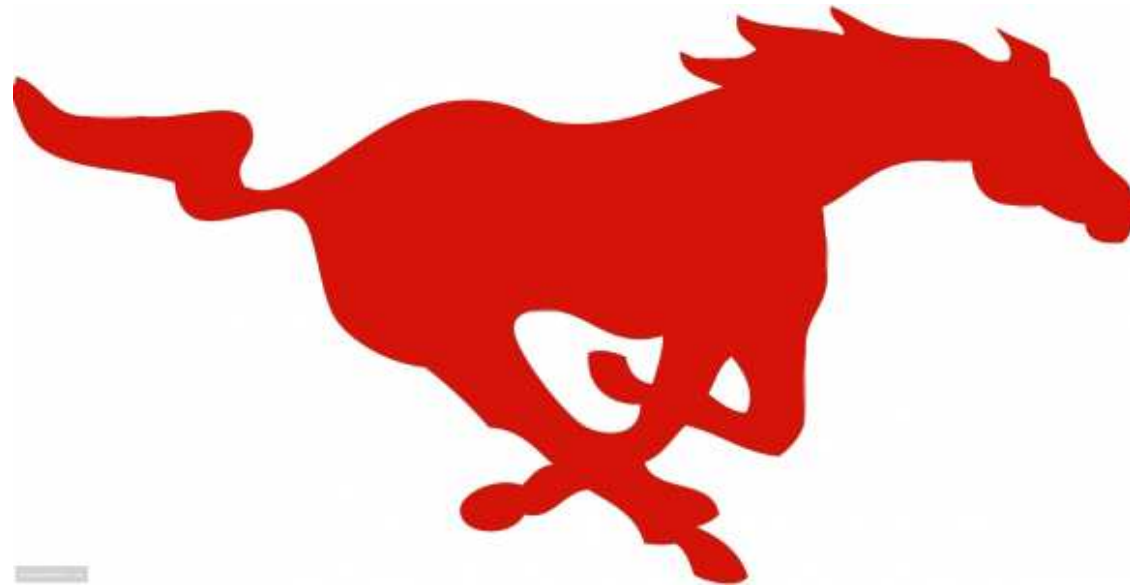


Leander Independent School District
Mason Elementary
2015-2016 Campus Improvement Plan



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

C.C. Mason IB World School is an elementary campus of 638 students serving EE-5th grade. Our student population is approximately 33% socioeconomically disadvantaged and 4.5% English Language Learners. Our mobility rate is 11.5% and 12.9% of our student population is served by special education. We host multiple special education programs on our campus including two ICAP programs, TASC, SCSS and PSLP.

We have made gains in all subject testing results in our African American, Hispanic and Special Education groups. Additionally, we have seen increases in Special Education Reading STAAR performance and Hispanic subgroup Science STAAR performance. Our largest area of concern is the performance of our Economically Disadvantaged subgroup and our Special Education subgroup.

Demographics Strengths

- Increase of 11 percentage points on all subject testing performance for African American subgroup (2014-56/2015-67)
- Increase of 6 percentage points on all subject testing performance for Hispanic subgroup (2014-64/2015-70)
- Increase of 8 percentage points on all subject testing performance for Special Education subgroup (2014-36/2015-44)
- Increase of 9 percentage points on Reading STAAR performance for Special Education subgroup (2014-43/2015-52)
- Increase of 24 percentage points on Science STAAR performance for Hispanic subgroup (2014-44/2015-68)

Demographics Needs

- Comparing all students Reading STAAR (80%) with our Economically Disadvantaged subgroup (61%) there is a 19 point gap
- Comparing all students Reading STAAR (80%) with out Special Education subgroup (52%) there is a 28 point gap
- Comparing all students Writing STAAR (64%) with our Economically Disadvantaged subgroup (46%) there is an 18 point gap
- Comparing all students Science STAAR (76%) with our Economically Disadvantaged subgroup (50%) there is a 26 point gap

Student Achievement

Student Achievement Summary

This school year we continued to qualify as "Met Standard" based on the Texas Education Agency 2015 Accountability Summary. We met target scores in all four performance indexes.

