



Little Elm ISD

Regular Meeting

Monday, November 9, 2015 6:30 PM

Agenda of Regular Meeting

The Board of Trustees Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD will be held November 9, 2015, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068.
2. Pledge of Allegiance
3. Invocation
4. Introduction and Roll Call
5. Citizen input
6. Approval of Minutes
 - A. Discuss and approve Regular Meeting Minutes - 10/19/2015 5
Presenter: Sonia F. Badillo
7. Superintendent Spotlight
 - A. Students of the Month - Little Elm High School
Presenter: Renee Pentecost
 - B. School Spotlight - Lakeview Elementary
Presenter: Kelly Carr
8. Reports of the Superintendent
 - A. Demographics Snapshot 10
Presenter: Cyndy Mika
 - B. English Language Learners 11
Presenter: Ashley Glover
9. The Board will recess into Closed Meeting in the Professional Development Room as permitted by the Texas Open Meetings Act Code Subchapter 551.074 and 551.072. The Board and Superintendent will discuss:
 - A. Personnel - 551.074
 - B. Land - 551.072
10. Action Items
 - A. Discuss and consider approval of District Improvement Plan 12
Presenter: Matthew Gutierrez

B. Discuss and consider approval of Campus Improvement Plans Presenter: Matthew Gutierrez	73
C. Discuss and consider approval of ICLE Phase II payment Presenter: Cyndy Mika	406
D. Discuss and consider approval of 2016-2017 Calendar Presenter: Cyndy Mika	408
11. Consent Agenda	
A. Discuss and approve the Disposal of Out of Adoption Instructional Materials Presenter: Cyndy Mika	410
B. Discuss and approve the PDAS appraisers for the 2015-2016 School Year Presenter: Ross Roberts	414
C. Discuss and approve the LEISD Highly Qualified Teacher Requirement Report - 2015/2016 Presenter: Ross Roberts	416
D. Discuss and approve Addition of Authorized Representative TexSTAR Investment Pool Presenter: Grant Anderson	418
E. Discuss and approve Addition of Authorized Representative LoneStar Investment Pool Presenter: Grant Anderson	421
F. Discuss and approve the Financial Report Presenter: Grant Anderson	423
G. Discuss and approve Gifts and Donations Presenter: Grant Anderson	448
12. Reports, Routine Monthly	
A. Notice of Expenditure in Excess of \$50,000 Presenter: Russell VanHoose	450
13. Board President Comments Presenter: LeAnna Harding	
14. Board Comments	
15. Superintendent Comments	
16. Adjournment	

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts

	or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.
551.083	Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
551.084	Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

Sonia Badillo

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Action
Board Mtg. Date 00-00-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Subject:	REGULAR BOARD MEETING MINUTES - 10-19-2015				
Presenter or Contact Person:	Sonia F. Badillo, Superintendent Secretary.				
Policy/Code:	N/A				
Summary:	Board Meeting Minutes for October 19, 2015.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	Meeting Minutes				
Recommendation:	The Administration recommends the approval of the Regular Board Meeting Minutes for October 19, 2015.				
Motion:	I move that the Board approve the attached Regular Board Meeting Minutes for October 19, 2015.				

Minutes of Regular Meeting

The Board of Trustees Little Elm ISD

A Regular Meeting of the Board of Trustees of Little Elm ISD was held Monday, October 19, 2015, beginning at 6:30 PM in the Zellars Center for Learning and Leadership.

PRESENT: Board Vice President Melissa Myers, Board Secretary DeLeon English, Trustee David Montemayor, Trustee Christopher Williams, Trustee Jason Olson, Trustee Alejandro Flores and Superintendent Dr. Lowell H. Strike.

ABSENT: Board President LeAnna Harding.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068. Board Vice President Melissa Myers called the meeting to order at 6:30 pm.
2. Pledge of Allegiance
Students from Prestwick STEM Academy led the Board and those present to the Pledges of the United States Flag and the Texas Flag.
3. Invocation
Ms. Sara Oblad from The Church of Jesus Christ of Latter Day Saints led those present to Invocation.
4. Introduction and Roll Call
Ms. Sonia F. Badillo took roll call.
5. Citizen input
There was no citizen input.
6. Approval of Minutes
 - A. Discuss and approve Workshop Meeting Minutes - 10/12/2015
Trustee Alejandro Flores made the first motion to approve the Workshop Meeting Minutes as submitted. Board Secretary DeLeon English seconded the motion.
The motion passed (6-0).
7. Reports of the Superintendent
Prestwick STEM Academy
Principal Christie Gibson presented to the Board 8th grade students Magnus Chandler and Nathan Deason whom shared a presentation about Gateway to Tech: Medical Detectives and Green Architecture. The presentation included the following:
Salmonella
 - Patient History
 - Is Salmonella Contagious or Infectious
 - What is Salmonella

- Symptoms of Salmonella
- How can you prevent from getting Salmonella?
- Sources

LEHS Students of the Month

Principal Renee Pentecost presented to the Board the LEHS Students of the Month. The students were Kyle Hoyle and Morgan McCoy.

A. Little Elm Police Department Report

Mr. Matthew Gutierrez introduced to the Board Chief Rodney Harrison and thanked the Police Department for the services they provide everyday and the outstanding job.

Chief Rodney Harrison approached the Board about the following:

- Crime in Little Elm
- Issues related to LEISD
- Service calls for Lakeside MS – 235
- Type of service calls at Lakeside MS
- Service calls for LEHS – 434
- Type of service calls at LEHS
- Service calls for Town of Little Elm
- 44 Police Officers including 2 SROs
- Customer Service
- Integrity
- Innovation
- Efficiency
- Marihuana use
- Sexting and Pornography
- Dog Drugs

B. Destination 2020

Mr. Matthew Gutierrez shared with the Board a presentation about Destination 2020. The presentation included the following:

1st quarterly report on Strategic Plan

- Core Values
- Mission
- Vision
- Engage
- Equip
- Empower
- Communications Category
- Human Resources Category
- Curriculum and Instruction Category

8. The Board recessed into Closed Meeting at 7:21 pm in the Professional Development Room as permitted by the Texas Open Meetings Act Code Subchapter 551.074. The Board and Superintendent discussed:

A. Personnel - 551.074

The Board reconvened at 7:50 pm.

9. Action Items

- A. Discuss and approve additional FTEs
 Mr. Matthew Gutierrez shared with the Board the additional FTEs. Due to the growth of the Life Skills and Severe/Profound enrollment at Lakeview, there is a need for an additional paraprofessional for each classroom. The administration is also requesting an additional paraprofessional unit to meet the needs of a 2nd grade classroom at Lakeview Elementary.
 Trustee Jason Olson made the first motion to approve the additional FTEs. Board Secretary DeLeon English seconded the motion. The motion passed (6-0).
 - B. Discuss and approve Renewal of Edgenuity
 Ms. Cyndy Mika approached the Board about the Renewal of Edgenuity. Edgenuity (e2020) is the online learning platform LEISD utilizes in AIMS/GOALS, DAEP, Evening Academy, Summer School and EOC Tutorials. The cost of the renewal is \$64,000.
 Trustee David Montemayor made the first motion to approve the Renewal of Edgenuity. Board Secretary DeLeon English seconded the motion. The motion passed (6-0).
 - C. Discuss and approve Renewal of Renaissance Learning
 Ms. Cyndy Mika briefed the Board about the Renewal of Renaissance Learning. Renaissance Learning is a yearly renewal for mandatory testing in reading and mathematics in grades K-8. The cost for the renewal is \$67,036.81.
 Trustee Alejandro Flores made the first motion to approve the Renewal of Renaissance Learning. Trustee David Montemayor seconded the motion. The motion passed (6-0).
10. Consent Agenda
 - A. Discuss and approve the Waiver to limit the number of foreign exchange students
 Presenter: Matthew Gutierrez
 - B. Discuss and approve the Financial Report
 Presenter: Grant Anderson
 Trustee Christopher Williams made the first motion to approve the Consent Agenda as submitted. Board Secretary DeLeon English seconded the motion. The motion passed (6-0).
 11. Comments of the Board Vice President
 Board Vice President Melissa Myers reminded the Board about the following:
 - Board Retreat
 - Deadline for Retreat's Agenda by Wednesday
 - Team of 8 Training
 12. Board Comments
 - Trustee Alejandro Flores commented about Lakeside MS late start
 - Trustee Jason Olson gave complements to the LEHS Band and Coach Todd Dailey for his support
 - Board Secretary DeLeon English would like to discuss the King Land
 13. Superintendent Comments
 - Congratulations to LEHS Band
 - Agenda Item deadline for Board Retreat

