

Leander Independent School District
Winkley 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

Winkley Elementary opened in 2006 as a Title 1 campus serving a diverse population from many neighborhoods. As The Highlands and Lake Line Subdivisions have built out, Winkley has become a neighborhood school and as of the 2015-2016 school year is no longer a Title 1 campus. Student enrollment was close to 800 last school year and is approximately 670 for the 2015-2016 school year due to new boundary lines. The school benefits from strong parent involvement. The majority of teachers range in experience from 10-15 years. 18% of students are economically disadvantaged. 3.9% of students are English Language Learners. Winkley Elementary holds an accountability rating of Met Standard.

Demographics Strengths

- 100% of all gifted and talented students met standard on all STAAR content areas.
- STAAR reading scores improved in all grade levels (3rd 77% to 81%, 4th 76% to 81%, 5th 80% to 92%)
- STAAR science scores improved for 5th graders from 71% to 83%
- STAAR math 85% of 3rd grade students met standard.
- STAAR math 85% of 5th grade students met standard.
- EOY DRA scores improved for students in 1st-4th grades (1st 78% to 81%, 2nd 74% to 76%, 3rd 72% to 76%, 4th 70% to 74%)
- 96% of parents and students reported feeling welcomed and involved.
- 92% of students report feeling safe in the classroom
- Attendance Rate is 96.6 which is above the District 95.8%
- The FitnessGram indicates a steady improvement of female healthy BMI over the past 5 years (68.8%,70.8%, 75.1%, 75.6%, 77.4%)
- Winkley Elementary had the second highest response rate of all elementary campuses on the Parent Survey with 123 responses equaling 6.48%.

Accountability Rating

- Index 1 target met (Target = 60/Wink = 81)
- Index 2 target met (Target = 30/Wink = 37)
- Index 3 target met (Target = 28/Wink = 35)
- Index 4 target met (Target = 12/Wink = 35)

Demographics Needs

- 44% of students in special education met standard in Reading on STAAR.
- 4th grade students meeting standard on STAAR Writing fell from 67% to 65%.
- STAAR math 65% of 4th grade students met standard.
- 5th grade EOY DRA scores fell from 80% to 78%.
- No Distinctions Earned; Distinction target =50% or higher, Winkley is in Quartile 4 on all indicator measures
- The FitnessGram indicates a steady decline in male healthy BMI over the past 5 years (85%, 78%, 76.3%, 72.8%, 69.8%)

Student Achievement

Student Achievement Summary

Winkley Elementary continues to meet standard based on the Texas Education Agency 2015 Accountability Summary. We met target scores in all four performance indexes.

- Index 1: Student Achievement-81
- Index 2: Student Progress-37
- Index 3: Closing Performance Gaps-35
- Index 4: Postsecondary Readiness-35

Winkley's student achievement score on Index 1 improved by 4 points. However, student progress dropped 7 points (44/37) and closing the gap dropped 2 points (37/35). LISD looks at 2nd grade EOY DRA scores when determining CCR for elementary students. 76.3% of 2nd grade students were reading at or above grade level for the 2015 school year. While student achievement at Winkley Elementary indicates a generally stable system, there is need for improvement. With a decline in economically disadvantaged students over the past three years (28.5%, 24.8%, 18.6%), student achievement should be rising. The schools greatest need for improvement is with students in Special Education. 44% met standard on STAAR Reading this school year. Winkley's ELL population is very low at 3.9%, yet System Safeguards indicate need for improvement in writing with only 17% making satisfactory progress. Highly qualified teachers, small group instruction, and intervention are all in place at Winkley Elementary.

Student Achievement Strengths

Reading:

- 3rd Grade Reading 81% passing which is above state average (77%).
- 4th Grade Reading 81% passing which is above state average (74%).
- 5th Grade Reading 92% passing which is above LISD (91%) average and state average (78%).
- 2nd Grade EOY DRA improved 2 percentage points from last year (74.2%/76.3%)

Math:

- 3rd Grade STAAR Math 85% met standard.
- 5th Grade STAAR Math 85% met standard.

Science:

- 5th Grade STAAR Science 83% passing which is above LISD average of (82%) and State average of (72%).

Student Achievement Needs

Reading:

- 3rd Grade Reading 81% passing which is below LISD (87%)
- 4th Grade Reading 81% passing which is below LISD (85%)
- 2nd Grade EOY DRA is below the District average (LISD 79.1%, WINK 76.3%)
- Special Education students passing STAAR Reading is 44% for all grade levels.

