

**Leander Independent School District**  
**Reed 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

Officer Leonard A. Reed Elementary opened its doors to students in the 2014/15 school year. We are a school of 684 students from EE-5th Grade. 46.9% of our students are identified as eco-dis and 33% are identified LEP. We are a Dual Language campus with one-way dual language in 2nd-5th grades and two-way dual language starting in kindergarten during the 14/15 school year and moving into 1st grade in 2015/16 school year.

This data gives us a baseline from which to move forward. We recognize that we have significant gaps in the areas of Eco-Dis, African American, Hispanic, Title One and Special Education. We have a campus Gap Task Force, Leadership Team, and Site-based Team that will be studying this information and making recommendations for next steps that will be a part of our campus improvement plan.

### Demographics Strengths

#### Accountability Rating

- Index 1 target met (Target = 60/Reed = 77)
- Index 2 target met (Target = 30/Reed = 40)
- Hispanic % of students who exceeded progress above % of white students (Hispanic 25%/White 10%)
- Index 3 target met (Target = 28/Reed = 36)
- Index 4 target met (Target = 12/Reed = 31)

#### Reading

- 3rd Grade STAAR Title One subgroup scored 7% above district average (Reed 69%/District 62%)
- 4th Grade STAAR Eco Dis subgroup scored 7% above district average (Reed 71%/District 64%)
- 4th Grade STAAR LEP subgroup scored 20% above district average (Reed 74%/54%)
- 4th Grade STAAR At-Risk subgroup scored 8% above district average (Reed 66%/District 58%)
- 5th Grade STAAR African American subgroup scored 10% above district average (Reed 100%/District 90%)
- 5th Grade STAAR Title One subgroup scored 14% above district average (Reed 100%/District 86%)

• ***Phase-in Recommended Standard Data***

- 3rd Grade STAAR At-Risk testers scored 21% above district average (Reed 42%/District 21%)
- 3rd Grade STAAR Title-One testers scored 8% above district average (Reed 27%/District 19%)
- 4th Grade STAAR 70% of Eco Dis students met standard
- 4th Grade STAAR 67% of SPED students met standard
- 4th Grade STAAR 80% of ESL students met standards
- 4th Grade STAAR Spanish testers scored 6% above district average (Reed 33%/District 27%)
- 4th Grade STAAR LEP testers scored 24% above district average (Reed 50%/District 26%)
- 4th Grade STAAR ESL testers scored 19% above district average (Reed 40%/District 21%)
- 5th Grade STAAR Eco-Dis testers scored 17% above district average (Reed 60%/District 43%)
- 5th Grade STAAR At-Risk testers scored 9% above district average (Reed 56%/District 47%)

**Writing**

- Bilingual subgroup scored 8% above district average (Reed 71%/District 63%)
- Spanish Eco dis testers outperformed English eco dis testers (Sp 72%/Engl 48%)
- Spanish Eco dis testers scored 13% above district average (Reed 38%/District 25%)
- Spanish testers scored 18% above district average (Reed 45%/District 27%)

**Math**

- 3rd Grade At-Risk and Eco Dis testers scored within 1% of district average (Reed 26%/District 27%)
- 4th Grade LEP testers scored above district average (Reed 28/District 25)
- 5th Grade Asian testers scored above district average (Reed 43/District 42)

**Demographics Needs**

**Accountability Rating**

- Special Education students in 'All Subjects' performed below expectation with 36% at phase-in satisfactory standard
- Special Education students in 'Reading' performed below expectation with 57% at phase-in satisfactory standard
- Economically Disadvantaged students in 'Science' performed below expectation with 53% at phase-in satisfactory standard
- African American students in 'Science' performed below expectation with 57% at phase-in satisfactory standard

## Reading

- 3rd Grade STAAR Hispanic subgroup scored 8% below district average (Reed 67%/District 75%)
- 3rd Grade STAAR African American subgroup scored 27% below district average (Reed 38%/District 65%) (8 students tested)
- 3rd Grade STAAR Eco-Dis subgroup scored 10% below district average (Reed 54%/District 64%)
- 3rd Grade STAAR SPED subgroup scored 27% below district average (Reed 25%/District 52%) (7 students tested)
- 4th Grade STAAR Title One subgroup scored 27% below district average (Reed 31%/District 58%) )16 students tested)
- 5th Grade STAAR Hispanic subgroup scored 12% below district average (Reed 78%/District 90%)
- 5th Grade STAAR LEP subgroup scored 9% below district average (Reed 68%/District 77%)
- 5th Grade STAAR Bilingual subgroup scored 14% below district average (Reed 75%/District 89%)
- 5th Grade STAAR SPED subgroup scored 9% below district average (Reed 57%/District 66%)
- ***Phase-in Recommended Standard Data***
- 3rd Grade STAAR African American subgroup scored 6% below district average (Reed 25/District 31)
- 4th Grade STAAR Hispanic subgroup scored 10% below district average (Reed 35%/District 45%)
- 4th Grade STAAR African American subgroup scored 12% below district average (Reed 18/District 30%)
- 4th Grade STAAR white subgroup scored 8% below district average (Reed 52%/District 60%)
- 4th Grade STAAR Title One subgroup scored 12% below district average (Reed 13%/District 25%)
- 4th Grade STAAR GT subgroup scored 7% below district average (Reed 80%/District 87%)

## Math

- 3rd Grade African American subgroup STAAR score 6 points below district average (Reed 25/District 19)
- 4th Grade ESL subgroup STAAR score 7 points below district average (Reed 17/District 24)
- 5th Grade African American subgroup STAAR score 9 points below district average (Reed 18/District 27)

## Writing

- Title One subgroup scored 18% below district average (Reed 25%/District 43%)
- SPED subgroup scored 26% below district average (Reed 7%/District 33%) (6 students tested)
- STAAR Writing English testers: African American subgroup at 40%, Hispanic subgroup at 50% (white 77%)
- STAAR Writing English testers: Eco dis subgroup at 48% (all students 65%)

## Science

- Hispanic subgroup scored 17% below district average (Reed 51%/District 68%)
- White subgroup scored 6% below district average (Reed 78%/District 84%)

- Eco Dis subgroup scored 7% below district average (Reed 48%/District 55%)
- At-Risk subgroup scored 8% below district average (Reed 47%/District 55%)

# Student Achievement

## Student Achievement Summary

As a new campus, this data set provides us a baseline from which to build. This information will allow us to now focus on prioritizing our improvement efforts. This summer we required all teaching staff to attend Readers/Writers Workshop training with our Instruction Coaches. We have asked that they all set goals on their implementation of this approach in their classroom in order to better meet student needs. We also required teachers to attend training on 'Engaging all Learners through PBL' (Project/Problem-based Learning).