- 11/06 ground breaking for the Palladium Town Homes

14. Adjournment

Trustee Christopher Williams made the first motion to adjourn. Trustee Alejandro Flores seconded the motion. The motion passed (6-0).

The meeting adjourned at 8:18 pm.

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 10/12/2015	Reports of the Superintendent <input checked="" type="checkbox"/>	Business Item <input type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	Superintendents Report: Demographics Snapshot				
Presenter or Contact Person:	Cyndy Mika, Assistant Superintendent for Curriculum and Learning Services				
Policy/Code:	N/A				
Summary:	Report of Demographics Snapshot for 2015-16 School Year				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	N/A				
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for informational purposes only. No motion is necessary.				

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 10/12/2015	Reports of the Superintendent <input checked="" type="checkbox"/>	Business Item <input type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Other <input type="checkbox"/>
Subject:	Superintendents Report: English Language Learners				
Presenter or Contact Person:	Ashley Glover, Director of Federal Programs and Student Support				
Policy/Code:	N/A				
Summary:	Report of English Language Learners				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	N/A				
Recommendation:	Item is for informational purposes only. No recommendation is necessary.				
Motion:	Item is for informational purposes only. No motion is necessary.				

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Discussion
11-9-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter or Contact Person:	Matthew Gutierrez, Deputy Superintendent for Educational Services				
Policy/Code:	BQ (LOCAL)				
Summary:	LEISD's District Education Improvement Council has prepared the Comprehensive Needs Assessment and reviewed District Goals. The District Improvement Plan is an ongoing process and changes based upon need.				
Financial Implications:	NA				
Attachments:	District Improvement Plan				
Recommendation:	The administration recommends approval of the District Improvement Plan.				
Motion:	I move the Board approve the District Improvement Plan.				

Little Elm Independent School District

District Improvement Plan

2015-2016

Accountability Rating: Met Standard



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

14

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	4
District Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Family and Community Involvement	10
District Context and Organization	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	16
Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.	16
Goal 2: Recruit, hire, develop, and retain a highly qualified instructional and support staff.	35
Goal 3: Ensure active and appropriate involvement with district stakeholders through exceptional communication.	38
Goal 4: Foster a safe and secure learning environment that ensures student success.	41
Goal 5: Allocate resources to ensure high achievement for all students.	44
Goal 6: Administer facilities to support high levels of student achievement.	45
State System Safeguard Action Steps	46
State Compensatory	48
Budget for District Improvement Plan:	48
Personnel for District Improvement Plan:	50
Title I	51
Schoolwide Program Plan	51
Ten Schoolwide Components	51
Title I Personnel	55
2015-2016 District Education Improvement Committee	56

Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Cultural and linguistic diversity
2. Achievement gaps among student populations
3. 46% Economically disadvantages based on free and reduced lunch
4. 40% White/Caucasian
5. 40% Hispanic
6. 15% African American
7. 5% Other ethnicity (including Pacific Islander and Asian)
8. Opportunities in school choice to grow in diversity and appreciation

17

Demographics Strengths

1. Lower retention rates across the secondary grades than previous years
2. Greater % of African American students who took the SAT/ACT.
3. Cultural and linguistic diversity, 50 languages spoken in LEISD.

Demographics Needs

1. Drop out rates for our African American population has increased
2. Graduation rate for Hispanic students needs improvement
3. Low dual credit enrollment for Hispanic students
4. Low college readiness for diverse populations
5. Low percentage of Hispanic students participating in SAT/ACT
6. Below state comparisons in some areas

Student Achievement

Student Achievement Summary

1. Improved attendance
2. Improved four year graduation rate
3. Decrease dropout rate
4. STAAR content areas improvements
5. 2 campus distinctions (Top 25% Closing the Achievement Gap: Prestwick STEM Academy; Postsecondary Readiness: Oak Point Elementary)
6. LEP and Sped growth and progress

Student Achievement Strengths

1. Postsecondary readiness
2. Minimal alternative assessments
3. Improved student achievement, monitoring system safeguards: Improvements in Algebra I, grades 3-8 Reading, grades 3-5 Math, grade 4 and 7 Writing
4. Graduation and participation rates
5. Recommended and Distinguished graduates
6. Attendance rate in all sub-populations to at or above 97%
7. Decreased dropout rate from 1.5% to 0%

Student Achievement Needs

1. Distinctions at all campuses
2. Growth in Index II
3. LEP dropout and graduation rates are not on target
4. SPED and LEP need for improvement all content areas
5. AP passing rate
6. SAT/ACT average score needs improvement

District Culture and Climate

District Culture and Climate Summary

Throughout the school year, parents and community members are given the opportunity to provide LEISD with feedback on a variety of topics. When reviewing this information, it was determined that the strengths for the district are improved communication, well maintained grounds, and professionalism from staff members. Increased security measures at our schools brings an improved sense of safety. The needs include increasing our students' ability to compete in a global community, increase participation in school and community events, and obtain additional feedback on a continual basis.

District Culture and Climate Strengths

Communication is a strength due to our multiple modes of contact. Contact with parents, families and the community are available through Lobos Listen, School Messenger, Facebook, Twitter, phone calls, texts, emails, websites, marques, and volunteerism. Communication with parents continues to be a priority. The open lines of communication are building understanding and involvement across the community. Staff are able to receive information clearly and in a timely manner through the intranet and Lobo Hub.

