

**Leander Independent School District**  
**Plain 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

Jim Plain ended the year with 854 students with a mobility rate of 9.8%. Kindergarten through fourth grade each had seven sections, while fifth grade had six sections. Pre-K had an AM and PM class and ELE had one section. Students in Special Education increased meeting standard in all subjects on STAAR by 1%. English Language Learners increased meeting standard on STAAR Reading by 3% and STAAR Writing by 50%. Students identified as economically disadvantaged increased meeting the advanced standard on STAAR Reading by 5%. Hispanic students increased meeting satisfactory on STAAR Reading by 5% and meeting advanced standard by 3%. Hispanic students increased meeting satisfactory on Writing STAAR by 11%.

Overall, improvement is needed in Reading, specifically with Special Education, Economically Disadvantaged, and ELL populations. Additionally, improvement is needed in Science, specifically with Economically Disadvantaged and Hispanic populations. Equally important, improvement is needed in Writing for all student populations.

### Demographics Strengths

- Sp Ed - Increased % of all tests meeting satisfactory performance on STAAR by 1%
- ELL - Increased % of meeting satisfactory performance on STAAR Reading (3%) and Writing (50%)
- Gap - Increased Eco Dis Advanced Standard in Reading by 5%. Increased Hispanic meeting satisfactory in Reading by 5%. Increased Hispanic Advanced Standard by 3% in Reading. Increased Hispanic Writing meeting Standard by 11%.

### Demographics Needs

1. Sp Ed - Increase % of special education students meeting satisfactory performance on STAAR in all subjects.
  - STAAR Results:
  - Reading - 41%
  - Writing - 38%
  - Science- 33%

2. ELL Increase % of ELL students meeting satisfactory performance on STAAR in all subjects.

- STAAR Results:
- Reading- 53%
- Writing - 50%
- Science - 0%

3. Gap - Increase % of Eco Dis students meeting satisfactory performance on STAAR in all subjects.

STAAR Results:

- Reading -67% (Eco Dis) 75% (Hispanic)
- Writing - 41% (Eco Dis) 66% (Hispanic)
- Science - 53% (Eco Dis) 65% (Hispanic)

## Student Achievement

### Student Achievement Summary

Students achieving advanced on STAAR increased to 12.7% from 9.2%. The data shows that students need additional targeted instruction in reading, math, and writing. The fifth grade reading data shows that the professional development implemented around Donna Lynn Miller was successful. The DRA data in first grade, third, and fifth increased and is indicative of the Fountas and Pinnell professional development implemented in guided reading. The DRA data in kindergarten indicates a new standard and a continued need for professional development to meet that increased standard. Second and Fourth grade data indicates a need to better support new to profession and new to grade level teachers in reading. Second grade had five of seven new to grade level teachers, and fourth grade had four of six new teachers to the grade level, of which three were also new to profession. This also detrimentally affected writing scores. A continued focus on implementing Math Bridges is needed. Kindergarten through second grade teachers were more comfortable with the curriculum and TEKs while third through fifth were challenged with new TEKs and a new curriculum in the same year. Science STAAR scores increased by 3%, however, further improvement is needed, specifically in Economically Disadvantaged and Hispanic populations.

### Student Achievement Strengths

- Reading - Students achieving advanced on STAAR increased to 12.7% from 9.2%. The fifth grade reading data shows that the professional development implemented around Donna Lynn Miller was successful. The DRA data in first grade, third, and fifth increased and is indicative of the Fountas and Pinnell professional development implemented in guided reading.
- Writing - 50% of ELL students meeting satisfactory on STAAR Writing
- Science - Increased meeting satisfactory performance (All Students) by 3% on Science STAAR

