

Leander Independent School District
Grandview Hills 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

Grandview Hills Elementary is home to nearly 480 students. A total of 23 classrooms - 3 in Kindergarten and 4 each in grades 1st-5th, the campus houses 6% African American, 6% Asian, 23% Hispanic and 58% White students. With a mobility rate of 13%, 18% of our students are economically disadvantaged, 4% of our students receive LEP services, 7% of our students receive special education services, and 17% of our students receive gifted and talented services through our Quest program. The campus is diverse and works hard to meet the individual needs of all students, with an increased awareness of achievement gaps between economically disadvantaged and non-economically disadvantaged students and LEP and Non-LEP students.

We continue to see an increase in the number of Eco. Disc. students performing at the Advanced Level on STAAR, in addition to the number of Hispanic students meeting or exceeding progress on STAAR. In some cases, our Eco. Disc. students are out performing our Non-Eco. Disc. students. While our Eco. Disc. students are meeting and/or exceeding progress, we only had 71% of students meeting satisfactory performance on all STAAR assessments. We will maintain a focus on identifying our special populations, in addition to instructional strategies for meeting the needs of all students.

Demographics Strengths

- Either maintained or increased number of special needs students showing satisfactory performance on all subjects of the STAAR assessments.
- Economically disadvantaged students outperformed non-economically disadvantaged students at the Advanced level on Science STAAR.
- 23% of economically disadvantaged students performing at Advanced Level on Science STAAR.
- 72% of Hispanic students meeting or exceeding progress on all STAAR assessments.
- Overall increase in % of economically disadvantaged students performing at the Advanced Level on STAAR.

Demographics Needs

- 71% of all economically disadvantaged students meeting satisfactory performance standard on all subject of the STAAR assessments.
- 29% increase in gap between economically disadvantaged and non-economically disadvantaged. students meeting standard on the Writing STAAR.
- Increase in gap between LEP and Non-LEP students on Reading, Writing and Science STAAR assessments.

- Increased awareness of who our economically disadvantaged and LEP students are, with identification of instructional strategies to meet the various needs of students.
- 10% gap between economically disadvantaged and All Students on Reading STAAR.
- Identifying instructional strategies for Tier 2 intervention to meet the needs of all students.
- Overall decrease in % of Hispanic students performing at the Advanced Level on STAAR.

Student Achievement

Student Achievement Summary

Grandview Hills Elementary utilizes the district essential units of study and IB units of inquiry when planning for student learning. Inquiry based learning and teaching continues to be a strength, with an increase in the overall number of students performing at the Advanced level on the recent STAAR tests. The campus closely monitors each child's instructional needs, and makes adjustments when needed. In 2014-2015, our students were introduced to new math TEKS and this brought a focus in math rigor and problem solving skills with the implementation of Bridges as a curriculum resource. Each collaborative grade level team plans weekly with the campus instructional coach and bi-weekly with the IB Coordinator to determine targets for learning and utilize assessments to drive instruction.

For the upcoming school year, we will have an increased focus on early intervention in reading, with an attempt to increase the number of students at or above grade level according to DRA by EOY 2nd grade. We will also work on developing a writing plan across grade levels to increase student performance on Writing STAAR, while maintaining focus on closing achievement gaps.

Student Achievement Strengths

- Met 100% of System Safeguards for State Accountability.
- Overall % of students performing at the Advanced level on STAAR increased by 7% for all students and 6% for economically disadvantaged students. (CCR)
- Ongoing grade level data discussions.

Reading

- 84% of students meeting satisfactory standard on Reading STAAR.
- 37% of students performed at the Advanced level on Reading STAAR, an increase over the previous school year. (CCR)
- Decrease in gap between economically disadvantaged and non-economically disadvantaged students by 5% on Reading STAAR.
- Increased analysis of TPRI data and use of intervention strategies.

Writing

- 5% increase in the number of students performing at the Advanced level on Writing STAAR. (CCR)
- Increase in the number of special needs students meeting satisfactory standard on Writing STAAR.
- 84% of students scoring a 4 or greater on the Narrative Composition for Writing STAAR.