19

District Culture and Climate Needs

Needs regarding culture and climate were diverse. The use of the automatic translator in School Messenger is providing some inaccurate translations for our Spanish speaking families. Additional surveys for parents, community, staff and students will be implemented in order to obtain more frequent and specific feedback on a variety of topics and processes as well as the implementation of Lobos Listen (a stakeholder communication tool). Another need is to increase parent involvement at the secondary level and among Spanish speaking families. District stakeholders are seeking to increase college/career preparation and to prepare students' readiness to meet the demands of the global community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Turnover rate is improving through improved culture, competitive salary, increased professional learning and a location in the DFW metroplex.
2. Staff Childcare for children up to school age at two locations
3. Reimbursement for ESL certification
4. Need and interest based professional learning
5. Requests for formal mentoring and internal leadership programs

Staff Quality, Recruitment, and Retention Strengths

1. 31.4% of staff have 11-20 years of experience
2. Teachers have a wide range of educational experience
3. 25% of teachers have earned a Master's degree
4. Increased professional learning opportunities (numerous and timely)

Staff Quality, Recruitment, and Retention Needs

1. Reduce high number of teacher absences in April and May
2. Implement additional culture building activities for staff
3. Provide mentoring and internal leadership programs for new teachers and aspiring administrators

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

1. Anticipation of needs, training,resources and coaching for teachers
2. Consistent processes and procedures for RtI, and the use of RenStar universal screener
3. Established common vocabulary for accountability and system safeguards
4. Professional learning provided on accountability and the importance of this data in planning
5. RtI process needs improvement streamlining of intervention process and iteration of documents and expectations
6. Increased cognizance of our system safeguards by campus so that we can meet the specific needs of the students

Curriculum, Instruction, and Assessment Strengths

1. Anticipation of needs, professional learning,resources and coaching for teachers
2. Consistent processes and procedures for RtI, and the use of RenStar universal screener
3. Established common vocabulary for accountability and system safeguards
4. Professional learning provided on accountability and the importance of this data in instructional planning
5. Implementation of Forethought in curriculum and instruction planning

Curriculum, Instruction, and Assessment Needs

1. Project Based Learning common vocabulary and training
2. Communication on district initiatives and expectations with staff
3. Cognizance of our system safeguards by campus so that we can meet the specific needs of the students

Family and Community Involvement

Family and Community Involvement Summary

1. District offerings of parenting classes, Adult Education courses including ESL and GED
2. Culturally diverse student populations
3. Commitment to communication in English and Spanish
4. Communication has improved, but more improvement is desired
5. More parental involvement at the campus level
6. Desire for increased parent involvement in campus and district level decision making

Family and Community Involvement Strengths

1. Strong cultural diversity
2. Communication between district and parents
3. Communication on volunteerism opportunities
4. Adult Education classes offered
5. Efforts for English and Spanish communication

Family and Community Involvement Needs

1. Parental involvement opportunities at the campus level
2. Parent input and increased engagement of campus and district decision making
3. Community opportunities for English and GED courses
4. Parent opportunities to participate in student preparedness for higher learning
5. Teacher communication regarding daily work, projects and general progress

District Context and Organization

District Context and Organization Summary

1. Improvement in general communication
2. Need for more training/explanation regarding district initiatives for parents and students.
3. STAAR scores in grades 3-5 are comparable, seeking improvement in STAAR scores, grades 6-EOC.
4. Childcare for staff
5. Seeking increased tradition in Little Elm ISD
6. Culturally diverse/fast growing community

District Context and Organization Strengths

1. Culture and diversity is respected
2. Phone and email messages are being returned in an appropriate time frame
3. District activities are shared in a timely manner via social media
4. STAAR scores in grades 3,4,5 are higher than state and region percentages
5. Childcare for LEISD staff
6. Opportunities for LMS and LEHS students to volunteer

District Context and Organization Needs

1. Meet the parents' requests to be more involved in school decision making
2. Seek increased student preparedness for the real world
3. Provide additional transparency on district expenditures
4. Establish stronger sense of pride and tradition in LEISD
5. Improve English I and II EOC Writing and Reading performance
6. Create criteria/motivation for parent involvement
7. Provide understanding and answers to questions regarding district initiatives

Technology

Technology Summary

1. Developing technology in 1:1 teaching and instructional support
2. Leadership support for online learning
3. Digital communication and collaboration
4. LEISD provides digital tools/resources necessary for success in digital learning
5. Teacher/student skills above average
6. Requests for additional professional learning above the foundational level
7. Improve rigor of professional development through accountability and follow up
8. Managing the change process in an ever-changing technology environment

Technology Strengths

1. Technology development and implementation in 1:1 teaching and instructional support (Students in grades 4-12)
2. Leadership support for online learning
3. Digital communication and collaboration
4. Digital tools/resources necessary for success in digital learning
5. Teacher/student skills above average
6. Additional professional learning requests above the foundational level
7. Digital citizenship learning for students and parents

Technology Needs

1. Provide and improve rigor of professional learning through accountability and follow up regarding implementation of new learning
2. Manage the change process in an ever-changing technology environment
3. Improve the understanding and practice of digital citizenship

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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Migrant 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data




- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals





Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.









Strategy 1: Maintain the Met Standard District Rating from the Texas Education Agency(TEA) for performance in the 2015-2016 school year and attain the Postsecondary Readiness distinction.

Summative Evaluation: 2015-2016 TEA Rating

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 3 1) Use frequent and systematic assessment of student performance to direct and improve instruction. Review checkpoints, summative and formative assessments to make informed decisions about instruction.	2, 9	Curriculum and Learning Services, Director of Research, Accountability and Program Evaluation	Reports generated through AWARE.				
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Provide support through specialized and supplemental reading programs.(Funding amounts differ per campus). These programs include Reading A-Z, Lexia and Rosetta Stone (print awareness).	2, 3, 9, 10	Coordinator of Language and Literacy, Director of Federal Programs and Student Support	BOY, MOY, and EOY intervention identification.				
Funding Sources: SCE-State Compensatory Ed., Local Funds							
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 3) Incorporate reading and writing strategies in Social Studies instruction through collaboration, planning, instructional strategies and resources provided.	2, 3, 8, 9	ELAR/Social Studies Coordinators and related staff	Checkpoint and benchmark data, performance indicators, lesson planning and lesson execution.				
Funding Sources: SCE-State Compensatory Ed.							

28



State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 4) Use universal screeners in K-8 in reading and math to provide targeted instruction to all students. Results determine specific needs for standard mastery. Excellence Target: EOC RenStar TBD)	1, 8	Assistant Superintendent for Curriculum and Learning Services, Director for Federal Programs and Student Support, Curriculum and Learning Coordinators, Director for Special Populations	Reports generated through RenStar.				
	Funding Sources: Local Funds						
	9	Content-area coordinators, Director of Research, Accountability and Program Evaluation.	Progress of identified students in all content areas, Math and Reading specifically through RenStar data.				
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 5) Provide targeted, data driven instruction utilizing dedicated personnel. Campus-based specialists provide instruction to help students reach mastery and enrichment of standard (TEKS).	Funding Sources: SCE-State Compensatory Ed.						
	3, 4	Deputy Superintendent of Educational Services, Assistant Superintendent of Curriculum and Learning Services, Director of Professional Learning and Advanced Academics.	Implementation Plans, Professional Learning calendar and attendance, mandatory and self-selected training.				
	6, 7, 9, 10	Director of Federal Programs and Student Support, District Family Facilitator/Homeless Liaison	Identified student performance on assessments, attendance monitoring.				
Funding Sources: 211-Title I - \$2800.00							









State System Safeguard Action Steps Critical Success Factors CSF 1 8) Provide math and science specialists at each campus to support high quality math and science instruction and intervention.	1, 2, 3, 8, 9, 10	Assistant Superintendent for Curriculum and Learning Services, Math and Science Coordinators for Curriculum and Learning Services	Math and Science performance on unit tests and STAAR, improved lesson planning, increased teaching efficacy as measured on classroom walkthroughs and PDAS.				
	Funding Sources: 211-Title I, SCE-State Compensatory Ed.						
State System Safeguard Action Steps Critical Success Factors CSF 3 CSF 7 9) Partner with consultants to develop high quality lessons that improve student performance using Project-Based Learning, Rigor and Relevance development and Professional Learning Communities.	1, 2, 3, 4	Deputy Superintendent for Educational Services, Assistant Superintendent for Curriculum and Learning Services, Director of Professional Learning and Advanced Academics, Curriculum and Learning department members.	Index 1 Performance, rubric success, summative/formative assessments, Science and Social Studies targets.				
	Funding Sources: 255-Title II - \$46000.00						
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 3 CSF 7 10) Provide professional learning on effective writing instruction at all levels through Writer's Workshop and frequent training/modeling.	1, 2, 3, 4, 5, 8	Director of Professional Learning and Advanced Academics, Coordinator for Language and Literacy	Index 1 Performance, improved lesson planning and execution- student writing samples improvement.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 2: Meet Yearly Progress (System Safeguards) through district performance in the 2015-2016 school year.