Math:

- 4th Grade STAAR Math 65% met standard.
- 3rd Grade STAAR Math 15% of students scored advanced.
- 5th Grade STAAR Math 18% of students scored advanced.

Writing:

- 4th Grade Writing STAAR 65% passing (Hispanic 56%, Sped 27%, Eco Dis 59%)

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Winkley Elementary is a dynamic strength. According to the Employee Engagement Survey, Student Survey and Parent Survey. The respondent rate was second highest across all elementary campuses. High staff scores indicate that employees feel the organization provides opportunities for growth in organizational responsibilities and personal needs. The physical environment received high scores from staff, students and parents, which means that the setting is seen as satisfactory, safe, and that adequate tools and resources are available. Students and parents affirm a well managed school. All teaching staff have received training from Capturing Kids' Hearts. The concepts of Leader in Me and Love and Logic have been taught through trainings and book studies.

School Culture and Climate Strengths

- 96% of students and parents reported feeling welcomed and involved.
- 92.4% of students reported regularly assessing the daily learning target.
- 94.8% of students reported being excited and actively participating in class learning activities.
- 93.8% of staff reported people in their work group cooperate and get the job done.
- 91.6% of staff reported feeling a sense of pride when they tell people where they work.
- 91.8% of staff reported they are encouraged to learn from their mistakes.
- 95.9% of staff reported they are allowed to make appropriate decisions within the scope of their authority.

School Culture and Climate Needs

- In comment sections of the surveys teachers and parents reported wanting more communication about progress from the principal/staff.
- 68% of staff agree or strongly agree that the principal gives specific feedback about their performance.
- 63% of staff agree or strongly agree that the principal is consistent when administering policies concerning employees.
- 66.6% of staff believe this information will be used to improve performance.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Winkley Elementary utilizes the LISD Curriculum Documents which are aligned to Texas Education Agency TEKS to insure that a guaranteed and viable curriculum is taught to all students. The past year's performance goals were focused on closing the gap between economically disadvantaged students and non-economically disadvantaged students in all academic areas, increasing the number of special education students meeting expectations on the TEA STAAR, and increasing the percentage of students making at least one year's worth of growth in reading as measured by the DRA. The campus problem of practice focused student goal setting and data analysis.

Winkley Elementary continuously strives to improve instruction to meet the individual needs of all students through our QUEST program, special education program and the RtI process.

Throughout the year teachers and administrators completed observations and learning walks to provide feedback to all educators regarding classroom instruction. In addition Dr. Molina visited classrooms with a group of teachers to provide ideas and strategies to raise the level of rigor in instruction all all levels.

Curriculum, Instruction, and Assessment Strengths

- Homework Help was offered to all students daily from 7:15-7:45 am.
- All students kept data binders and monitored their progress on learning goals. Students in 3rd-5th grades kept smart goals.
- The leadership team created a master schedule with flex time and content time specified to better accommodate intervention and challenge.
- SRP provided additional small group instruction for qualifying students to assist them in reading at or above grade level.
- The Intervention Specialist provided additional small group instruction to assist students in 3rd-5th grades in math, reading, and science.
- Some teachers attended Leander Writes and Bernabei Discover Writing trainings.

Curriculum, Instruction, and Assessment Needs

- Campus staff will need to create a specific intervention plan. We no longer have an Intervention Specialist since we are not a Title 1 campus.
- Campus staff will need to create a plan for better meeting the needs of students in Special Education, which continues to be an area of concern as indicated by only 44% of Sped students passing Reading STAAR.
- 89.3% of students reported interacting with other students to help them learn. Increasing student discourse will likely increase engagement and rigor based on Molina's research.

- 23% of parents' concerns pertained to limited activities in PE.

Family and Community Involvement

Family and Community Involvement Summary

Winkley Elementary is a place where family, school and community come together to support learning. The school offers many family activities throughout the year such as, Literacy Night, Math Night, Walk for Winkley, Talent Show, performing arts programs, science fair, food drives, pet supply drive and more. Winkley Elementary has a strong and active PTA, volunteer and mentor program. Winkley and its feeder schools and organizations frequently collaborate to offer opportunities for involvement of middle school and high school students with elementary activities. Each year the LHS athletic teams, Future Teachers, and PALS, support the school in various ways, including assemblies, greeting students, and mentoring. In addition, some of the RBMS organizations participate in QUEST readings and band/choir concerts and theater performances for Winkley Elementary students. Winkley Elementary also enjoys an active Watch Dog program where Dads volunteer at our school.

