

Leander Independent School District
Pleasant Hill 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

Pleasant Hill is made up of 864 students. The students were taught by 3 early childhood Pre K programs, 6 Kinder teachers, 7 First grade teachers, 7 Second grade teachers, 6 Third grade teachers, 7 Fourth grade teachers, 6 Fifth grade teachers, 8 Special Program teachers, 15 Special Education teachers, 4 PE/Fine Arts teachers, and 16 Instructional Assistants. We proudly serve:

- 29% Economically Disadvantaged students
- 14% Special Education students
- 62% White students
- 27% Hispanic students
- 5% Two or More Races students
- 4% African American students
- 3% Asian students

In 2014-2015 we served 119 students in Special Education. We pride ourselves on providing our Special Education community a school that sees no limit to the possibility of all students. Our Hispanic and Economically Disadvantaged populations as well as our Special Education population as measured by state assessments continue to be areas of focus and growth.

Demographics Strengths

- We met 15 of 18 or 83% of State System Safeguard Indicators according to the 2015 Accountability Summary.
- Percentage of reading phase-in satisfactory standard according to system safe guards:
 - All Students 2015 -82% 2014-81%
 - White 2015-90% 2014-85%
 - Hispanic 2015-72% 2014-71%

Demographics Needs

- 56% of Hispanic students met satisfactory on STAAR Writing
- 48% of Economically Disadvantaged students met satisfactory on STAAR Writing
- 39% of Economically Disadvantaged students met satisfactory on STAAR Science
- DRA decrease of students reading on level from EOY '14 to EOY '15
 - Kinder minus 19% (Different EOY requirement '14 DRA 3 to '15 DRA 4)
 - 1st minus 7%
 - 4th minus 4%
- 59% of African American students met phase-in satisfactory in STAAR Reading
- 72% of Hispanic students met phase-in satisfactory in STAAR Reading
- 60% of all students met phase-in satisfactory in STAAR Writing
- 56% of Hispanic students met phase-in satisfactory in STAAR Writing
- 48% of Economically Disadvantaged students met phase-in satisfactory in STAAR Writing
- 39% of Economically Disadvantaged students met phase-in satisfactory in STAAR Science
- 63% of all students met phase-in satisfactory in STAAR Science

Student Achievement

Student Achievement Summary

Through relationships and trust, we can build a bridge to the future for our students. The path of the Husky is paved with engagement, ownership, communication, collaboration, and innovation. This is our vision. At Pleasant Hill, our focus is to improve student achievement. Our goal is that students will embrace challenges with the same passion and enthusiasm as they left their last success without fear of setbacks defining their outcome. This outlook on mindset drives our instruction. This school year we continued to qualify as "Met Standard" based on the Texas Education Agency 2015 Accountability Summary. We met target scores in all four performance indices.

- Index 1: Student Achievement-73
- Index 2: Student Progress-42
- Index 3: Closing Performance Gaps-28
- Index 4: Postsecondary Readiness-26

We still have work to do. Although we saw gains in the percentage of 3rd(increased 3%) and 4th(increased 1%) graders meeting satisfactory on STAAR Reading, we did see a decrease(4%) in 5th grade. We also dropped from 67% in 2014 meeting satisfactory on 4th grade STAAR Writing to 62% in 2015. 5th grade Science STAAR results remain the same at 63% of students meeting satisfactory.

1. Our 2nd grade students reading on grade level increased by 5% from 79% to 84%. This was a goal we set and met. In 3rd grade students reading on grade level by the end of the year, as measured by the DRA increased 11% from the previous year from 69% to 80%. 5th graders reading on grade level at the end of the year increased 10% from the previous year from 69% to 79%. We saw a decrease in Kindergarten students on level with the implementation of a DRA Level 4 being the end of year goal rather than a DRA Level 3 the previous year.

Our emphasis on being College and Career Ready took a significant step forward with our first ever College Fair. Students researched over 40 different college, university and trade schools and marketed their findings to Rouse High School Juniors and Seniors. Through one of our student's efforts, a Rouse High School Senior learned from our fair that she was eligible for automatic admission to Oklahoma State University. She later applied and is scheduled to attend this fall. This success shows the impact our students can have on each other now and in the future.

