

Leander Independent School District
Whitestone 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

Needs Assessment Overview

For the purposes of the 2015-2016 Campus Needs Assessment we have provided summaries and data points connected to the alignment of Leander ISD and Whitestone Elementary campus goals. We reported on campus data that has a matching LISD measure to show our strengths and needs in our Comprehensive Needs Assessment. WSE prioritized LISD district measures to create manageable campus goals for the school year.

Demographics

Demographics Summary

Whitestone Elementary is home to 820 students (both monolingual/bilingual). Each grade level averages 6 classrooms with this next year being our 1st year of 2 Way Dual Language in Kinder. 20% of our students receive LEP services, 38% of our students are economically disadvantaged, 49% are At-Risk, 10% of our students receive special education services, and 10% of our students receive gifted and talented services through our Quest program.

20% of all students/all STAAR assessments met level 3 advanced up from 18% last year. Special education students receive the instruction in the general education classrooms, and while each student is making progress, the benchmark and STAAR scores indicate need for further improvement.

Demographics Strengths

Economically Disadvantaged Students

- 88% of all students met standard on Reading STAAR.
- 77% of economically disadvantaged students met standard on the Reading STAAR.

ELL

- 81% of ELL students met standard on the writing STAAR.

Special Education

- 50% of our special education students met standard on STAAR Science (up from 35% last year).

Demographics Needs

Economically Disadvantaged Students

- 43% of economically disadvantaged students met standard compared to 88% of all students on the Writing STAAR.
- 70% of economically disadvantaged students met standard compared to 93% of all students on the Science STAAR.

ELL

- 71%% of ELL met standard on the STAAR Science.
- 71% of ELL met standard on the STAAR Reading

Special Education

- 58% of our students who receive special education services met standard on all STAAR tests.

Student Achievement

Student Achievement Summary

Whitestone utilizes the district essential units of study when planning for student learning. Reading instruction and learning continues to be a strength with 88% of students meeting standard on the reading portion of STAAR. The campus monitors each child's reading throughout the year and makes instructional adjustments when needed. Staff Development has a will occur in the area of reading instruction with DRA/EDL/TPRI/Tejas Lee/Power Teaching for the last and upcoming school year. Writing occurs across all curriculum areas. However, writing scores on the Staar assessment demonstrate a need to consider instruction vertically across the campus. In 2014-2015, our students were introduced to new math TEKS and this brought a focus in math rigor and problem solving skills with the implementation of Bridges as a curriculum resource. Each collaborative grade level team utilizes the Professional Learning Communities model of planning for instruction and teachers will create common assessments based on the Power Standards selected with the campus instructional coaches to determine learning targets. The grade level teams will use the data from the common assessments to plan for and deliver intervention and challenge to all students.

Student Achievement Strengths

READING

- 25% of students scored level 3 advanced in Reading (up from 22% last year).
- 80% of 1st grade students exited first grade reading on grade level
- 80% of 3rd grade students exited 3rd grade reading on grade level
- 25% of 2nd grade students are reading above grade level by the end of the year

WRITING

- 79% of students received met standard on STAAR Writing

SCIENCE

- 77% of 5th grade students scoring met standard on Science STAAR

Student Achievement Needs

READING

- 68% of kindergarten students and 65% of 4th graders met standard with the DRA.

WRITING

- 7% scored of 4th grade students met level 3 advanced on STAAR writing.

SCIENCE

- 62% of economically disadvantaged students scored in STAAR Science met standard.

Parent Survey

- 87% of families believe they have adequate and timely communication decrease from 14-15 at 90%.

School Culture and Climate

School Culture and Climate Summary

Whitestone Elementary is a diverse demographic with a Dual Language Program that supports each child as they strive to learn and grow. Teachers and staff greet each child as they arrive at school each day, where we focus on the 7 Habits for our students and staff. Throughout the year, there are many opportunities to engage in the Wildcat environment such as: spirit days, college days, assemblies, and field trips. With the support of our teachers and PTA our students participate in many engaging activities such as: student-led club to create a culture of kindness and caring, No Place for Hate, Run Club, Performance Art Club, Math Pentathlon, Chess Club, and the Leader In Me. Our campus is 24 years old and fosters traditions of the past and engagement of the future.