- Index 1: Student Achievement-76
- Index 2: Student Progress-34
- Index 3: Closing Performance Gaps-35
- Index 4: Postsecondary Readiness-26

We improved our overall student achievement score in Index 1 by three points and scored above the state average in 3rd and 5th Grade reading as well as 5th Grade Science. Additionally, we saw a 6 point rise in our System Safeguards scores. With the implementation of Bridges, we were pleased to see our math raw scores in 3rd grade very close to district averages. While we are very pleased to see growth in our overall scores and within some demographic subgroups, we are concerned about our Student Progress Measure being a 34 with 30 being the state target score. As a campus we have focused on moving more students up to grade level DRA by the end of the year and struggled this year to meet the campus goal of increasing on level DRA scores by 10%.

Student Achievement Strengths

- Increase in Index I: Student Achievement Calculation Report score from 73 (2014) to 76 (2015)
- 3rd Grade Reading 3 points above state average (CCM 80/State 77)
- 5th Grade Reading 3 points above state average (CCM 81/State 78)
- 5th Grade Science 2 points above state average (CCM 74/State 72)
- 3rd Grade Math Average Raw Score within three points of district average (CCM 29/LISD 32), 4th and 5th grades within 5 points of district average
- System Safeguards increase from 82% in 2014 to 88% in 2015

Student Achievement Needs

- 4th Grade Writing 6 points below state average (CCM 64/State 70)
- DRA Reading goal was to increase BOY DRA Scores by 10% by EOY with only 5th grade meeting that goal (57% BOY to 71% EOY - all other grades made less than 5% gains.
- Student Progress Measure 34 (with state target score of 30)

School Culture and Climate

School Culture and Climate Summary

As an IB World School, Mason Elementary takes great pride in creating an environment of internationally-minded students who are engaged in their learning and take action to make the world and our school a better place. Our student data indicated that most students understand what they are learning and why they are learning it. Additionally, we were pleased with the decrease in referrals as we worked diligently to improve behavior interventions to support students in staying in the classroom setting. We will continue to monitor engagement via classroom visits and behavior interventions with our school-wide positive behavior supports and interventions. We will continue to use the A2A program to monitor student and intervene regarding student attendance. Our staff survey indicates strengths in the areas of employee development, team and employee engagement. Opportunities for growth are internal communication and diversity. These areas are being addressed.

School Culture and Climate Strengths

Fitnessgram:

- Percent of students with a healthy BMI increased 9.6% for males and 14.4% for females from 2013-14 to 2014-15 school year.

Attendance:

- Mason attendance was less than 1.0% below the districts attendance for 2014-15 school year (Mason 95.5% / District 95.8%).

Student Safety:

- Mason met the district goal for % of students with 5 or more infractions. District goal is 1.6% of students and Mason had 1.3% of students with 5+ infractions.
- Infraction rate per capita is 0.12%. A decrease from 0.20% the previous school year.

School Culture and Climate Needs

Fitnessgram:

- Mason students fall below the district goal for healthy BMI. Male students are 4.2% below district goal of 73%. Female students are 7.4% below

district goal of 79%.

Student Safety:

- 91% of students responded “Strongly Agree” or “Agree” on the student survey that they feel safe in their classroom. We fall 3% below the district at 94%.
- 85% of students responded “Strongly Agree” or “Agree” on the student survey that they feel safe on campus outside of their classroom. We fall 5% below the district at 90%.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As an IB PYP Campus, teachers plan together in both weekly and twice monthly meetings to write planners focused on conceptual understandings. These planners are designed to engage students in inquiry while building international mindedness. We note that most students are understanding what they are learning and why. Students are also regularly checking on their understanding and collaborating with peers. Areas in need of improvement are the creation and tracking of student goals and increasing challenge for students.

