

Leander Independent School District
Knowles 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

Knowles experienced a significant change in student enrollment in 2014-15. 34% of the student body was new to Knowles. Of those new, 40% were Economically Disadvantaged and 31% were identified as Special Education. 58% of the student body was Economically Disadvantaged. 26% of the student body was LEP. 15% of the student body was identified as Special Education. The special education teachers created schedules that provided inclusion support during appropriate instructional times. SRP teachers provided breakfast reading club to support students that were unable to practice reading at home or needed additional reading practice. SRP teachers provided jump start services to students based on 13-14 data during the first 2 months of school. This provided intensive early intervention as a remedy for the usual summer slide.

Demographics Strengths

- Inclusion provided for special education students during appropriate instructional times
- Breakfast reading club and before school tutoring time
- Reading and writing focus groups researched and implemented many new ideas in both reading and writing instruction
- Literacy partners had a positive impact on 1st and 2nd grade "bubble" students
- Jump start was effective in addressing the summer slide and getting to know kindergarten students early and targeting those needing assistance

Demographics Needs

- Campus wide specific reading training - Power Teaching
- Utilizing collaboration as a dedicated time focused on "Action Research" to identify effective instructional strategies for working with our many populations
- Utilizing collaboration as a dedicated time to develop teacher content capacity
- Significant Gaps between All Students and Sub Populations (Special Education Gaps: DRA 31.6%; Reading 24.49%; Science 33.16%; Writing 26.85%) (Economically Disadvantaged Gaps: DRA 6%; Reading 16%; Writing 27.2%; Science 26.6%)
- Only 68% of students reading at or above grade level by end of the year

- Master Schedule for direct instruction and support classes that maximizes core curriculum time and minimizes the number of pull-outs in each classroom
- Purposeful class building that minimizes number of pull-outs in each classroom
- Co-Teaching for Special Education Direct services
- Continued efforts in building classroom communities where students are supportive of one another and all students (including newer students) feel comfortable being at school

Student Achievement

Student Achievement Summary

Knowles "met standard" on state accountability with no distinctions earned. Overall 77% of 3rd-5th grade students passed STAAR reading with 20% achieving advanced performance. Overall 65% of 3rd-5th grade students passed STAAR math with 10% achieving advanced performance. Overall 52% of 4th grade students passed STAAR writing with 3% achieving advanced performance. Overall 63% of students passed STAAR science with 9% achieving advanced performance. Only 68% of K-5th grade students were reading at or above grade level by the end of the year. The data indicates that reading instruction (which impacts all content areas) needs to be addressed. Teachers attended Power Teaching and will continue to have follow ups through out the 2015-16 school year. Math STAAR data indicates that teachers need to continue developing their understanding of the new math TEKS. All grades levels will focus on math TEKS and instruction through PLC collaboration time.

Student Achievement Strengths

- 72% of 3rd grade students passed STAAR reading in English
- 70% of 4th grade students passed STAAR reading in English
- 73% of 5th grade dual language students passed STAAR reading in Spanish
- 83% of 5th grade students passed STAAR reading in English on the first attempt
- 73% of 5th grade students passed STAAR math in English

Student Achievement Needs

- 3rd and 4th grade STAAR reading in Spanish (60%, 50%)
- 3rd and 4th grade STAAR math (67%, 53%)
- 4th grade STAAR writing in English and Spanish (56%, 39%)
- 5th grade STAAR science in English and Spanish (67%, 45%)
- Reading on DRA/EDL (EOY at 68% at or above grade level)

School Culture and Climate

School Culture and Climate Summary

Even though 34% of our student body was new in 2014-15, our discipline referrals didn't increase significantly. Our goal is to decrease discipline referrals and increase positive office referrals. Through consistency with school-wide expectation of implementation and a focus on positive behaviors, we believe we will be able to decrease discipline referrals. The staff toured all of our neighborhoods and passed out pencils to students prior to the start of the school year.