Student Achievement Strengths

- DRA increase of students reading on level from EOY '14 to EOY '15
 - 2nd plus 5%
 - 3rd plus 11%
 - 5th plus 10%

- 82% of All students met phase-in satisfactory in STAAR Reading
- 90% White students met phase-in satisfactory in STAAR Reading
- 3rd grade student average scale score on STAAR Reading was a 1446 (115 points above Level II Satisfactory)
- 4th grade student average scale score on STAAR Reading was a 1517 (95 points above Level II Satisfactory)
- 5th grade student average scale score on STAAR Reading was a 1579 (121 points above Level II Satisfactory)
- Pre K 4th nine weeks assessment average at or above district in percentage and percentage of met expectation
 - PLH/District: Percentage -89.41/89.14 Met Expectation - 70.59/69.32

Student Achievement Needs

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- 39% of Economically Disadvantaged students met phase-in satisfactory in STAAR Science
- 63% of all students met phase-in satisfactory in STAAR Science

School Culture and Climate

School Culture and Climate Summary

Pleasant Hill Elementary prides itself on creating an environment conducive to student success while maintaining a focus on the whole child. We are honored to be named an ADL No Place For Hate campus for the third consecutive year. Our Smiley Face Club continued their mission of excellence by taking on school-wide projects like a buddy bench and a mix-it-up lunch. The group worked with local faith-based charities and volunteered their time serving the community in a neighborhood food pantry. We continued to celebrate our amazing diversity with campus-wide lessons on Autism Awareness Day and World Down Syndrome Day. We were fortunate enough to be highlighted on local news for our fire drill efficiency. Our campus started a school-wide positive behavior support system that bridged the 10 ethical principles from a paper on the wall to a reality in the classroom. The percentage of students answering strongly agree or agree to the question of whether they feel adults listen to and respond to their needs and concerns rose from 87% to 93%. Despite our best efforts 87% of 3rd, 4th and 5th grade students surveyed about feeling safe in their classroom answered strongly agree or agree. That percentage is down from 94% answering strongly agree or agree on the same question the previous school year. This is an area we will address.

School Culture and Climate Strengths

- C2/Smiley Face Club
- No Place For Hate School
- 93% of 3rd, 4th and 5th graders surveyed answered strongly agree or agree when asked if they felt adults on campus listen to them; the previous year only 87% answered strongly agree or agree to the same question
- School-wide Positive Behavior Support system
- World Down Syndrome Day
- Autism Awareness Day
- Highlighted on local media for fire drill efficiency
- Successful Red Ribbon Week

School Culture and Climate Needs

- Only 87% 3rd, 4th and 5th graders surveyed feel safe in their classroom; down from 94% feeling safe the previous year

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Pleasant Hill Elementary is a community of learners dedicated to bridging the achievement gap between all students. Our comprehensive balanced literacy approach to language arts as well as our vertically aligned math and science professional learning community enable all students access to a guaranteed and viable curriculum. The 2014-2015 school year saw a continued focus on balanced literacy with the implementation of campus-wide Writer's Workshop training in the fall and continued with a coaching cycle in the spring. This school year also brought a focus in math rigor and problem solving skills with the implementation of Bridges as a curriculum resource. Our campus' Problem of Practice focused on growth mindset and how students react to challenge. We also made an effort to track data and set goals. Our campus goal was to decrease the percentage of students answering disagree or strongly disagree to less than 5% on the EOY district SLB survey as it pertains to SLB 3 (Plan for Intervention and Challenge), SLB 5 (Engagement) and SLB 6 (Analyze and Set Goals). We decreased the percentage of disagree and strongly disagree as it pertains to challenge (SLB 3) from 10.9% to 10.8%, intervention (SLB 3) from 10.2% to 8.3%, engagement (SLB 5) from 8.2% to 6%, collaboration (SLB 5) from 12.4% to 10.4% and goal setting (SLB 6) from 12.9% to 7.9%. Although we did not meet our goals to decrease disagree and strongly disagrees on our SLB survey to less than 5%, we did decrease from the previous year.

Curriculum, Instruction, and Assessment Strengths

- Instructional Coach met with teachers bi-monthly promoting curriculum/student centered coaching based on the learning targets during afternoon extended planning sessions.
- Morning announcements highlighting examples of the 7 SLBs with the SLB corner segment; each week highlighting a different learning behavior similar to what we do with the ethical principles.
- Campus book study on Mindset by Dweck to increase Teacher Ownership of Learning.
- Writer's Workshop - Teachers reported more initiative from students in the areas of writing and critical thinking while reading.
- Instructional Rounds working with our Problem of Practice focused on SLB 3.
- Staff participated in mindset PD.

Curriculum, Instruction, and Assessment Needs

- Although we did not meet our goals to decrease disagrees and strongly disagrees on our SLB survey to less than 5%, we did decrease from the previous year.
- Continue to focus on closing the gap between economically disadvantaged and non-economically disadvantaged students.

- Build student capacity to verbalize their understanding of Learning Targets.
- Find ways to incorporate purposeful discourse during learning to increase level of rigor and understanding.