Curriculum, Instruction, and Assessment Strengths

- 97% of students surveyed understand what they are learning and why it is important (District 98%)
- 92% of students surveyed state that they regularly assess if they are learning the daily learning target (District 93%)
- 90% of students surveyed state that they interact with other students to help them learn more (District 89%)
- Feedback from students, parents & community regarding 5th Grade Exhibition was overwhelmingly positive

Curriculum, Instruction, and Assessment Needs

- 85% of students surveyed indicate they know their learning goals and track progress throughout the year (District 86%)
- 85% of students surveyed feel they are challenged to learn as much as they can in class (District 87%)

Family and Community Involvement

Family and Community Involvement Summary

Mason provides many opportunities for parents and families to participate in campus events. Our PTO meetings are held in conjunction with events such as Fall and Spring Book Fair Nights, Science Night, Family Movie Night, and Cookies with Santa. We also invite all of our families to a Back to School Bash and Pool Party, Mason Fest Carnival, monthly school assemblies, choir performances, and fifth grade IB Exhibition. We can improve our communication efforts of these events and PTO meetings to increase attendance and participation. We can also increase awareness to the community of the action projects that our students are passionate about, from donating hair to Locks of Love, to raising funds and donations for local animal shelters, the No Kid Hungry Project, Foster Angels of Central Texas, Toys for Tots, and the Medina Children's Home. We are in the process of putting a team of teachers together who are dedicated to improving communication and public relations to increase family and community involvement.

Family and Community Involvement Strengths

- 94% of parents indicated “Strongly Agree” or “Agree” on the parent survey that our campus provides a safe and supportive learning environment for their child.
- 96% of parents indicated “Strongly Agree” or “Agree” on the parent survey that our campus provides curricula that are engaging and appropriate for their child.
- 94% of parents indicated “Strongly Agree” or “Agree” on the parent survey that their child gets the support needed for enrichment/advancement when appropriate.

Family and Community Involvement Needs

- 74% of parents indicated “Strongly Agree” or “Agree” on the parent survey that our campus provides opportunities for students to participate in community service projects.
- 74% of parents indicated “Strongly Agree” or “Agree” on the parent survey that our campus provides opportunities to enrich their knowledge as a parent to best assist their students with their academic and social-emotional needs.

Technology

Technology Summary

While our STAR Chart indicated developed tech in infrastructure, teacher prep and professional development and support, it appears that we need further support in authentically integrating technology into our daily lessons. To this end, all staff participated in Educate Ignite Academy during returning teacher inservice and throughout the school year. Teachers were provided iPads to facilitate increased use of apps and technology in the classroom. Additionally, teachers will be getting laptops to further increase their personal use of technology with students.

Technology Strengths

Areas scored as Advanced Tech:

- Educator Preparation and Development
- Leadership, Administration and Instructional Support
- Infrastructure for Technology

Technology Needs

Area scored as Developing Tech:

- Teaching and Learning

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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
- Teacher STaR Chart Technology 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
- Action research results

Goals

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

Performance Objective 1: Increase End of Year DRA scores for "at" or "above" grade level by at least 10% for each grade level. (Baseline data available after BOY admin of DRA)