School Culture and Climate Strengths

- Students trained on reporting bullying either to self or others
- Students and parents utilize Anonymous Alerts
- Student access to counselor
- Peer mediation with counselor
- Stay away agreements implemented
- Ethical principles included in daily announcements before moment of silence
- Focus on positive office referrals and student recognition
- Staff neighborhood bus tour

School Culture and Climate Needs

- Train teachers on implementing PBIS structures with fidelity
- Continue with student training regarding what is bullying and how students can respond/report
- Research and implement additional systems to recognize positive behaviors

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

With many new staff, we focused on developing common understandings of the 7 student learning behaviors. We focused on learning targets, goal setting/tracking progress and evidence of learning. Students were able to state their learning targets. However, there was still some confusion between learning targets and learning goals. Some students struggled with showing progress as well.

Curriculum, Instruction, and Assessment Strengths

- Develop common campus understanding of each SLB
- Focus learning walks on Learning Targets, Goal Setting/Tracking Progress and Evidence of Learning
- Staff meeting time dedicated to collaborating and providing each other with specific feedback on the focus areas
- Visuals used within classrooms to support student ownership of the learning process
- Staff Development focused on Mindsets

Curriculum, Instruction, and Assessment Needs

- Clarify the difference between learning targets and learning goals
- Provide more ideas on how to support tracking progress beyond a graph
- Develop processes which allow teams to reflect on SLB's
- Incorporate more with mindset understanding for the students, possibly through guidance lessons.

Family and Community Involvement

Family and Community Involvement Summary

The teachers reported repeatedly that the parent volunteer numbers increased, and that the organization of recruiting and utilizing volunteers was effective. Family events sponsored by the school were held periodically through out the year, including math night, literacy night, principal coffee chats and parent child nights. At parent child nights and principal coffee chats, ideas and resources were shared to support learning. School messenger allowed a bi-weekly notification to parents regarding upcoming events and information related to school.

Family and Community Involvement Strengths

- Literacy Night
- Math and Science Night
- Increase in parent volunteers
- Parent Child Nights (with a parent training component)
- Principal Coffee Chats (with a parent training component)
- Bi-weekly School Messenger Emails from the principal
- PTA sponsored evenings for our families including: Welcome Back Dinner, Movie Night and Family Fit Night

Family and Community Involvement Needs

- Inconsistent planning and follow-through of student-led conferences
- 75% of items going home translated into Spanish

Technology

Technology Summary

100% of teachers either participated in Educate Ignite or the Educate Academy. Teachers utilized technology within instruction when appropriate. Students continue to bring devices to school to use during instruction. The Technology Focus Group researched a variety of innovative technology resources. These resources were shared with teachers through a faculty meeting.

Technology Strengths

From the STaR Chart

- Content area connections
- Frequency & design of instructional settings
- Professional Development Experiences
- Communication and collaboration
- Technical Support

Technology Needs

From the STaR Chart

- Patterns of classroom use
- Technology Application TEKS Implementation
- Student mastery of Technology Applications

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data

Student Data: Assessments

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

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

Employee 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
- Study of best practices



Goals

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

Performance Objective 1: At least 75% of students will read at or above grade level as measured by end of year DRA / EDL assessments. (All grades combined: 68%)