Family and Community Involvement

Family and Community Involvement Summary

At Pleasant Hill Elementary, our foundation is our families. We work hand in hand with our community to maintain a collective effort toward student success. The 2014-2015 school year brought a number of new and continued practices. We kicked off the 2014 summer with our mobile library and carried that venture all the way through August of this year. Paws On Print continues to be a mission based on getting books into the hands of readers and trying to combat the summer slide. Our school year was highlighted by our Watch DOGS and Super MOMS programs. Our students worked with the Susan G. Komen Foundation and raised money for breast cancer research. Each endeavor brought us countless volunteers and support throughout the year. Our partnership with HCBC Leander increased and brought us even more Literacy Partners than ever who were matched with readers in 1st and 2nd grade. Morning Workout, Huskies on the Run, Girls on the Run and our Silver Shoe runs continued to promote healthy living for all. Community nights like our first ever College Fair and our second annual STEAM Fair were huge successes in building community relations and allowing our students to display their passions in a variety of ways. We often tell our parents that we are not in this alone and we need them to help keep every option open for our students. We pride ourselves on making an impact not only in school but in our community.

Family and Community Involvement Strengths

- 99% of parents surveyed answered strongly agree or agree that our campus encourages community involvement
- 100% of parents surveyed answered strongly agree or agree that Pleasant Hill campus faculty and staff listen to their concerns and are responsive to the needs of my child
- 100% of parents survey answered strongly agree or agree that Pleasant Hill campus makes them feel informed, included and welcome to participate in campus-based parent/teacher groups, such as PTA, PTSA, PTO, Watch DOGS, etc.
- STEAM Fair
- College Fair
- Watch DOGS
- Super MOMS

Family and Community Involvement Needs

- Need to hold more community nights that focus on how we are teaching in the classroom; this will bridge some gaps from school to home
- Low attendance of families at PTA general meetings
- Only 75 respondents participated in the parent survey

Technology

Technology Summary

Pleasant Hill Elementary continues to grow in this area. This year we implemented and witnessed an increase use of Chromebooks, iPads and Mac Book projects as the new technology template started to roll out. Teachers utilized their iPads for not only instruction, but data collection and planning as well. Digital Learning was the only non exemplary area of our HB 5 Student and Community Engagement Rating. We rated recognized based on the Texas STaR Chart. We continue to build on our Educate Ignite training in 2014-2015.

Technology Strengths

- More technology in classrooms than ever before
- Educator Ignite Training on use of iPads and other digital content

Technology Needs

- Still looking to increase Texas StaR Chart rating based on teacher surveys
- Campus-wide vision that is in line with district vision
- Specific training for staff in Google tools
- Just in time learning to meaningfully integrate technology into lessons

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

- 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
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card 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 Released Test Questions
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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 benchmark or common assessments data

- Student failure and/or retention rates
- Observation Survey results

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
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data

Parent/Community Data

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

Support Systems and Other Data






- Organizational structure data
- Budgets/entitlements and expenditures data

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 in 2nd grade and 3rd grade as measured by the EOY DRA assessment by 5%. 2nd (2012-70%), (2013-72%), (2014-79%),(2015 84%) 3rd (2012-80%), (2013-70%), (2014-69%), (2015-80%)

Summative Evaluation: 2016 EOY DRA 2nd and 3rd grade data






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) DRA training with SRP Teachers by grade level with a focus on scoring and instruction.	1, 2, 4, 5, 6, 8	SRP Teachers, Classroom Teachers, Instructional Coach	Vertically aligned DRA scoring and instructional practices should increase scores by EOY.			
2) Campus-wide vertically aligned Reader's Workshop training and subsequent follow-ups throughout the year.	1, 2, 4, 5, 6, 8	Principal, Instructional Coach, Balanced Literacy Consultant	Coaching cycle, classroom observation			
Funding Sources: 199 - General Funds - \$9000.00						
3) Campus-wide Paws on Print Mobile Library initiative.	7, 8	Campus Information Media Specialist, Principal	Student Interest, Students maintaining DRA level from EOY to BOY			
4) Literacy Partner Program. Matching first grade students with a mentor that reads with them once a week for thirty minutes.	1, 2, 4, 7, 8	Principal and SRP teachers	DRA EOY data			
 = 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 the percentage of students meeting or exceeding progress as measured by 2015 STAAR Index 2 Progress Calculation Report by 5% (2015 68%)