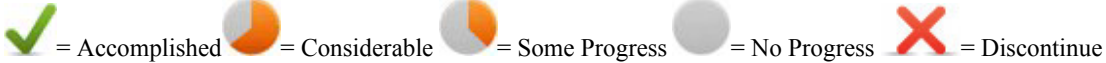
Summative Evaluation: Beginning of Year DRA Data and End of Year DRA Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) All general education and resource/inclusion staff required to attend Power Teaching during the summer as well as 2 Early Release follow-up days. Power teaching provides a framework for planning research-based comprehensive literacy instruction (Read-Alouds, Writing, Phonics and Guided Reading). Title I interventionist will also meet with teams monthly from October through April to develop reading intervention plans for Tier 2 students.	3, 4, 5, 6	District Reading Improvement Coordinator, Instructional Coach, Principal, Teachers, Title I Interventionist	Improved DRA scores at MOY and EOY			
				Funding Sources: 199 - General Funds		
2) Supplemental Reading Teachers work with struggling readers as identified by DRA/TPRI. SRP teachers utilize research based LLI kits with students to increase reading levels.	3, 5	SRP teachers, principal	Improved DRA scores at MOY and EOY			
				Funding Sources: 80-199 State Compensatory Education - \$3178.00		
3) Teachers in grades 4-5 will utilize research based reading intervention (LLI) for guided reading instruction with struggling readers.	1, 3, 4, 5	4th-5th grade teachers, Instruction Coach	Increase in student growth measure on STAAR, Increase in DRA scores at MOY and EOY			
				Funding Sources: 211 - Title I - \$5000.00		
4) Technology teacher leader will utilize staff input to create mini-professional development sessions for monthly faculty meetings to improve instructional delivery utilizing technology across all subject areas.	3, 4, 6	Technology Teacher Leader, Principal, Instruction Coach	Increase STaR Chart survey results regarding student and teacher learning			
				Funding Sources: 211 - Title I - \$1016.00		
5) Interventionist to provide parent training on math/reading strategies for use at home to support learning.	1, 3, 4, 7	Title I Interventionist, Principal	Parent attendance and feedback			
				Funding Sources: 211 - Title I - \$61984.00		
6) Intervention Specialist to provide targeted reading and math instruction for students at risk of not passing state assessment.	1, 3, 5	Title I Interventionist	Students meeting standard on state assessments			
				Funding Sources: 211 - Title I - \$61984.00		
						

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

Performance Objective 2: Increase STAAR math scores for all tested students by 5%. (Baseline 70%)






Summative Evaluation: STAAR math scores

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Title I Interventionist works with students in grades 3-5 identified by previous year assessments (district/STAAR) for research based intervention in math and reading (Do the Math/LLI).	1, 2, 3, 4, 5	Title I Interventionist, Principal	Increase in student growth measure on STAAR, Increase in DRA scores at MOY and EOY			
Funding Sources: 211 - Title I						
2) Technology teacher leader will utilize staff input to create mini-professional development sessions for monthly faculty meetings to improve instructional delivery utilizing technology across all subject areas.	3, 4, 6	Technology Teacher Leader, Principal, Instruction Coach	Increase STaR Chart survey results regarding student and teacher learning			
3) Interventionist to provide parent training on math/reading strategies for use at home to support learning.	1, 3, 4, 7	Title I Interventionist, Principal	Parent attendance and feedback			
Funding Sources: 211 - Title I						
4) Intervention Specialist to provide targeted reading and math instruction for students at risk of not passing state assessment.	1, 3, 5	Title I Interventionist	Students meeting standard on state assessments			
Funding Sources: 211 - Title I						
5) Teachers in grades 4-5 meet with state accountability coordinator to disaggregate STAAR data to drive intervention grouping for math and reading.	1, 4, 5, 6, 8	4-5 grade teachers, Principal	Increase in growth measure on STAAR			
Funding Sources: 211 - Title I						
System Safeguard Strategies						
6) Teachers will spend half day each nine weeks to plan for intervention using student data.	1, 3, 4, 5	Teacher, Instruction Coach, Principal	Student growth on intervention assessments			
Funding Sources: 211 - Title I						
System Safeguard Strategies						
7) Teachers will provide twice weekly after school tutorials targeting economically disadvantaged students in grades 3-5 for 15 weeks.	1, 2, 3, 5	Principal, Teachers	Increase percentage of economically disadvantaged students passing STAAR			
Funding Sources: 211 - Title I						
						