### Student Achievement Needs

- Writing - A continued focus on Writing is needed to increase percentage of students meeting satisfactory and advanced performance on STAAR (All Students 57%, White 51%, and Economically Disadvantaged 41%)
- Science - A continued focus on Science is needed to increase percentage of students meeting satisfactory and advanced performance on STAAR (Economically Disadvantaged 53%)
- Reading -A continued focus on Reading is needed to increase percentage of students meeting satisfactory and advanced performance on STAAR (Special Education 41%)
- Math - A continued focus on implementing Math Bridges is needed. Kindergarten through second grade teachers were more comfortable with the curriculum and TEKs while third through fifth were challenged with new TEKs and a new curriculum in the same year.
- GAP - Continue focus on rigor through discourse and engagement



## School Culture and Climate

### School Culture and Climate Summary

Our enrollment increased significantly in the past two years. On the student survey regarding the question of safety in the classroom, 88% agree or strongly agree to the statement "I feel safe in my classroom" in 2013 and 2014. In 2015, 86.9% answered agree or strongly agree to "I feel safe in the classroom."

Student answers to the survey question "I feel safe outside my classroom" has decreased significantly from 87% in 2013, to 84.4% in 2014, and 78.6% in 2015. It is difficult to gauge if students are referring to the school environment or their home environment. The decrease could correlate to an increase in the number of students riding the bus and bus incidents. While referrals have increased as the number of students increased, we have not seen a significant increase in incidents in the hallways or playground.

The Site Survey indicates Jim Plain staff provide a safe environment for students.

### School Culture and Climate Strengths

#### Student Survey (Safety)

- Students answering the question "I feel safe in the classroom" has remained within 1 percentage point in spite of increased enrollment and 9.8% mobility rate.
- Site Survey Report:
  - The staff and administration
  - The campus is clean.
  - Students and staff have a positive relationship with each other.
  - Student work is substantial displayed.
  - Students are supervised appropriately while outside.
  - Entrances are equipped with card readers and a lockdown switch.
- Parent Survey:
  - Ninety-five percent of parents who completed the Parent Survey responded Strongly Agree/Agree to the statement, "The campus provides a safe and supportive learning environment for my child."
- Additional Information:
  - Campus Leadership Team adopted a Positive Behavioral Support system several years ago and implemented a campus-wide leveled discipline system with signage to support expectations.
  - Campus Leadership Team and staff implemented a silent dismissal system to insure the safety of students exiting the building.
- Students practice the 10 Ethical Principles and the 7 Habits of Happy Kids.



## School Culture and Climate Needs

### Student Survey (Safety):

1. Student answers to the survey question "I feel safe outside my classroom" has decreased significantly from 87% in 2013, to 84.4% in 2014, and 78.6% in 2015. Additional data needs to be collected in order to find if students are referencing "outside the classroom at school" or "outside the classroom away from school".

### Site Survey Report:

2. Additional signage marking the driving entrances to the school are needed.

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

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

While our campus made progress in student ownership of learning, a deeper understanding of learning targets and rigor is needed. On one measure, STAAR, we increased those meeting advanced to 12.7%, but overall academic performances of students indicates the need to continue to challenge students to own their learning.

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

- Increased percentage of students achieving advanced performance on all STAAR assessments from 9.2% in 2013-14 to 12.7% in 2014-15
- Provided professional development on Learning Targets, Kagan Structures for engagement, rigorous instruction in Guided Reading, and growth mindset for seeking challenge
- Utilized team learning walks and learning walk reflections
- Communicated SLBs through morning announcements, planners, and orientations
- Planned lessons with SLBs in mind

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

1. Provide professional development and measure discourse and engagement
2. Continue professional development and implementation of Kagan structures to increase engagement
3. Deeper understanding from teachers and students on student ownership of learning
4. Continue purposeful planning to integrate behaviors seamlessly into lessons
5. Continue professional development on rigor and growth mindset
6. Introduce and implement strategies from Fundamental 5