Summative Evaluation: 2016 STAAR Index 2 Progress Calculation Report


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Mindset The New Psychology of Success by Carol Dweck Book Study: This is designed around building and maintaining a growth mindset to increase student ownership of learning.</p>	1, 2, 4, 8	Instructional Coach, Principal, Classroom Teachers	Classroom Observation			
<p>2) Increase student ownership of learning by training teachers in the meaningful use of Data Notebook/Growth Folder so that students can move from target to target with teacher as facilitator.</p>	2, 4, 8	Principal, Instructional Coach, Classroom Teacher	Classroom Observation, Meaningful conversations with students about growth, Data Notebook/Growth Folders			
<p>System Safeguard Strategies</p> <p>3) A More Beautiful Question by Warren Berger Book Study: A More Beautiful Question to encourage discourse which will increase the rigor that leads to growth.</p>	2, 4, 8	Principal, Instructional Coach	Classroom Observation			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>4) Literacy, Math and Science Night to invite PLH families to provide students and parents additional activities that can be used at home that will increase student achievement as well as enrichment opportunities</p>	1, 6	Principal, Assistant Principal, Instructional Coach, Intervention Specialist, Classroom Teachers	Attendance			
Funding Sources: 199 - General Funds, 211 - Title I - \$1016.00						
<p>5) Students solve real-world problems through the use of technology as seen through classroom snapshots</p>	1, 2, 3, 4, 6	Principal, Curriculum Facilitator, Instructional Coach, Campus Information Media Specialist and Campus Tech	Classroom Observation and STaR Chart data			
<p>6) Twice weekly Morning Workouts in the MPR with Coach; based off Eric Jensen's student engagement strategies using the campus provided Wii</p>	1, 4, 7, 8	PE Coaches	FitnessGram data, Classroom 18 week Assessments, STAAR, DRA EOY data			
<p>7) Student-driven College Fair. Students research different 2 year and 4 year colleges and universities and present a mock College Fair during a PTA meeting</p>	4, 7, 8	Principal, Counselor	Attendance to College Fair			

8) STEAM Expo and Fair: Teacher driven "Expo" highlights different innovative lessons in Science, Technology, Engineering, Arts, and Math leading into student driven STEAM Fair. Students use STEAM rubric to create new and innovative STEAM projects to display at an interactive "Fair"	3, 4, 7, 8	Principal, Intervention Specialist, Performing Arts Teachers and Classroom Teachers	Student Engagement			
9) Provide targeted intervention to the most academically at risk for not passing the state assessments	1, 3, 5	Intervention Specialist	Students meeting standard on state assessments			
<p>Funding Sources: 211 - Title I - \$59293.00, 211 - Title I - \$2640.00, 80-199 State Compensatory Education - \$220.00</p> <p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Increase percentage of Economically Disadvantaged students meeting or exceeding progress as measured by System Safeguards on Math STAAR by at least 5% (2013 56%, 2014 49%, 2015 47%*) *official percentage not available


Summative Evaluation: 2014-2015 and 2015-2016 STAAR Math Data

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Teachers will analyze student math data to identify student needs and plan for differentiated lessons.</p>	1, 2, 4, 8	Teachers, Instructional Coach, Intervention Specialist	Common Assessments, District Benchmark Assessments, STAAR			
<p>System Safeguard Strategies</p> <p>2) Teachers and support staff will plan and develop vocabulary lessons that target math content and testing vocabulary.</p>	1, 2, 4, 8	Teachers, Instructional Coach, Intervention Specialist, ESL Teacher, Special Education Teachers	Common Assessments, Local Benchmark Assessments, Math STAAR			
<p>System Safeguard Strategies</p> <p>3) Teachers will attend training in Kagan Structures to utilize strategies that increase student to student discourse.</p>	1, 2, 3, 4	Teachers, Principal, Instructional Coach, ESL Teacher, Intervention Specialist	Instructional Rounds, Classroom Observation, student SLB survey			
Funding Sources: 211 Title I - \$6122.00, 80-199 State Compensatory Education - \$1609.00						
						

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

Performance Objective 2: Increase the percentage of Hispanic students meeting or exceeding progress as measured by Index 2 on Reading STAAR by at least 5% (2013-50%, 2014 58%, 2015 58%)

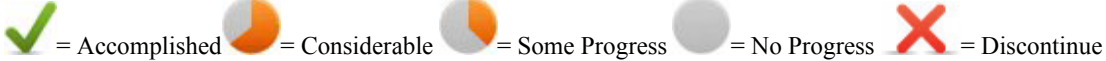
Summative Evaluation: 2016 Reading STAAR Accountability Report Index 2

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Provide DRA Focus for Instruction training for all classroom teachers and special education staff	1, 2, 3, 4	Instructional Coach, SRP Teachers	Collected DRAs from staff Sept 17th to analyze			
System Safeguard Strategies 2) Teachers and support staff will plan and develop vocabulary lessons that target reading content and testing vocabulary.	1, 3	Teachers, Instructional Coach, ESL Teacher, Intervention Specialist, Principal	Common Assessments, Local Benchmark Assessments, Reading STAAR			
System Safeguard Strategies 3) Balanced Literacy Institute provided for teachers and special education staff focusing on strategies for Reader's Workshop	1, 3, 4, 5, 8	Teachers, Instructional Coach, Intervention Specialist, Principal	Readers Response Journals, DRA Assessments, Common Assessments, and Benchmark Assessments			
Funding Sources: 199 - General Funds						
System Safeguard Strategies 4) Teachers will analyze student reading data to identify student needs and plan for differentiated lessons.	1, 2, 3	Teachers, Instructional Coach, Principal, Intervention Specialist	Common Assessments, Local Benchmark Assessments, Reading STAAR			
						