Summative Evaluation: Meets Adequate Yearly Progress (AYP) Excellence Targets: all campuses meet performance, all campuses meet participation, all elementary campuses meet attendance, meet AYP at all secondary campuses.











Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 2 CSF 7 1) Successfully implement curriculum management system so that all students have access to the core curriculum (Forethought).	2, 3, 5, 8	Assistant Superintendent for Curriculum and Learning Services, Curriculum and Learning Coordinators	Review of unit test performance, lesson planning, classroom engagement.				
Funding Sources: Local Funds							
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Implement Professional Learning Communities to facilitate targeted, data-based planning to improve student achievement.	1, 3, 4, 8	Deputy Superintendent for Educational Services, Assistant Superintendent for Curriculum and Learning Services, Director of Professional Learning and Advanced Academics, Director of Research, Accountability and Program Evaluation, Curriculum and Learning Coordinators	Achievement data and PLC minutes.				
Funding Sources: Local Funds							

State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 3) Provide specialized and supplemental reading programs to increase student achievement. Programs include A-Z, Lexia and Rosetta Stone (print awareness).	1, 2, 8, 9, 10	Assistant Superintendent of Curriculum and Learning Services, Coordinator of Language and Literacy, Director of Federal Programs and Student Support	Progress on checkpoints, data analysis.				
Funding Sources: SCE-State Compensatory Ed., Local Funds							
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 4) Incorporate reading and writing instruction in Social Studies coursework to promote content area literacy development through collaboration and planning, instructional strategies and resources.	1, 2, 3, 9	Coordinator of Language and Literacy, Coordinator of Social Studies	Unit test performance.				
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 5) Provide targeted intervention modeling and tutorial support materials in content areas for students identified as at-risk. Targeted is defined as identifying the skills of difficulty and specifically reteaching to the need of the student.	1, 2, 3, 8, 9, 10	Coordinators of academic content areas and special programs	Index 1 performance and Unit test performance.				
Funding Sources: 211-Title I, 263-Title III							
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 3: Reduce the achievement gap for students in Special Education and 504 by 10 percentage points in the 2015-2016 school year.

Summative Evaluation: Reduction of achievement gap

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) Provide research-based professional learning on instructional strategies and teaching practices that enhance the success of special education and 504 students.	1, 2, 4, 9	Director for Special Populations, Director for Federal Programs and Student Support, Director Professional Learning and Advanced Academics	Teacher Feedback, classroom walk-throughs, grades, benchmark data, unit tests.				
Funding Sources: IDEA							
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Provide differentiated instruction and assessment practices to ensure that students make adequate yearly progress.	1, 2, 3, 4, 9	Director for Special Populations, Director for Federal Programs and Student Support	Unit test and benchmark data reports tracked through				
Funding Sources: Local Funds							
State System Safeguard Action Steps Critical Success Factors CSF 1 3) Continue RtI and SST processes to ensure appropriate intervention prior to identification for special education.	1, 2, 9	Director for Special Populations, Director for Federal Programs and Student Support	Report of Recommendations.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 4) Provide blended classrooms at the pre-kindergarten level to provide a more inclusive learning environment.	3, 7, 9, 10	Director for Special Populations, Director for Federal Programs and Student Support	Middle of Year pre-k literacy assessments, PK3 Enrollment, Tango assessment results.				
Critical Success Factors CSF 1 CSF 2 5) Ensure equitable access to foundation curriculum and rigorous instruction for all students.	1, 3, 4, 10	Director for Special Populations, Director for Federal Programs and Student Support	Staffing allocations, LEP placements and special education placements.				
Funding Sources: 263-Title III							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 4: Increase the Index 2 Measure for Individual Student Growth above 2014-2015 performance levels by reaching Excellence Targets




Summative Evaluation: STAAR Math Excellence Target 87% Satisfactory

STAAR Writing Excellence Target 87% Satisfactory

STAAR Science Excellence Target 94% Satisfactory

STAAR Social Studies Excellence Target 94% Satisfactory

STAAR Reading Excellence Target 90% Satisfactory






Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Use frequent and systematic assessment of student performance to direct and improve instruction.	2, 8, 9	Assistant Superintendent for Curriculum and Learning Services, Director for Special Populations, Director for Federal Programs and Student Support, Director of Research, Accountability and Program Evaluation, Coordinators	Unit test performance, BOY, MOY, EOY, class formative, summative as well as formal and informal assessments.				
Funding Sources: Local Funds							
State System Safeguard Action Steps Critical Success Factors CSF 1 2) Provide professional learning in the use and analysis of universal screeners (RenStar) to identify students for Response to Intervention.	4	Director of Professional Learning and Advanced Academics, Director of Federal Programs and Student Support	Identification of students for RTI.				
State System Safeguard Action Steps Critical Success Factors CSF 1 3) Support plans for tutoring/additional instruction within and outside of the school day for students who are not making adequate progress towards passing or who are classified as "At-Risk" for dropping out as defined in State Compensatory Education (Cost varies per campus).	1, 2, 3, 8, 9, 10	Curriculum and Learning Services department members	Improved student performance on unit assessments.				
Funding Sources: SCE-State Compensatory Ed., 211-Title I							







<div>State System Safeguard Action Steps</div> <div>Critical Success Factors</div> <div>CSF 1 CSF 2</div>	2, 3, 8, 9	Assistant Superintendent for Curriculum and Learning Services	Student performance reports, usage and growth reports.	<div><div></div></div>			
4) Provide additional electronic resources so that students receive targeted reading, math, and science instruction through Lexia,Rosetta Stone, Sumdog, Reading A-Z and Stemscopes (as available per campus).	Funding Sources: 211-Title I, SCE-State Compensatory Ed., Local Funds						
<div><div><div></div></div> = Accomplished</div> <div><div><div></div></div> = Considerable</div> <div><div><div></div></div> = Some Progress</div> <div><div><div></div></div> = No Progress</div> <div><div><div></div></div> = Discontinue</div>							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 5: Increase the percentage of students achieving advanced measures by 5 percentage points by the graduating class of 2016.

Summative Evaluation: Annual percentage growth of students enrolled in Dual Credit or Pre-AP and AP courses. Excellence Target: 50% of students enrolled in at least one AP course. Excellence Target: Average of 2 tests per student enrolled in AP classes, Excellence Target: 8% or higher; of students enrolled in an AP course take the related AP exam, Excellence Target: Score of 3 or higher; to 55%, course expectation individualized







Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Align the curriculum and instruction from Pre-AP to AP coursework to promote student success.	1, 3, 8	Assistant Superintendent for Curriculum and Learning Services, Director of Professional Learning and Advanced Academics.	Increased number of students earning 3, 4, or 5 on AP exam through an aligned, written scope of curriculum and instruction.				
2) Support counseling strategies and four-year planning to reduce the number of students on the Minimum Plan for graduation.	1, 2, 10	Assistant Superintendent for Curriculum and Instruction, Lead Counselor	Completion of Four-Year Plans.				
Funding Sources: PERKINS, Local Funds							
Critical Success Factors CSF 1 3) Improve the multicultural diversity of the elementary GT program through the use of a non-verbal, standard screener for kindergarten students.	2, 7	Director of Professional Learning and Advanced Academics	Student GT population.				
Critical Success Factors CSF 1 4) Administer the PSAT to identify students eligible for National Merit Scholarships.	1	Director of Professional Learning and Advanced Academics, Counselors	Student participation.				
Critical Success Factors CSF 1 5) Implement structured, annual activities utilizing Career Cruising to build career awareness and college readiness in conjunction with graduation planning.	1	College and Career Advisor	Development of Four-Year Plans.				
Funding Sources: PERKINS							

Critical Success Factors CSF 1 6) Increase student participation in Career and Technical Education courses.	1	College and Career Advisor	CTE Course participation rates.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 6: Increase graduation rates for English Language Learners by 10 percentage points annually beginning with the class of 2016.