## **Family and Community Involvement**

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

Parents are given information at the beginning of the year during Kinder Camp, New Parent Orientation, and Grade Level Orientations on how to help their student be successful. This information includes academic, social, and student ownership of learning. For those parents who are unable to attend, the information is relayed in various papers sent home in Wednesday folders. Parents and the community are involved in school through various school and PTA activities which include Math Night, Literacy Night, Science Night, Grandparents Day, Veterans Day, and Thanksgiving Day. In addition, PTA hosted a beginning of the year Fun Run and a Fall Festival. Parent communication is addressed through information placed on websites, frequent parent insiders, weekly grade level and classroom newsletters in print and through email. Communication is translated as needed. A faith based partnership exists to provide reading mentors to students reading below grade level. A+ Federal Credit Union partners with us and provides financial literacy education to our students through savings plans and as a community partner on the site based committee.

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

- Numerous opportunities for parents to be involved on campus
- Large attendance at Academic Nights, Thanksgiving Luncheon, PTA Events, and Book Fairs.
- On the parent survey, Ninety-one percent of parents who responded Agree/Strongly Agree that the campus encourages parent/community involvement. Parents comment on the friendliness of our campus, based on their contact with staff from the receptionist to the teachers and administration.
- Parent communication is addressed through information placed on websites, frequent parent insiders, weekly grade level and classroom newsletters in print and through email. Communication is translated as needed.
- A faith based partnership exists to provide reading mentors to students reading below grade level. A+ Federal Credit Union partners with us and provides financial literacy education to our students through savings plans and as a community partner on the site based committee.

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

1. Parent Involvement
2. Increased PTA participation

# Technology

## Technology Summary

Plain Elementary staff participated in Educate Ignite professional development, and use various apps, such as Remind 101 and Dojo in the classroom to communicate with parents, in addition to classroom and grade level websites, and Twitter. We continue to focus on technology integration and professional development centered around improving the Developing and Target areas on the campus STaR Chart.

## Technology Strengths

### STaR Chart Data

- Teaching and Learning - Advanced in all categories
- Educator Preparation and Development - Advanced in four of six categories (2 Developing)
- Leadership, Administration, and Instructional Support - Advanced in three of six categories (1 Target and 2 Developing)
- Infrastructure for Technology - Advanced in two of six categories (2 Target, 2 Developing)

## Technology Needs

### STaR Chart Data

1. Education Preparation and Development - Increase 2 Developing Categories which are Level of Understanding and Patterns of Use and Professional Development for Online Learning
2. Leadership, Administration, and Instructional Support - Increase 2 Developing Categories - Planning and Budget; 1 Target Category - Communication and Collaboration
3. Infrastructure for Technology - Increase 2 Developing Categories - Students per Computer and Technical Support; 2 Target Categories Internet Access Connectivity/Speed and Distance Learning Capacity

# 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

- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

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

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

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data

## **Parent/Community Data**

- Parent surveys and/or other feedback

# Goals

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

**Performance Objective 1:** Increase % of students achieving advanced performance on all STAAR assessments from 12.7% to 14.0%.

**Summative Evaluation:** STAAR 2016 Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Challenge high performing students who are not currently in PACE to excel in math and reading.	1, 3, 5	Teachers	Assessments, 2016 STAAR Results			
Funding Sources: 199 - General Funds						
2) Encourage participation in Destination Imagination, after school enrichment programs, Blue Bonnet Books, Art, Performing Arts, C2, and Seven Habits.	1	Teachers, Program Leaders, Principal	Increased participation in enrichment programs			
Funding Sources: 199 - General Funds						
3) Daily announcements focused on SLBs, 7 Habits, Grit and Growth mindset to promote CCR among all students.	1, 3, 4, 5	Principal and Assistant Principal, Counselor	Student Vocabulary and increased use of Problem Solving Skills			
Funding Sources: 199 - General Funds						
4) Create an awareness of Colleges and Careers through Generation Texas Week activities and second annual JPE College Float Parade where students research a college and create a box float with information about a particular college.	1, 3, 4	Counselor, Principal, Assistant Principal, and Teachers	Number of students participating in activities.			
Funding Sources: 199 - General Funds						
5) Use of student portfolios with writing samples from pre-write to publishing kept throughout the year as evidence of growth in writing.	1, 2, 3, 5	Teachers	Writing Samples			
Funding Sources: 199 - General Funds						
6) Promote the use of technology among teachers to provide technology in the classroom as a tool for high level student learning.		Principal, IC, Campus Tech, Teachers	Increased use of Technology, STaR Chart			
Funding Sources: 199 - General Funds						
7) Provide technology professional development and learning opportunities that include collaboration and support of one another in an effort to use technology as a tool for high level student learning and to enhance student and teacher understanding and usage of technology.	1, 3, 4	Principal, Asst. Principal, IC, Librarian, Campus Tech, Tech Teacher Leader	STaR Chart, Observations			
Funding Sources: 199 - General Funds						
8) Analyzation of advanced level, quintile levels and students scoring just below these levels during PLC meetings to plan for and provide enrichment and challenge during flex and small group instruction.		Principal, Assistant Principal, IC, Teachers	2016 STAAR results and DRA data			
Funding Sources: 199 - General Funds						