School Culture and Climate Strengths

ATTENDANCE

- 96% average attendance
- 5 years of historical attendance data shows average 96%

STUDENT SURVEY

- 97% of students feel safe in their classroom
- 91% of students feel safe outside their classroom.

DISCIPLINE

- 2.2% of students have more than 5 discipline infractions.

STAFF SURVEY

- 90% of staff believe they have a clear understanding of our mission, vision and strategic plan.
- 88% of staff believe they can learn from their mistakes.
- 88% of staff believe that the director/principal gives specific feedback about my performance and effectively communicates important information needed.

School Culture and Climate Needs

ATTENDANCE

- 9.1% mobility rate

STUDENT SURVEY

- 90% of students set and track goals.

DISCIPLINE

- Number of infractions rate per capita .15 to .36.

STAFF SURVEY

- 48% of staff agree or strongly agree that they have adequate supplies and equipment to successfully do their job.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Whitestone Elementary continues to provide access to a guaranteed and viable curriculum by using the curriculum documents to collaboratively plan for learning. The 2014-2015 school year brought an opportunity for new learning centered around the new math TEKS and curriculum resource, Bridges. Our campus Problem of Practice was to ensure all students are reading on or above grade level measured by the DRA/EDL. DRA-74% and EDL 69% (Last year DRA 80%, EDL 68%). The campus continues to purposefully plan each week to identify the learning targets and all surveys indicate a need to improve on asking students to set goals and tracking progress.

Curriculum, Instruction, and Assessment Strengths

- Increased percentage of students achieving advanced performance on all STAAR assessments in Reading STAAR from 22% to 25%.
- 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 while using the Professional Learning Communities framework to build quality assessments, intervention and challenge.

Curriculum, Instruction, and Assessment Needs

1. Continue our Professional Learning Communities (development of common assessments, selection of Power Standards, data driven analysis, and intervention/challenge as needed) for individual student growth and learning.
2. Provide professional development and measure discourse and engagement
3. Continue professional development and implementation of Kagan structures to increase engagement
4. Deeper understanding from teachers and students on student ownership of learning
5. Continue purposeful planning to integrate behaviors seamlessly into lessons
6. Continue professional development on rigor and growth mindset

Family and Community Involvement

Family and Community Involvement Summary

At Whitestone Elementary our partnership between students, families, and staff is amazing. WSE has a very active PTA that works in collaboration to bring enrichment and experiences that support our students to learn and grow. Families provide support to the students and classrooms by volunteering to read to students and volunteering their time is so many ways. Each classroom teacher communicates on a weekly basis via newsletter or e-mail, and the campus administration sends a Wildcat Report once a month to continue to build a partnership with families. In addition, the campus utilizes the campus website, Twitter and Facebook to communicate events and campus news.

Family and Community Involvement Strengths

VOLUNTEERS/COMMUNITY

- Strong PTA involvement with 250+ members
- LHS students volunteer in classrooms and serve on campus through a variety of opportunities: PALS, Ready Set Teach, band and choir performances, Quest plays, reading to classrooms and students
- Strong representation of volunteers on campus

FAMILY SURVEY

- 91% of families believe the campus provides a safe and encouraging environment for their child.
- 93% of families believe the environment is inviting for parents and families.
- 94% of families believe the campus provides opportunities for parents and community to be involved

Family and Community Involvement Needs

- 71 parents responded to 2015 parent survey
- 87% of parents reported that the campus provides adequate and timely communication.

Technology

Technology Summary

All instructional staff participated in Educate Ignite training during 2014-2015, and all students learned about digital citizenship. All instructional staff utilize a classroom website that is updated to communicate with families, and some teachers use Google to send volunteer opportunities, student work and classroom organization with parents. In the spring of 2015, the campus began rolling out devices to grades 2nd-5th grade. Moving into 2015-2016, with the new devices, professional development will support teachers with ways to integrate technology into lessons.

Technology Strengths

- 100% of campus staff attended all 6 Educate academies.
- Teachers are incorporating technology into their daily routines in order to enhance student learning opportunities.
- Teachers are beginning to explore technology in guided reading and Google classrooms.
- PTA supports technology through 3 years of funding (light pros, Chromebooks, iPads)
- Teachers are seeking out opportunities to develop a deeper understanding of the technology tools/resources that are available to them.
- Campus STAR chart indicates campus scored "Advanced" on Teaching and Learning indicators.