Math

- 3rd-5th grade students performed at or above district raw score average for Math STAAR.

Science

- 82% of students meeting satisfactory standard on Science STAAR.
- 6% increase in number of students performing at the Advanced level on Science STAAR. (CCR)
- 18% increase in number of special needs students meeting the satisfactory standard on Science STAAR.

Student Achievement Needs

Reading

- Decrease in number of students at or above grade level by EOY 2nd grade by 12%.
- Slight decrease in the number of special needs students meeting satisfactory standard on Reading STAAR.

Writing

- 77% of students meeting satisfactory standard on Writing STAAR.
- 76% of students scoring a 4 or greater on the Expository Composition for Writing STAAR.

Math

- 4% increase in gap between economically disadvantaged and non-economically disadvantaged students on district benchmark assessment.

Science

- 8% increase in gap between economically disadvantaged and non-economically disadvantaged students on Science STAAR.

School Culture and Climate

School Culture and Climate Summary

Grandview Hills is an IB neighborhood campus that supports each child as they strive to learn and grow. Throughout the year, there are many opportunities provided to foster international mindedness as well as promote positive school culture such as One Day Without Shoes, college days, assemblies, and field trips. The campus celebrates students who demonstrate IB Attitudes while using the same IB Attitudes and Learner Profile to redirect negative behaviors. Grandview Hills Elementary students can chose to participate in a student-led club to create a culture of kindness and caring, and our 5th grade students worked to achieve a "No Place for Hate" designation.

Our desire is for all students to feel safe inside and outside of the classroom. With an increased focus in bully prevention and IB attitudes, we will continue work on student safety and student awareness around safety. Also, working with students on strategies to manage behavior, therefore decreasing student infractions. While creating a greater awareness with the parent community around the importance of student attendance through regular email communications, phone calls and reminders on the campus website.

School Culture and Climate Strengths

- 96% Students feel safe in their classroom.
- No Place for Hate designation
- Buddy Bench
- Bully Box
- 76.6% male students with a healthy BMI
- 83.1% female students with a healthy BMI
- 98% of staff agree or strongly agree effort is made to get opinions of people throughout the organization.
- 93% of staff agree or strongly agree that students find value/meaning in their learning.

School Culture and Climate Needs

- 86% Students feel safe outside of their classroom.
- 2.3% Students had 5+ infractions
- 96.5% Attendance

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year, Grandview Hills 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 providing an environment that encouraged children to use, apply, and conceptualize mathematical concepts.

We utilized Continuous Improvement tools and strategies while focusing on the importance of inquiry based teaching and learning (rigor), to promote student ownership, in addition to teacher participation in learning walks and extended planning. We need to have a more targeted focus on student self reflection and tracking of goals, with a continued focus on modeling and use of Continuous Improvement tools in the classroom.

Curriculum, Instruction, and Assessment Strengths

- Off-campus visits to alternative IB campus
- Campus-wide Continuous Improvement training
- Soliciting student feedback through use of Continuous Improvement tools
- Southside math collaborative meetings
- Extended planning focused on IB Units of Inquiry, TEKS and 7 SLBs
- Teacher participation in learning walks using the district continuum

Curriculum, Instruction, and Assessment Needs

- More targeted focus on student self assessment/reflection and tracking of goals
- Need work on our electronic walkthrough form
- Continued focus on modeling and use of CI tools in the classroom

Family and Community Involvement

Family and Community Involvement Summary

Grandview Hills Elementary has an amazing partnership between students, families, and staff. GHE has a very active PTA that works in collaboration to bring enrichment and experiences that support our students in their learning and growth with academics and IB. Volunteers provide support to the students and classrooms by reading to students and supporting learning. Each classroom teacher communicates on a weekly basis via newsletter or e-mail, including bi-weekly updates from the campus with reminders, upcoming events and information regarding academics and the IB program. In addition, the campus utilizes the campus website to communicate events and campus news.