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

Performance Objective 1: Increase the performance of Economically Disadvantaged students on Science STAAR to 60% by 2016. (Baseline: 50% on 2015 STAAR)






Summative Evaluation: 2016 STAAR

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Teachers will spend half day each nine weeks to plan for intervention using student data.</p>	1, 3, 4, 5	Teacher, Instruction Coach, Principal	Student growth on intervention assessments			
Funding Sources: 211 - Title I - \$2040.00						
<p>2) Technology teacher leader will utilize staff input to create mini-professional development sessions for monthly faculty meetings to improve instructional delivery utilizing technology across all subject areas.</p>	3, 4, 6	Technology Teacher Leader, Principal, Instruction Coach	Increase STaR Chart survey results regarding student and teacher learning			
Funding Sources: 199 - General Funds						
<p>3) Family Science Night will be held where students will participate in hands-on science activities with their parents.</p>	7	Principal, Science Teacher Leader, Teachers	Feedback from Science Night			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>4) Region 4 Supporting STAAR Science used for Science intervention groups in the spring.</p>	1, 3, 4, 5	5th Grade Teachers, Instruction Coach	Increase STAAR Science scores			
Funding Sources: 199 - General Funds - \$110.00						
<p>System Safeguard Strategies</p> <p>5) STAAR Connections for Science and Math used as warm-ups and during FLEX time to STAAR Connections are distributed spiraled practice to increase student thinking and reasoning through problem solving processes.</p>	1, 3, 5	Instruction Coach, Teachers	Increase STAAR Science and Math Scores			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>6) Teachers will provide twice weekly after school tutorials targeting economically disadvantaged struggling students in grades 3-5 for 15 weeks.</p>	1, 2, 3, 5	Principal, Teachers	Increase percentage of economically disadvantaged students passing STAAR			
Funding Sources: 211 - Title I - \$6750.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Increase the performance of Economically Disadvantaged students on Writing STAAR to 60% by 2016. (Baseline: 46% on 2015 STAAR)

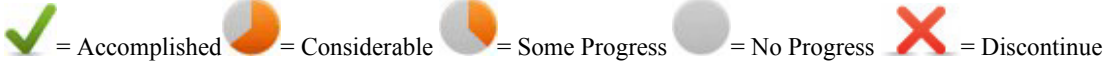
Summative Evaluation: 2016 STAAR

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) All general education and resource/inclusion staff required to attend Power Teaching during the summer as well as 2 Early Release follow-up days. Power teaching provides a framework for planning research-based comprehensive literacy instruction (Read-Alouds, Writing, Phonics and Guided Reading).</p>	3, 5, 6	-District Reading Improvement Coordinator - Instructional Coach - Principal -Teachers	Improved Writing STAAR Scores			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>2) PDSA utilizing 2015 STAAR Writing samples. Teachers/IC read, analyze and look for patterns in student writing samples. Use patterns to identify system weaknesses and create a plan for improvement with specific strategies to target economically disadvantaged students.</p>	3, 4, 5, 6	Instructional Coach, Principal, Teachers	Improved Writing STAAR Scores			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>3) Improve Tier 2 intervention processes for academic and behavior issues. Teams will meet monthly with principal, assistant principal, counselor and instruction coach to discuss student needs and to develop intervention strategies/goals. Students struggling with academic issues will be identified and specific strategies put into place to increase learning.</p>	3, 5	Principal, Assistant Principal, Instruction Coach, Teachers	Student progress toward Tier 2 goals, Improved STAAR scores			
Funding Sources: 199 - General Funds						
<p>4) Technology teacher leader will utilize staff input to create mini-professional development sessions for monthly faculty meetings to improve instructional delivery utilizing technology across all subject areas.</p>	3, 4, 6	Technology Teacher Leader, Principal, Instruction Coach	Increase STaR Chart survey results regarding student and teacher learning			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>5) Teachers will spend half day each nine weeks to plan for intervention using student data.</p>	1, 3, 4, 5	Teacher, Instruction Coach, Principal	Student growth on intervention assessments			
Funding Sources: 211 - Title I						
<p>System Safeguard Strategies</p> <p>6) Teachers will provide twice weekly after school tutorials targeting economically disadvantaged students in grades 3-5 for 15 weeks.</p>	1, 2, 3, 5	Principal, Teachers	Increase percentage of economically disadvantaged students passing STAAR			
Funding Sources: 211 - Title I - \$1210.00						
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Increase student engagement (SLB #5) as measured by student to student discourse observed in established learning walk look-fors. (Baseline data will be established in the 2015-2016 school year).


