" or "Agree" on the parent survey that our campus provides opportunities for students to participate in community service projects.

Technology

Technology Summary

Teachers participated in Educate Ignite training and were provided iPads to increase their knowledge of different apps and technology use in the classroom. We also utilized Blendspace as part of our portfolio process to collaborate on Kagan Structures, Learning Targets, and Rigor. We need to continue our learning and use of technology to increase student use in the classroom. Teachers indicate that they need additional training to utilize the varied equipment in their classrooms more effectively.

Technology Strengths

- Students have increased access to technology
- Increased communication through teacher websites and social media (Twitter, Facebook)
- Training provided is top quality
- 78% of teachers either "Strongly Agree" or "Agree" on teacher survey that their work group uses the latest technology to communicate and interact.
- 78% of teachers either "Strongly Agree" or "Agree" on teacher survey that the information available from our computer systems is reliable.
- 80% of teachers either "Strongly Agree" or "Agree" on teacher survey that our computer information systems present information in an understandable way.
- 84% of teachers either "Strongly Agree" or "Agree" on teacher survey that information systems are in place and accessible for me to get my job done.

Technology Needs

- Additional tech training needed
- Additional tools needed
- Transition to student use vs. teacher usage
- 68% of teachers either "Strongly Agree" or "Agree" on teacher survey that our computer systems enable me to easily and quickly find the information needed.

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
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math 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
- Economically Disadvantaged / Non-economically disadvantaged 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

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data


- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Other additional data

Goals

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

Performance Objective 1: 90% of students will meet a reading goal to show at least a year's growth as determined using Beginning Of Year and End Of Year DRA assessments.


Summative Evaluation: Data documented in AWARE and on teacher's data tracker

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will set goals for Reading levels based upon their BOY DRA assessment to show at least a year's growth		Grade level teachers	Data Trackers			
2) Students will participate in small group reading instruction with a balanced approach to literacy to address students at individual reading levels.		Grade level teachers, Instructional Coach	Data trackers, walk through evidence of small group instruction			
3) Three teachers will attend Region 13: Library/Literacy Summit	6	Principal, Assistant Principal, Instructional Coach	Professional development learned will be shared with additional staff members during faculty meetings, Professional Learning communities, and extended planning times.			
Funding Sources: 211 - Title I - \$510.00						
4) Intervention Specialist to provide targeted intervention for students most at risk of not passing the state assessments.		Title I Interventionist	Students meeting standard on state assessments			
Funding Sources: 211 - Title I - \$54096.00						
						

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

Performance Objective 2: Increase Special Education students phase-in satisfactory standard in STAAR Reading to more than 70%. Currently at 45%.


Summative Evaluation: STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will identify students in each subgroup and monitor progress of each through the use of classroom data trackers.		Principal, Assistant Principal, Instructional Coach, classroom teachers	Multiple checks throughout the year to analyze data and discuss strategies for meeting the needs of all students.			
2) Utilize a push-in model for Special Education services where student's needs are met in the general education setting with support from Special Education department. This will be available based on student needs for core curriculum.		Principal, Assistant Principal, General Education teachers, and Special Education teachers	Planning notes and assessment data			
3) Attend Power of Inclusion training at Region 13 targeting special education and struggling students.	3	Co-teaching partners: general education/Special Education, Principal, Assistant Principal, Instructional Coach	Evidence of collaboration tools and strategies documented in planning and JagTimes			
Funding Sources: 211 - Title I - \$680.00, 224 - IDEA Special Education Funds - \$800.00						
						

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

Performance Objective 3: Increase Hispanic students phase-in satisfactory standard in STAAR Science to more than 70%. Currently at 62%.


Summative Evaluation: STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Attend Science Module trainings prior to each nine weeks		3rd grade teachers, Principal, Assistant Principal, Instructional Coach	Improvement on Science benchmark scores as well as perceptual data of teacher's understanding of Science content.			
2) Use of Data Trackers to analyze subgroup data		All teachers, Principal, Assistant Principal, Instructional Coach	Utilizing information from data trackers to plan strategically for interventions			
3) Implement Science Data notebooks for data collection, drawings, vocabulary, and written expression		Grade level teachers	Data notebooks			
						

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

Performance Objective 4: Increase White Subgroup Phase-in satisfactory standard in STAAR Science to more than 70%. Currently at 65%


Summative Evaluation: STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implement Science Data notebooks for data collection, drawings, vocabulary, and written expression		Grade level teachers	Data notebooks			
2) Teachers will participate in Science module training prior to each nine weeks.		3rd grade teachers and additional grade level teachers who have not received each science module training, Principal, Assistant Principal, Instructional Coach	Science Module assessments and perceptual data from teachers about understanding of science content			
3) Use of Data Trackers to analyze subgroup data		All teachers, Principal, Assistant Principal, Instructional Coach	Utilizing information from data trackers to plan strategically for interventions			
						