Family and Community Involvement Strengths

- Very involved PTA and community volunteers.
- Watch DOGS program.
- Work closely with Literacy Partners from local faith based organizations.
- Evening events for parent and community involvement. (i.e. - Fall Fest, Spring Fling, Health/Fitness Night)
- 92% of families feel we provide a safe and supportive learning environment.
- 80% of families feel the campus is informative and welcomes participation in parent/teacher groups.
- 83% of families feel the campus provides an environment that is inviting.

Family and Community Involvement Needs

- Only 60 respondents participated in the parent survey.
- Parents commented they would like more evening and after school opportunities for students.
- 77% of families feel the campus provides adequate and timely communications.
- 68% of families feel the campus provides opportunities for students to participate in community service projects.

Technology

Technology Summary

All instructional staff participated in Educate Ignite training during 2014-2015, and all students learned about digital citizenship. All instructional staff utilize a classroom website that is updated to communicate with families. Many teachers utilize various Google apps to create learning opportunities for their students and professional collaboration opportunities with other staff. In the spring of 2015, the campus began rolling out devices to grades 2nd-5th grade. Moving into 2015-2016, with the new devices, professional development will support teachers with ways to integrate technology into lessons.

Technology Strengths

- Technology Tid Bits in faculty meetings.
- 95% of staff agrees that their work group uses the latest technology to communicate and interact.
- 95% of staff agrees that information available from our computer system is reliable.
- K-4 Teachers combine technology and physical activity with Go Noodle. Go Noodle is utilized in the classroom to enhance student alertness and involvement in academics through whole brain activities.
- House Bill 5 denotes a recognized status for digital learning.

Technology Needs

- 90% of staff agrees that the computer systems enable me to easily and quickly find the information I need.
- Working towards Exemplary status on House Bill 5.
- Continue training for educator preparation for use of technology in the classroom.

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

- Texas Academic Performance Report (TAPR) 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
- Accountability Distinction Designations
- 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
- 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
- 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
- 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
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- 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

- 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
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

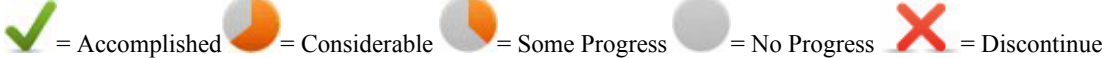
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices
- Action research results
- Other additional data

Goals

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

Performance Objective 1: Increase % of students meeting advanced performance measures on STAAR in the areas of science and math by at least 5%.
(Baseline data - 2014: 5th Science 13%, 3rd-5th Math - 21%, 2015: 5th Science - 19%, 3rd - 5th Math - 24%)


Summative Evaluation: STAAR Advanced Performance Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will engage throughout the year in studying the TEKS during extended planning, regular planning and data talks. Teachers will work with instructional team to ensure planning is standards based, in order to match the depth and complexity of the TEKS and identify areas for intervention and challenge.	Administrators, Instructional Coach, IB Coordinator, Teachers	Learning Walks, Advanced Performance on STAAR, Growth Progress Measure on STAAR			
Funding Sources: 199 - General Funds					
2) Teachers will work with the district science kits as a means to ensure all necessary TEKS are being covered at each grade level. Teachers will work with the campus IC and IB Coordinator to ensure integration with IB planners.	Instructional Coach, IB Coordinator, Teachers, Science Teacher Leader	IB Planners, Student Grades, Student Performance on Benchmark Assessments			
Funding Sources: 199 - General Funds					
3) Students solve real-world problems through the use of technology.	Instructional Coach, Administrators, Tech Teacher Leader, Teachers	Learning Walks, Classroom Observations			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 2: Decrease number of students not performing at or above expected reading level, as determined by EOY DRA results, to less than 10% for grades K-2nd. (Baseline data: 2014 - 12%, 2015 - 18%)