Family and Community Involvement Strengths

- Active PTA
- Watch Dog Program
- Community Faith Based Partnership reads to 1st graders
- LHS PALS
- Summer Book Exchange led by teacher volunteers twice a week
- Run Club
- Good News Club
- LHS football players mentor 5th graders
- Daily parent and grandparent volunteers
- 94% of parents affirm by survey that the campus provides a safe and supportive learning environment.
- 96% of parents affirm by survey that the campus encourages parent/community involvement.
- 95% of parents affirm by survey that the campus makes them feel informed, included and welcome to participate in campus based groups.

Family and Community Involvement Needs

- Parent comments indicated a need for more frequent communication from the school.
- 33% of parents reported by survey that the campus should provide more opportunities for community service.

Technology

Technology Summary

Winkley Elementary continues to grow in the utilization of technology in many ways. Campus communication efforts have been greatly enhanced by the use of the campus website, teacher and grade level websites, emails, written and voice electronic messages, Facebook, Twitter, and various Goggle communication tools. All of the instructional staff received specific technology training throughout the 2014-2015 school year to assure up-to-date teaching strategies and equipment availability, in order to provide quality technology usage in the classrooms. The campus and district will continue to support staff and students through new devices and professional development in regards to integrating technology across the curriculum.

Technology Strengths

- Tech Teacher Leader set up weekly Tech Tuesday meetings after school for teachers to share technology ideas and practice using new available software.
- Teacher observations were all video recorded this year for teacher and administrator reflection and feedback.
- BYOD
- Lesson Planning on Google Docs
- Student use of technology is observed daily.
- Teachers and principal report scores of 2 or 3 on all items on the STaR Chart, indicating technology levels are developing and primarily teacher directed.

Technology Needs

- Increase communication with parents
- Increase staff and student use of technology
- STaR Chart level 4 indicating seamless integration is not noted by teachers or principal.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- 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
- 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
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Study of best practices
- Action research results


Goals

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

Performance Objective 1: Increase the percentage of students achieving advanced academic performance status on all portions of the STAAR by 2 or more percentage points.

Summative Evaluation: STAAR Advanced Percentages

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All teaching staff have been trained in Capturing Kids' Hearts. Continue to support campus implementation and train new teaching staff.	Principal	New staff trained, Social contracts created and implemented			
Funding Sources: 199 - General Funds - \$3997.00					
2) Survey staff and administrators to create quantitative data to determine the system impact of Capturing Kids' Hearts.	Principal	Completion of survey, reflection of data and creation of next steps plan			
3) Students will have opportunities to participate in various after school activities such as run club, art club, good news club, and others.	Principal, Teachers	Student participation			
Funding Sources: 199 - General Funds					
4) Continue the introduction and implementation of Stephen Covey's 7 habits of The Leader in Me with all students. Students will demonstrate ownership of learning as they implement the habits.	AP, Teachers, Principal	Communication of strategy to staff, Staff and AP collect evidence of student engagement in habits and share with staff/community			
5) Students who qualify for QUEST will participate in additional small group instruction that facilitates research, problem solving and challenge.	QUEST Teacher, Principal, AP	Improved Advanced Academic Performance on all portions of STAAR			
6) Students participate in Flex time that teachers have planned for intervention and challenge.	Principal, AP	Collaborative discussions during PLCs, Walkthroughs			
7) Teachers will participate in Power Teaching PD and follow-up sessions.	Principal	Enrollment and participation in sessions			
8) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.	Principal, AP	Lesson plans, Walkthroughs			
9) IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.	Principal	Registration, completion of course and sharing out with staff			
Funding Sources: 199- General Fund Revenue - \$1694.00					
System Safeguard Strategies					
10) Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.	Principal, AP, IC	Progress on team goal			
11) Students solve real-world problems through the use of technology. (TL1)	Principal, AP	Learning Walks			
12) Promote with staff the LISD curricular technology embedded lessons (TL4)	Principal, AP	Learning walks, Lesson plans			






System Safeguard Strategies 13) 4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.	Principal	Registration, completion of course and sharing out with staff			
	Funding Sources: 199 - General Funds - \$1740.00				
					

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

Performance Objective 2: The percentage of students in each grade level K-5 will increase by 5 percentage points on EOY DRA data from last years' DRA data.