Technology Needs

- New elementary technology template begins deployment.
- Teachers need additional opportunities to discuss and brainstorm as a team how to integrate technology with the new resources that will be available to them.
- Campus STAR chart indicated that Infrastructure for Technology is an area needing additional focus

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 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


Goals

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

Performance Objective 1: Increase the number of students reading on or above grade level with DRA/DRA 2/EDL to independent or higher in k-5th. 2014 Baseline Monolingual 74%, Bilingual 65%.

Summative Evaluation: Utilize EOY DRA/EDL assessments as a campus

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development-Power Teaching Training for staff, Follow-up Power Teaching Training for all staff (Both Early Release Dates)	1, 2, 3, 5, 6	Classroom teachers SRP Support DLLS Support Interventionist Instructional Coaches Administration	DRA/EDL scores			
				Funding Sources: 211 - Title I - \$85.00, 80-199 State Compensatory Education - \$765.00		
2) Campus Problem of Practice focus during PLC time (All students reading on or above grade level).	2, 3, 5, 6	Classroom teachers, SRP support, DLLS Support, Interventionist, Instructional Coaches, Administration	Feedback loops, DRA/EDL Data, Professional Development			
				Funding Sources: 199 - General Funds		
3) Teacher will complete 2 instructional rounds during Language Arts using Rigor (Challenge/Intervention) forms (electronic). The teacher will utilize the data from the teacher portfolio to track campus and teacher growth over time.		Administration, Instructional Coaches, Classroom teachers	Reflection from Rigor forms			
				Funding Sources: 199 - General Funds		
4) Professional Learning Communities for Grade Level/Special Area teacher teams will have bi-weekly PLC meetings to identify essential outcomes, grade level/campus goals, write common assessments, dis-aggregate data and plan for flex.(intervention/challenge) and collaborate effective instructional strategies.	1, 2, 3, 4, 5, 6, 8	Administration, Instructional Coaches, Teachers	Student data (Benchmarks, STAAR, DRAs/EDLs, Coaching Cycles, Data from Instructional Rounds).			
				Funding Sources: 199 - General Funds		


5) Implement systems to provide reading assistance for students such as: Literacy Partners, SRP, Homework Help, After School Tutoring, and Intervention Specialists.	1, 3, 4, 5, 6, 8	Administration, Teachers, Support Staff, Interventionist	Student data (Benchmarks, STAAR, DRAs/EDLs, Coaching Cycles, Data from Instructional Rounds).			
	Funding Sources: 211 - Title I - \$11767.00, 80-199 State Compensatory Education - \$644.00, 211 - Title I - \$74432.00					
6) Utilize the work of the campus Technology Leadership team to promote technology, use the LISD technology curriculum embedded into classroom lessons and provide technology professional development/training.	3	Administration, Teachers, Instructional Coaches, Campus Librarian and Campus Technology team.	STaR Chart, teacher survey			
	Funding Sources: 199 - General Funds					
7) Develop expectations for the integration of email, social media, classroom messenger, Home/School connection fliers, websites as communication tools.	3	All Staff	STaR Chart, teacher survey, parent survey			
	Funding Sources: 199 - General Funds					
						

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

Performance Objective 2: Increase the advanced academic performance for all students on STAAR in reading, math, writing and science from 20% to 21%. (Closely monitor due to STAAR A and Math STAAR data counting in '15-'16.)