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

Performance Objective 1: Decrease the gap between "Economically Disadvantaged" subgroup and "All Students" in STAAR Reading Phase-in satisfactory standard from 17% to 10%. Currently Economically Disadvantaged is at 63% and All Students is at 80%


Summative Evaluation: STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will utilize Kagan Cooperative Learning strategies to increase student discourse regardless of economic status. We will send 4 teachers to the Kagan Training to increase their skill set.	6	Principal, Assistant Principal, Instructional Coach, all teachers	Evidence of usage in planning documents and discussions during faculty meetings, PLCs (Jag Times), and Extended planning			
				Funding Sources: 211 - Title I - \$1096.00		
2) Teachers will create common assessments to analyze progress towards all students mastering essential outcomes. (K-1 in Reading, 2-5 in Math)		Principal, Assistant Principal, Instructional Coach, teachers	Evidence documented in JagTime agendas and notebooks of movement through the PLC common assessment cycle.			
				Funding Sources: 80-199 State Compensatory Education - \$2310.00		
3) Teachers will participate in viewing/discussing Dufour training videos for effective Professional Learning Communities throughout the year in faculty meetings, early release professional development.		Principal, Assistant Principal, Instructional Coach	Evidence of usage in planning documents and discussions during JagTimes and professional development opportunities.			
				Funding Sources: 80-199 State Compensatory Education - \$2310.00		
						

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

Performance Objective 2: Decrease the gap between Economically Disadvantaged subgroup and All Students in STAAR Science Phase-in satisfactory standard from 27% to 10%. Currently Economically Disadvantaged is at 38% and All Students is at 65%

Summative Evaluation: STAAR results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will participate in viewing/discussing Dufour training videos for effective Professional Learning Communities throughout the year in faculty meetings, early release professional development.		Principal, Assistant Principal, Instructional Coach	Evidence of usage in planning documents and discussions during JagTimes and professional development opportunities.			
Funding Sources: 80-199 State Compensatory Education - \$0.00						
2) Implement Science Data notebooks for data collection, drawings, vocabulary, and written expression		Grade level teachers	Data notebooks			
3) Teachers will participate in Science module training prior to each nine weeks.		3rd grade teachers and additional grade level teachers who have not received each science module training, Principal, Assistant Principal, Instructional Coach	Science Module assessments and perceptual data from teachers about understanding of Science content.			
						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Increase the percentage of students who assess their progress on achieving learning targets from 77.41% who "Agree" or "Strongly Agree" on the Employee Survey to 85%.


Summative Evaluation: Employee survey results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) 5 teachers will attend The Leader in Me Symposium to assist in implementing strategies to increase the habits of highly effective people.	6	Principal, Assistant Principal, Instructional Coach	Discussions with students through small group and whole group lessons, behaviors acknowledged through golden tickets.			
				Funding Sources: 211 - Title I - \$2345.00		
2) Teachers will create look-fors to use during team learning walks to identify behaviors that indicate student discourse towards learning targets.		Principal, Assistant Principal, Instructional Coach, teachers	We will examine data from learning walks as placed on a continuum from less rigorous to more rigorous using the created look-fors.			
				Funding Sources: 211 - Title I - \$885.00		
3) 3 leadership team members will attend SXSWEDU (South by Southwest for Educators) to learn innovative strategies for instruction, assessment, cognitive process, implementation, learning spaces and more.	3	Principal, Assistant Principal, Instructional Coach	Strategies learned will be shared with others during Leadership team meetings, faculty meetings, and team meetings and then used to help determine "Look fors" for campus learning walks			
				Funding Sources: 211 - Title I - \$885.00		

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: Utilizing campus look-for's, at least 50% of classroom visits will observe students engaging in discourse with each other in one or more settings- pairs, groups, whole class- focused on ideas, thinking, reasoning, and using strategies aligned to the learning target by June 2015.