Summative Evaluation: EOY DRA data from 2015 (K-83%, 1st-81%, 2nd-76%, 3rd-76%, 4th-74%, 78%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students will participate in small group reading instruction with a balanced literacy approach to teaching.	Principal, AP	Improved reading scores on STAAR and EOY/DRA			
2) Teachers participate in at least 3 peer classroom visits.	Principal, AP, IC	Documentation of classroom visits			
3) Analyze student performance data to inform team decision making in reading.	IC, Principal, AP	Agenda from PD, PLCs, and team meetings, data visuals in classrooms and data room			
4) Winkley Summer Book Exchange provides an opportunity for students to come to the school weekly to pick up leveled readers during the summer months. Teachers volunteer time to oversee the book exchange one hour on Tuesday evenings and one hour on Thursday mornings	SRP Teachers, Teachers, Principal, AP	Students log in of summer reading hours and STAAR Reading and DRA/BOY/EOY scores			
5) Students participate in Flex time that teachers have planned for intervention and challenge.	Principal, AP	Collaborative discussions during PLCs, Walkthroughs			
6) First grade students chosen by their teacher will read weekly with Literacy Partners during the school year.	SRP Teacher, Teachers	Student participation, EOY DRA			
7) Teachers will participate in Power Teaching PD and follow-up sessions.	Principal	Enrollment and participation in sessions			
System Safeguard Strategies 8) Special Education teacher will participate in Region XIII Fall Dyslexia Conference	Principal	Registration, completion of course and sharing out with staff			
	Funding Sources: 199 - General Funds - \$250.00				
System Safeguard Strategies 9) IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.	Principal	Registration, completion of course and sharing out with staff			
	Funding Sources: 199- General Fund Revenue				
10) Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.	Principal, AP, IC	Progress on Team Goal			
11) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.	Principal, AP	Lesson plans, Walkthroughs			
12) 4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.	Principal	Registration, completion of course and sharing out with staff			
	Funding Sources: 199 - General Funds - \$1740.00				






<p align="center">System Safeguard Strategies</p> <p>13) Special Education Teachers will use the LLI kit to support Special Education Students.</p>	<p>Sped Team Lead, Principal</p>	<p>Improved performance of sped students on EOY/DRA</p>			
<p align="center">  = 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: 90% of Students in grades K-5 will make at least one year's growth in EOY DRA.

Summative Evaluation: Baseline data 2015 EOY DRA

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) SRP will provide additional small group instruction for qualifying students to assist them in reading at or above grade level.	SRP Teachers, Teachers, Principal, AP	Increased DRA scores from BOY to EOY			
2) Students will participate in small group reading instruction with a balanced literacy approach to teaching.	Principal, AP	Improved reading scores on STAAR and EOY/DRA			
3) Analyze student performance data to inform team decision making in reading.	IC, Principal, AP	Agenda's from PD, PLCs, and team meetings, data visuals in classrooms and data room			
4) Winkley Summer Book Exchange provides an opportunity for students to come to the school weekly to pick up leveled readers during the summer months. Teachers volunteer time to oversee the book exchange one hour on Tuesday evenings and one hour on Thursday mornings	SRP Teachers, Teachers, Principal, AP	Students log in of summer reading hours and STAAR Reading and DRA/BOY/EOY scores			
5) Special Education teacher will participate in Region XIII Fall Dyslexia Conference	Principal	Registration, completion of course, sharing out with staff			
	Funding Sources: 224 - IDEA Special Education Funds				
6) LA Vertical team will meet regularly to support this goal and monitor progress. They will create action steps by the end of the first 9 weeks.	Principal	Action steps created, monitored and assessed			
7) Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.	IC, Principal, AP	Progress on team goal			
8) First grade students chosen by their teacher will read weekly with Literacy Partners during the school year.	SRP Teacher, Teachers	Participation, EOY/DRA, STAAR Reading			
9) Students participate in Flex time that teachers have planned for intervention and challenge.	Principal, AP	Collaborative discussions during PLCs, Walkthroughs			
System Safeguard Strategies					
10) IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.	Principal	Registration, completion of course and sharing out with staff			
11) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.	Principal, AP	Lesson Plans, Walkthroughs			
12) 4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.	Principal	Registration, completion of course and sharing out with staff			
	Funding Sources: 199 - General Funds - \$1740.00				






<p align="center">System Safeguard Strategies</p> <p>13) Special Education Teachers will use the LLI kit to support Special Education Students.</p>	<p>Sped Team Lead, Principal</p>	<p>Improved performance of sped students on EOY/DRA</p>			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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

Performance Objective 2: Students will increase performance on STAAR Reading by 5 percentage points for all students and for sub groups of Sped and Eco Dis.