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

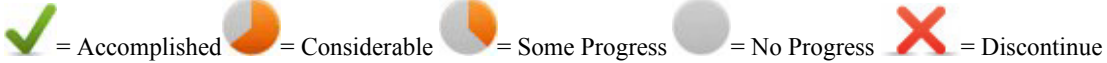


## Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

**Performance Objective 1:** Increase the number of students reading on or above grade level K-5 to 83% as measured by EOY DRA. (2015 EOY DRA 74.4%) K - 82%, 1st 79%, 2nd 67%, 3rd 68%, 4th 68%, 5th 81%

### Summative Evaluation: 2016 EOY DRA Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Using the PLC process, teachers create goals, use common assessments, and analyze student data to develop intervention and challenge for students.	1, 3, 4, 5	IC, RTI Coordinator, Leadership Team, Grade Level Teams	Student Data/Assessments, Feedback Loops, Teacher Reflection			
Funding Sources: 199 - General Funds						
2) During extended planning, teams choose a specific focus in Language Arts for two weeks, teach, track, and bring a product to next extended planning. Teams analyze data and make a decision to continue or change focus.	1, 3, 5, 6	IC, Grade Level Teams	Data, Product(Evidence), Teacher Reflection			
Funding Sources: 199 - General Funds						
3) Campus-wide problem of practice - students read at or above grade level by year end.	1, 2, 3, 4, 5, 6	Grade Level Teams, SRP, Intervention Specialist, Special Education	DRA Data, Running records, TPRI			
4) Special Education staff and Gen. Ed. teachers utilize Power of Two training to promote learning in Inclusion classrooms.	1, 3, 4, 5, 6	Special Education Teachers/Gen. Ed. Teachers	Observations, student data			
Funding Sources: 199 - General Funds						
5) Special Education teachers use LLI kits for reading intervention. (pending funding)	1, 3, 5	Special Education Teachers	DRA/Assessments			
6) Title I Teachers attend Notice and Note training at Region 13 and implement strategies in classroom.	1, 2, 3, 4, 5, 6	Teachers, IC	Assessments, Students develop a deeper understanding of texts.			
Funding Sources: 211 - Title I - \$2275.00, 211 - Title I - \$1530.00						
7) Teachers supported by PTA provide a Literacy Night for students and parents.		Principal, Assistant Principal, Instructional Coach, SRP, and Teachers	Participation/Attendance			
Funding Sources: 199 - General Funds						
8) Purchase books for the leveled book library to provide additional reading opportunities for students	1, 3, 5	SRP, Teachers	DRA data			
Funding Sources: 80-199 State Compensatory Education - \$1555.00						
9) Title I teachers attend Kagan Structure professional development and implement structures in classroom to increase engagement.	1, 2, 3, 4, 5, 6	Teachers, IC	Learning Walks and Observations - increase in student engagement			
Funding Sources: 211 - Title I						