Summative Evaluation: Learning Walk Look-Fors for Student to Student Discourse

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Utilize David Molina's student to student discourse look-fors when planning to incorporate cooperative learning strategies in daily lessons.	3, 5	Teachers, Instruction Coach	Student to Student Discourse evident in learning walk data			
	Funding Sources: 199 - General Funds					
2) Staff training on Kagan cooperative learning strategies at faculty meetings to increase teacher tool-kit for student to student discourse strategies.	1, 3, 5, 6	Instruction Coach, Principal	Student to Student Discourse evident in learning walk data			
	Funding Sources: 199 - General Funds					
3) Grade level planning with Instruction Coach and IB Coordinator with increasing student to student engagement as a focus. Instruction Coach will be available to model lessons to increase student to student discourse.	3, 5, 6	Instruction Coach, IB Coordinator	Student to Student Discourse evident in learning walk data			
	Funding Sources: 199 - General Funds					
						

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


Performance Objective 1: Decrease the percentage of students with 3 or more referrals by 10%. (Baseline: 23% of 31 students referred in the 2014-2015 had 3 or more referrals)

Summative Evaluation: Discipline Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Improve Tier 2 intervention processes for academic and behavior issues. Teams will meet monthly with principal, assistant principal, counselor and instruction coach to discuss student needs and to develop intervention strategies/goals. Students struggling with behavioral issues will be identified and specific strategies put into place to decrease disruptions to learning.	3, 5, 8	Principal, Assistant Principal, Instruction Coach, Teachers, Interventionist, SRP	Decrease in referral rates for students with multiple referrals			
	Funding Sources: 199 - General Funds					
2) Through analyzing RtI and discipline referral data, we will identify students with behavioral, social, and/or emotional concerns. Those students will meet with the school counselor on a regular basis for a six to eight weeks period once weekly for pro-social education.	8	Counselor, RtI Tier 2/3 Teams, Principal	Decrease in referral rates for students with multiple referrals			
	Funding Sources: 199 - General Funds					
3) Students who have received 3 or more referrals during the 2014-2015 year will be designated to receive a mentor.		Counselor	Decrease in referral rates for students selected for the mentor program			
	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.

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

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	6	Teachers will spend half day each nine weeks to plan for intervention using student data.
1	2	7	Teachers will provide twice weekly after school tutorials targeting economically disadvantaged students in grades 3-5 for 15 weeks.
2	1	1	Teachers will spend half day each nine weeks to plan for intervention using student data.
2	1	4	Region 4 Supporting STAAR Science used for Science intervention groups in the spring.
2	1	5	STAAR Connections for Science and Math used as warm-ups and during FLEX time to STAAR Connections are distributed spiraled practice to increase student thinking and reasoning through problem solving processes.
2	1	6	Teachers will provide twice weekly after school tutorials targeting economically disadvantaged struggling students in grades 3-5 for 15 weeks.
2	2	1	All general education and resource/inclusion staff required to attend Power Teaching during the summer as well as 2 Early Release follow-up days. Power teaching provides a framework for planning research-based comprehensive literacy instruction (Read-Alouds, Writing, Phonics and Guided Reading).
2	2	2	PDSA utilizing 2015 STAAR Writing samples. Teachers/IC read, analyze and look for patterns in student writing samples. Use patterns to identify system weaknesses and create a plan for improvement with specific strategies to target economically disadvantaged students.
2	2	3	Improve Tier 2 intervention processes for academic and behavior issues. Teams will meet monthly with principal, assistant principal, counselor and instruction coach to discuss student needs and to develop intervention strategies/goals. Students struggling with academic issues will be identified and specific strategies put into place to increase learning.
2	2	5	Teachers will spend half day each nine weeks to plan for intervention using student data.
2	2	6	Teachers will provide twice weekly after school tutorials targeting economically disadvantaged students in grades 3-5 for 15 weeks.
3	1	1	Utilize David Molina's student to student discourse look-fors when planning to incorporate cooperative learning strategies in daily lessons.