Summative Evaluation: STAAR Met Standard Percentages 2015 (3rd-81%, Sped-33%, Eco Dis-62%; 4th-81%, Sped-45%, EcoDis-73%; 5th-92%, Sped-43%, Eco Dis-83%)


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Continue Homework Help in the mornings from 7:15-7:40 to assist students with learning target understanding and completion of homework.	Teachers, Principal, AP	Student attendance log in to homework help and improved scores and STAAR and District Assessments			
2) Small group of students identified with ADHD, slow processing and/or difficulty with working memory will use Pearson's software Cogmed to improve reading and math performance.	Principal	Research study to determine impact			
3) Special Education teacher will participate in Region XIII Fall Dyslexia Conference	Principal	Registration, completion of course, sharing out with staff			
Funding Sources: 199 - General Funds - \$250.00					
4) LA Vertical team will meet regularly to support this goal and monitor progress. They will create action steps by the end of the first 9 weeks.	Principal	Action steps created, monitored and assessed			
System Safeguard Strategies	Principal	Student participation in program			
5) Students qualifying for Dyslexia will participate in Dyslexia program.					
6) Winkley Summer Book Exchange provides an opportunity for students to come to the school weekly to pick up leveled readers during the summer months. Teachers volunteer time to oversee the book exchange one hour on Tuesday evenings and one hour on Thursday mornings	SRP Teachers, Teachers, Principal, AP	Students log in of summer reading hours and STAAR Reading and DRA/BOY/EOY scores			
7) Students will participate in small group reading instruction with a balanced literacy approach to teaching.	Principal, AP	Improved reading scores on STAAR and EOY/DRA			
8) SRP will provide additional small group instruction for qualifying students to assist them in reading at or above grade level.	SRP Teachers, Teachers, Principal, AP	Increased DRA scores from BOY to EOY			
9) Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.	IC, Principal, AP	Progress on team goal			
10) First grade students chosen by their teacher will read weekly with Literacy Partners during the school year.	SRP Teacher, Teachers	Participation, EOY/DRA, STAAR Reading			
11) IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.	Principal	Registration, completion of course and sharing out with staff			
Funding Sources: 199 - General Funds - \$1694.00					

12) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.	Principal, AP	Lesson Plans, Walkthroughs			
13) 4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.	Principal	Registration, completion of course and sharing out with staff			
	Funding Sources: 199 - General Funds - \$1400.00				
System Safeguard Strategies 14) Special Education Teachers will use the LLI kit to support Special Education Students.	Sped Team Lead, Principal	Improved performance of sped students on EOY/DRA			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 3: Students will increase performance on STAAR Math by 5 percentage points for all students.

Summative Evaluation: STAAR Math 50% of questions answered correctly (3rd-83%, 4th-65%, 5th-81%) or Met Standard






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will participate in once a month "Kid Watch" meetings to integrate PLC and RTI process, specifically strategizing and analyzing data on struggling students	AP, Principal	Action steps created at the end of each meeting			
2) Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.	IC, Principal, AP	Progress on team goal			
3) Math Vertical team will meet regularly to support this goal and monitor progress. They will create action steps by the end of the first 9 weeks.	Principal	Action steps created, monitored and assessed			
4) Continue Homework Help in the mornings from 7:15-7:40 to assist students with learning target understanding and completion of homework.	Teacher, Principal, AP	Student attendance log in to homework help and improved scores and STAAR and District Assessments			
5) Kindergarten and 1st grade participate in Math screener pilot	IC, Principal, AP	Improved teacher understanding of math data			
6) Teachers will continue 2nd year of implementation of Bridges math resource.	Principal, AP	Improved scores on Math benchmarks and Math STAAR			
7) Students solve real-world problems through the use of technology as suggested in curriculum documents.	Principal	Learning walks, Lesson plans			
8) Promote with staff the LISD curricular technology embedded lessons.	Principal	Learning walks, Lesson plans			
9) Teacher Portfolio process will include trainings, book studies, and collaboration with peers that will expand teacher knowledge base for meeting students needs.	Principal, AP	Teachers demonstrate specific learning and strategies for closing the gap during Portfolio share			
10) IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.	Principal	Registration, completion of course and sharing out with staff			
Funding Sources: 199 - General Funds - \$1694.00					
11) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.	Principal, AP	Lesson Plans, Walkthroughs			
					