Summative Evaluation: 2015-2016 DRA/EDL End of Year Data


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Teachers will use data from DRA, EDL and TPRI testing to guide small group instruction including targeted strategies.	1, 3, 8, 9	Teachers, Instructional Coaches, Administrators	Growth on DRA/EDL and TPRI/Tejas Lee Reading assessments			
2) Community partnerships with HCBC to provide early intervention tutoring targeting at-risk students in 1st and 2nd grade.	9	Literacy Partners coordinator	Growth in reading levels on DRA/EDL			
System Safeguard Strategies 3) Teachers will utilize strategies and instructional practices from Power Teaching to enhance literacy instruction.	1, 2, 3, 4, 7, 9	Teachers, Administrators	Growth on DRA/EDL and TPRI/Tejas Lee Reading assessments			
4) "Jump Start" push in and pull out for students that did not end the previous year on grade level.	1, 3, 8, 9	SRP Teachers	Growth on DRA/EDL reading assessments			
5) Teachers will receive training in Balanced Literacy. Subs will be provided to allow teachers to be trained.	1, 2, 3, 4, 5	Administrators	Walk through data will indicate implementation of balanced literacy instructional strategies and practices			
Funding Sources: 211 - Title I - \$6030.00						
6) STAAR Information will be shared with parents at grade level orientations.	6	Teachers	Agenda from grade level orientations.			
7) Campus wide Literacy Night will be held to promote literacy and share ideas with parents.	6	Administrators, Teachers	Sign in from Literacy Night, Schedule of events.			
Funding Sources: 211 Title I - \$150.00						
8) SRP teachers will collaborate with grade level teachers to provide services during non-instructional time. LLI kits will be utilized and children will take books home to practice reading.	1, 3, 8, 9	SRP Teachers, Teachers	Increase % of students at or above grade level on DRA			
Funding Sources: 211 Title I - \$3500.00						
9) Literacy assistant will be used to support 1st and 2nd grade "bubble" students.	1, 3, 8, 9	SRP Teachers	Increase % of students at or above grade level on DRA			
Funding Sources: 211 - Title I - \$3000.00						
10) Intervention specialists (2) provide interventions to the most at risk students.	3, 9	Intervention specialists	Increased % of students at or above grade level on DRA.			
Funding Sources: 211 - Title I - \$127062.00						

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

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

Performance Objective 2: Increase advanced performance on STAAR across all grades and subjects from 11.62% to at least 20%.


Summative Evaluation: 2015-2016 STAAR Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers will study TEKS for depth and complexity during regular collaboration time.	1, 2, 3	Teachers, Instructional Coaches, Administrators	Increased performance on district benchmark scores and STAAR scores			
2) Teachers will disaggregate data to identify student needs and plan for differentiated lessons.	1, 3, 8, 9	Teachers, Instructional Coaches, Administrators	Increased performance on district benchmark scores and STAAR scores.			
3) Campus wide Math and Science Night will be held to provide ideas for parents in the areas of math and science.	6	Administrators, Teachers	Sign in from Math and Science Night, Schedule of Events.			
	Funding Sources: 211 Title I - \$150.00					
4) Leadership team will be trained in Professional Learning Communities at the Institute.	2, 4	Administrators, Leadership Team	Effect PLC's collaborating.			
	Funding Sources: 211 Title I - \$10168.00					
5) Intervention specialists (2) provide interventions to the most at risk students.	3, 9	Intervention Specialists	Increased performance on district benchmark scores and STAAR.			
						

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

Performance Objective 3: Increase student use of technology within the classroom to 50% of students answering daily or a few times weekly on the student survey.

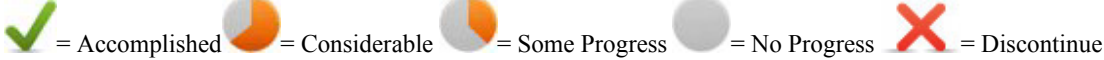
Summative Evaluation: Lesson plans, learning walks, student survey

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Identify and use the LISD curricular technology embedded lessons.	3	Teachers, Instructional Coaches	Learning walks			
2) Teachers collaboratively plan and support each other in using technology as a tool for high level student learning.	3	Teachers, Instructional Coaches	Lesson plans, team collaboration agendas			
						

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

Performance Objective 1: Special education students will perform within 15% of Knowles "All Students" as measured by DRA/EDL and STAAR EOY results. (Gap on STAAR: Reading 24.29%, Science 33.16%, Writing 26.85%, Math 37.4%; DRA 31.6%)