10) Teachers choose a Kagan Structure to practice for a two week period and report engagement results during extended planning.		Teachers, IC	Learning walks and Observations - increase in student engagement			
11) Teachers analyze master schedule in conjunction with program pull out and push in schedule to maximize students time in classroom during core instruction.		Principal, Teachers, IC	Schedule tweaks allow students increased time in classroom during core instruction.			
12) Increase time allowed for PLC during extended planning to address Response to Intervention SMART goals and data on students reading below grade level.		Principal, Assistant Principal, Teachers, Reading Specialists, Intervention Specialist, IC	Increased number of students reading on grade level.			
13) Reading Specialists and Intervention Specialist meet with teachers during additional time added to Response to Intervention Tier 2 Meetings to support writing SMART goals and reviewing data for struggling students.		Principal, Assistant Principal, Teachers, Reading Specialists, Intervention Specialist, IC	Increased number of students reading on grade level			
14) Language Arts Curriculum Specialists provide professional development to teachers in second, third, fourth, and fifth grade to increase reading and writing instruction.		Principal, IC, Curriculum Specialists, Teachers	DRA/Assessments			
15) Provide intervention to the most academically struggling students at risk of not meeting standard on state assessments	1, 3, 5	Intervention Specialist	Students meeting standard on state assessments			
	Funding Sources: 211 - Title I - \$43721.00					
16) Promote attendance and on time performance highlighting students arriving on time for school with a school-wide focus on classes with 100% of students arriving on time for class each week.		Principal, Receptionist, Registrar	attendance/tardy data			
						

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

**Performance Objective 2:**

Decrease the gap between economically disadvantaged and non-economically disadvantaged students and special education students by increasing the STAAR scores to 60% in science as reported in the Index 1-student achievement data table. (2015 Eco Dis 53% and Sped 33%)


**Summative Evaluation: STAAR Scores 2016**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development for teachers on Science Kits		IC, Teachers	Science Benchmarks, STAAR			
	Funding Sources: 199 - General Funds					
2) PTA sponsored Science event		PTA, Principal, Teachers	Science Benchmarks, STAAR			
	Funding Sources: 199 - General Funds					
3) Special Education teachers use LLI kits for reading intervention. (pending funding)	1, 3, 5, 6	Special Education Teachers	DRA/Assessments			
						

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

**Performance Objective 3:** Meet state accountability safe guard standards with at least a 60% passing rate on Reading STAAR for special education students. STAAR Reading (2015-41%)


**Summative Evaluation:** STAAR Scores 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Special Education teachers use LLI kits for reading intervention. (pending funding)		Special Education Teachers	DRA/Assessments			
2) Language Arts Curriculum Specialists provide professional development for teachers in second, third, fourth, and fifth grade to increase reading and writing instruction.		Principal, IC, Curriculum Specialists, Teachers	DRA/Assessments			
						

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

**Performance Objective 4:** Meet state accountability safe guard standards with at least a 60% passing rate on STAAR Writing for all students including economically disadvantaged and white students. STAAR (2015-All 57%, White 51%, Eco Dis 41%)


**Summative Evaluation: STAAR Writing Scores 2016**

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development provided by LISD curriculum department in writing for second, third, and fourth grade teachers	1, 2, 3, 4, 5, 6	District Curriculum Department, IC, Teachers	Increased writing strategies used in classrooms, student writing portfolios			
				Funding Sources: 80-199 State Compensatory Education - \$680.00		
2) Student writing portfolios showing growth over time with writing samples taken from pre-write to publishing.	1, 2, 5, 6	Teachers	Writing Samples			
				Funding Sources: 199 - General Funds		
3) Increase teacher focus on Lucy Caulkins' writing lessons through professional development.	1, 3, 5, 6	IC, teachers	Observations, Writing Samples			
				Funding Sources: 80-199 State Compensatory Education - \$820.00		
						