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

Performance Objective 4: Students will increase performance on STAAR Writing by 5 percentage points for all students and for sub groups Sped, Eco Dis, and Hispanic.

Summative Evaluation: STAAR Met Standard Percentages 2015 (4th-65%, Sped-27%, Eco Dis-57%, Hispanic- %)


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Teacher Portfolio process will include trainings, book studies, and collaboration with peers that will expand teacher knowledge base for meeting students needs.</p>	Principal, AP, IC	Teachers demonstrate specific learning and strategies for closing the gap during Portfolio share			
<p>System Safeguard Strategies</p> <p>2) ESL Teacher will provide small group targeted instruction to ESL students</p>	ESL Teacher, Principal, AP	Student scores improved on STAAR Writing to satisfy System Safeguard and improved scores on TELPAS			
<p>System Safeguard Strategies</p> <p>3) Teachers will participate in Leander Writes training.</p>	Principal, AP	Teachers share specific learning and strategies for closing the gap during Portfolio share			
<p>System Safeguard Strategies</p> <p>4) IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.</p>	Principal	Registration, completion of course and sharing out with staff			
Funding Sources: 199 - General Funds - \$1694.00					
<p>System Safeguard Strategies</p> <p>5) Teachers will participate in once a month "Kid Watch" meetings to integrate PLC and RTI process, specifically strategizing and analyzing data on struggling students</p>	AP, Principal	Action steps created at the end of each meeting			
<p>System Safeguard Strategies</p> <p>6) Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.</p>	IC, Principal, AP	Progress on team goals			
<p>System Safeguard Strategies</p> <p>7) Language Arts Vertical team will meet regularly to support this goal and monitor progress. They will create action steps by the end of the first 9 weeks.</p>	Principal	Action steps created, monitored and assessed			
<p>System Safeguard Strategies</p> <p>8) Enhance student and teacher learning by promoting technology training. (TL3)</p>	Tech Teacher Leader, Principal, AP, IC	Lesson plans			
<p>System Safeguard Strategies</p> <p>9) Promote with staff the LISD Writing curriculum and technology embedded lessons.</p>	Principal	Lesson Plans			
<p>System Safeguard Strategies</p> <p>10) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.</p>	Principal, AP	Lesson Plans, Walkthroughs			

System Safeguard Strategies	Principal	Registration, completion of course and sharing out with staff			
	11) 4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.				
Funding Sources: 199 - General Funds - \$1740.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 5: Students will increase performance on STAAR Science by 5 percentage points for all students and for sub groups Sped and Eco Dis.


Summative Evaluation: STAAR Met Standard Percentages 2015 (5th-83%, Sped-9%, Eco Dis-56%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.	Principal	Registration, completion of course and sharing out with staff			
2) Science Vertical team will meet regularly to support this goal and monitor progress. They will create action steps by the end of the first 9 weeks.	Principal	Action steps created, monitored and assessed			
3) Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.	IC, Principal, AP	Progress on team goals			
4) Students will participate in campus and Austin Regional Science Fair.	Principal	Participation			
5) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.	Principal, AP	Lesson plans, Walkthroughs			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: 95% of students surveyed will affirm they regularly set goals and track their learning.


Summative Evaluation: Student Survey (Baseline data 2015 survey 87%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers develop grade level goals which include student ownership of learning and student learning behaviors.	Principal, AP, IC	Action plans will be posted on Google Docs and PLC agendas will document work on goals			
2) Teachers participate in intentional planning during extended planning to prepare enrichment lessons.	Principal, AP	Lesson plans, Walkthroughs			
3) Continue the introduction and implementation of Stephen Covey's 7 habits of The Leader in Me with all students. Students will demonstrate ownership of learning as they implement the habits.	AP, Teachers, Principal	Communication of strategy to staff, Staff and AP collect evidence of student engagement in habits and share with staff/community			
4) Teachers will participate in once a month "Kid Watch" meetings to integrate PLC and RTI process, specifically strategizing and analyzing data on struggling students	AP, Principal	Action steps created at the end of each meeting			
5) Provide students in 3-5 grades with agendas.	Principal	Agendas distributed to students and used in classroom			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: 95% of students surveyed will affirm they experience intervention and challenge as needed in the classroom.