Summative Evaluation: Increased 4-year and 5-year completion rates for English Language Learners in the class of 2016.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 1) Implement SIOP as instructional support for students in grades K-12, through bi monthly training opportunities.	1, 4, 10	Director for Federal Programs and Student Support, Director of Professional Learning.	ELL student performance on unit tests and STAAR, TELPAS, linguistic development as informally assessed.				
State System Safeguard Action Steps Critical Success Factors CSF 1 2) Provide supplemental, hands-on math materials for teachers to improve acquisition of content area knowledge.(Such as Investigations).	1, 4	Coordinator for Mathematics	Disaggregated performance of ELL students on math unit tests and STAAR, decreased need for specialized tutoring.				
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 3) Provide support in instructional planning for embedding the English Language Proficiency standards.(Forethought)	1, 2, 3, 8, 9	Director of Federal Programs and Student Support, Curriculum and Learning Coordinators	Increased evidence of ELPS in lesson plans and less execution, teacher appraisal.				
State System Safeguard Action Steps Critical Success Factors CSF 1 4) Provide professional learning so that teachers effectively incorporate SIOP strategies in instruction for English Language Learners.	4, 8	Director of Professional Learning and Student Support	Increased evidence of SIOP on district-level classroom walk-through data.				
Critical Success Factors CSF 1 CSF 4 CSF 6 5) Provide online course options to increase student completion of core and advanced courses.	1, 2, 8	Coordinator for Alternative Education Programs	Course completion rates in E2020.				
Funding Sources: SCE-State Compensatory Ed.							
Critical Success Factors CSF 1 6) Provide high quality summer school programs to increase English Language Learner course completion rates.	1, 2, 3, 8, 9	Director of Federal Programs and Student Support	Course completion rates, summer enrollment, credit recovery and credit completion.				
Funding Sources: 263-Title III - \$6000.00							



= Accomplished



= Considerable



= Some Progress



= No Progress











= Discontinue

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 7: Increase technology integration in classrooms so that student engagement increases in frequency through the 2015-2016 school year.

Summative Evaluation: Technology usage for instruction

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Facilitate the integration of instructional technology in curriculum across grade levels.	1, 2, 4, 5	Director for Technology, Integration and Media Services	Evidence of technology integration on district-level classroom walk-through reports, content and technology integrated assignments and assessments.				
Critical Success Factors CSF 1 2) Provide professional learning on instructional technology using Mac, PC, and IOS devices throughout the 2015-2016 school year.	4	Director for Technology, Integration and Media Services, Digital Learning Facilitators	Observation summaries, sign-in sheets, and feedback.				
3) Implement and support learning content management and delivery systems across the district.	1, 5, 8	Director for Technology, Integration and Media Services, Instructional Technology Facilitators	Measurement of time using technology in instruction.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








40

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 8: Increase attendance and graduation rates, as well as cohort completion rates, and decrease the dropout rate.

Summative Evaluation: Excellence Targets: Graduation RHSP/DAP 90%, Attendance 97%, Zero dropouts (reports one year in arrears), Completion rate 100% (reported one year in arrears)









Excellence Target for College-Ready Graduates (80% of graduating class)

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Continue to implement a non-traditional, computer-based program to support high school students to regain credit to rejoin their kindergarten cohort.	1, 3, 9	Coordinator for Alternative Education Programs	Number of students who meet graduation criteria.				
Critical Success Factors CSF 1 2) Implement a focused remediation program to meet individual student needs.	1, 3, 8, 9	Coordinator for Alternative Education Programs	Number of students who demonstrate success in AIMS.				
3) Implement the ELL Parent Initiative for grade 6 (Powell 6th grade Center) and 9 (Little Elm High School).	1, 2, 6, 8	Director of Federal Programs and Student Support, Parent and Family Facilitator	Parent partnerships built with teachers for increased student success.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 9: Meet 100% of System Safeguards

Summative Evaluation: System Safeguard performance reports

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 1) Revise the curriculum scope and sequence to provide embedded and cyclical exposure for students who have low performance on STAAR tests.(Rebundled TEKS, Forethought planning, Math TEKS implementation in advance)	1, 2, 3, 8	Curriculum coordinators, Director of Special Populations, Director of Research, Accountability and Program Evaluation, Director of Federal Programs and Student Support.	Disaggregated unit test data and STAAR performance for ELL and Special Education Students in writing and social studies.				
State System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Increase collaboration to provide staff development for improving writing instruction using SIOP strategies.	4, 10	Curriculum coordinators, Director of Federal Programs and Student Support.	Disaggregated Writing unit test data and Writing STAAR performance for ELL and Special Education Students.				
State System Safeguard Action Steps Critical Success Factors CSF 1 3) Provide TEKS-based writing intervention plans for use with secondary students during scheduled periods to increase STAAR EOC performance in Writing.	1, 2, 3, 8, 9	Coordinator of Language and Literacy	Disaggregated Writing unit test data and Writing STAAR performance for ELL and Special Education students.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

42

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 10: Increase distinctions earned in LEISD







Summative Evaluation: Excellence Target: Earn all eligible TEA distinctions at the district level, campuses earn eligible distinctions for specific campuses.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Support improvement in overall achievement in identified areas through tutoring support, data driven instructional planning, and targeted professional learning.	1, 2, 3, 8, 9, 10	Curriculum and Learning Services staff members	Increased student achievement on formative and summative assessments.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.









Strategy 11: Meet the specific needs of students who are At-Risk for dropping out. This includes students categorized by State Compensatory Education and Title I campuses, both targeted and school-wide including students coded as homeless.

Summative Evaluation: STAAR results, intervention strategy progress as shown through formative and summative assessments, attendance

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Provide TEKS- based intervention support for each campus specific to their learners' needs before, during and after the traditional school day.		Director of Federal Programs and Student Support, Content Coordinators	Reduction in students considered At-Risk for dropping out, increased teacher and parental awareness for specific student needs.				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.






Strategy 12: Implement a district-wide focus on rigor and relevance for all students to upgrade the educational outcome for all learners.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Hold Professional Learning Summit with instructional, TEKS-based focused offerings for all content areas.	1, 2, 4, 10	Director of Professional Learning and Advanced Academics	Summit attendance records, Sign-in sheets, and attendee feedback.				
Funding Sources: 211-Title I							
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 2) Provide comprehensive professional learning onsite in LEISD from the International Center for Leadership Education (ICLE) for administrators and lead teachers- preparing a system-wide upgrade to the instructional system through rigor and relevance.	1, 2, 4, 10	Director of Professional Learning, Assistant Superintendent for Curriculum and Learning Services, Deputy Superintendent for Educational Services	Attendance trends, specific planning activities for implementation of Destination 2020.				
Funding Sources: 211-Title I, 255-Title II							
Critical Success Factors CSF 1 3) Provide professional learning with action and implementation expectations through training and planning LEISD's Professional Learning Communities.	1, 2, 4, 10	Director of Professional Learning, Assistant Superintendent for Curriculum and Instruction, Deputy Superintendent for Educational Services	Professional Learning Communities implemented at each campus and LEISD. This will be demonstrated through student reflection, planning and adherence to the instructional model.				
Funding Sources: 211-Title I, 255-Title II							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide rigorous and relevant curriculum and instruction for a strong foundation for student success in college and career.