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

Performance Objective 3: Increase the percentage of Hispanic students meeting or exceeding progress as measured by System Safeguards on Writing STAAR by at least 5% (2013-74%, 2014 53%, 2015 56%)

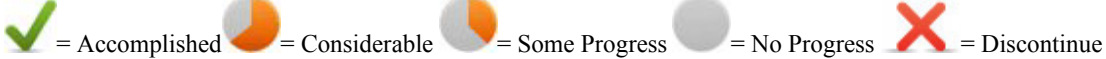
Summative Evaluation: 2016 System Safeguards STAAR Accountability Report - Writing

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Balanced Literacy Institute provided for teachers and special education staff focusing on strategies for Writer's Workshop	1, 3, 4, 5, 6, 8	Principal, Assistant Principal, Instructional Coach	Common Assessments, District Benchmark Assessments, Student Writing Journals, Writing STAAR			
Funding Sources: 199 - General Funds						
System Safeguard Strategies 2) Teachers will analyze student writing data to identify student needs and plan for differentiated lessons.	1, 3, 4, 8	Teachers, Instructional Coach, Principal	Common Assessments, District Benchmark Assessments, Writing STAAR			
						

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

Performance Objective 4: Increase percentage of Economically Disadvantaged students meeting or exceeding progress as measured by System Safeguards on Science STAAR by at least 5% (2014 35%, 2015 39%)






Summative Evaluation: 2016 System Safeguards STAAR Accountability Report - Science

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
System Safeguard Strategies 1) Teachers will analyze student science data to identify student needs and plan for differentiated lessons.	1, 3, 4, 5, 8	Teachers, Instructional Coach, ESL Teacher	Local Benchmark Assessments, Science STAAR Connections, 5th Science STAAR			
System Safeguard Strategies 2) Teachers and support staff will plan and develop vocabulary lessons that target Science content and testing vocabulary.	1, 3, 4, 5, 8	Teachers, Instructional Coach, ESL Teacher, Principal	Common Assessments, Local Benchmark Assessments, Science STAAR			
						

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

Performance Objective 5: Increase the percentage of Economically Disadvantaged students meeting or exceeding progress as measured by System Safeguards on Writing STAAR by at least 15% (2014 63% 2015 48%)






Summative Evaluation: 2016 System Safeguards STAAR Accountability Report - Writing

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Balanced Literacy Institute provided for teachers and special education staff focusing on strategies for Writer's Workshop</p>	1, 2, 3, 4, 5, 6, 8	Principal, Assistant Principal, Instructional Coach	Common Assessments, District Benchmark Assessments, Student Writing Journals, Writing STAAR			
Funding Sources: 199 - General Funds						
<p>System Safeguard Strategies</p> <p>2) Teachers will analyze student writing data to identify student needs and plan for differentiated lessons.</p>	1, 3, 4, 5, 8	Teachers, Instructional Coach, Principal, Assistant Principal	Common Assessments, District Benchmark Assessments, Writing STAAR			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Decrease the percentage of students answering disagree or strongly disagree to less than 5% on the EOY district SLB survey as it pertains to SLB 3 (Plan for Intervention and Challenge), SLB 5 (Engagement) and SLB 6 (Analyze and Set Goals)

Summative Evaluation: 2015-2016 Student Perceptual Data SLB Survey






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Continue implementation of strategies learned from Mindset by Dweck and bring new approaches learned from current book study, A More Beautiful Question by Berger to increase teacher ownership of learning.	1, 2, 4, 8	Principal, Assistant Principal, Counselor, Instructional Coach, Intervention Specialist	Classroom Observations, PLC collaboration minutes			
2) Campus focused Problem of Practice professional development centered around the concepts of growth mindset and questioning to increase rigor in the classroom.	1, 2, 4, 8	Principal, Assistant Principal, Counselor, Instructional Coach, Intervention Specialist	Instructional Rounds, Classroom Observations, coaching cycle			
3) Balanced Literacy Institute conducted by consultant Sam Hoffman on Reader's Workshop - 3rd year of 3 year initiative to vertically align classrooms in the Balanced Literacy Model.	1, 2, 3, 4, 5, 8	Principal, Assistant Principal, Counselor, Instructional Coach, Intervention Specialist	Coaching cycle and Classroom Observations			
Funding Sources: 199 - General Funds						
4) Utilizing campus instructional rounds, 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 learning target).	1, 2, 3, 4, 8	Principal, Assistant Principal, Counselor, Instructional Coach, Intervention Specialist	Data obtained from Instructional Rounds			
5) Utilize exit tickets, class meetings hand signals, etc. to have students self assess or evaluate their academic progress focusing on SLBs 3,5 and 6.	1, 4, 8	Classroom Teachers	Exit Tickets, Classroom Observations, teacher/student dialogue			
6) Morning announcements highlighting examples of the 7 SLBs with the SLB corner segment; each week highlighting a different learning behavior similar to what we do with the ethical principles.	1, 4, 8	Principal, Assistant Principal, Counselor	Classroom Observations			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 1: Accomplish three campus-wide mandatory No Place For Hate activities as outlined by the Anti Defamation League to become a certified 2015-2016 No Place For Hate campus by the end of the 2015-2016 school year.