Summative Evaluation: End of year DRA/EDL Data and STAAR Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Implement a collaborative teaching model where general education and special education teachers teach together to meet the individual needs of special education students.	3, 8, 9, 10	Special education teacher, general education teachers	Progress on EOY STAAR and DRA/EDL for special education students.			
System Safeguard Strategies 2) Administrators and special education teachers meet quarterly to analyze progress monitoring data and make necessary instructional changes in needed.	3, 8, 9, 10	Administrators and special education teachers	Progress on EOY STAAR and DRA/EDL for special education students			
3) Special education teachers will collaborate with other district schools that are successfully implementing the collaborative model for teaching.	2, 9	Administrators, Special Education Teachers	Implementation of the collaborative model of teaching			
						

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

Performance Objective 2: Economically disadvantaged students will perform within 10% of Knowles "All Student" averages as measured by DRA/EDL and STAAR EOY results. (Gap on STAAR: Reading 16%, Writing 27.2%, Science 26.6%, Math 4.4%; DRA/EDL 6%)


Summative Evaluation: End of year DRA/EDL Data and STAAR Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) SRP and dyslexia teachers will hold Breakfast Club for students to read with a teacher before school	1, 3, 7, 9	SRP and Dyslexia Teachers	Increase DRA/EDL for economically disadvantaged students			
2) Community partnerships with HCBC to provide early intervention tutoring targeting at-risk students in 1st and 2nd grade.	9	Literacy Partners Coordinator	Increased DRA/EDL scores for 1st and 2nd grade students with literacy partners			
3) "Jump Start" push in and pull out for students that did not end the previous year on grade level.	1, 3, 8, 9	SRP Teachers	Growth on DRA/EDL reading assessments			
System Safeguard Strategies 4) Teachers will utilize strategies and instructional practices from Power Teaching to enhance literacy instruction.	1, 2, 3, 4, 7, 9	Teachers, administrators	Growth on DRA/EDL Reading assessments			
System Safeguard Strategies 5) Teachers will provide after school tutoring focused on reading, math and STAAR which targets economically disadvantaged students.	1, 3, 8, 9	Administrators, Teachers	Growth on DRA/EDL and STAAR			
Funding Sources: 211 Title I - \$27379.00, 80-199 State Compensatory Education - \$4638.00						
6) Campus Gap Team will address wellness/personal needs that are also struggling academically by utilizing liaisons to assist parents in addressing needs.	1, 9	Gap Team	Student needs addressed.			
7) RtI systems are being implemented consistently across the campus through monthly "RtI open house" addressing tier 2 in the classroom, monthly Tier 3 meetings addressing academics and behavior.	1, 8, 9	Instructional coaches, assistant principal, teachers	RTI agendas and documentation			
						

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

Performance Objective 3: Increase Writing STAAR data in all students and the Hispanic, economically disadvantaged, and ELL subgroups to 65% met standard. (All: 52%; Hispanic 44%; Eco Dis 43%; ELL 38%)


Summative Evaluation: End of year STAAR Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) 4th Grade teachers will meet with district ELA curriculum specialists to learn how to integrate writing across the contents.	1, 3, 8, 9	Administrators, 4th grade teachers	Student writing across content areas			
Funding Sources: 211 - Title I - \$765.00						
System Safeguard Strategies 2) 4th grade teachers will analyze student writing and provide explicit writing interventions based on student need after the first benchmark.	3, 8, 9	Administrators, 4th grade teachers	Improvement in student writing			
System Safeguard Strategies 3) 2nd and 3rd grade teachers will utilize Lucy Calkins' Writing Resources to enhance writing instruction.	1, 3	Instructional Coaches, 2nd and 3rd Grade Teachers	Improvement in student writing			
Funding Sources: 211 - Title I - \$1960.00						
						

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

Performance Objective 4: Increase Science STAAR data in the Hispanic, Economically Disadvantaged, and ELL subgroups to at least 65% met standard. (Hispanic 52%; Eco Dis 55%; ELL 40%)