## Student Achievement Strengths

### Reading

- Kinder EOY DRA at district average (increase from 71@BOY to 80@EOY / district 81@BOY to 80@EOY)
- 2nd Grade DRA BOY to EOY district growth of 7%; campus growth of 14% (closed gap to within 5% of district average)
- 3rd Reading STAAR females within 3% of district average (85%/88%)
- Spanish 4th Grade Reading STAAR females outperformed males (82%/58%)
- Spanish 4th Grade Reading STAAR females outperformed males (82%/58%)
- 5th Grade Reading STAAR 89% met standard (1st & 2nd administration %)
- 5th grade reading STAAR 'all students', 'male', and 'female' performed within 5% of district average
- 3rd, 4th & 5th Grade STAAR Reading % met standard above state averages

### Math

- K-5 within 5% of district average on Benchmark Test 2
- 1st - 4th PACE within 4% of district average on Benchmark Test 2
- 3rd Grade decreased the gap between campus/district from 10% at Benchmark Test 1 to 3% at Benchmark Test 2
- 5th Grade decreased the gap between campus/district from 6% at Benchmark Test 1 to 1% at Benchmark Test 2
- 5th PACE 6% above district average on Benchmark Test 2
- All Math STAAR raw scores within 4% of district raw scores (3rd campus 28/dist 32; 4th campus 29/dist 30; 5th campus 32/dist 35)



## **Science**

- 91% of males met standard
- 5th Grade Science STAAR % met standard above state average (campus 78%/state 72%)

## **Writing**

- 93% of GT students passed writing

## **Student Achievement Needs**

### **Reading**

- EOY DRA results below district average at every grade level except Kindergarten
- First Grade EOY DRA 12% below district average (Reed 66%/Dist 78%)
- Third Grade EOY DRA 16% below district average (Reed 64%/Dist 79%)
- Campus % met standard for 3rd grade STAAR combined summary below district (Reed 71%/District 85%)
- 3rd grade STAAR male students performed well below district (Reed 55%/District 83%)
- Campus % met standard for 4th grade STAAR combined summary below district (Reed 76%/District 83%)
- 4th grade STAAR female students performed 9% below district (Reed 77%/District 86%)
- Campus % at STAAR Reading Level III 14% below district average (Reed 19.9% /District 34.2%)

### **Math**

- All grade levels performing below district average on Benchmark Test 2 (K -3, 1st -5, 2nd -3, 3rd -3, 4h -5, 5th -1)

### **Writing**

- Below state and district on met standard (campus 65%/district 77%/state 70%)
- Campus 4% below district on Level III Advanced and well below district goal (Reed 6.5%/District 10.9%/Goal 26%)
- Personal Narrative Composition scores above district average in 2-4 scores and below in 5-8 scores
- Expository Composition scores above district average in 2-5 scores and below in 6-8 scores

## All Subjects

- Campus % at STAAR Level III for "all subjects" 11% below district average (14.5% campus / 26% district)

## Science

- Campus 10% below district on Level III Advanced and well below district goal (Reed 6.4%/District 16.4%/Goal 26%)
- 58% of females met standard compared to 91% of males

## School Culture and Climate

### School Culture and Climate Summary

As a new campus we are pleased that our percent of students who feel safe in the classroom is above district average. We are working to become a Leader in Me Lighthouse School and believe this will be a driving force in continuing our momentum in developing our positive and supportive learning environment.

We are concerned about our percent of students who feel safe outside the classroom being lower than district average and will be meeting with student leadership groups and conducting student surveys to gather feedback on how to improve the system.

We are pleased with the feedback we received from parents concerning school systems, safety, and their child's academic progress. We will continue to focus on meeting student needs for enrichment, intervention and opportunities for community service as those were areas parents felt were not as strong for Reed.

Overall we were pleased with the feedback we received from the UT Staff Engagement Survey. We will work to build on the strengths identified while working to improve some of the areas we fell below the organization average. Some of these concerns we believe will work themselves out as we move into our second year as a campus and continue to improve our systems.

We will continue to be diligent in following the A2A process for improving attendance.

We are concerned about the results of our FitnessGrams and will be working with the staff on ways to increase student healthy lifestyles.

### School Culture and Climate Strengths

#### Student Safety

- Percent of Reed students who feel safe in their classroom 2% above district average - Strongly Agree + Agree combined (Reed 95%/Dist 93%)
- Percent of Reed students with 5+ infractions below district goal (Reed 1.5% / District Goal 1.6%)
- Infraction Rate per Capita of .23

#### Attendance

- Reed attendance rate equal to district (95.8%)

## **Parental Feedback**

- 96% of parents responding to survey indicated Reed provides a safe and supportive learning environment (60% Strongly Agree/36% Agree)
- 100% of parents responding to survey indicated Reed provides curricula that are engaging and appropriate (44% Strongly Agree/56% Agree)
- 91% of parents responding to survey indicated Reed has a system in place for helping their child set academic goals and tracking progress (42% Strongly Agree/49% Agree)
- 94% of parents responding to survey indicated Reed encourages parent/community involvement (56% Strongly Agree/39% Agree)
- 94% of parents responding to survey indicated Reed listens to their concerns and are responsive to the needs of their child (56% Strongly Agree/39% Agree)
- 95% of parents responding to survey indicated Reed provides adequate and timely communications (56% Strongly Agree/38% Agree)
- 96% of parents responding to survey indicated Reed makes them feel informed, included and welcome to participate in campus-based groups (63% Strongly Agree/33% Agree)
- 91% of parents responding to survey indicated Reed creates an environment that is inviting for parents and families (61% Strongly Agree/30% Agree)
- 96% of parents responding to survey indicated Reed provides information that supports their child's learning, behavior needs, and enhancements of talents (40% Strongly Agree/56% Agree)
- 90% of parents responding to survey indicated Reed provides opportunities to enrich my knowledge as a parent to best assist my student with academic and social/emotional needs (28% Strongly Agree/62% Agree)
- 90% of parents responding to survey indicated Reed provides instructional resources that are effective in helping their child master learning expectations (42% Strongly Agree/48% Agree)