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

**Performance Objective 1:** 89% of parents, student, and staff will "agree" or "strongly agree" on the student ownership of learning related questions in the annual survey. (2015 parent 85.48%, teacher survey 70%)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Use of Kagan Structures in classrooms to increase student to student discourse. Professional development provided teachers.	1, 2, 3, 5, 6	Teachers	Observations - increased academic student to student discourse			
	Funding Sources: 211 - Title I - \$945.00					
2) Increase parent awareness of student ownership of learning through Kinder Camp, Orientations, website, Insider, and communication from principal and teachers.	7	Principal, teachers	survey			
	Funding Sources: 199 - General Funds					
3) Increase parent participation in the survey through communication from principal, Insider, website, and teacher websites.	7	Principal, Teachers	survey			
	Funding Sources: 199 - General Funds					
4) Specific campus-wide focus on Learning Targets and Student Engagement.		Principal, IC, Teachers	Learning walks, observations, surveys			
	Funding Sources: 199 - General Funds					
5) Communication on student learning behaviors through student planners, orientations, announcements, campus and teacher websites, and fliers.		Principal, Teachers	survey			
	Funding Sources: 199 - General Funds					
6) Professional Development on Rigor and Discourse		Principal, IC, Teachers	Agenda, Increased student ownership of learning, assessments, survey			
	Funding Sources: 199 - General Funds					
7) Teacher and Student led conferences with parents in attendance to showcase their child's progress and ownership of learning.		Teacher	Attendance/Participation			
	Funding Sources: 199 - General Funds					
8) Students use planners to log their assignments, upcoming events, and behavior	1, 3, 7	Teachers	Students complete and turn in assignments; increased parent awareness of assignments			
	Funding Sources: 199 - General Funds - \$1400.00					
9) Provide information to parents on how to help their child at Literacy and Math Nights	7	Teachers	Increased parent support			
	Funding Sources: 199 - General Funds					
10) Teacher websites provide weekly information on what students are doing in class		Teacher	Increased parent awareness			
	Funding Sources: 199 - General Funds					
11) Campus-wide focus for on time performance to reduce student tardiness, increase student ownership of learning, and address distinction.		Office staff, teachers	Increase on time attendance			
	Funding Sources: 199 - General Funds					
12) Collaboration between Principal, Teachers and PTA Parliamentarian on increasing parent involvement which will provide opportunities for parents to learn more about student ownership of learning.	7	Teachers and PTA	Increased parent involvement			
	Funding Sources: 199 - General Funds					

13) Collaboration with community partners to increase positive JPE exposure and further parent involvement.	7	Principal, Community Partners	Increased parent involvement			
	Funding Sources: 199 - General Funds					
14) Reading Connection newsletter for parents newsletter for targeted Title I families	1, 7	Principal and Interventionist	Increased parent support			
	Funding Sources: 211 - Title I - \$1016.00					
						

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

**Performance Objective 1:** 92% of students will answer "agree" or "strongly agree" on the following student survey questions:

1. I feel safe in my classroom. (2015-86.9%)
2. I feel safe outside my classroom. (2015 - 78.6%)

**Summative Evaluation:** 2016 Student Survey


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Guidance and Health lessons promoting safety		Counselor	survey			
	Funding Sources: 199 - General Funds					
2) Safety Lessons with all walkers and bike riders.		Principal, Assistant Principal	Students obey crossing guard instructions.			
	Funding Sources: 199 - General Funds					
3) Establish the actions a student should take to obtain assistance and intervention in response to bullying.		Student Support Services, CAPP Coordinator, Assistant Principal, Campus personnel	Student training dates and number of outcries.			
	Funding Sources: 199 - General Funds					
4) Establish procedures for reporting and investigating allegations of bullying.		Student Support Services, Assistant Principal	Outlined in flowcharts, checklists, manuals, student training dates			
	Funding Sources: 199 - General Funds					
5) Establish procedures to support a victim of bullying		Director of Counseling, CAPP Coordinator	Lesson plans, student training dates			
	Funding Sources: 199 - General Funds					
6) Tobacco, alcohol, and other drug education		CAPP Counselor, Health teacher	Lesson plans, 5th grade pre and post test results			
	Funding Sources: 199 - General Funds					
7) Red Ribbon Week		Counselor	Schedule of activities, student and teacher feedback loops			
	Funding Sources: 199 - General Funds					
8) Individual and Group Counseling Services by CAPP Counselor		CAPP Counselor	Student goal evaluations			
	Funding Sources: 199 - General Funds					