Summative Evaluation: End of year STAAR Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Science teachers will use the STAAR connections (5th Grade) and Science Cards (3rd & 4th Grades) to make a connection between hands-on science experiences and 2D representation.	3, 8, 9	Instructional coaches, administrators, 3rd-5th grade teachers	Increased performance on Science STAAR and district benchmarks			
System Safeguard Strategies 2) Science teachers will explicitly teach science vocabulary utilizing the science vocabulary cards on the curriculum site.	3, 8, 9	K-5th grade teachers	Increased performance on Science STAAR and district benchmarks			
System Safeguard Strategies 3) Non-fiction reading will be utilized throughout all content areas including science.	3, 8	Teachers	Increased performance on Science STAAR and district benchmarks			
4) Professional development will be provided to the 3rd-5th grade teachers on non-fiction reading strategies and close reading. (October 28)	3, 4	Instructional Coaches, Teachers	Utilization of strategies in reading and in content area reading instruction			
						

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

Performance Objective 5: Increase parent survey results "The campus provides information that supports my child's learning, behavior needs and enhancements of his or her talents," to at least 90% agree or strongly agree.


Summative Evaluation: Parent survey results

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Teachers add information to websites that parents can use to support students at home.	6, 9	Administrators, Teachers	Increased survey results			
2) Grade level or classroom newsletters inform parents of current learning.	6, 9	Teachers	Increased survey results			
3) Parents will receive monthly newsletter regarding reading ideas for the home - Reading Connections.	6	Administrative assistant, teachers	Increased survey results			
Funding Sources: 211 Title I - \$872.00						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Increase percentage of students responding agree or strongly agree on, "I know my learning goals and track my progress throughout the year," in the annual student survey from 85% to at least 90%.






Summative Evaluation: 2015-2016 Student Survey Data; Agendas of Student Led Conferences

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students will utilize a "data notebook," which can include tracking charts, learning matrices, radar charts, etc. for tracking progress on learning goals.	8, 9	Teachers	Increase answers strongly agree or agree on student survey; walk through data shows evidence of students utilizing a data notebook			
2) Teachers complete 4 student learning walks per nine weeks and analyze and respond to the feedback in order to improve students knowledge of the student learning behaviors.	3	Teachers, administrators	walk through data shoes evidence of students exhibiting student learning behaviors			
3) Students will participate in at least one student led parent conference during the year.	6	Administrators, Teachers	Sign in sheets from student led parent conferences			
4) Students in 3rd and 4th grades will utilize an agenda to keep track of assignments.	6	Teachers	Agendas			
						

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

Performance Objective 1: Consistently implement school-wide expectations, through PBIS systems, as measured by a decrease in discipline referrals by at least 40% (Decrease from 194 to 116 referrals for the year).






Summative Evaluation: Discipline referral data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Students receive instruction in Ethical Principles	2, 3	Administrators, Teachers, Counselors	Increase in positive office referrals			
2) Capturing Kids' Hearts strategies and procedures implemented	2, 3	Administrators, Teachers, Counselors	Increase in positive office referrals			
3) Implement a campus discipline management plan which includes different levels of response, parent communication, consistency	2	Administrators, Teachers	Decrease in discipline referrals and increase in positive office referrals			
4) Special education staff trained in SAMA	2, 10	Administrators, special education staff	Roster of trainings			
5) Train teams of teachers in Capturing Kids' Hearts.	1, 4	Administrators	Increase in positive office referrals and campus climate survey			
Funding Sources: 211 - Title I - \$3600.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 2: Increase percentage of students responding agree or strongly agree on, "I feel safe on my campus outside my classroom," in the annual student survey from 85% to at least 95%.