Summative Evaluation: EOY DRA

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All K-5 teachers will incorporate guided reading groups daily to meet the reading needs of all students.	Teachers, SRP Teacher	Learning Walks, Classroom Observations, DRA Results			
	Funding Sources: 199 - General Funds				
2) Teachers will meet with SRP/instructional team to track DRA/TPRI data and student growth/progress.	Administrators, Instructional Coach, Teachers, SRP Teacher	Data Tracking, DRA Results, TPRI Results			
	Funding Sources: 199 - General Funds				
3) The Reading Improvement Committee, comprised of a classroom teacher from each grade level, along with the campus SRP, will work together to identify needs and strategies in the areas of phonics, fluency, comprehension and spelling.	SRP Teacher, Teachers	DRA Results, TPRI Results, Student Work Samples			
	Funding Sources: 199 - General Funds				
4) Use of SRP, Literacy Partners, Parent Volunteers and morning Reading Lab to assist with students identified as struggling in reading.	SRP Teacher, Administrators, Teachers	DRA Results, TPRI Results			
	Funding Sources: 199 - General Funds				
5) Instructional staff in grades K-2 will utilize a half day with the SRP teachers and instructional coach to examine TPRI data and DRA data to make instructional adjustments.	SRP Teacher, Instructional Coach, Teachers	Data Tracking, DRA Results, TPRI Results			
	Funding Sources: 199 - General Funds				
					

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

Performance Objective 3: Increase number of students meeting or exceeding progress on STAAR reading assessments by at least 5%. (Baseline data: 2014 - 71%, 2015 - 67%)


Summative Evaluation: STAAR - Index 2 Student Progress

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will engage throughout the year in studying the TEKS during extended planning, regular planning and data talks. Teachers will work with instructional team to ensure planning is standards based, in order to match the depth and complexity of the TEKS and identify areas for intervention and challenge.	Administrators, Instructional Coach, IB Coordinator, Teachers	Learning Walks, Advanced Performance on STAAR, Growth Progress Measure on STAAR			
Funding Sources: 199 - General Funds					
2) Additional focus on use of student to student discourse in daily instructional practices, in order to increase level of rigor in the classroom.	Administrators, Instructional Coach, Teachers	Learning Walks, Instructional Continuum, Advanced Performance on STAAR, Growth Progress Measure on STAAR			
Funding Sources: 199 - General Funds					
3) Provide opportunities for teachers to collaborate with each other in using technology as a tool for high level student learning.	Instructional Coach, Tech Teacher Leader, Teachers	Tech Tidbits during Faculty Meetings, Learning Walks, Feedback Loops			
Funding Sources: 199 - General Funds					
4) Teachers will collaborate with campus instructional team to look at historical data and track student progress, in order to identify students in need of Tier 2 or Tier 3 interventions.	Administrators, Instructional Coach, Teachers	Growth Progress Measure on STAAR, Student Tracking Charts, Documentation from Tier 2 and Tier 3 Meetings			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 1: Decrease the gap between economically disadvantaged students and non-economically disadvantaged students, as measured by satisfactory standard, on Reading STAAR assessment to less than 10%. (Baseline data: 2014 - 16%, 2015 - 14%)


Summative Evaluation: STAAR Performance Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will participate in data talks/assessment item analysis with campus instructional team, in order to analyze state and local assessments, to assist with identifying areas of weakness. Teachers will then work with campus/district instructional coach/specialists to address any necessary instructional gaps specific to reading.	Administrators, Instructional Coach, IB Coordinator, Librarian, Teachers, SRP Teacher	Student Grades, District Benchmarks, Data Tracking Charts, TPRI Data, DRA Results			
Funding Sources: 199 - General Funds					
2) Teachers will consistently review data in order to guide instructional strategies/differentiation within the classroom, focusing on meeting the needs of all students. (i.e. use of guided reading groups, phonics lessons, etc.)	Administrators, Instructional Coach, Teachers, SRP Teacher	RtI Meetings/Feedback, Student Grades, District Benchmarks, Data Tracking, Student Work Samples			
Funding Sources: 199 - General Funds					
3) Teachers will track progress for all students, including a targeted focus on specific demographic groups and students considered at risk.	Instructional Coach, Administrators, Teachers	Data Tracking Charts, Student Grades, Student Performance on Benchmark Assessments and STAAR			
Funding Sources: 199 - General Funds					
4) Teachers voluntarily participating in book study for The Book Whisperer by: Donalyn Miller, to encourage growth in reading for every child.	SRP Teacher, Teachers	Reflective Feedback Loops			
Funding Sources: 199 - General Funds - \$360.00					
5) Use of campus reading experts (SRP, Dyslexia, ESL) to help identify reading strategies to assist all students with intervention and challenge.	SRP, Dyslexia, ESL, Instructional Coach, Teachers	Data Tracking Charts, Student Performance on DRA, TPRI and STAAR, Benchmark Assessments			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 2: Increase number of economically disadvantaged students performing at advanced level on math STAAR by at least 5%.
(Baseline data: 2014 - 14%, 2015 - 10%)