Summative Evaluation: Reading/Math/Writing/Science STAAR data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Effective use of flex. time in all grade levels for challenge/intervention.	1, 2, 3, 4, 5, 6, 8	Classroom teachers Instructional Coaches Administrations	Benchmark data DRA/EDL data TPRI data STAAR Data			
Funding Sources: 199 - General Funds						
2) Professional Development: PLC Training, Discourse/Engagement, Kagan Structure, Power Teaching, Quest Training, ELPs Training, Science Kit Training, Lucy Calkins and Betty Fulwiler Training.	1, 2, 3, 4, 5, 6	Administration, Instructional Coaches, Intervention Specialist, ESL Teacher, Quest Teacher, District Personnel.	STAAR results for reading, math, writing and science.			
Funding Sources: 211 - Title I - \$1134.00, 211 - Title I - \$510.00						
3) Provide after school enrichment for free such as Chess, Performance Enrichment, Math Pentathlon, Run Club, Hiking Club, and PTA sponsored events.	1, 4, 7, 8	Specials staff, teachers, parent volunteers, PTA, administration	STAAR, Benchmark scores			
Funding Sources: 199 - General Funds						
4) Continued implementation of 7 Habits of Happy Students by integrating the habits into instruction, announcements, assemblies, and counselor's lessons.	6	Administration, Counselor, Teachers	STAAR, Benchmark scores			
Funding Sources: 199 - General Funds						

5) Analyze the 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.	Administration, Classroom Teacher, Intervention Specialist, Instructional Coaches	PLC agendas, Quintile reports, STAAR Data			
Funding Sources: 199 - General Funds					
					


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

Performance Objective 1: Increase the number of students met standard status on STAAR for 4th grade writing. (2014 Baseline Monolingual 77% to 78%, Bilingual 87% to 88%).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Campus vertical team will focus on campus-wide strategies to improve writing skills k-5. Professional Development using Lucy Calkins during PLC time Professional Development on Rigor	1, 3, 5, 6	Classroom teachers Instructional Coaches SRP support DLLS support	Benchmark data DRA/EDL data			
Funding Sources: 199 - General Funds						
2) Professional Learning Communities for Grade Level/Special Area teacher teams will have bi-weekly PLC meetings to identify essential outcomes, grade level/campus goals, write common assessments, dis-aggregate data and plan for flex.(intervention/challenge) and collaborate effective instructional strategies.	1, 2, 3, 5, 6, 8	Classroom teachers, Intervention Specialist, Instructional Coaches, Administration	Benchmark Data, STAAR Data			
Funding Sources: 199 - General Funds						
3) Teachers will implement 9 week planning grid for all content areas based on the curriculum documents, team created common assessments and PLC agendas.	1, 2, 3, 4, 5	Classroom teachers, Instructional Coaches, Administration	Benchmark Data, STAAR Data			
Funding Sources: 199 - General Funds						
4) Language Arts Vertical Team will analyze the power standards selected by each grade level in reading and writing to ensure vertical alignment of content p-k-5th grade.	1, 2, 3, 4, 5, 8	Vertical Team, Instructional Coaches, classroom teachers, Administration	STAAR Data, Benchmark Data			
Funding Sources: 199 - General Funds						
Critical Success Factors CSF 1 CSF 2 CSF 7	1, 2, 3, 4, 5	Classroom Teachers, Administration, Support staff	RTI data sheets, Benchmark Data, STAAR Data			
5) Teachers will set and review students interventions and goals during their monthly RTI 2 and RTI 3 meetings.	Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

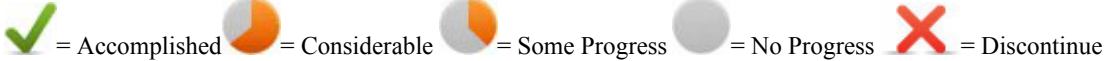
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 2: Decrease the gap between economically disadvantaged and non-economically disadvantaged students from 62% to 65% in Science STAAR as reported in the Index 1-student achievement data table.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Professional Development for Science Kit Training, Professional Development for writing in Science (Writing in Science Approach by Betsy Fulwiler)	1, 2, 3, 5, 6, 8	Classroom teachers Science district dept. Administration	Science Benchmark scores STAAR 5th grade scores			
				Funding Sources: 199 - General Funds		
2) Professional Learning Communities for Grade Level/Special Area teacher teams will have bi-weekly PLC meetings to identify essential outcomes, grade level/campus goals, write common assessments, dis-aggregate data and plan for flex.(intervention/challenge) and collaborate effective instructional strategies.	1, 2, 3, 4, 5, 6, 8	Administration, Instructional Coaches, Teachers	STAAR Data			
				Funding Sources: 80-199 State Compensatory Education - \$1099.00		
3) Teachers will implement 9 week planning grid for all content areas based on the curriculum documents, team created common assessments and PLC agendas.	1, 2, 3, 5	Administration, Instructional Coaches, Teachers	STAAR Data			
				Funding Sources: 199 - General Funds		
4) Implement systems to provide reading assistance for students such as Literacy Partners, SRP, Homework Help, After School Tutoring and Intervention Specialists.	1, 3, 5, 7, 8	Administration, Intervention Specialist, Reading Specialist	STAAR Data			
				Funding Sources: 199 - General Funds		
5) Utilize the Campus/Grade Level RTI teams to monitor student progress and provide intervention as needed (identify economically disadvantage students, analyze gap data, share instructional strategies).	1, 2, 3	Administration, Teachers	STAAR Data			
				Funding Sources: 199 - General Funds		
6) Integration of the 7 Habits & Leader In Me campus-wide.	4, 6, 7, 8	Administration, Teachers, Counselor	STAAR Data			
				Funding Sources: 199 - General Funds		
7) Provide after school enrichment for free such as Chess, Performance Enrichment, Math Pentathlon, Run Club, Hiking Club, and PTA sponsored events.	1, 2, 3, 7, 8	Administration, Community Support	Benchmark Data, DRA/EDL scores, STAAR Data			
				Funding Sources: 199 - General Funds		
						