Summative Evaluation: 2016 ADL Distinction Criteria


Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Establish procedures to support a victim of bullying.	1, 4, 8	Director of Counseling, CAPP Counseling	Lesson Plans, student training dates			
2) Red Ribbon Week	1, 2, 4	School Counselor, Physical Education Teacher	Schedule of activities, student feedback, teacher feedback			
3) Campus Emergency Plan	1, 4	Principal	Plan			
4) Campus Emergency Drills	1, 4	Principal/AP	Schedule of drills			
5) Trauma-Informed Classrooms: Trust- Based Relational Intervention Training for campus staff working with students.	1, 2, 4, 8	Assistant Principal	List of Participants and Teachers			
6) Campus Discipline Management Plan - Students follow a campus-wide positive behavior support system tied to LISD's 10 Ethical Principles.	1, 2, 3, 4, 8	Assistant Principal	EOY Campus Discipline Data			
Funding Sources: 199- General Fund Revenue						
7) C2/Smiley Face Club: Our goal is to increase the number of students in Smiley Face Club (last year 99 students).	1, 3, 8	Smiley Face Club Sponsors, Assistant Principal	Compare numbers from end of the year (this year and last year)			
8) Create a Culture of Kindness through anti-bullying lessons in each grade level.	1, 3, 4, 8	School Counselor, Physical Education Teacher, AP	Receive No Place For Hate Status, EOY Campus Discipline Data			
9) Week of Kindness-The Great Kindness Challenge: Students participate in a week long kindness initiative to promote good will and feelings around the campus. 11/9 -11/13	1, 2, 4, 8	School Counselor, Physical Education Teacher, AP	Receive No Place For Hate Status, EOY Campus Discipline Data			
10) Walk to end bullying. Students pledge to end bullying and sign a resolution of respect November 20th. Parents and community are invited to walk with our students during our November Silver Shoe run focused on bullying prevention.	1, 3, 7	Physical Education Teacher	Receive No Place For Hate Status, EOY Campus Discipline Data			
11) Inclusive Schools Week: Announcements and classroom activities geared to celebrating diversity and awareness around Pleasant Hill Elementary(12/7 - 12/11)	1, 3, 7	School Counselor, Physical Education Teacher, Assistant Principal	Receive No Place For Hate Status			

12) International Day of Pink: Sparked by a Canadian student who wore pink to school and was bullied. Our students will be encouraged to wear pink and lessons that day will be geared towards acceptance and diversity.	1, 3, 4, 7	Physical Education Teacher	Receive No Place For Hate Status			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

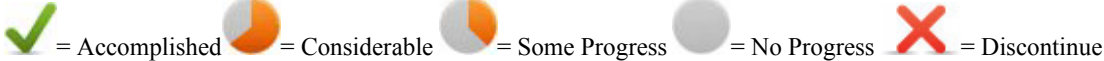
Performance Objective 2: Increase school wide attendance from 96.4% to 96.6%.

Summative Evaluation: 2016 Distinction Designation Attendance rate

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Promote school attendance with 9 week awards based on attendance rates by individuals and highest rated classrooms.	1, 3, 7, 8	Principal, Assistant Principal, Registrar	Attendance Rate			
						

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 promote 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					
6) Trust-based Relational Interventions Trauma Training provided to support at risk students		Teachers	Attendance at training and teacher feedback			
	Funding Sources: 80-199 State Compensatory Education - \$1020.00					
						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	1	Mindset The New Psychology of Success by Carol Dweck Book Study: This is designed around building and maintaining a growth mindset to increase student ownership of learning.
1	2	3	A More Beautiful Question by Warren Berger Book Study: A More Beautiful Question to encourage discourse which will increase the rigor that leads to growth.
1	2	4	Literacy, Math and Science Night to invite PLH families to provide students and parents additional activities that can be used at home that will increase student achievement as well as enrichment opportunities
2	1	1	Teachers will analyze student math data to identify student needs and plan for differentiated lessons.
2	1	2	Teachers and support staff will plan and develop vocabulary lessons that target math content and testing vocabulary.
2	1	3	Teachers will attend training in Kagan Structures to utilize strategies that increase student to student discourse.
2	2	1	Provide DRA Focus for Instruction training for all classroom teachers and special education staff
2	2	2	Teachers and support staff will plan and develop vocabulary lessons that target reading content and testing vocabulary.
2	2	3	Balanced Literacy Institute provided for teachers and special education staff focusing on strategies for Reader's Workshop
2	2	4	Teachers will analyze student reading data to identify student needs and plan for differentiated lessons.
2	3	1	Balanced Literacy Institute provided for teachers and special education staff focusing on strategies for Writer's Workshop
2	3	2	Teachers will analyze student writing data to identify student needs and plan for differentiated lessons.
2	4	1	Teachers will analyze student science data to identify student needs and plan for differentiated lessons.
2	4	2	Teachers and support staff will plan and develop vocabulary lessons that target Science content and testing vocabulary.
2	5	1	Balanced Literacy Institute provided for teachers and special education staff focusing on strategies for Writer's Workshop
2	5	2	Teachers will analyze student writing data to identify student needs and plan for differentiated lessons.