Summative Evaluation: 2015-2016 Student Survey Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Establish the actions a student should take to obtain assistance and intervention in response to bullying.	2	Student Support Services, Counselors, Assistant Principal	Student Training Dates; Number of outcries of bullying			
2) Establish procedures for reporting and investigating an allegation of bullying.	2	Student Support Services, Counselors, Assistant Principal	Student Training Dates; Number of outcries of bullying			
3) Establish procedures to support a victim of bullying	2	Counselors	Counselor notes			
4) Recruit and utilize parent volunteers on a regular basis.	6	Administrator, parent volunteer coordinator	Raptor reports of volunteer hours.			
5) Student group - C Squared - will lead the campus in activities to earn No Place for Hate distinction.	2	Counselors	No Place for Hate Distinction earned			
6) Recruit and utilize Watch D.O.G.S. to promote a positive culture.	4	Watch D.O.G.S. Coordinator	Increased number of Watch D.O.G.S.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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


Performance Objective 3: Increase school wide attendance from 96.5% to 96.8%.

Summative Evaluation: Attendance Rates

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Recognize students for perfect attendance on quarterly and annual basis.	9	Registrar, Teachers	Increased attendance rates			
						

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

Performance Objective 4: 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	Teachers will use data from DRA, EDL and TPRI testing to guide small group instruction including targeted strategies.
1	1	3	Teachers will utilize strategies and instructional practices from Power Teaching to enhance literacy instruction.
2	1	1	Implement a collaborative teaching model where general education and special education teachers teach together to meet the individual needs of special education students.
2	1	2	Administrators and special education teachers meet quarterly to analyze progress monitoring data and make necessary instructional changes in needed.
2	2	4	Teachers will utilize strategies and instructional practices from Power Teaching to enhance literacy instruction.
2	2	5	Teachers will provide after school tutoring focused on reading, math and STAAR which targets economically disadvantaged students.
2	3	1	4th Grade teachers will meet with district ELA curriculum specialists to learn how to integrate writing across the contents.
2	3	2	4th grade teachers will analyze student writing and provide explicit writing interventions based on student need after the first benchmark.
2	3	3	2nd and 3rd grade teachers will utilize Lucy Calkins' Writing Resources to enhance writing instruction.
2	4	1	Science teachers will use the STAAR connections (5th Grade) and Science Cards (3rd & 4th Grades) to make a connection between hands-on science experiences and 2D representation.
2	4	2	Science teachers will explicitly teach science vocabulary utilizing the science vocabulary cards on the curriculum site.
2	4	3	Non-fiction reading will be utilized throughout all content areas including science.

Title I

Schoolwide Program Plan

The schoolwide focus this year is on reading instruction and how to use data to identify strengths and weaknesses within our reading program as well as plan instruction and interventions for students in the area of reading. The leadership team is learning how to understand the TEKS at a deeper level and how to facilitate the collaboration among teachers to be able to understand TEKS at a deeper level. Reading, math and STAAR camps will be held after school to support student needs. A Title 1 Parent Meeting will be held to inform parents about Title 1 and solicit input for the School Compact. In the spring semester, a survey will be given to parents to solicit feedback regarding Title 1 and interventions.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Teachers will use data to guide reading instruction. Teachers will implement strategies from Power Teaching through out language arts instruction. Interventions will be implemented by SRP and intervention teachers. 4th grade teachers will meet with district ELA specialists to improve writing across contents. Collaboration time will be utilized for an in-depth study of the TEKS.

2: Schoolwide Reform Strategies

Reading instruction will include balanced literacy approach and Power Teaching strategies.

3: Instruction by highly qualified professional teachers

Human Resources verifies teacher certification. Campus administrators verify with the attestation letter that all staff are highly qualified. Parents are informed that they may request information regarding teacher qualifications.

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

Leander ISD has a comprehensive approach to professional development. Principals and instructional coaches receive ongoing professional development, which is turned around to the campus staff. At Knowles, professional development this year has predominately been focused on effective reading instruction and strategies across all content areas.