Goal 3: Student Learning Behaviors: Students own their learning






Performance Objective 1: Increase to 93% of students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual student/staff survey. (2014 Baseline Teacher 89%, student 93% - Avg. 91%).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Feedback on the SLBs. provided to teachers based on classroom observations.		Administration, Classroom teachers, Instructional Coaches	Data from classroom observations, Reflection with staff			
	Funding Sources: 199 - General Funds					
2) Instructional Coaches will implement coaching cycles with teachers with a focus on the seven SLBs.		Instructional Coaches, Classroom teachers	Reflection from coaching cycles			
	Funding Sources: 199 - General Funds					
3) Kagan structures in classroom to increase student to student discourse.	1, 2, 3, 5, 6	Classroom teachers, Instructional Coaches, Support teachers, Administration	Benchmark Data, STAAR Data, teacher and student reflection			
	Funding Sources: 199 - General Funds					
4) Specific campus-wide focus on Learning Targets, discourse and engagement.	1, 3, 5, 6	Classroom teachers, Instructional Coaches, Administration	Benchmark Data, STAAR Data, teacher and student reflection			
	Funding Sources: 199 - General Funds					
5) Student ownership of learning through student planners, orientations, announcements, campus/teacher websites and fliers.	1, 2, 3, 4, 5, 6, 7, 8	All staff	Reflection from student/parent/teacher survey.			
	Funding Sources: 211 - Title I - \$1000.00					
6) As a campus, tracking attendance and on-time performance.	3	All Staff	Attendance Data			
	Funding Sources: 199 - General Funds					
7) Utilize Walk-through Data for Learning Targets to plan for instruction.	3	All staff	Walk-through district data			
	Funding Sources: 199 - General Funds					
						

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


Performance Objective 1: On the parent survey, increase the number of "strongly agree" and "agree" in regards to the question about, how the campus provides adequate and timely communication from 87% to 90%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Student ownership of learning through student planners, orientations, announcements, campus/teacher websites and fliers.	1, 2, 3, 4, 5, 6, 7, 8	All Staff	Reflection from student/parent/teacher survey.			
Funding Sources: 199 - General Funds						
2) Guidance and Health lessons promoting school safety. (Ethical principles, C2, No Place For Hate, 7 Habits)	2, 4, 7, 8	Counselor, CAPP Counselor, Specials Staff, Nurse, Assist. Principal	Student training, referral information and number of outcries			
Funding Sources: 199 - General Funds						
3) Establish the actions a student should take to obtain assistance and intervention in response to bullying.	4, 6, 7, 8	Counselor, Administration, students and teachers	Outlined flow charts, manuals, student outcries and teacher/student training			
Funding Sources: 199 - General Funds						
4) Establish procedures for reporting/investigating allegations of bullying.	4, 7, 8	Administration, students, teachers, Counselor	Outlined flow charts, manuals, student outcries, referral information			
Funding Sources: 199 - General Funds						
5) Establish procedures to support victims of bullying.	4, 7, 8	Administration, students, teachers, Counselor	Outlined flow charts, manuals, student outcries, referral information			
Funding Sources: 199 - General Funds						
6) Tobacco, alcohol and other drug education.	2, 4, 7, 8	CAPP Counselor, Counselor, Administration, Teachers	Student training, referral information			
Funding Sources: 199 - General Funds						
7) Red Ribbon Week	2, 4, 7, 8	Counselor	Referral information			
Funding Sources: 199 - General Funds						
8) Individual/Group Counseling Services by CAPP Counselor.	4, 8	CAPP Counselor	Student counseling sessions needed			
Funding Sources: 199 - General Funds						
9) Campus Emergency Drills		All Staff	Emergency Drill Reports			
Funding Sources: 199 - General Funds						