Title I

Targeted Assistance Program Plan

Our 2015-2016 Intervention Specialist will serve designated students during grade level flex time or other specified times in small groups for reading or math. The intervention specialist will work closely with classroom teachers, administration, RtI Coordinator, and support staff to ensure interventions and support are aligned and student progress is being made. Parents will be provided with materials and supplies during our Title I Parent Information Night on October 16th to help their children with math and reading at home. Teachers will continue to receive professional development through our Balanced Literacy Institute as well as Kagan learning strategies and content specific trainings provided by Leander ISD specialists.

Eight Targeted Assistance Components

1: Use of Resources to Help Students Meet Standards

Our 2015-2016 resources include a variety of research-based instructional strategies as well as content specific tools to build a capacity for academic growth and personal goal setting for our targeted students, which include:

- Leveled Books for Literacy Library
- Balanced Literacy Institute
- Science Professional Development
- Kagan Structures Professional Development
- ESL/Dual Language Learning Strategies Professional Development
- Trust-Based Relational Interventions Trauma Training

2: Incorporate Title Planning into Existing School Planning

Our 2015-2016 Title Planning Professional Learning Team consists of teachers, the Instructional Coach, the Intervention Specialist, the Information Media Specialist, the Principal, and the Assistant Principal meeting during extended collaboration from 3:00PM to 4:05 PM every other week to disaggregate data, discuss goals and interventions for students in RtI, lesson planning, and generate common assessments.

3: Use of Effective Methods and Instructional Strategies

Our 2015-2016 methods for effective instructional strategies start with Title I students receiving targeted instruction with Intervention Specialist in small groups with six or less students. Student progress is tracked and communicated to classroom teachers and parents. The Interventionist provides scaffolded lessons with guided practice and the use of proven instructional strategies. Title I students are also encouraged to attend homework lab before school to practice math and literacy skills.

4: Coordinate with and Support Regular Educational Program

Our 2015-2016 regular educational program support is coordinated by the Intervention Specialist working with the classroom teachers and support staff to meet the needs of Title I students. During extended collaboration within our professional learning communities and in RtI meetings, student progress is discussed, goals are set and data is analyzed. The Intervention Specialist works with students during flex and instruction time during reading and math, as well as in the mornings before school begins.

5: Instruction by Highly Qualified Teachers

Leander ISD's Human Resources Department 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.

6: Professional Development

Our 2015-2016 approach to professional development is centered around creating meaningful academic conversations and discourse inside our classrooms. Through focused professional development in balanced literacy, problem solving, social studies and inquiry-based science training, our teachers are equipped with research-based strategies and tools that will assist them in delivering the curriculum to our students. Outside of our core academic subjects, staff will attend Kagan Structures training to promote meaningful academic conversations and a collaborative atmosphere in our classrooms. Some staff will attend Trust-Based Relational Interventions Trauma training to grow a better understanding of the needs of students. Our goal is to also provide parent professional development starting in October with our Title I parent information night.

7: Strategies to Increase Parental Involvement

Our 2015-2016 strategies to increase parental involvement center around building a parent partnership. We will continue our initiatives to bring volunteerism into our school but also focus on providing parent professional development that can equip our parents at home. Our year long schedule includes a Title I Information Night, Literacy Night, Problem Solving Night, Science Night and a STEAM Fair in the early Spring.

8: Coordination with Other Programs

Our 2015-2016 program coordination will be highlighted by students receiving guidance lessons through our Counselor and the LISD CAPP Counselor. After school enrichment programs include Destination Imagination, Choir, Running Clubs, and Fall musical. Our students participate in No Place for Hate, C2, and the CATCH program. Homework help and reading with staff are offered before school. Reading and mentoring are provided by PALS and our faith-based partners.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Lisa Thomas	Intervention Specialist	Title I	1

Addendums

114 PLEASANT HILL ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: MARK KOLLER

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
65	11.7	6	4	3

Grade	Total	%
EE	8	0.9%
PK	25	2.9%
KG	118	13.9%
01	132	15.6%
02	151	17.8%
03	136	16.0%
04	120	14.2%
05	158	18.6%
Campus Total	848	