## **Teacher Feedback**

- UT Engagement Survey result areas with a score more than 10 points above the district include:
  - Team - perceptions of the effectiveness of their work group & organizational environment supporting teamwork (+11)
  - Physical Environment - work setting and degree to which employees believe that a safe and pleasant working environment exists (+19)
  - Diversity - individual differences, including ethnicity, age and lifestyle (+20)
  - Information Systems - computer & communication systems enhance ability to get the job done (+24)
  - Internal Communication - communication exchanges within the organization viewed as open, honest, and productive (+17)
  - Employee Engagement - sense of trust and level of employees' participation in carrying out their work responsibilities delivering high quality (+18)
  - Employee Development - priority given to the career and personal development of employees by the organization (+13)
  - Climate/Atmosphere - climate and positive atmosphere of an organization free of harassment to establish a community of reciprocity (+12)
  - Climate/Ethics - ethical climate as foundation of building trust within organization where not only are employees ethical in their behavior, but that ethical violations are appropriately handled (+24)
  - Climate/Fairness - extent to which employees believe that equal and fair opportunity exists for all members of the organization (+16)
  - Climate/Feedback-feedback essential element of organizational learning by providing the necessary data in which improvement can occur (+23)

## **FitnessGram**

- Gap of 4.7% between Male/Female BMI less than district goal of 6%

## **School Culture and Climate Needs**

### **Student Safety**

- Reed below district average on % of students who feel safe on campus outside of classroom (Reed 88%/Dist 90%)

### **Attendance**

- Campus attendance below district goal (Reed 95.8/Dist 96.5)

## **Parental Feedback**

- 14% of parents responding to survey indicated they disagree/strongly disagree that their child gets supports needed for enrichment/advancement when appropriate (12% Disagree/2% Strongly Disagree)
- 15% of parents responding to survey indicated they disagree/strongly disagree that their child gets the support needed when they are struggling academically (15% disagree/0% Strongly Disagree)
- 11% of parents responding to survey indicated they disagree/strongly disagree that the campus keeps them informed about their child's academic progress (11% Disagree/0% Strongly Disagree)
- 28% of parents responding to survey indicated they disagree/strongly disagree that their child has opportunities to participate in community service projects (26% Disagree/2% Strongly Disagree)

## **Teacher Feedback**

- UT Teacher Survey results with a score below the organizational score (district)
  - Benefits - employee benefits package in attracting and retaining employees (-4)
  - External Communication - how information flows out of the organization to various constituencies and focuses upon the ability of the organization to synthesize appropriately (-1)
  - Job Satisfaction - satisfaction with their overall work situation and weighs heavily on issues concerning work-life balance, sense of pride, and offering meaningful contributions to the workplace (-8)

## **FitnessGram**

- Reed students performing below district goal
- Females BMI 9% below district goal
- Males BMI 7% below district goal

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

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

Reed had a high percentage of students who "strongly agree" or "agree" with the Student Learning Behaviors based on survey results. We did not spend as much time as we had planned on SLB's with the staff due to our focus on building relationships and systems as a new campus. This year we will continue our work with staff and students on deepening our understanding and application of the SLB's through implementation of our Leader in Me Leadership Notebooks.

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

#### **Student Learning Behaviors**

- Campus fell within a range of 3% higher to no more than 2% lower than district on all measures (Strongly Agree/Agree combined)
- Six out of seven measures are at or above district goal for % of students responding Strongly Agree/Agree
- Percent of students who feel challenged 3% above district average (Reed 90%/Dist 87%)
- Teachers completed Learning Walks on peers and used built in time to reflect

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

#### **Student Learning Behaviors**

- Percent of students who know learning goal and track progress below district goal (Reed 86%/Dist goal 90%)
- Percent of students who know learning goal and track progress below district average (Reed 86%/Dist 87%)
- Goal was not met for number of Learning Walks completed as a campus

## Family and Community Involvement

### Family and Community Involvement Summary

With an overall satisfaction rating of 91% (agree/strongly agree) we feel like we have gotten off on the right foot with our systems at Reed. We still have plenty of room for improvement and will be focusing on supporting individual student needs (both struggling and enriching) while working to maintain a high level of satisfaction in all other areas. Based on written feedback we know that we need to continue to work on our communication with parents - focusing specifically on communication about their child's needs beyond basic information concerning campus events.

### Family and Community Involvement Strengths

#### Parent Feedback

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## Family and Community Involvement Needs

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# Technology

## Technology Summary

All staff participated in the Educate Ignite Academy during returning teacher inservice week and were provided iPads to facilitate increased use of apps and technology in the classroom. Being the first campus to implement the new district template has led to a mix of success and struggles. Teacher feedback indicates a need for an increase in equipment that allows a number of students to be researching/working at the same time.