10) Parent Collaboration: Parent-teacher conferences, STAAR information night, student led-conferences, parent volunteers, parent orientations, Parental Involvement policies, Targeted Title 1 Parent Compacts, and notify parents on student achievement.	Administration, Support Staff, classroom teachers	Benchmark Data, DRA/EDL Data, STAAR Scores			
	Funding Sources: 199 - General Funds				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Our Intervention Specialist will hire one addition support personnel to work with students in small group during grade level flex. time in both reading and math for students who qualify. The Intervention staff will utilize the Leveled Literacy Intervention Kits, Do The Math Curriculum, RTI instructional material and constant communication with classroom teachers (PLC/RTI) and support staff to ensure the students met and exceed grade level expectation.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

- Leveled Literacy Kits
- Do The Math Curriculum materials
- RTI instructional material
- Reading connection newsletter each month
- Training staff with the Power Teaching Instruction

2: Incorporate Title Planning into Existing School Planning

PLC (Professional Learning Communities) planning will take place twice a month (total of 4 1/2 hours). Teachers and Intervention staff will work together to identify power standards, grade level/campus goals, write common assessments, disaggregate data and plan for intervention and challenge while they collaborate effective instructional strategies.

3: Use of Effective Methods and Instructional Strategies

Targeted systematic instruction is used for Title I groups. Small groups of no more than six students. The students work on their learning targets/goals. They keep track of their own learning and progress in their Leadership Folders. The students are tracked for progress in various ways and the data collected is communicated to classroom teachers as well as parents. The use of nonlinguistic representations, providing models, guiding practice, and providing scaffolds for difficult tasks are some of the methods and instructional strategies used. 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/Computer Lab in the mornings before school begins.

4: Coordinate with and Support Regular Educational Program

The Intervention Specialist works with the classroom teacher. Through PLC and RTI meetings, students are discussed and intervention plans put in place for

Tier 3 students. Teachers and the Intervention Specialist track student smart goals and adjust accordingly for student success. The Intervention Specialist and support staff see students during flex reading and math times as well as our optional homework help and computer lab before classes begin.

5: Instruction by Highly Qualified Teachers

Our intervention plan incorporates teacher training as a high priority. All staff will be training in the district's Power Teaching which focuses on ensuring students reading at or above grade level. We will train each staff member on the current Science Kit prior to delivery of instruction and our campus portfolios will be built around a coaching cycle that focuses on students reading on or above grade level. During PLC, we will focus on Lucy Calkins materials and writing in science with Betsy Fulwiler.

6: Professional Development

Professional Development is key to our students' success. Our staff will be trained in Discourse/Engagement, Kagan Strategies, Power Teaching, Lucy Calkins, Betsy Fulwiler and current Science Kit training this school year. All of the components of the professional development plan increase student discourse and engagement by using these trainings.

7: Strategies to Increase Parental Involvement

Parents expressed a need for help with homework in the end of the year survey. Newsletters will be going home giving parents ideas for what to do for their child in reading and writing. The Do The Math curriculum has a parent letter for each module which has games and things they can do to help their children.

We will use various forms of communication in order to inform parents. Invitations are sent home for parent/teacher conferences. Support staff is available to meet with parents at that time as well. Classroom teachers are sending home newsletters periodically. Some classroom teachers are using Class Messenger, Class DoJo and other programs to increase communication with parents.