5: Strategies to attract highly qualified teachers

(Provided by LISD HR Department) Human Resources attends educator career fairs at area universities looking for high-quality candidates. Human Resources participates in the CTCEP (Central Texas Council for Educator Preparation, offshoot of the E3 Alliance). Members of the human resources department participate in educator panels at UT, Texas State, Southwestern, and Concordia. Human Resources verifies certification and HQ status of every teacher and IA prior to hire. Human Resources examines hiring data and trends to identify and target educator programs that produce top-notch, diverse, highly-qualified candidates.

6: Strategies to increase parental involvement

Provide information to parents in both Spanish and English. Host events at times that are more accessible for our families. Provide parents with strategies that they can use at home to support their children's learning including a newsletter and at our curriculum nights. Maintain a welcoming environment where parents and students feel safe in a student centered culture. Invite parents to attend district parent meetings. Facilitate campus meetings where parents are encouraged to provide input and learn strategies that can be used to support their children's learning. Progress reports will be sent home regularly to notify parents of student progress. Parent conferences and student-led parent conferences will be held annually.

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

Leander ISD addresses the needs of early childhood students through programs such as Pre-Kindergarten and Parents as Teachers. The programs provide instruction and resources to families to help young children be prepared for kindergarten. Teachers at Knowles focus on a continuum of reading development to instruct students where they are in developing reading skills.

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

Throughout the year, teachers analyze data including benchmarks, reading assessments, and STAAR, to provide individualized and differentiated instruction to students. Teachers guide students in developing and utilizing data notebooks to track individual progress.

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

Teams meet weekly to develop deeper understanding of TEKS, analyze data and plan for instruction and intervention. Monthly meetings held for RTI Tier 2, Tier 3 and behavior to address the intervention needs of students. Gap committee meets monthly to address emotional and wellness needs of students struggling academically. Intervention specialists utilized Marilyn Burns' Do the Math and Fountas and Pinnell's Leveled Literacy Intervention for students identified most at-risk of not passing STAAR.

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

Administrators and the leadership team will review the resources and programs to ensure that all programs and processes are followed with fidelity resulting in increased student achievement. The Knowles Gap committee will work in partnership with district and local resources to support student needs. When a student registers that is not in a permanent residence, the district McKinney-Vento coordinator is contacted as well as a need for interventions are determined.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ernesto Herrera	Intervention Specialist	Title I	1
Pam Richter	Intervention Specialist	Title I	1

Addendums

112 PATRICIA KNOWLES ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: LARA LABBE-MAGINEL

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
60	12.5	8	3	3

Grade	Total	%
EE	23	3.3%
KG	99	14.1%
01	113	16.1%
02	123	17.5%
03	116	16.5%
04	122	17.4%
05	107	15.2%
Campus Total	703	

Ethnicity		
ASIAN	15	2.1%
BLACK	32	4.6%
HISPANIC/LATINO	347	49.4%
AMERICAN INDIAN	5	0.7%
TWO OR MORE RACES (MULTI)	20	2.8%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	283	40.3%