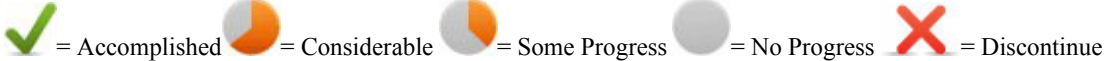
Summative Evaluation: Walk through data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will utilize Kagan Cooperative Learning strategies to increase student discourse regardless of ability levels. We will send 4 teachers to the Kagan Training to increase their skill set.	6	Principal, Assistant Principal, Instructional Coach, all teachers	Evidence of usage in planning documents and discussions during faculty meetings, Jag Times, and Extended Planning times.			
Funding Sources: 211 - Title I						
2) 5 teachers will attend Texas Computer Education Association (TCEA) conference to increase student collaboration through technology allowing all students equal access and opportunity.	3	Principal, Assistant Principal, classroom teachers	We will continue team walk throughs to collect data and place on continuums that measure rigor, cooperative learning, and Learning targets in all classrooms ensuring all students are engaged in learning.			
Funding Sources: 211 - Title I - \$1810.00						
3) 3 leadership team members will attend South by Southwest for Educators (SXSWEDU) to learn innovative strategies for instruction, assessment, cognitive process, implementation, learning spaces and more.	3	Principal, Assistant Principal, Instructional Coach	Strategies learned will be shared with others during Leadership team meetings, faculty meetings, and team meetings and then used to help determine "Look fors" for campus learning walks			
Funding Sources: 211 - Title I						
						

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


Performance Objective 1: Become a No Place for Hate campus with 3 specific campus wide activities

Summative Evaluation: Obtain No Place For Hate designation by the deadline, April 15.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All students will participate in bullying awareness training including how to report and what to do for the bully and the bullied.		Counselor, Assistant Principal, and Librarian	Student involvement and signatures			
2) Utilize a collaborative group of students in C2 (Coalition of Clubs/Kindness) to create activities that will be utilized for No Place for Hate		C2 teachers, Assistant Principal	The group will gather monthly to discuss, vote, and participate in activities to meet the requirements to remain a No Place for Hate campus.			
3) Utilize 7 Habits of highly effective people to increase positive behavior on campus		Assistant Principal, counselor, classroom teachers	Perceptual data collected on student, teacher, and parent surveys.			
4) We will create campus Literacy Night, Math Night, and Science Night to increase family participation of classroom teaching strategies and learning.	7	Principal, Assistant Principal, Instructional Coach, teachers	Parent participation and feedback through surveys.			
Funding Sources: 211 - Title I - \$1016.00						
						

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.

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		Principal	Campus Class Schedule			
	Funding Sources: 199 - General Funds					
						

Title I

Targeted Assistance Program Plan

One of the biggest challenges we have at Giddens is addressing the needs of different subgroups. While teachers use "data trackers" to track student data, we need to look closer at the students to see which subgroups they belong to. Some students belong to more than one subgroup and/or have received similar interventions for extended periods of time. Tracking progress and examining effectiveness of interventions and instruction is important in improving student success. We have been utilizing the Dufour PLC model for many years, but the examination of data and next steps of what to do with the data are areas of improvement needed. All stakeholders are involved in this problem solving journey.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Giddens teachers provide quality research based instruction to meet the needs of all students. Some of these resources include:

- The Fundamental Five
- Learning by Doing
- LISD curriculum documents and specific resources specified in these documents such as Lucy Caulkins writing, etc.
- Science module training
- Kagan training
- Dufour PLC training

2: Incorporate Title Planning into Existing School Planning

Our Title One professional works closely with grade level teams to discuss planning, instruction, assessment, and data to monitor progress of our students. Using the Dufours Professional Learning Communities model, we choose essential outcomes, create common assessments with the end in mind, teach the curriculum, and then administer the common assessments. The data from common assessments is analyzed and then decisions are made regarding next steps in reteach and extension as needed by student.

3: Use of Effective Methods and Instructional Strategies

We utilize the LISD curriculum documents and research based instructional strategies to improve core instruction in our classrooms. When teachers attend professional development outside the school, they are required to share that learning upon return with additional educators. We continue to learn from each other through our Professional Learning Communities.

4: Coordinate with and Support Regular Educational Program

Our Title 1 support is facilitated by our Intervention Specialist who collaborates with regular education teachers in Math and Reading on a regular basis. This is done weekly during team planning meetings, each nine weeks through extended planning opportunities, and monthly through RTI meetings. Title 1 students are discussed and goals are set in these meetings. Goals and strategies are progress monitored on a weekly basis in effort to analyze effectiveness.

5: Instruction by Highly Qualified Teachers

Leander's Human Resources department oversees the verification of teacher certification. As a campus principal, when hiring, I examine applications to look for areas of expertise that match the needs on our campus. I also utilize the campus attestation letter to verify that all my staff are highly qualified.

6: Professional Development

Our goal at Giddens Elementary is to provide the professional development needed to ensure teachers have the knowledge and resources available to teach research based best strategies to their students. We focus on student(s)-student(s), student(s)-teacher discourse while providing appropriate rigorous instruction. We are focusing on Learning Targets, Rigor, and Kagan Structures to improve core instruction.