8: Coordination with Other Programs

Other programs that support our students are guidance lessons, before and after school enrichment activities (Chess Club, Destination Imagination Math Pentathlon, Performing Arts Club, summer Reading Program), CAPP counselor, PTA programs (Watch Dogs, PAWS, volunteers, Faith-based organizations), No Place for Hate, C2, Leader In Me, backpack food program, Homework help/Computer Lab support each morning and CATCH program.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deanna Natera	Intervention Specialist	Title I	1
Ruth Noland	Assistant	Title 1	1

Addendums

101 WHITESTONE ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: REBECCA WEBSTER

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
55	10.7	11	5	6

Grade	Total	%
EE	9	1.2%
PK	31	4.3%
KG	135	18.6%
01	99	13.6%
02	118	16.3%
03	114	15.7%
04	98	13.5%
05	122	16.8%
Campus Total	726	

Economically Disadvantaged		
N	446	61.4%
Y	280	38.6%

Students with Disabilities		
N	669	92.1%
Y	57	7.9%

At Risk Students		
N	326	44.9%
Y	400	55.1%

Ethnicity		
ASIAN	11	1.5%
BLACK	14	1.9%
HISPANIC/LATINO	291	40.1%
AMERICAN INDIAN	1	0.1%
TWO OR MORE RACES (MULTI)	31	4.3%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	377	51.9%

Gender		
FEMALE	336	46.3%
MALE	390	53.7%

Gifted and Talented		
N	661	91.0%
Y	65	9.0%

English Language Learners		
N	546	75.2%
Y	180	24.8%

Students in Bilingual Program		
N	531	73.1%
Y	195	26.9%

Students in ESL program		
N	715	98.5%
Y	11	1.5%

WHIT (101)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student ownership of learning	Increase to 93% of students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual student/staff survey. (Baseline Teacher 89%, student 93% - Avg. 91%).	No, student 93% maintained, teacher 84%, combined avg. 89%	Utilize Leader In Me goal setting from student, class, campus focus
Eliminating the Achievement Gap	Plan for intervention / challenge	Increase the % correct on district science benchmark assessments 3rd-5th: Baseline Monolingual 78% to 80%, Bilingual 71% to 73%.	3-5th 77%, Bil. 68%	Continue Foss Kit Training, data analysis during PLCs
	Essential learning aligned to TEKS	Increase the number of students met standard status on STAAR for 4th grade writing. (Baseline Monolingual 78% to 80%, Bilingual 93% to 94%).	No, Mono.-77%, Bil. 86%	Vertical team support social studies/LA, Writing Workshop
	Data analysis and goal setting	Decrease the gap between economically disadvantaged and non-economically disadvantaged students from 27% to 25% in math for all students in STAAR as reported in the elementary school measures summary report.	Yes, 21%	Continue this goal for next year based on most current STAAR math data
College and Career Readiness	Data analysis and goal setting	Increase the number of students reading on or above grade level with DRA/DRA 2/EDL to independent or higher in each grade level. Baseline Monolingual K-93% to 94%, 1st-74%-75%, 2nd-76% to 77%, 3rd-78% to 79%, 4th 70% to 72%, 5th 86% to 87%, Bilingual k-85% to 86%, 1st-74% to 75%, 2nd 50% to 55%, 3rd 71% to 72%, 4th 73% to 74%, 5th 54% to 55%.	K-69%, 1st-80%, 2nd-75%, 3rd-80%, 4th-65%, 5th-75%, Bil. k-73%, 1st-75%, 2nd-75%, 3rd-68%, 4th-56%, 5th-41%	SRP-pushing to both k/1st, provide follow-up Power Teaching Training for reading instruction
	Plan for intervention / challenge	Increase the advanced academic performance for all students on STAAR in reading, math, writing and science from 18% to 20%.	Yes, 20% reading, writing, science	Continue to use PLCs and challenge flex. to support student learning
	Essential learning aligned to TEKS	Increase the number of students in Special Education meeting % satisfactory on STAAR in reading from 49% to 55% and in math from 45% to 55%.	Yes, 63% Reading (2nd admin.), Math no score	Utilize our data collection and on-going student support
Focus on Whole Student	Supportive learning environment	On the parent survey, increase the number of "strongly agree" and "agree" in regards to the question about, how the campus provides adequate and timely communication from 90% to 93%.	No, 87%	Utilize technology, weekly communication, campus-wide communication