## Technology Strengths

### Based on survey:

- 91% of staff believe their workgroup uses latest technology to communicate and interact
- 93% of staff believe information reliable from our computer system is reliable
- 90% of staff believe computer systems enable them to easily and quickly find the information they need
- 86% of staff believe information systems are in place and accessible for me to get my job done

## Technology Needs

### Based on our campus generated survey:

- lack of laptop carts leading to difficulty in meeting student needs in researching and creating presentations
- need for headphones to facilitate students working independently
- struggles with management of 3 types of devices in the classroom
- struggles with 4:1 ratio for equipment to students
- projectors on cart not conducive to classroom space

# 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
- 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
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- 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
- Male / Female 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
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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


# Goals

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

**Performance Objective 1:** Increase the percentage of students reading at grade level by EOY to at or above district average as measured by EOY DRA/EDL. (DRA Gap between Reed/District - K=0%, 1st=12%, 2nd=5%, 3rd=16%, 4th=5%, 5th=7%) (EDL Gap between Reed/District - K=+11%, 1st=18, 2nd=+1, 3rd=+1, 4th=+4, 5th=6%)

**Summative Evaluation:** 2016 EOY DRA/EDL testing data

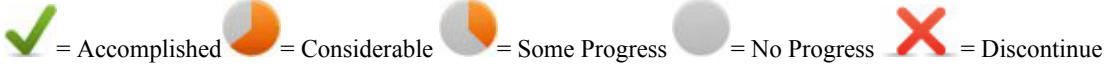
Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Required summer 2015 staff development on implementation of Reader's/Writer's Workshop model.	2, 4	Teachers, Instruction Coaches, Administration	Sign-in rosters and individual teacher goals related to implementation of Reader's workshop			
<b>System Safeguard Strategies</b> 2) Monthly Faculty Meeting focused on Reader's/Writer's Workshop in order to continue to learn and grow as a community of learners.	2, 4	Instruction Coaches, Administration	Sign-in rosters, teacher feedback, exit tickets			
<b>System Safeguard Strategies</b> 3) Use of DRA/EDL and TPRI/Tejas LEE data to drive instructional decisions that are targeted at intervention/challenge based on individual student needs through Reader's/Writer's workshop and small group instruction.	8, 9	Teachers, Instruction Coaches	Improved DRA scores at MOY and EOY			
4) Plan and implement Family Literacy Night to help give parents tools to help support their child's reading/writing.	6	Teachers, Support Staff, Administration	Sign-in rosters, parent feedback, teacher feedback			
Funding Sources: 211 - Title I - \$516.00						
5) Provide 1/2 day subs in October and January for all K-2 teachers to meet with Instruction Coaches to analyze data and make instructional decisions based on DRA/EDL and TPRI/Tejas LEE.	1, 2, 4, 8, 9	Teachers, Instruction Coaches	Teacher Feedback, Plans created, MOY/EOY Data			
Funding Sources: 211 - Title I - \$1650.00						
6) SRP (Supplemental Reading Program) intervention for identified struggling readers K-3 as well as "jump start" for kindergarten students at the beginning of the year.	3, 8, 9	SRP Teachers	Student Growth Data			
Funding Sources: 80-199 State Compensatory Education - \$3473.00						
<b>System Safeguard Strategies</b> 7) Special Education and General Education teachers collaborating and co-teaching in order to provide targeted reading instruction to meet the needs of special education students.	1, 3, 9	Teachers, SPED Teachers	SPED DRA/EDL Data			

8) Completion of Mentor Text set purchases for 4th and 5th grade classrooms in order to provide focused reading instruction aligned with the Essential Units of Study.	2, 3, 4, 9	Teachers, Instruction Coaches, Administration	DRA/EDL Data			
	Funding Sources: 211 - Title I - \$800.00					
9) Lucy Caulkins Professional Resource 'Units of Study for Teaching Reading' purchased for K-5 teachers to support the implementation of Readers/Writers Workshop.	1, 2, 3, 4, 9	Teachers, Instruction Coaches, Administration	DRA/EDL Data, Teacher Feedback			
	Funding Sources: 211 - Title I - \$1614.60					
						

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

**Performance Objective 2:** Increase the percentage of students making at least one year's growth in "Overall Progress (All Subjects)" as measured by the progress measure of the STAAR assessment by 10%. (Current 60%)


**Summative Evaluation:** 2016 STAAR Index 2 Student Progress measure

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide staff development on Student to Student Discourse based on Dr. Molina's research and training materials.	4, 9	Administration	Sign-in rosters, teacher feedback			
2) Pilot the SLO (Student Learning Objective) process in 2nd and 3rd grades in order to target specific skills identified through data analysis.	4, 8, 9	Teachers, Instruction Coaches, Administration	SLO (Student Learning Objective) documentation documents			
3) Leader in Me 'Empowerment Day' training on Implementation of Leadership Notebooks, followed by Lighthouse Team identification of specifics of Reed Leadership Notebooks.	2, 4	Administration, Lighthouse Team	Sign-in rosters, teacher feedback			
Funding Sources: 211 - Title I - \$4161.00						
4) Implementation of student Leadership Notebooks in K-5 to provide students the opportunity to set goals and track their progress based on their academic strengths/weaknesses as well as growth in applying the 7 Leader in Me habits.	1, 2, 6, 8, 9	Teachers, Administration	Student Leadership Notebooks, student feedback, parent feedback			
5) Targeted intervention for identified struggling students through SRP (Supplemental Reading Program), Intervention Specialist, Dyslexia and Special Education.	3, 8, 9	SRP, Intervention Specialist, Dyslexia and SPED teachers	Student progress data			
Funding Sources: 211 - Title I - \$102780.00						
6) Provide 1/2 day subs in October and January for all K-2 teachers to meet with Instruction Coaches to analyze data and make instructional decisions based on DRA/EDL and TPRI/Tejas LEE.	1, 2, 4, 8, 9	Teachers, Instruction Coaches, Administration	Teacher Feedback, Plans created			
Funding Sources: 211 - Title I - \$1615.00						
7) Provide 1/2 day subs in October and January for all 3-5 teachers to meet with Instructional Coaches to analyze STAAR data and make instructional decisions.	1, 2, 4, 8, 9	Teachers, Instruction Coaches, Administration	Teacher Feedback, Plans created			
Funding Sources: 211 - Title I - \$1360.00						
8) Tuesday Techie Group meetings to offer additional technology training to increase teacher skills and application in the classroom.	3, 4	Teachers, Tech Teacher Leader	Sign-in Rosters, Teacher Feedback			
						

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

**Performance Objective 1:** Decrease the gap between Economically Disadvantaged and "All" students by 8% on all STAAR assessments where the gap is greater than 10%. (3rd R=17% M=16% , 4th R=5%, M=13% Wr=9%, 5th R=4% M=18% Sc=17%)