9) Campus-wide focus on student behavior, ethical principles, and seven habits	Counselor, Teachers, C2 Teacher Representatives	Lesson plans, student involvement, discipline data			
	Funding Sources: 199 - General Funds				
10) Students active in C2 - Creating a Culture of Kindness and a No Place for Hate campus	Counselor, Teachers	discipline data, class social contracts, positive culture, student survey			
	Funding Sources: 199 - General Funds				
11) Campus emergency plan and drills	Principal, Assistant Principal	Plan and schedule of completed drills			
	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					
						

# Title I

## Targeted Assistance Program Plan

Plain Elementary Intervention Specialist will work with students who qualify for intervention during grade level flex time in small groups for both reading and math. The Intervention Specialist will use Leveled Literacy Intervention Kits, Do the Math curriculum, and Response to Intervention instructional materials. In addition, the Intervention Specialist will communicate with classroom teachers, support staff, principal, and RtI Coordinator to ensure all are aware of interventions and student progress.

## Eight Targeted Assistance Components

### 1: Use of Resources to Help Students Meet Standards

- Leveled books for Literacy Library
- Reading Connection Newsletter
- Literacy Professional Development
- Science Professional Development
- Kagan Structures Professional Development
- Writing Professional Development

### 2: Incorporate Title Planning into Existing School Planning

Teachers, IC, Principal, and Assistant Principal (Professional Learning Community) will meet during extended planning from 1:50PM to 3:30 PM every other week to disaggregate data, discuss goals and interventions for students in RtI, lesson plan, and write common assessments.

### 3: Use of Effective Methods and Instructional Strategies

Title I students receive targeted instruction in small groups with six or less students. Student progress is tracked and communicated to classroom teachers and parents. The Interventionist provides scaffolded lessons with guided practice and the use of proven instructional strategies. Title I students are also encouraged to attend Homework Help in the mornings before school begins.

### 4: Coordinate with and Support Regular Educational Program

The Intervention Specialist works with the classroom teacher and support staff to meet the needs of Title I students. During extended planning in professional learning communities and in RtI meetings, student progress is discussed, goals are set and data is analyzed. The Intervention Specialist works with students during flex reading and math, as well as, during Homework Help in the mornings before school begins.

## **5: Instruction by Highly Qualified Teachers**

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

## **6: Professional Development**

Plain Elementary Intervention Plan includes professional development in Literacy, Writing, and Science. Teachers will receive a variety of trainings through Region 13 and LISD Curriculum Department to address student needs. Our staff will continue to refine training on Kagan Structures and Power Teaching, as well as, Science Kit training throughout the year.

## **7: Strategies to Increase Parental Involvement**

Classroom teachers are sending home weekly newsletters about what students are learning in the classroom. Plain Insiders and the JPE Website are used to provide information to parents about upcoming events and pertinent information, such as Homework Help offered before school, after-school enrichment, and strategies parents can use at home to help students. Parent/Teacher Conferences are scheduled and teachers provide conference times to parents for meetings. Teachers use a variety of Apps including Class DoJo to communicate with parents. In addition, JPE PTA and the JPE Site-Based Committee are working with the staff and our community partners to increase involvement through campus events and exploration of outside avenues for communication with parents.

## **8: Coordination with Other Programs**

Students receive guidance lessons through JPE Counselor and the LISD CAPP Counselor. After school enrichment programs include Destination Imagination, Chess Club, Choir, Running Club, and Blue Bonnet Club. Our students participate in No Place for Hate, C2, Leader in Me, and the CATCH program. Homework Help and Reading with Staff are offered before school. Reading and Mentoring are provided by PALS and our faith-based partners.