Summative Evaluation: Student Survey (Baseline data 2015 survey:intervention-90% and challenge-84%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will participate in monthly extended planning beginning in October to prepare lessons that not only facilitate content learning, but student learning behaviors as well.	Principal, AP	Learning walks will reveal evidence of the student learning behaviors			
2) A master schedule was created with flex time and content time specified to better accommodate intervention and challenge. The schedule was based on teacher input.	Principal, AP	Learning walks will confirm the use of the master schedule and teacher and student survey results will indicate the perceived level of intervention and challenge			
3) Intervention and challenge plans will be created for students in 3rd-5th grades based on Quintile Report from STAAR Math results.	IC, Principal, AP	Progress of students on STAAR and documented plans			
4) 4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.	Principal	Registration, completion of course and sharing out with staff			
					

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


Performance Objective 1: 98% of parents and students will affirm a well managed school and the perception of such by their response on an end of year survey.

Summative Evaluation: Student/Parent Survey (Baseline data 2015 survey 96%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Procedures for reporting, investigating, and supporting a victim of bullying will be communicated to students and practiced.	AP, Principal	Student training date documented and number of outcries reported including action taken			
2) Red Ribbon Week and counselor, AP, and PE lessons on tobacco, alcohol and other drug education	AP, Principal, Counselor	Schedule and lesson plans of activities including student response feedback and survey results			
3) Campus will create an emergency plan and conduct emergency drills	AP, Principal	Plan created and drills documented			
4) Students will participate in monthly ethical principal and social skills lessons with the counselor.	Counselor, Principal, AP	Student response on surveys, schedule of lessons			
5) SAMA training	AP, Principal	Roster of training and practise			
6) A small group of teachers will attend the Leader in Me Symposium in Austin	Principal, AP	Conference reflections			
Funding Sources: 199 - General Funds					
7) We will collaborate with Leander Police to motivate positive behavior through periodic walk abouts and 7-11 coupons.	Principal, AP	Positive comments on student survey			
8) STAAR Information Night	Principal	Completion			
9) Student Led Conferences	Principal	Completion			
10) Parent Volunteers	Volunteer Coordinator	Roster of volunteers			
11) Teacher Web Site	AP, Principal	Web Site available to parents			
					

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

Performance Objective 2: Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	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	10	Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.
1	1	13	4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.
1	2	8	Special Education teacher will participate in Region XIII Fall Dyslexia Conference
1	2	9	IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.
1	2	13	Special Education Teachers will use the LLI kit to support Special Education Students.
2	1	10	IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.
2	1	13	Special Education Teachers will use the LLI kit to support Special Education Students.
2	2	5	Students qualifying for Dyslexia will participate in Dyslexia program.
2	2	14	Special Education Teachers will use the LLI kit to support Special Education Students.
2	4	1	Teacher Portfolio process will include trainings, book studies, and collaboration with peers that will expand teacher knowledge base for meeting students needs.
2	4	2	ESL Teacher will provide small group targeted instruction to ESL students
2	4	3	Teachers will participate in Leander Writes training.
2	4	4	IC and Teacher Leaders will attend Marzano training on Research-based techniques for a student-centered classroom with rigor.
2	4	5	Teachers will participate in once a month "Kid Watch" meetings to integrate PLC and RTI process, specifically strategizing and analyzing data on struggling students
2	4	6	Teachers will participate in PLCs, creating a team goals, learning together and monitoring student data.
2	4	7	Language Arts Vertical team will meet regularly to support this goal and monitor progress. They will create action steps by the end of the first 9 weeks.
2	4	8	Enhance student and teacher learning by promoting technology training. (TL3)
2	4	9	Promote with staff the LISD Writing curriculum and technology embedded lessons.
2	4	10	Teachers participate in intentional planning during extended planning to prepare enrichment lessons.
2	4	11	4 Teachers will attend the Junior Great Books Training at Region XIII on October 29.