**Summative Evaluation:** STAAR results for Spring 2016






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Ensure that we are making progress toward all teachers being trained in Kagan by their 3rd year at Reed. Increase implementation of Kagan Structures by identifying 3 structures each grade level will consistently use.	2, 4	Teachers, Instruction Coaches, Administration	Documentation of training, walk-throughs			
2) Provide targeted intervention through Conceptual Refinement, conferencing and/or Flex Time built into daily schedules that will focus on 'just in time' reteach of skills students are struggling with.	2, 3, 8, 9	Teachers	Student data			
3) Continue work of campus "Closing the Gap" task force on creating a campus plan for strategies to implement based on research and a book study of the book Culturally Responsive Teaching and the Brain.	1, 2, 4	Administration, Task Force members	Campus plan, Training rosters			
4) Closing the Gap Task Force will monitor data of Economically Disadvantaged students for patterns and make instructional recommendations based on that data.	1, 2, 4, 9	Administration, Task Force Members	Economically Disadvantaged Student Data, Teacher Feedback, District and State Assessments			
5) Use of hands-on learning experiences, learning partners, vocabulary building activities and PBL (Problem/Project-Based Learning) approaches to build student background knowledge and engagement.	2, 3, 4, 8, 9	Teachers, Instruction Coaches, Administration	District and State Assessments			
6) Staff development on Problem/Project-Based Learning to build student engagement and ownership of learning while challenging students at high levels..	2, 3, 4	Teachers, Instruction Coaches, Administration	District and State Assessments			
7) Increase student access to technology through the addition of 10 Chromebooks for 3rd, 4th, and 5th grade.	1, 2, 8, 9	Teachers	Student use			
						



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

**Performance Objective 2:** Decrease the gap in Science between Hispanic/ELL (English Language Learners) subgroups and "All" students by 8% while increasing the performance of all students by 10% as measured by STAAR assessment. (Hispanic=51%, ELL=36% All=65%)


**Summative Evaluation:** STAAR results for Spring 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<b>System Safeguard Strategies</b> 1) Create vertical teams focused on Reading in Science, Writing in Science, Science Vocabulary and Common assessments, Using Improvement Tools, Student Discourse, and Kagan Structures to build cohesion from grade level to grade level. These vertical teams will meet monthly.	1, 2, 4, 9	Teachers, Instruction Coaches, Administration	Documentation of work done, District and State Tests			
<b>System Safeguard Strategies</b> 2) Increase use of non-fiction materials within reading instruction.	3, 9	Teachers	Campus, District and State Assessments			
<b>System Safeguard Strategies</b> 3) Focus on explicit instruction of science vocabulary with pre-teaching of vocabulary for struggling students. Use of word walls in language of instruction.	2, 3, 9	Teachers	Campus, District and State Assessments			
<b>System Safeguard Strategies</b> 4) Subscription to Brain Pop in English and Spanish to reinforce learning in Science.	9	Teachers	STAAR Assessment			
Funding Sources: 211 - Title I - \$2295.00						
<b>System Safeguard Strategies</b> 5) Plan and implement a Family Math and Science Night to help provide parents with tools to support their child's learning.	6	Teachers, Instruction Coaches, Administration	Parent Feedback, Teacher Feedback, Student Feedback			
Funding Sources: 211 - Title I - \$500.00						
<b>System Safeguard Strategies</b> 6) Work with PTA (Parent/Teacher Association) to provide engaging Science focused special programs: Kids Science Safari (10/16/15) Inspector Iwannano (11/5/15) Planetarium (12/10-11/15)		Administration	Schedule of events, Teacher Feedback, Student Feedback			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** Decrease the gap between Hispanic/ELL (English Language Learners) and "All" students by 5% in writing while increasing the performance of all students by 10%. (Hispanic=61%, ELL=62%, All=65%)






**Summative Evaluation:** STAAR results for Spring 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Required summer 2015 staff development on implementation of Reader's/Writer's Workshop model.	2, 4	Teachers, Instruction Coaches, Administration	Sign-in rosters and individual goals related to implementation of Writer's Workshop			
2) Use of Talking, Drawing, Writing in ELE (Early Learning Environment), Pre-Kindergarten, and Kindergarten to support early learning of essential writing strategies.		Teachers, Instruction Coaches	Student writing samples, District Assessments			
3) Provide 1/2 day subs for 4th grade teachers to analyze 2015 STAAR Writing Assessment results with a focus on the writing pieces.	1, 4, 8	Teachers, Instruction Coaches	STAAR results			
Funding Sources: 211 - Title I - \$510.00						
4) Monthly professional development focused on implementation of Writer's Workshop with opportunities for new learning, time to ask questions, and plan with peers.	1, 2, 8, 9	Teachers, Instruction Coaches, Administration	Agenda of trainings, Teacher Feedback, Assessment Data			
5) Opportunities to participate in a coaching cycle/modeling opportunities with our Instruction Coaches in order to improve skills in Writer's Workshop and Talking, Drawing, Writing.	1, 2	Teachers, Instruction Coaches	Documentation of Coaching/modeling done in classrooms, Teacher Feedback, Instruction Coach Feedback			
						

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

**Performance Objective 4:** Increase performance in all tested areas to at or above district average in met passing standard and within 5% of district average in Advanced Performance. (Current Gap Met/Adv - 3rd Rdg 9/13%, 3rd M 13/14%, 4th Rdg 7/8%, 4th M 7/4%, 4th Wr 12/2%, 5th Rdg 2/17%, 5th M 8/8%, 5th Sc 4/9%)