Summative Evaluation: STAAR Advanced Performance Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will participate in data talks/assessment item analysis with campus instructional team, in order to analyze state and local assessments, to assist with identifying areas of weakness. Teachers will then work with campus/district instructional coach/specialists to address any necessary instructional gaps specific to math.	Administrators, Instructional Coach, Teachers	Student Grades, District Benchmarks, Data Tracking			
	Funding Sources: 199 - General Funds				
2) Instructional teams will participate and collaborate with instructional coach and district math curriculum specialists to build and refine understanding of the math TEKS and curriculum documents.	Administrators, Instructional Coach, Instructional Staff	Meeting Agendas			
	Funding Sources: 199 - General Funds				
3) Additional focus on use of math strategies/interventions across grade levels, including use of intervention activities from Bridges and use of morning math lab focused on problem solving and fact fluency.	Administrators, Instructional Coach, Teachers, Tier 3 RtI Committee	Student Grades, District Benchmarks, Data Tracking Chart			
	Funding Sources: 199 - General Funds				
					

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

Performance Objective 3: Decrease the gap between economically disadvantaged students and non-economically disadvantaged students, as measured by percent score, on the K-5, MOY and EOY, district math benchmark assessments to less than 10% (Baseline data: 2014 - 13%, 2015 - 17%)






Summative Evaluation: District Benchmark Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will participate in data talks/assessment item analysis with campus instructional team, in order to analyze state and local assessments, to assist with identifying areas of weakness. Teachers will then work with campus/district instructional coach/specialists to address any necessary instructional gaps specific to math.	Administrators, Instructional Coach, Teachers	Student Grades, District Benchmarks, Data Tracking			
Funding Sources: 199 - General Funds					
2) Teachers will consistently review data in order to guide instructional strategies/differentiation within the classroom, focusing on meeting the needs of all students. (i.e. use of math groups, intervention with Bridges, etc.)	Administrators, Instructional Coach, Teachers	Student Grades, District Benchmarks, Data Tracking			
Funding Sources: 199 - General Funds					
3) Kindergarten and 1st Grade teachers will participate in district math screener pilot, in order to help identify struggling students earlier.	Instructional Coach, District Instructional Staff, Teachers	Math Screener			
Funding Sources: 199 - General Funds					
4) Teachers will track progress for all students, including a focus on narrowing the gap between non-economically disadvantaged students and economically disadvantaged students.	Instructional Coach, Teachers, Administrators	Data Tracking Charts, Student Grades, Student Performance on Benchmark Assessments			
Funding Sources: 199 - General Funds					
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: At least 90% of students will answer "strongly agree" or "agree" to the following survey question: "I know my learning goals and track my progress throughout the year." (Baseline data: 2014 - 85%, 2015 - 81%)


Summative Evaluation: Student Survey Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students will be provided opportunities to give feedback on lessons to help determine understanding of skills presented through use of feedback loops and Continuous Improvement Tools in the classroom.	Instructional Coach, Teachers, Administrators	Learning Walks, Student Feedback, Student Survey			
Funding Sources: 199 - General Funds					
2) Students will engage in self assessment/reflection through various avenues to assess progress toward skills and/or goals. (i.e. IB portfolios)	Instructional Coach, Teachers, IB Coordinator	Learning Walks, Student Feedback, Student Led Conferences			
Funding Sources: 199 - General Funds					
3) Use of parent information nights and/or resources to educate parents on student ownership of learning and strategies for academic success.	Administrators, Special Programs, Teachers	Parent Attendance, Feedback			
Funding Sources: 199 - General Funds					
4) Instructional Leadership Team models strategies for goal setting, tracking progress, use of CI tools and technology to assist teachers with facilitating student ownership in the classroom.	Instructional Leadership Team (IC, IB Coordinator, Principal, AP), Teachers	Learning Walks, Classroom Observations, Student Portfolios			
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 90% 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: 2014 - 83%, 2015 - 84%)