Economically Disadvantaged		
N	615	72.5%
Y	233	27.5%

Students with Disabilities		
N	745	87.9%
Y	103	12.1%

At Risk Students		
N	475	56.0%
Y	373	44.0%

Ethnicity		
ASIAN	23	2.7%
BLACK	33	3.9%
HISPANIC/LATINO	215	25.4%
AMERICAN INDIAN	3	0.4%
TWO OR MORE RACES (MULTI)	45	5.3%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	528	62.3%

Gender		
FEMALE	409	48.2%
MALE	439	51.8%

Gifted and Talented		
N	762	89.9%
Y	86	10.1%

English Language Learners		
N	821	96.8%
Y	27	3.2%

Students in Bilingual Program		
N	848	100.0%

Students in ESL program		
N	821	96.8%
Y	27	3.2%

PLH (114)		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	Decrease the percentage of students answering disagree or strongly disagree to less than 5% on the EOY district SLB survey as it pertains to SLB 3 (Plan for Intervention and Challenge), SLB 5 (Engagement) and SLB 6 (Analyze and Set Goals)	Not met. We decreased the percentage of disagree and strongly disagree as it pertains to challenge(SLB3) from 10.9% to 10.8%, intervention(SLB3) from 10.2% to 8.3%, engagement(SLB5) from 8.2% to 6%, collaboration(SLB5) from 12.4% to 10.4% and goal setting(SLB6) from 12.9% to 7.9%.	Continue efforts to build an engaging classroom through a balanced literacy approach to ELA curriculum. We will continue to discuss the importance of the 7 SLB on announcements and in daily learning checks

PLH (114)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Eliminating the Achievement Gap	Plan for intervention / challenge	Increase percentage of Economically Disadvantage students meeting or exceeding progress as measured by System Safeguards on Math STAAR by at least 6 percentage points, 7 students. (2013 56%, 2014 49%)	Math results not available at this time.	Math results not available at this time.
	Plan for intervention / challenge	Decrease the GAP between Hispanic students meeting standard as measured by STAAR on 3rd and 4th Reading, 4th Writing, 3rd and 4th Math and 5th Science Assessments by 5%. (3rd R-15%, 3rd M-16%), (4th R-13%, 4th M-13%, 4th W-18%), (5th R-3% ,5th M-7%, 5th S-12%)	Not met. We decreased the GAP between Hispanic and All students in Reading 3rd by 3% and 4th by 5%. Reading in 5th increased by 8%. 4th writing decreased by 12%. 5th Science saw a reverse GAP of 17%.	Working with newly formed Literacy Link team to dig into the data and look for trends with this population of students.
	Lesson design	Increase the percentage of Hispanic students meeting or exceeding progress as measured by Index 2 on Reading STAAR by at least 5% (2013-50%, 2014 58%)	Not met. The percentage remained the same as in 2014 at 58%.	Working with newly formed Literacy Link team to dig into the data and look for trends with this population of students.
		Increase the percentage of Hispanic students meeting or exceeding progress as measured by System Safeguards on Writing STAAR by at least 5% (2013-74%, 2014 53%)	Not met. The percentage of students increased 3% to 56%.	Continue second year of writer's Workshop implementation school-wide Pk-5th grade
		Increase the percentage of Economically Disadvantaged students meeting or exceeding progress as measured by System Safeguards on Science STAAR by at least 20%, 7 students (2013-54%, 2014-35%)	Not met. The percentage increased only 4% to 39%	Work with district science curriculum and staff to address needs.

PLH (114)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
College and Career Readiness	Data analysis and goal setting	Increase the percentage of students reading at grade level in 2nd grade as measured by the EOY DRA assessment by 5%. (2012-70%), (2013-72%), (2014-79%)	Met goal. Students reading on level in 2nd grade according to DRA increased from 79% to 84%	Continued Balanced Literacy approach to ELA instruction.
	High yield strategies			
	Plan for intervention / challenge	Increase the percentage of ALL students meeting standard in Math as measured by the STAAR math assessment by at least 5% in 3rd (54%), 4th (49%) and 5th (86%)	Math results not available at this time.	Math results not available at this time.
	Lesson design	Increase the percentage of Special Education students meeting or exceeding progress as measured by System Safeguards on Reading (51%) and Math (36%) STAAR by at least 5%. (2013-R 55%, M-51%)	Met. Special Education population increase the percentage in Reading by 15% to 66%.	Continued Balanced Literacy approach to ELA instruction.
Focus on Whole Student	Student ownership of learning	Accomplish three campus-wide mandatory No Place For Hate activities as outlined by the Anti Defamation League to become a certified 2014-1015 No Place For Hate campus by the end of the 2014-2015 school year.	Met goal.	Will look at student survey results because there was an increase of students answering they did not feel safe in their classroom according to 3rd-5th student SLB survey.
	Collaboration (Student)			
	Supportive learning environment			