## Title I Personnel

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

# Addendums

**116 PLAIN ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: EVELYN CRISP

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
49	10.2	1	1	0

Grade	Total	%
EE	5	0.8%
PK	20	3.1%
KG	114	17.7%
01	98	15.2%
02	117	18.1%
03	98	15.2%
04	103	16.0%
05	90	14.0%
<b>Campus Total</b>	<b>645</b>	

Ethnicity		
ASIAN	11	1.7%
BLACK	39	6.0%
HISPANIC/LATINO	190	29.5%
TWO OR MORE RACES (MULTI)	34	5.3%
HAWAIIAN OR PACIFIC ISLANDER	2	0.3%
WHITE	369	57.2%

Gender		
FEMALE	316	49.0%
MALE	329	51.0%

Economically Disadvantaged		
N	458	71.0%
Y	187	29.0%

Gifted and Talented		
N	589	91.3%
Y	56	8.7%

Students with Disabilities		
N	595	92.2%
Y	50	7.8%

English Language Learners		
N	614	95.2%
Y	31	4.8%

At Risk Students		
N	345	53.5%
Y	300	46.5%

Students in Bilingual Program		
N	645	100.0%

Students in ESL program		
N	614	95.2%
Y	31	4.8%

PLN (116)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>Student Learning Behaviors</b>	Student ownership of learning	89% of parents will "agree" or "strongly agree" on the student ownership of learning related questions (questions 2,3,4,5 on 2014 survey @ 86.45%) in the annual Parent Survey. (2013 baseline 84%)	DNM - 85.48%	In 2014 ninety-two parents completed survey. In 2015 fifty-nine parents completed survey. Further promote the survey so that more participate. Communicate with parents the steps we are taking to address these statements.
<b>Eliminating the Achievement Gap</b>	Plan for intervention / challenge	Increase the number of students reading on or above grade level as measured by DRA. Baseline K - 88% to 89%; 1st-78% to 79%, 2nd- 78% to 79%, 3rd-56% to 60%, 4th-78% to 79%, 5th-68% to 70%.	Met at 1st, 3rd, and 5th, DNM at K, 2nd, and 4th.K 82%, 1st - 79%, 2nd-67%, 3rd - 68%, 4th - 68%, 5th- 81%	Continue problem of practice focused on reading instruction and Foutas and Pinnel, as well as, district resources for PD.
		Increase % of all student groups meeting satisfactory performance in Reading, Math, Writing, and Science on STAAR by 2%. Baseline: STAAR 3rd Math 2014-62%; 4th 2014-63%, 5th 2014-74%;Reading 3rd 2014 80%, 4th 2014-74%; 5th 2014 83%; Science 2014-71%; Writing 2014-70%,	DNM Math 3rd Raw Score Avg. 61%, 4th-56%, 5th-60%; Reading 3rd - 77%, 4th-73%,Writing - 58%;Met in Reading 5th - 90%; Met in Science 74%.	Review low performing reporting categories and provide additional PD.
		Increase % of special education students meeting % satisfactory performance on STAAR in Reading 47% to 55% and in Math from 31% to 55%.	DNM in Reading 43.5%,	Review low performing reporting categories and provide additional support.
<b>College and Career Readiness</b>	Student ownership of learning	Increase % of students achieving advanced performance on all STAAR assessments from 9.2% to 11%.	Met at 12.7%	Continue to challenge students
<b>Focus on Whole Student</b>	Supportive learning environment	92% of students will answer "agree" or "strongly agree" on the following student survey questions: 1. I feel safe in my classroom. (2013 baseline 88%) (2014 87.5%) 2. I feel safe outside of my classroom. (2013 baseline 87%) (2014 84.4%)	DNM 86.9% in class; 78.6% outside	Gather student input to address their concerns; discipline data does not support an unsafe environment