Strategy 13: Increase PSAT/ACT/SAT participation and success.








Summative Evaluation: Excellence Target: SAT scores 550 (Reading), 520 (Math), 1070 (Total), Excellence Target: ACT Scores- 24 Composite, Excellence Target-SAT/ACT participation 80%, STA/ACT at College Readiness Indicator- 40% at criteria set by Texas Education Agency, Excellent Target-PSAT participation 100%, PSAT- National Merit Scholars Semi Finalists, PSAT- National Merit Scholars-Commended 10, Excellence Target: PSAT Scores Writing (50), Reading (50), math (50), Total 150.








Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Inform, educate and promote student participation in PSAT,ACT and SAT assessments.	1, 2	Director of Professional Learning and Advanced Academics	100% PSAT participation and 80% or more participation in SAT/ACT assessments.				
2) Provide parent meetings and distribute informational materials promoting the PSAT, SAT and ACT assessments.	1, 2	Director of Professional Learning and Advanced Academics	Increased participation in these assessments as measured by LEISD excellence targets.				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 2: Recruit, hire, develop, and retain a highly qualified instructional and support staff.

Strategy 1: Recruit and retain highly qualified teachers.

Summative Evaluation: Annual retention rate.








Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Continue to use proactive recruiting practices.	5	Executive Director of Human Resource Services	New hires recruited from career fairs.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 2) Attend TAMU, UT-Austin, UT-San Antonio, Baylor and Texas State career fairs in addition to local career fairs.	5	Executive Director of Human Resource Services	New hires recruited from career fairs.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 3) Survey new hires as to their interest in LEISD.	5	Director of Human Resources	Completed survey within application.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 4) Actively seek to hire teachers with diverse backgrounds, experiences and culture.	5	Human Resource Services	Applications and hire sheets.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 5) Utilize a multi-step interview process.	5	Executive Director of Human Resource Services, Director of Human Resource Services,	Hiring process procedures.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 6) Provide current information regarding job postings on the LEISD website.	5	Director of Human Resources	LEISD Website.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 7) Maintain competitive salaries and stipends for critical need teaching fields.	5	Director of Human Resource Services	Board adopted compensation.				
Funding Sources: Local Funds							

Critical Success Factors CSF 3 CSF 7 8) Use locally developed instrument to assess all instructional paraprofessionals to assure they meet the "Highly Qualified" standards as set forth by the state.	5, 10	Director Human Resource Services	Assessment records.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 3 CSF 7 9) Increase the LEISD substitute pool through improved recruitment and application strategies.	5	Director of Human Resources	Applications and hires.				
10) Implement a new teacher mentor program.	4, 5, 8	Director of Human Resources	New teacher participation and retention rates.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Recruit, hire, develop, and retain a highly qualified instructional and support staff.

Strategy 2: Provide support for efficient and effective Human Resource practices at all levels

Summative Evaluation: Annual retention of high quality employees



Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) Continue to implement an application system(Applitrak) that is directly accessible on the LEISD website, technologically advanced, and user friendly to increase applicant pool and recruit those with a specific interest in LEISD.	5	Executive Director of Human Resource Services	Applications and Principal Surveys.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 2) Implement LEISD Hiring Guidelines for all hiring managers.	5	Executive Director of Human Resource Services	Hire sheets and audits.				
Funding Sources: Local Funds							
3) Investigate and propose a system for pre-screening applicants.		Director of Human Resources	Implementation of the system.				
4) Provide training on effective documentation and HR practices to all campus-based administrators.	4, 5	Director of Human Resources	Training completion and sign-in sheets.				
Funding Sources: Local Funds							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

49





Goal 3: Ensure active and appropriate involvement with district stakeholders through exceptional communication.









Strategy 1: Involve parents and community stakeholders to promote partnerships that support student success.

Summative Evaluation: Parent and community feedback through survey data

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Inform our communities of LEISD events and issues.	1, 6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Deputy Superintendent for Educational Services, Assistant Superintendent for Curriculum and Learning Services, Directors	News clippings/posts, Newsletters, Website hits, Facebook Fans, Twitter posts, Early posting of Board Meeting documents for public review.				
Funding Sources: Local Funds							
Critical Success Factors CSF 3 CSF 7 2) Maintain effective two-way communication with parents.	1, 6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Deputy Superintendent for Student Services, Assistant Superintendent for Curriculum and Learning Services, Directors	Constituent Feedback Forms, Sign in sheets and comment cards, Social Media.				
Funding Sources: Local Funds							

50










Critical Success Factors CSF 3 CSF 7 3) Hold open meetings for two-way communication on critical issues.	6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Deputy Superintendent for Student Services, Assistant Superintendent for Curriculum and Learning Services, Directors, Principals	Constituent Feedback Forms, Sign in Sheets and Comment cards.					
	Funding Sources: Local Funds							
Critical Success Factors CSF 5 4) Provide communication to parents and staff via automated School Messenger, emailing and social media.	6	Director for Communication Services, Coordinator for Communication Services	Reports generated by internal systems.					
	Funding Sources: Other							
Critical Success Factors CSF 1 5) Conduct surveys to assess public opinion.	6, 10	Director for Communication Services, Coordinator for Communication Services, Director for Accountability, State and Federal Programs.	Survey Results.					
	Funding Sources: Other							
Critical Success Factors CSF 5 6) Update district and campus website and architecture to promote better constituent communication.	6, 10	Director for Communication Services, Coordinator for Communication Services, Webmaster	Updated websites, increased traffic, increased positive feedback.					
	Funding Sources: Local Funds							

Critical Success Factors CSF 5 7) Launch marketing campaign to communicate district's focus on increased academics and rigor.	6	Superintendent for Schools, Director for Communication Services, Coordinator for Communication Services, Deputy Superintendent for Student Services, Assistant Superintendent for Curriculum and Learning Services, Directors	Marketing materials.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 5 8) Provide training for webmasters, teachers, and administrative staff to maximize utilization of district and campus websites.	6	Director for Communication Services, Coordinator for Communication Services, Director for Technology, Integration and Media Services	Frequency of website edits.				
	Funding Sources: Other						
Critical Success Factors CSF 5 9) Provide parent education classes to promote family involvement in the education process.	6, 7, 10	Director for Federal Programs and Student Support, District Family Facilitator/Homeless Liaison	Parent Surveys; attendance records.				
	Funding Sources: 211-Title I						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Foster a safe and secure learning environment that ensures student success.

Strategy 1: Increase Student Attendance Rate






Summative Evaluation: Percentage of ADA at each campus








Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Review the six week student attendance and contact hour reports for trends and accuracy.		Deputy Superintendent for Educational Services, CFO, Business Services, Information and Data Support	Formula template recalculation.				
Funding Sources: Local Funds							
Critical Success Factors CSF 2 2) Hold informational sessions with campus administrators relating to the implications of the six week student attendance and contact hour reports.		Deputy Superintendent for Student Services, CFO, Business Services, Information and Data Support	Training sign-in sheets and evaluations forms.				
Critical Success Factors CSF 2 3) Provide the campus administrators with monthly attendance reports.		PEIMS	Training sign in sheets and evaluation forms.				
4) Increase the data entry accuracy of attendance reporting to reflect correct student attendance.		Deputy Superintendent for Student Services, CFO, Business Services, Information and Data Support	Six weeks summary reports.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Foster a safe and secure learning environment that ensures student success.