7: Strategies to Increase Parental Involvement

We review parent survey results and use the information to set new goals for the next year. We communicate with our parents in a language and format that is understandable and invite families to participate in multiple events throughout the school year. We encourage a two way communication with our parents in order to do what is best for each child. We conduct parent-teacher conferences in the fall and student-parent conferences in the Spring. We encourage parent participation in our Title 1 events and Family nights scheduled throughout the year.

8: Coordination with Other Programs

Campus Administration works to coordinate and integrate federal, state and local services by working with all of our district departments to ensure that programs and processes are followed, in order to ensure optimal benefits for students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sherrin Gorman	Intervention Specialist	Title I	1

Addendums

106 GIDDENS ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: SALLY HILL

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
44	10.6	4	1	4

Grade	Total	%
EE	15	2.7%
PK	56	10.2%
KG	77	14.0%
01	80	14.5%
02	89	16.2%
03	82	14.9%
04	77	14.0%
05	75	13.6%
Campus Total	551	

Economically Disadvantaged		
N	347	63.0%
Y	204	37.0%

Students with Disabilities		
N	472	85.7%
Y	79	14.3%

At Risk Students		
N	309	56.1%
Y	242	43.9%

Ethnicity		
ASIAN	16	2.9%
BLACK	30	5.4%
HISPANIC/LATINO	185	33.6%
AMERICAN INDIAN	1	0.2%
TWO OR MORE RACES (MULTI)	29	5.3%
HAWAIIAN OR PACIFIC ISLANDER	1	0.2%
WHITE	289	52.5%

Gender		
FEMALE	267	48.5%
MALE	284	51.5%

Gifted and Talented		
N	463	84.0%
Y	88	16.0%

English Language Learners		
N	533	96.7%
Y	18	3.3%

Students in Bilingual Program		
N	551	100.0%

Students in ESL program		
N	533	96.7%
Y	18	3.3%

GID (106)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Supportive learning environment	Increase the % of "Strongly Agree" plus "Agree" responses on the student survey of "I get the help I need when I'm struggling to learn in class" from 84.8% to 90%	No, however we made progress. Currently at 88.8% as reported in the student survey	Provide professional development that helps teachers learn strategies of how to teach students to ask for help.
	Student ownership of learning	Increase the % of "Strongly Agree" plus "Agree" responses on the student survey of "I feel challenged to learn as much as I can in class" from 81.7% to 90%	No, we actually declined to 79.0 as reported on the student survey.	Provide professional development that helps teachers learn strategies of increasing challenge possibly through providing more choice in classwork to increase student ownership.
Eliminating the Achievement Gap	Plan for intervention / challenge	Decrease the achievement gap between Eco Dis and non-Eco Dis to 15% in STAAR Reading and Writing (All grades combined, Mod and Alt Versions Excluded) Currently 25.1% in Reading and 24.2% in Writing	No, but made progress in Reading to 20.4% and 22.9% in Writing	Refocus the use of data trackers to analyze subgroup populations for progress.
	Data analysis and goal setting	Increase the % phase-in satisfactory standard in Science to at least 55% in the "Hispanic," and "White" subgroups. Currently 30% for Hispanic and 51% for White subgroups.	Yes, 62% for Hispanic and 65% for White subgroups as reported on Index 1 of State Accountability Dashboard	Refocus the use of data trackers to analyze subgroup populations for progress.
	Plan for intervention / challenge	Increase the % phase-in satisfactory standard for Math in the Special Ed subgroup from 50% to at least 55%	Data not available from the state.	Continue to monitor progress through classroom data trackers
College and Career Readiness	Essential learning aligned to TEKS	90% of students will meet an individualized Reading goal set with teachers to indicate at least a year's growth from BOY DRA to EOY DRA as documented on teacher's data tracker	No, currently at 79.8% as reported by teachers from their data trackers	Teachers will continue to monitor progress and set goals with students.
	Data analysis and goal setting	Increase the % of "All Students" Phase-in satisfactory standard on Science STAAR from 43% to at least 55%	Yes, 65% as reported on Index 1 of the State Accountability Dashboard.	Teachers will continue to receive Science Kit training to increase knowledge for teaching science.

GID (106)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Focus on Whole Student	Supportive learning environment	Maintain the components of the School Wide Positive Behavior System not to exceed 74 office referrals as put into iTCCS for the 2013-2014 school year.	No, currently 80 office referrals put into iTCCS for the 2014-2015 school year	Implement components of the Leader in Me program school wide to increase positive behavioral support