**Summative Evaluation:** STAAR results for Spring 2016

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide required summer staff development in PBL (Problem/Project Based Learning) for all classroom teachers. Set expectations for each teacher to complete at least 1 PBL during the 2015/16 school year.	2, 3, 4, 9	Teachers, Instruction Coaches, Administration	Successful implementation of at least 1 PBL per classroom			
2) Monthly faculty meeting focused on reinforcing summer learning, time to ask questions and learn from each other.	2, 4	Teachers, Instruction Coaches, Administration	Teacher Feedback, Successful implementation of at least 1 PBL per classroom			
3) Implementation of collaborative structures through identification of 3 Kagan Structures for each grade level to use on a regular basis.	2, 4	Teachers, Administration, Instruction Coaches	Learning Walks			
4) Provide staff development on Student to Student Discourse based on Dr. Molina's research and training materials.	2, 4	Teachers, Administration	Sign-in Roster, Learning Walks			
5) Create Learning Walk forms that focus on looking for "Student to Student Discourse" and document when it is observed.		Teachers, Administration	Learning Walk Data			
6) Weekly QLC (Quality Learning Community) meetings keep focus on planning for deeper questioning, more student to student discourse, and higher levels of challenge for students.	2, 4, 8, 9	Teachers, Instruction Coaches	Learning Walk Data, Feedback from Teachers, Feedback from Instruction Coaches			
7) Use of STAAR Connections to support student to student discourse in Math and Science.	3, 9	Teachers, Instruction Coaches, Administration	STAAR Data			
8) Increase student engagement and rigor through the use of technology in Problem/project-based learning (PBL), Genius Time, and research experiences.	1, 2, 3, 9	Teachers, Instruction Coaches, Administration	Learning Walks, Student presentations			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 5:** Decrease the gap between Special Education and "All Students" on all subjects tested by 15% as measured by STAAR. (Current All Students - 77%, SPED - 36%)

**Summative Evaluation:** STAAR results for Spring 2016


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p><b>System Safeguard Strategies</b>  <b>Federal System Safeguard Strategies</b>                      1) Monthly planning meetings between Special Education staff and classroom teachers to discuss student progress, plan for upcoming units and review data collected over previous month.</p>		SPED Staff, Teachers	Meeting notes, Teacher Feedback, Student assessments			
<p><b>System Safeguard Strategies</b>                      2) Use of Kagan Structures to assist in all students learning from each other, with careful attention paid to how Special Education students are paired to maximize learning.</p>		Teachers, SPED Staff	District and State Assessments			
<p><b>System Safeguard Strategies</b>                      3) Special Education staff will provide targeted intervention instruction based on individual student data and feedback from general education teacher.</p>	1, 3, 9	SPED Staff, Teachers	Data collected on each student, Feedback from teacher, Feedback from student			
<p><b>System Safeguard Strategies</b>                      4) Two Special Education teachers and two classroom teachers will attend the Region 13 Power of Inclusion Training.</p>	1, 3, 4, 9	Teachers, SPED Staff	Attendance October 5, 2015 and February 1, 2016 Observation of strategies being implemented during classroom visits			
<p><b>System Safeguard Strategies</b>                      5) Ensure Special Education teachers and Instructional Assistant's are trained in using the Bridges Math Intervention Materials and mandate that Instructional Assistant's attend the Bridges training at the IA Summit October 12th.</p>	3, 4, 9	SPED Staff, District Curriculum and SPED Departments	Attendance at training, Observation of math instruction/support during learning walks			
						

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

**Performance Objective 1:** Decrease the percentage of parents indicating disagree/strongly disagree to less than 10% on the areas of:

1. my child gets supports needed for enrichment/advancement (14%),
2. my child gets the support needed when they are struggling academically (15%)
3. the campus keeps me informed about my child's academic progress (11%)


#### Summative Evaluation: 2016 UT Engagement Survey Results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Implementation of Student Leadership Notebooks where students set goals and track progress toward those goals. Notebooks will be sent home for parent review/feedback periodically.	2, 6, 9	Teachers, Lighthouse Team	Notebooks, Student Feedback, Parent Feedback, Survey Results			
2) School information/events will be offered at various times and in English and Spanish to meet parent schedules and increase attendance. * Parent Orientation offered both a day and night time * Conference day with options for parents to sign up * Math/Science & Literacy Nights with a larger window of time to accommodate parent schedules * Communication sent out in both English and Spanish	6	Teachers, Administration	Parent Feedback, Survey Results			
3) Each teacher asked to answer the questions from the Edutopia article 'Parents: 19 Meaningful Questions You Should Ask Your Child's Teacher' and share that information with the parents in their class. <a href="http://www.edutopia.org/blog/19-questions-for-parents-terry-heick?utm_source=twitter&amp;utm_medium=socialflow%20&amp;utm_campaign=RSS">http://www.edutopia.org/blog/19-questions-for-parents-terry-heick?utm_source=twitter&amp;utm_medium=socialflow%20&amp;utm_campaign=RSS</a>	2, 6	Teachers, Administration	Documentation of each teacher's information, Parent Feedback			
4) Use of a variety of forms of communication with parents including: Website, School Messenger, email, phone calls, notes home, assignment books for 3rd-5th, communication journals (where needed), behavior charts, and texts.	6	Teachers	Parent Feedback			
5) Increase student engagement and ownership of learning through the use of technology (10 additional Chromebooks in 3rd, 4th, 5th) to support PBL (Problem/Project-Based Learning), Research, and Genius Time.	1, 2, 3, 9	Teachers, Instruction Coaches, Administration	Student presentations, Learning Walk Data			
6) Provide STAAR testing information at Parent Orientation for grades 3-5.	6	3-5 Teachers, Administration	Sign-in Rosters, Meeting Agendas			
						

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

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


**Summative Evaluation:** EOY data from classroom visits

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Staff development on Molina's 'Student to Student Discourse' with opportunities to ask questions, work with peers, and plan for discourse.	2, 4	Teachers, Administration, Instruction coaches	Learning Walk Data, Teacher Feedback, Classroom visits			
2) Peer to Peer Learning Walks at least 3 times a year for each teacher in the building with time to debrief.	4	Teachers, Administration	Learning Walk data			
3) Weekly Collaborative planning time with Instruction Coaches with a focus on building an understanding of discourse and how to plan for it within the curriculum.	2, 4	Teachers, Instruction Coaches, Administration	Learning Walk Data, Teacher Feedback, Instruction Coach Feedback			
4) Establish baseline data through Learning Walks completed by administration with a focus on Learning Targets and student to student discourse.	2, 8	Administration	Learning Walk Data			
						

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

**Performance Objective 3:** Campus will initiate use of Student Leadership Notebooks as a part of Leader in Me implementation process. Leadership notebooks will be used to deepen understanding of the 7 habits while setting goals, documenting progress and reflecting on individual growth as a leader/learner.