Strategy 2: Decrease the use of discretionary disciplinary placements in the 2015-2016 school year.

Summative Evaluation: Disciplinary placement reports









Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 2 1) Analyze the equity of out-of-classroom placements across ethnic, gender, economic, and repeat offenders.	8, 9, 10	Assistant Superintendent for Curriculum and Learning Services, Coordinator for Alternative Education	New reports run and analyzed by April and June.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 2) More closely track the use and effectiveness of placements as an intervention strategy. Utilize specificity in the records system to detail the behavior precipitating placements.	8, 9, 10	Assistant Superintendent for Curriculum and Learning Services, Coordinator for Alternative Education	New reports run and analyzed by April and June.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 3) Decrease over-representation of various student populations in out of classroom placements to align with overall district demographics.	1, 10	Deputy Superintendent for Educational Services	Interim placement rates.				
Funding Sources: Local Funds							
Critical Success Factors CSF 6 4) Review and modify district and campus emergency operation planes (EOP) to conform to current NIMS standard.	2	Deputy Superintendent for Educational Services	Emergency drill reports.				
Funding Sources: Local Funds							
Critical Success Factors CSF 1 CSF 2 5) Revise Response to Intervention policies and strategies to address behavioral interventions.	2, 8, 9, 10	Coordinator for Alternative Education Programs, Director for Special Populations, Director of Federal Programs and Student Support	Committee plans, RtI audits, and discipline data.				
Funding Sources: Local Funds							

Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7	3, 9	Director for Special Populations	Survey of progress toward individual student goals.				
	6) Provide research-based curriculum in the area of behavior for students eligible for specialized behaviors services.						
Critical Success Factors CSF 6	1, 2	Deputy Superintendent for Educational Services, CIS partnership, counselors	Parent survey data; data generated by anonymous alert system,campus reports, surveys.				
	7) Implement a district-wide bully prevention program.						
Funding Sources: Local Funds							
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 5: Allocate resources to ensure high achievement for all students.

Strategy 1: Increase financial efficiency related to improved student achievement indicators.

Summative Evaluation: District Met Standard on Texas Accountability System










Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Hold informational session for campus administrator relating to the FAST Report.		Chief Financial Officer, Business Services	Sign in sheets and evaluation forms.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 2 CSF 3 2) Provide standardized budget training for all budget managers.		Chief Financial Officer, Business Services	Sign in sheets and evaluation forms.				
	Funding Sources: Local Funds						
Critical Success Factors CSF 2 CSF 3 3) Provide standardized funding formulas for campus allocations.		Chief Financial Officer, Business Services	Development of funding formulas.				
	Funding Sources: Local Funds						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

56

Goal 6: Administer facilities to support high levels of student achievement.

Strategy 1: Review facility capacity study annually to ensure maximum and appropriate utilization of space across the district.

Summative Evaluation: Development of a multi-year plan for facilities usage

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Determine and monitor the percent of utilization for each campus in the district.		Superintendent for Schools, Deputy Superintendent for Educational Services, Executive Director of Planning and Facilities	Capacity analysis of each building.				
Funding Sources: Local Funds							
2) Review the facility capacity report to ensure maximum and appropriate utilization of district facilities.		Superintendent's Leadership Team	Capacity analysis of each building.				
Funding Sources: Local Funds							
3) Conduct facility needs assessment.		Chief Financial Officer, Business Services, Executive Director of Planning and Facilities	Completed needs assessment.				
4) Monitor capacity of all campuses post school rezoning and new enrollment/growth.		Superintendent's Leadership Team	Student enrollment data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Action Steps

Goal	Strategy	Action Step	Description
1	1	1	Use frequent and systematic assessment of student performance to direct and improve instruction. Review checkpoints, summative and formative assessments to make informed decisions about instruction.
1	1	2	Provide support through specialized and supplemental reading programs.(Funding amounts differ per campus). These programs include Reading A-Z, Lexia and Rosetta Stone (print awareness).
1	1	3	Incorporate reading and writing strategies in Social Studies instruction through collaboration, planning, instructional strategies and resources provided.
1	1	4	Use universal screeners in K-8 in reading and math to provide targeted instruction to all students. Results determine specific needs for standard mastery. Excellence Target: EOC RenStar TBD)
1	1	5	Provide targeted, data driven instruction utilizing dedicated personnel. Campus-based specialists provide instruction to help students reach mastery and enrichment of standard (TEKS).
1	1	8	Provide math and science specialists at each campus to support high quality math and science instruction and intervention.
1	1	9	Partner with consultants to develop high quality lessons that improve student performance using Project-Based Learning, Rigor and Relevance development and Professional Learning Communities.
1	1	10	Provide professional learning on effective writing instruction at all levels through Writer's Workshop and frequent training/modeling.
1	2	2	Implement Professional Learning Communities to facilitate targeted, data-based planning to improve student achievement.
1	2	3	Provide specialized and supplemental reading programs to increase student achievement. Programs include A-Z, Lexia and Rosetta Stone (print awareness).
1	2	4	Incorporate reading and writing instruction in Social Studies coursework to promote content area literacy development through collaboration and planning, instructional strategies and resources.
1	2	5	Provide targeted intervention modeling and tutorial support materials in content areas for students identified as at-risk. Targeted is defined as identifying the skills of difficulty and specifically reteaching to the need of the student.
1	3	1	Provide research-based professional learning on instructional strategies and teaching practices that enhance the success of special education and 504 students.
1	3	2	Provide differentiated instruction and assessment practices to ensure that students make adequate yearly progress.
1	3	3	Continue RtI and SST processes to ensure appropriate intervention prior to identification for special education.

58

Goal	Strategy	Action Step	Description
1	4	2	Provide professional learning in the use and analysis of universal screeners (RenStar) to identify students for Response to Intervention.
1	4	3	Support plans for tutoring/additional instruction within and outside of the school day for students who are not making adequate progress towards passing or who are classified as "At-Risk" for dropping out as defined in State Compensatory Education (Cost varies per campus).
1	4	4	Provide additional electronic resources so that students receive targeted reading, math, and science instruction through Lexia, Rosetta Stone, Sumdog, Reading A-Z and Stemscores (as available per campus).
1	6	1	Implement SIOP as instructional support for students in grades K-12, through bi monthly training opportunities.
1	6	2	Provide supplemental, hands-on math materials for teachers to improve acquisition of content area knowledge. (Such as Investigations).
1	6	3	Provide support in instructional planning for embedding the English Language Proficiency standards. (Forethought)
1	6	4	Provide professional learning so that teachers effectively incorporate SIOP strategies in instruction for English Language Learners.
1	9	1	Revise the curriculum scope and sequence to provide embedded and cyclical exposure for students who have low performance on STAAR tests. (Rebundled TEKS, Forethought planning, Math TEKS implementation in advance)
1	9	2	Increase collaboration to provide staff development for improving writing instruction using SIOP strategies.
1	9	3	Provide TEKS-based writing intervention plans for use with secondary students during scheduled periods to increase STAAR EOC performance in Writing.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6112-00-821-5-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,190.00
199-11-6118-00-821-5-24	6118 Extra Duty Stipend - Locally Defined	\$86,304.00
199-11-6119-00-821-5-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$808,108.00
199-11-6129-00-821-5-24	6129 Salaries or Wages for Support Personnel	\$4,924.00
199-11-6141-00-821-5-24	6141 Social Security/Medicare	\$11,901.00
199-11-6142-00-821-5-24	6142 Group Health and Life Insurance	\$30,725.00
199-11-6143-00-821-5-24	6143 Workers' Compensation	\$1,184.00
199-11-6144-00-821-5-24	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$46,843.00
199-11-6146-00-821-5-24	6146 Teacher Retirement/TRS Care	\$26,980.00
6100 Subtotal:		\$1,020,159.00
6200 Professional and Contracted Services		
199-11-6299-00-821-5-24	6299 Miscellaneous Contracted Services	\$63,124.00
6200 Subtotal:		\$63,124.00
6300 Supplies and Services		
199-11-6329-00-821-5-24	6329 Reading Materials	\$14,588.00
199-11-6398-00-821-5-24	6398 Computer Supplies/Software - Locally Defined	\$5,090.00
199-11-6399-00-821-5-24	6399 General Supplies	\$49,513.00
6300 Subtotal:		\$69,191.00
6400 Other Operating Costs		