Summative Evaluation: UT Engagement Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Create opportunities for teachers to observe colleagues on or off campus, in order to build knowledge of the 7 SLBs, student ownership of learning and student goal setting.	Instructional Coach, Administrators, IB Coordinator	Reflective Feedback Loops, Classroom Observations			
Funding Sources: 199 - General Funds					
2) Teachers will engage in extended planning on a biweekly basis in order to share and create plans focused on IB Units of Inquiry, TEKS and the 7 SLBs.	IB Coordinator, Instructional Coach, Administrators, Librarian, Teachers	Learning Walks, Reflective Feedback Loops, IB Planners			
Funding Sources: 199 - General Funds					
3) Teachers will participate in learning walks and reflective discussions in order to gather data on student ownership of learning.	Administrators, Instructional Coach, IB Coordinator, Teachers	Learning Walks, Reflective Feedback Loops			
Funding Sources: 199 - General Funds					
4) Teachers will assist students in preparing for student led conferences in the spring semester, assisting students with tracking goals and progress.	Teachers	Student Portfolios			
Funding Sources: 199 - General Funds					
5) Use of teacher websites to promote ideas, resources and activities for parents around student ownership of learning.	Teachers, Administrators	Feedback			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 1: At least 90% of students will answer "strongly agree" or "agree" to the following survey question: "I feel safe on campus."
(Baseline data: 2014 - 87%, 2015 - 86%)

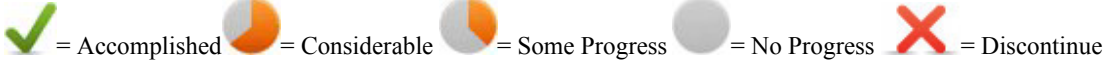
Summative Evaluation: Student Survey Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Establish the actions a student should take to obtain assistance and intervention in response to bullying.	Student Support Services, CAPP Coordinator, Campus Personnel	Number of outcries of bullying; student training dates			
Funding Sources: 199 - General Funds					
2) Establish procedures for reporting and investigating an allegation of bullying, or to report a victim of bullying.	Campus Counselor, AP, Teachers	Outlined in flowcharts, checklists, manuals; student training dates, reports using bully box			
Funding Sources: 199 - General Funds					
3) Campus emergency plans/drills.	Administrators, Teachers	Campus Plan, Schedule of Drills			
Funding Sources: 199 - General Funds					
4) Red Ribbon Week	Campus Counselor	Schedule of activities, student feedback, teacher feedback			
Funding Sources: 199 - General Funds					
					

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


Performance Objective 2: Increase overall student attendance to at least 97%. (Baseline: 2014 - 96.3%, 2015 - 96%)

Summative Evaluation: Attendance Measure

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Regular communication for parents regarding the importance of student attendance tied to state funding and accountability.	Administrators, Teachers, Campus Registrar	Parent Messengers, Teacher Emails, Attendance Rate			
Funding Sources: 199 - General Funds					
2) Use of A2A attendance letters to promote awareness for parents.	Assistant Principal	A2A Letters, Attendance Rate			
Funding Sources: 199 - General Funds					
3) Campus/student goals and incentives tied to attendance.	Administrators, Teachers	Student Participation, Attendance Rate			
Funding Sources: 199 - General Funds					
4) Tracking of absences and ideas for additional home support when needed.	Campus Counselor, Administrators	Attendance Rate			
Funding Sources: 199 - General Funds					
					

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	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					
					

Addendums

119 GRANDVIEW HILLS ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: JENNIFER ANDJELIC

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
34	9.1	7	6	1

Grade	Total	%
EE	4	0.9%
PK	11	2.4%
KG	70	15.1%
01	60	12.9%
02	78	16.8%
03	67	14.4%
04	87	18.8%
05	87	18.8%
Campus Total	464	