**Summative Evaluation:** Student Leadership Notebooks Parent Feedback on Leadership Notebooks from Student-led Conferences Student Feedback on Leadership Notebooks from EOY student/teacher conferences

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Lighthouse Team will develop overview of requirements for Leadership Notebooks and then grade levels will work to personalize to meet their needs while ensuring they align with the Leader in Me program expectations.	2	Teachers, Lighthouse Team	Leadership Notebooks			
2) Monthly Faculty Meetings focused on continuing to grow as a Leader in Me school through the implementation of Leadership Notebooks, campus initiative teams, and integration of the 7 habits into everything we do throughout the day.	2	Teachers, Lighthouse Team Leaders, Initiative Team Leaders, Administration	Leader in Me Coach Feedback, Teacher Feedback, Student Feedback, Parent Feedback			
3) Planning and implementation of a "Leadership Day" where parents and the community are invited to learn more about how students are learning to become leaders.	2	Teachers, Administration, Lighthouse Team, Leadership Day Initiative Leaders	Agenda for Leadership Day, Parent Feedback, Student Feedback, Teacher Feedback			
						

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

**Performance Objective 1:** Three campus-wide activities will be put into place that support our efforts to become a "No Place for Hate" certified campus by the end of the 2015/16 school year.

**Summative Evaluation:** No Place for Hate designation

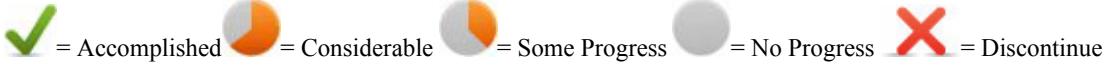
Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continuation of C2 club to build a culture of caring among students.	6	Counselors	Action Plans from C2 meetings			
2) Addition of a half time counselor will provide additional guidance lessons for students.		Counselors, Administration	Documentation of lessons, Student Feedback, Teacher Feedback			
						



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


**Performance Objective 2:** Advance Leader in Me efforts through creation of a student "Lighthouse Team" that will coordinate with C2 and campus Lighthouse Team to increase student engagement and build student ownership in campus culture.

**Summative Evaluation:** EOY Student Lighthouse Team, Campus Lighthouse Team, C2 team feedback

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Student Lighthouse team meetings focused on building opportunities for students to own their learning and increase engagement while improving attendance.		Administration	Meeting Agendas, Lighthouse Team Feedback, Teacher Feedback, Student Feedback			
2) Campus Lighthouse Team meetings focused on keeping the campus moving forward in our progress toward being a Leader in Me Lighthouse School.	2	Lighthouse Team Leaders	Leader in Me Coaching Feedback, Teacher Feedback, Parent Feedback, Student Feedback			
3) Campus-wide C2 Club that initiates positive activities to support our culture of caring and progress as leaders in our community.	2	Counselors, C2 Student Leaders	Agenda of Meetings, Activity Log			
						

**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	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	1	1	Required summer 2015 staff development on implementation of Reader's/Writer's Workshop model.
1	1	2	Monthly Faculty Meeting focused on Reader's/Writer's Workshop in order to continue to learn and grow as a community of learners.
1	1	3	Use of DRA/EDL and TPRI/Tejas LEE data to drive instructional decisions that are targeted at intervention/challenge based on individual student needs through Reader's/Writer's workshop and small group instruction.
1	1	7	Special Education and General Education teachers collaborating and co-teaching in order to provide targeted reading instruction to meet the needs of special education students.
2	2	1	Create vertical teams focused on Reading in Science, Writing in Science, Science Vocabulary and Common assessments, Using Improvement Tools, Student Discourse, and Kagan Structures to build cohesion from grade level to grade level. These vertical teams will meet monthly.
2	2	2	Increase use of non-fiction materials within reading instruction.
2	2	3	Focus on explicit instruction of science vocabulary with pre-teaching of vocabulary for struggling students. Use of word walls in language of instruction.
2	2	4	Subscription to Brain Pop in English and Spanish to reinforce learning in Science.
2	2	5	Plan and implement a Family Math and Science Night to help provide parents with tools to support their child's learning.
2	2	6	Work with PTA (Parent/Teacher Association) to provide engaging Science focused special programs: Kids Science Safari (10/16/15) Inspector Iwannano (11/5/15) Planetarium (12/10-11/15)
2	5	1	Monthly planning meetings between Special Education staff and classroom teachers to discuss student progress, plan for upcoming units and review data collected over previous month.
2	5	2	Use of Kagan Structures to assist in all students learning from each other, with careful attention paid to how Special Education students are paired to maximize learning.
2	5	3	Special Education staff will provide targeted intervention instruction based on individual student data and feedback from general education teacher.
2	5	4	Two Special Education teachers and two classroom teachers will attend the Region 13 Power of Inclusion Training.
2	5	5	Ensure Special Education teachers and Instructional Assistant's are trained in using the Bridges Math Intervention Materials and mandate that Instructional Assistant's attend the Bridges training at the IA Summit October 12th.

## Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	5	1	Monthly planning meetings between Special Education staff and classroom teachers to discuss student progress, plan for upcoming units and review data collected over previous month.

# Title I

## Schoolwide Program Plan

In an effort to close the achievement gap while increasing the performance of all students at Reed, we are focusing on increasing student to student discourse and engagement through PBL and the use of Kagan Structures, improving reading and writing instruction through Reader's/Writer's Workshop and building student ownership of learning through the Leader in Me.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Refer to the Comprehensive Needs Assessment.

### 2: Schoolwide Reform Strategies

Focus on increasing student to student discourse through the use of PBL and Kagan Structures, improving reading and writing instruction through Reader's/Writer's Workshop and building student ownership of learning through the Leader in Me.