Title I

Targeted Assistance Program Plan

Our interventionist will utilize Leveled Literacy Intervention (LLI) and Do the Math to provide targeted intervention for students identified for intervention services. Additionally, teachers in grades 3-5 will provide after school tutorials for 15 weeks to students identified for intervention services. Title I monies will also be used to purchase LLI red kit for reading intervention to be used in flex/tutorial times.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Our campus improvement plan provides for resources including LLI Kit Red (reading intervention) as well as tutorial funding and intervention materials to support struggling students. Additionally, materials will be purchased for parent training for reading/math support at home. Intervention planning time for teachers to review data and create intervention plans will also be provided.

2: Incorporate Title Planning into Existing School Planning

Mason's interventionist will participate in Tier 3 meetings to provide intervention ideas and support for teachers with struggling students. Additionally, Mason's interventionist will provide professional development for all staff regarding Tier 2 interventions for reading and math.

3: Use of Effective Methods and Instructional Strategies

Mason's interventionist will participate in Tier 3 meetings to provide intervention ideas and support for teachers with struggling students. Additionally, Mason's interventionist will provide professional development for all staff regarding Tier 2 interventions for reading and math. Mason's entire staff is also required to attend two summer staff development days and two fall half days in intensive Power Teaching training to promote balanced literacy.

4: Coordinate with and Support Regular Educational Program

Mason's interventionist will participate in Tier 3 meetings to provide intervention ideas and support for teachers with struggling students. Additionally, Mason's interventionist will provide professional development for all staff regarding Tier 2 interventions for reading and math.

5: Instruction by Highly Qualified Teachers

All teachers at CC Mason Elementary are considered Highly Qualified by federal standards. Additionally, Leander ISD offers regular training on research based instructional strategies that Mason teachers attend. All Mason teachers are also trained in the International Baccalaureate Primary Years Programme.

Mason's Instruction Coach and Intervention Specialist attend monthly meetings for professional development and discourse regarding their roles and responsibility in supporting teaching and learning at Mason.

6: Professional Development

All Mason teachers are required to be trained in the International Baccalaureate Primary Years Programme as well as campus initiatives such as Power Teaching to support balanced literacy on campus. Power Teaching involved summer training as well as two fall early release follow up days for continued learning and support. In addition to this training, on October 12, teachers will receive training on Tier 2 interventions for academic and behavioral concerns in the classroom. New teachers are also receiving Bridges training to support implementation of the district math program.

7: Strategies to Increase Parental Involvement

Family Nights are held each 9 weeks in conjunction with Mason's Parent Teacher Organization. Additionally, our Interventionist holds informational meetings regarding Title I and her intervention services. Mason's interventionist will also offer training to parents on math/reading strategies for us at home with materials included.