Ethnicity		
ASIAN	50	10.8%
BLACK	23	5.0%
HISPANIC/LATINO	109	23.5%
AMERICAN INDIAN	2	0.4%
TWO OR MORE RACES (MULTI)	21	4.5%
WHITE	259	55.8%

Gender		
FEMALE	225	48.5%
MALE	239	51.5%

Economically Disadvantaged		
N	378	81.5%
Y	86	18.5%

Gifted and Talented		
N	396	85.3%
Y	68	14.7%

Students with Disabilities		
N	429	92.5%
Y	35	7.5%

English Language Learners		
N	441	95.0%
Y	23	5.0%

At Risk Students		
N	298	64.2%
Y	166	35.8%

Students in Bilingual Program		
N	464	100.0%

Students in ESL program		
N	441	95.0%
Y	23	5.0%

GVH (119)		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 Lesson design Learner engagement Supportive learning environment	7 Student Learning Behaviors, 92% or greater of students will answer "strongly agree" or "agree" to the following survey question: "I know my learning goals and track my progress throughout the year." 90% of teachers will answer "strongly agree" or "agree" to the following survey question: "My students set learning goals and track their progress toward those goals." (2014 Baseline Data: Student - 85%, Teacher - 83%)	Did not meet campus goal. Student - 81%, Teacher 84%.	Additional focus on learning targets and common language around goal setting and tracking progress. In addition, use of student IB/data notebooks, utilized for setting goals and tracking progress.
Eliminating the Achievement Gap	High yield strategies Supportive learning environment	Decrease the gap between economically disadvantaged students and non-economically disadvantaged students, as measured by met standard, on Reading STAAR assessment to less than 10%, and increase number of economically disadvantaged students performing at advanced level on Math STAAR assessment by at least 10%. (2014 Baseline Data: 3rd - 5th Reading -16%, 3rd-5th Math - 14%)	Did not meet campus goal for reading, but did show improvement. Did not meet campus goal for math. 2015 3rd-5th Reading - 14%, 3rd-5th Math - 10%	Additional focus on reading data across grade levels, and use of intervention and reading strategies. Identification and use of math intervention strategies.
	Data analysis and goal setting Plan for intervention / challenge	Decrease the gap between economically disadvantaged students and non-economically disadvantaged students, as measured by percent score, on the K-5, MOY and EOY, District Math Benchmark Assessments to less than 8%. (2014 Baseline Data: 13%)	Did not meet campus goal. MOY and EOY K-5 - 17%.	Additional focus on math data across grade levels, and use of intervention and math strategies.
College and Career Readiness	Essential learning aligned to TEKS Lesson design	Increase % of students meeting advanced performance measures on STAAR in the areas of math and science by at least 10%. (2014 Baseline Data: 3rd-5th Math 21%, 5th Science 13%)	Did not meet campus goal for science, but did show improvement. Did not meet campus goal for math, but did show improvement. 2015 5th Science - 19%. 3rd-5th Math - 24%	Continue campus focus on understanding the TEKS at a deeper level and providing staff development on rigorous instruction, including a focus on student to student discourse.
	Bloom's taxonomy Supportive learning environment	Decrease the number of students not performing at or above expected reading level, as determined by EOY DRA results, to less than 7% for grades K-2. (2014 Baseline Data: 12%)	Did not meet campus goal. K-2 - 18%.	Continue use of the district phonics program in grades K-2. Our reading improvement committee will focus on strategies for reading fluency and comprehension.

GVH (119)		Reflection on 2014-2015 Campus Goals on a Page		
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Focus on Whole Student	Supportive learning environment	At least 95% of students will answer "strongly agree" or "agree" to the following survey questions: "I feel safe in my classroom," and "I feel safe on campus." (2014 Baseline Data: In classroom 92%, On campus 87%)	Did not meet overall campus goal. Classroom - 95% (Met), Campus - 86%	Increased focus on student expectations in transition/unstructured areas of campus. Use of student feedback loops for areas in need of improvement.