Economically Disadvantaged		
N	304	43.2%
Y	399	56.8%

Gender		
FEMALE	328	46.7%
MALE	375	53.3%

Students with Disabilities		
N	614	87.3%
Y	89	12.7%

Gifted and Talented		
N	658	93.6%
Y	45	6.4%

At Risk Students		
N	290	41.3%
Y	413	58.7%

English Language Learners		
N	533	75.8%
Y	170	24.2%

Students in Bilingual Program		
N	562	79.9%
Y	141	20.1%

Students in ESL program		
N	673	95.7%
Y	30	4.3%

KNOW (112)		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 Data analysis and goal setting Learner engagement	Increase percentage of students responding agree or strongly agree on "I know my learning goals and track my progress throughout the year" in the annual student survey from 84% to at least 94%.	Did not meet - 85.1% strongly agree or agree; annual student survey; learning walks - students appear more comfortable; SLB Measures - 5.235/8	Continue and focus on the tracking progress specifically; different ways to track progress beyond graphs
Eliminating the Achievement Gap	Data analysis and goal setting	Special Education students will perform within 15% of Knowles "All Students" as measured by DRA/EDL and STAAR EOY results. (Gap on STAAR: Math 26%; Reading 26%; Writing 32%; Science 28%; Gap on DRA/EDL 24%)	Did not meet; DRA GAP 31.6%; STAAR Gaps: Reading - 24.49%; Science - 33.16%; Writing - 26.85%; 34% of our students were new to Knowles in 2014-15. Of those new to Knowles, 31% were identified as needing special education services.	Implement a collaborative teaching model for special education students; Develop deeper understanding of TEKS by using Field Guides; Scaffold goals in IEP to be aligned with grade level TEKS; match accommodations to the needs of the child
	Plan for intervention / challenge	Economically disadvantaged students will perform within 5% of Knowles "All Student" averages as measured by DRA/EDL and STAAR EOY results. (Gap on STAAR: Math 13.1%; Reading 14.5%; Writing 33.0%; Science 16.6%; Gap on DRA/EDL 8%)	Did not meet: STAAR Gaps: Reading - 16%, Writing 27.2%, Science 26.6%; DRA/EDL Gap - 6%; 34% of our students were new to Knowles in 2014-15. Of those new to Knowles, 40% were identified as economically disadvantaged.	Implementation of a Gap Committee. Continue after school camps. Expand morning reading opportunities or additional practice time; homework help for kids; building a system for teacher/parent contact and collaboration; work with apartment complex to use community room for reading with students.
	Lesson design	Economically disadvantaged and Hispanic subgroups will perform within 15% of Knowles "All Students" average on 4th grade STAAR Writing assessment. (Gap: Eco Dis 32%; Hispanic 39%)	Met Goal: STAAR Gap: Eco Dis 8.4%; His - 8.5%; Although we met the goal as written, our all students percent met dropped 20%.	Explore ways to make writing more fun for the kids; bring in authors for writing presentation; sharing writing process strategies with all teachers - organization and progression of writing.

KNOW (112)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
College and Career Readiness	Student ownership of learning Plan for intervention / challenge	At least 80% of students will read at or above grade level as measured by end of year DRA / EDL assessments. (All grades combined: District 80%; Knowles 74%)	Did not meet - District at 79% and Knowles at 68% of students reading at or above grade level by end of the year. We had a significant increase in our Eco Dis and Special Ed students with the rezoning for the 2014-15 school year.	Implementation of Capstone Interactive (purchased by library) campus wide; Including kinder in reading camp; Power Teaching, Leander Reads; Literacy Partners - provide more specific activities; Vertical reading buddies across grade levels
	Data analysis and goal setting Assessment of / for learning	Increase advanced performance on STAAR across all grades and subjects from 13.2% to at least 20%.	Did not meet; increased to 16.3%	Develop teacher understanding of advanced performance; collaborate on ways to provide challenges to students that need it

KNOW (112)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Focus on Whole Student	Supportive learning environment	Consistently implement schoolwide expectations through PBIS systems as measured by a decrease in discipline referrals by at least 40% (Decrease from 108 to 65 referrals for the year).	Did not meet - Increased to 194. In the 2014-2015 we had	System for accountability (all students; each other); explicitly teaching school wide expectations similar to an academic subject; Rewrite goal as an increase in positive office referrals and comparison of discipline referrals and positive office referrals; more emphasis on the positive office referrals
	Plan for intervention / challenge	Increase percentage of students responding agree or strongly agree on "I feel safe on my campus outside my classroom" in the annual student survey from 85% to at least 95%.	Did not meet - 84.8% agree or strongly agree. In reflecting, many students reported incidents while walking home. We question whether this is a reflection of walking home incidents.	All teachers at recess will increase feeling of safety; consistent implementation of school wide expectations; different procedures for walkers at dismissal