### 3: Instruction by highly qualified professional teachers

LISD follows a structured system to ensure that all professional teachers are highly qualified before they are offered employment.

### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Principals and Instruction Coaches are provided targeted on-going professional development opportunities throughout the year. At the campus level professional development is provided throughout the year and aligned with identified needs in working toward meeting campus goals and district initiatives.

### 5: Strategies to attract highly qualified teachers

LISD HR Department actively recruits and screens applicants to ensure they are highly qualified. They put their commitment to recruiting the best applicants into practice through:

- attending educator career fairs at area universities
- participate in the CTCEP (Central Texas Council for Educator Preparation, offshoot of the E3 Alliance)

- sit on educator panels at UT, Texas State, Southwestern, and Concordia
- Verify certification and HQ status of every teacher/IA prior to hire
- Examine hiring data and trends to identify/target educator programs that produce top-notch, diverse, highly-qualified candidates

#### **6: Strategies to increase parental involvement**

- Provide all campus information in both English and Spanish
- Provide parents with timely information about school events and their child's progress
- Creation of School-wide Title One plan, written Parental Involvement Policies, and School-Parent Compact
- Yearly parent conferences in the fall and student-led conferences in the spring
- Family Literacy Night to support parents helping their child at home
- Family Math/Science Night to support home/school connections in math and science
- Opportunities for parents to volunteer and be involved at school
- Ensuring that we are providing a warm and welcoming environment to all

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

LISD offers various supports to families including Pre-Kindergarten and Parents as Teachers which are both programs that provide instruction and resources to ensure that students and families are equipped to transition into kindergarten successfully.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Campus provides opportunities for teachers to work collaboratively with their team and the instruction coaches to analyze data and plan instruction. Planning half days are also provided twice a year for more in-depth analysis of data in order to better plan for quality, targeted instruction/intervention/challenge.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students who are struggling are provided reteach opportunities in the classroom through Conceptual Refinement/Flex time as well as opportunities to receive intervention support/targeted instruction from SRP, Intervention Specialist, ESL, SPED and Dyslexia.

Tier 2 and 3 meetings are held monthly to set goals and track student progress.

Closing the Gap Task Force works together to analyze data, identify campus needs and create action plans to support our eco dis students.

## **10: Coordination and integration of federal, state and local services and programs**

Campus Administration works to coordinate and integrate federal, state and local services by working with district departments to ensure that programs and processes are followed that will result in optimal benefit for students.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christina Giulvezan	Intervention Specialist	Title I	.5
Magen Schott	Intervention Specialist	Title I	1



# Addendums

**124 REED ELEMENTARY**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: LISA GIBBS

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
57	12.5	3	1	0

Grade	Total	%
EE	8	1.1%
PK	42	5.9%
KG	121	16.9%
01	122	17.0%
02	126	17.6%
03	88	12.3%
04	103	14.4%
05	107	14.9%
<b>Campus Total</b>	<b>717</b>	

Economically Disadvantaged		
N	354	49.4%
Y	363	50.6%

Students with Disabilities		
N	634	88.4%
Y	83	11.6%

At Risk Students		
N	295	41.1%
Y	422	58.9%

Ethnicity		
ASIAN	48	6.7%
BLACK	59	8.2%
HISPANIC/LATINO	365	50.9%
TWO OR MORE RACES (MULTI)	31	4.3%
HAWAIIAN OR PACIFIC ISLANDER	2	0.3%
WHITE	212	29.6%

Gender		
FEMALE	361	50.3%
MALE	356	49.7%

Gifted and Talented		
N	635	88.6%
Y	82	11.4%

English Language Learners		
N	478	66.7%
Y	239	33.3%

Students in Bilingual Program		
N	464	64.7%
Y	253	35.3%

Students in ESL program		
N	688	96.0%
Y	29	4.0%

REED (124)		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	Identify a baseline for student understanding of the Student Learning Behaviors through a minimum of 100 Learning Walks completed by staff and administration over the 2014/15 school year.	No - approximately 75-90 learning walks were completed	Team leads review & make any needed adj to campus learning walk form.
	Learner engagement	Staff will have a common understanding of the Student Learning Behaviors as defined by campus operational definitions of each of the Student Learning Behaviors in place by January 2015.	No	We will focus more on Student Learning Behaviors this year
Eliminating the Achievement Gap	Essential learning aligned to TEKS	Decrease the gap between Eco Dis and All Students by 10% in Math and Writing as measured by STAAR assessments (current gap Math 18%, Writing 16%, Reading 7%)	No	Campus task force focus on eliminating the achievement gap
	Data analysis and goal setting	Decrease the gap between Hispanic subgroup and All Students by 8% as measured by STAAR assessment (current gap 16%).	No - gap decreased by 5%	Continue focus on eliminating the gap
	Data analysis and goal setting	Increase the performance of ethnic subgroups to within 8% of white subgroup as measured by STAAR assessment (current performance - reading Wh 88%, Hisp 75%, AA 50%; Math Wh 73%, Hisp 64%, AA 25%).	No - White 84%/Hisp 64%/AA 54%	Continue focus on eliminating the gap
College and Career Readiness	Lesson design	Reed students will perform within 5% of the district average as measured by EOY DRA.	No - K 0%, 1 12%, 2 5%, 3 16%, 4 5%, 5 7%	Summer training for all staff on Reader's Workshop - focus
	Data analysis and goal setting Plan for intervention / challenge	Students will increase their knowledge of executive function skills and how the brain works in the learning process by 15% as measured by campus developed survey given BOY and EOY.	Yes - Pre/Post survey done during enrichment time	Continue to deepen understanding of executive function
Focus on Whole Student	Supportive learning environment	Student leadership skills and understanding of the 7 habits of the Leader in Me will increase by 80% as measured by campus developed student survey given BOY and EOY.	Yes - Pre/Post survey done during enrichment time	Continue to deepen understanding/application of 7 habits
		Three campus-wide activities will be put into place that support our efforts to become a "No Place for Hate" certified campus by the end of the 2014/15 school year.	Yes - earned No Place for Hate designation	Continue to complete required expectations for designation