Addendums

117 WINKLEY ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: DONNA BRADY

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
51	11.5	3	1	0

Grade	Total	%
EE	21	3.1%
KG	101	14.9%
01	110	16.2%
02	124	18.3%
03	111	16.3%
04	94	13.8%
05	118	17.4%
Campus Total	679	

Ethnicity		
ASIAN	29	4.3%
BLACK	21	3.1%
HISPANIC/LATINO	150	22.1%
AMERICAN INDIAN	4	0.6%
TWO OR MORE RACES (MULTI)	40	5.9%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	434	63.9%

Economically Disadvantaged		
N	598	88.1%
Y	81	11.9%

Gender		
FEMALE	315	46.4%
MALE	364	53.6%

Students with Disabilities		
N	616	90.7%
Y	63	9.3%

Gifted and Talented		
N	565	83.2%
Y	114	16.8%

At Risk Students		
N	428	63.0%
Y	251	37.0%

English Language Learners		
N	660	97.2%
Y	19	2.8%

Students in Bilingual Program		
N	679	100.0%

Students in ESL program		
N	662	97.5%
Y	17	2.5%

WINK (117)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Plan for intervention / challenge	95% of students surveyed will affirm they experience intervention and challenge as needed in the classroom.	Did not meet goal. 90% of students affirm they get they help they need when struggling in class. 84% of students report feeling challenged.	This will be 1st year without intervention specialist, since we are no longer a Title 1 school. Plan for intervention by classroom teacher.
	Data analysis and goal setting	95% of students surveyed will affirm they regularly set goals and track their learning.	Did not meet goal. 87% of students reported knowing their learning goals and tracking progress.	Continue problem of practice work on goal setting and data analysis.
Eliminating the Achievement Gap	Essential learning aligned to TEKS	Students will increase performance on STAAR Reading by 5 percentage points for all students. The baseline data is 2014 STAAR (3rd-77%, Sped-33%, Eco Dis-58%, 4th-76%, Sped-12%, Eco Dis-53%, 5th-80%, Sped-30%, Eco Dis-71%)	Met goal in 4th and 5th grades/Did not meet in 3rd grade.2015 STAAR Reading (3rd-81%, Sped-33%, Eco Dis-62%; 4th-81, Sped-45%, Eco Dis-73%; 5th-92, Sped-43, Eco Dis-83)	Met goals in 4th and 5th grades. Continue progress in 3rd and Sped.
		Students will increase performance on STAAR Math by 5 percentage points for all students. The baseline data is 2014 STAAR (3rd-72%, Sped-29%, Eco Dis-63%, 4th-76%, Sped-25%, Eco Dis-60%, 5th-87%, Sped-67%, Eco Dis-79%)	Met Goal in 3rd grade. Did not meet goal in 4th and 5th grades. (3rd-85%, Sped-56%, Eco Dis-68%; 4th-65%, Sped-0%, Eco Dis-54%; 5th-85%, Sped-71%, Eco Dis-88%	
	Learner engagement	Students will increase performance on STAAR Writing by 5 percentage points for all students. The baseline data is 2014 STAAR (All 4th-67%, Sped-13%, Eco Dis-56%)	Did not meet goal. 4th-65%, Sped-27%, Eco Dis-57%	Build team collaboration for all 4th graders and subjects. Work in PLC on improvement.
		Students will increase performance on STAAR Science by 5 percentage points for all students. The baseline data is 2014 STAAR (All 5th-71%, Sped-9%, Eco Dis-56%)	Met goal. 5th-83%, Sped-29, Eco Dis-50%	Met goals for Sped and all students. Lost ground for Eco Dis students. Work in PLC on goal.

WINK (117)		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 Plan for intervention / challenge	The percentage of students in each grade level K-5 will increase by 5 percentage points on EOY DRA data from last year's DRA data. (K-93%, 1st-78%, 2nd-74%, 3rd-72%, 4th-70%, 5th-80%)	Did not meet goal. K-83%, 1st-81%, 2nd-76%, 3rd-76%, 4th-74%, 5th-78%	All grades except K and 5 went up although goal was not met. Continue progress and monitor in PLCs.
Focus on Whole Student	Student ownership of learning Collaboration (Student)	98% of parents and students will affirm a well managed school and the perception of such by their response on an end of year survey.	Did not meet goal. 96% reported feeling welcomed and involved	The wording of questions were slightly different. Parents and students indicate affirmation of well managed school. Improve communication.