8: Coordination with Other Programs

Mason staff works diligently to coordinate federal, state and local services to support parents and students at Mason Elementary.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Ackermann	Intervention Specialist	Title I	1

Addendums

105 MASON ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: JAMIE KLASSEN

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
53	9.3	6	4	2

Grade	Total	%
EE	16	2.6%
KG	91	14.6%
01	92	14.8%
02	92	14.8%
03	113	18.1%
04	94	15.1%
05	125	20.1%
Campus Total	623	

Ethnicity		
ASIAN	11	1.8%
BLACK	22	3.5%
HISPANIC/LATINO	161	25.8%
AMERICAN INDIAN	1	0.2%
TWO OR MORE RACES (MULTI)	24	3.9%
HAWAIIAN OR PACIFIC ISLANDER	1	0.2%
WHITE	403	64.7%

Economically Disadvantaged		
N	416	66.8%
Y	207	33.2%

Gender		
FEMALE	293	47.0%
MALE	330	53.0%

Students with Disabilities		
N	530	85.1%
Y	93	14.9%

Gifted and Talented		
N	492	79.0%
Y	131	21.0%

At Risk Students		
N	331	53.1%
Y	292	46.9%

English Language Learners		
N	611	98.1%
Y	12	1.9%

Students in Bilingual Program		
N	623	100.0%

Students in ESL program		
N	611	98.1%
Y	12	1.9%

MAS (105)		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	Increase the "Strongly Agree/Agree" answers on student survey question "I get the help I need when I'm struggling to learn in class." to 95% (Baseline = 89.3% of students answered "Strongly Agree/Agree" on 2013-2014 student survey.)	Not met - Progress toward goal with 90% agreement	Revise goal to be focused on student articulation of Learning Target SLB.
Eliminating the Achievement Gap	Essential learning aligned to TEKS	Increase the performance of Special Education students on Math STAAR to 55% by 2015. (2014 Baseline = Special Education student passing rate is currently 33%)	Not met - 30% passing	Continue implementation of Bridges.
	High yield strategies	Increase the performance of Special Education students on Reading STAAR to 55% by 2015. (2014 Baseline = Special Education student passing rate is currently 42%)	Not met - Progress toward goal with increase to 49% passing	Continue goal with use of LLI reading intervention with SpEd students.
	Assessment of / for learning	Increase the performance of Economically Disadvantaged students on Writing STAAR to 55% by 2015. (2014 Baseline = Eco Dis student passing rate is currently 43%)	Not met - Progress toward goal with 44% passing	Continue goal and utilize quintile analysis data to further drive instructional planning and intervention.
	Plan for intervention / challenge	Increase the performance of Hispanic students on Writing STAAR to 60% by 2015. (2014 Baseline = Hispanic student passing rate is currently 52%)	Did not meet goal with 52% passing rate	Continue goal and utilize quintile analysis data to further drive instructional planning and intervention.
		Increase the performance of Hispanic students on Science STAAR to 55% by 2015. (2014 Baseline = Hispanic student passing rate is currently 44%)	Met goal with 61% passing rate	Revise goal
College and Career Readiness	Student ownership of learning Assessment of / for learning Data analysis and goal setting Plan for intervention / challenge	Increase End of Year DRA scores for "at" or "above" grade level by at least 10% for each grade level. ** (Beginning of Year Baseline = K: 67% , 1st: 66%, 2nd:62%, 3rd: 73%, 4th: 57% , 5th: 57%) ** <i>This data will be entered after all BOY DRA data is available</i>	Not met - EOY Kinder: 71%, 1st: 53%, 2nd: 62%, 3rd: 73%, 4th: 60% and 5th: 71%. Met in 5th grade, progress in kinder and 4th grades. 2nd and 3rd static and decline in 1st	Continue goal with school-wide summer staff development on Power of Teaching (2 days) with two early release days in the fall allotted to follow up training (Sept. 16 & Oct 18).

MAS (105)		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	Utilize the school-wide Positive Behavior System and Response to Intervention strategies to reduce office referrals to 110 or less for the 2014-2015 school year. (Baseline = 125 referrals for the 2013-2014 school year)	Met goal with decrease of 47 referrals	Most referrals for noncompliance & horseplay. Provide training for staff on intervention for these two areas.