199-11-6411-00-821-5-24	6411 Employee Travel	\$60.00
6400 Subtotal:		\$60.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Webster	Intervention	Special Education/At-Risk	.10
B. Bush	Coordinator	Alternative Education	1.0
D. Schroder	Intervention	Math/Science At-Risk	.6
H. Chaney	Math Intervention	At-Risk-Math	1.0
I. Tegrar	Intervention	Special Population/At-Risk	.10
J. Qwinn	Intervention/Literacy	At Risk-Reading/504	1.0
J.Donohoo	Literacy	At Risk-Reading/504	1.0
J.Lambright	Intervention	Special Education/At-Risk	.10
K. Kelson	Literacy	At Risk-Reading	1.0
K. Seldeen	Intervention	At- Risk	1.0
L. Carmona	Intervention	Special Education/At-Risk	.10
M. Bruno	Math Intervention	At Risk-Math	.6
M. Fulmer	Math Intervention	At-Risk Math	.6
M. Mitchell	Intervention	Special Populations/At Risk	.10
M.Lloyd	Intervention	Special Population-At Risk	.10
M.Stuart	Intervention	Special Education/At-Risk	.10
S. Harlow	Interventionist	Math/Science At-Risk	1.0
T. Benson	Intervention	Special Populations/At-Risk	.1
T. Scott	Intervention	Science/Math Intervention At-Risk	.6
T. Weirzbicki	Literacy	At Risk-Reading	1.0
V.Schutter	Intervention	At-Risk	.10

Title I

Schoolwide Program Plan

Little Elm ISD has 8 campuses. Of these campuses, 4 are Title I, Part A School-wide campuses. These campuses are Oak Point Elementary, Brent Elementary, Hackberry Elementary and Chavez Elementary. Little Elm High School, Lakeside Middle School, Prestwick STEM Academy and Lakeview Elementary do not receive Title I, Part A funding

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment is conducted at LEISD's District Educational Improvement Council. In the late Spring, many stakeholders come together to review multiple data sources. We review all data and determine strengths, weaknesses and then prepare a summary of finding for each of the Comprehensive Needs Assessment components. DEIC meetings are held 4-6 times a year in order to facilitate this ongoing process. Our committee is comprised of community members, parents, faculty and staff.

2: Schoolwide Reform Strategies

3

Schoolwide Reform Strategies are expected to be research based and meet the following criteria. Each Title I, part A campus has set forth specific strategies to meet the needs of their specific students.

- Provide opportunities for all children to meet state academic achievement standards through standard-based tutoring/reteach to mastery and parent communication
- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program; required content trainings
- Increases the amount of learning time;
- Includes strategies for serving underserved populations;
- Includes strategies to address the needs of all children in the school, but particularly low-achieving children and those at risk of not meeting state standards; targeted-instruction and instructional materials
- Addresses how the school will determine if those needs of the children have been met through Unit tests, student behavior, student and parent feedback.

3: Instruction by highly qualified professional teachers

Currently, LEISD is determining the status of our district for highly qualified. As TEA statute requires, a public reporting of this HQ status is completed in

public forum at the October School Board Meeting. This status is communicated by the Human Resources Director. The following are the requirements for Little Elm ISD in order to ensure our students are taught by highly qualified professional teachers.

- LEISD commits to:
 - providing staff development in coordination with Title II, Part A Professional Development to teachers, principals and other appropriate staff based on needs and interest.
 - Continue to meet the Highly Qualified teacher requirements under NCLB, Section 1119 [1112(b)(1)(N)].
 - Work with campuses in the development and implementation of Highly Qualified under ESEA.
 - Provide teachers and staff with high quality professional development in areas of need and interest.
 - Title I campus principal attestations

Title I, Part A Schoolwide Campuses will include the following strategies in their Campus Improvement Plans:

- providing instruction by highly qualified teachers
- provide ongoing professional development
- attract high-quality highly qualified teachers to high need schools

Title I, Targeted Assistance Campuses will include the following strategies in their Campus Improvement Plans:

- providing instruction by highly qualified teachers
- provide ongoing professional development

Strategies for the Recruitment and Retention of Highly Qualified Teachers

- Provide teachers with campus level support in all instructional and pedagogical areas
- Develop and provide researched-based professional development in areas such as Differentiated Instruction, Curricular Planning, Project Based Learning, Professional Learning Communities, Sheltered Instruction Observation Protocol (SIOP), and other targeted strategies based on student need.
- Provide high quality professional development in all core and specialized areas
- Provide reimbursement of exam fees for teachers who successfully complete their TExES English as a Second Language (ESL) test.

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

Professional development needs are determined through student data, classroom observation, post-course required surveys, stakeholder request, collaboration in the District Education Improvement Council (DEIC) and needs identified through system safeguards.

5: Strategies to attract highly qualified teachers

Little Elm ISD's strategies to attract highly qualified teachers and synonymous with the activities in providing our students with highly qualified professional teachers. As noted above:

- LEISD commits to:
 - providing staff development in coordination with Title II, Part A Professional Development to teachers, principals and other appropriate staff based on needs.
 - Continue to meet the Highly Qualified teacher requirements under NCLB, Section 1119 [1112(b)(1)(N)].
 - Work with campuses in the development and implementation of under ESEA.
 - Provide teachers and staff with high quality professional development in areas of need and interest.

Strategies for the Recruitment and Retention of Highly Qualified Teachers

- Provide teachers with campus level support in all instructional and pedagogical areas
- Develop and provide research-based professional development in areas such as Differentiated Instruction, Curricular Planning, Project Based Learning, Professional Learning Communities, Sheltered Instruction Observation Protocol (SIOP), and other targeted best practices
- Provide high quality professional development in all core and specialized areas
- Provide reimbursement of exam fees to secondary teachers who successfully complete their TExES English as a Second Language (ESL) test.

6: Strategies to increase parental involvement

- Parents will be involved in the design, implementation, and evaluation of the school-wide program through Campus Leadership Teams (CLT), DEIC.
- Parents will receive timely information about the Title I program (parent training) and how they will be encouraged to participate in decision making opportunities about their child's education.
- DEIC meeting information is on file and available at LEISD's Support Center. Each Title I, Part campus houses their documentation for their Comprehensive Needs Assessment and Parent compacts. Parent Involvement Policies are developed in conjunction with stakeholders through the DEIC forum. Parent Involvement opportunities provided at the district level include a review and feedback component in which parent and community members can share concerns, thoughts and suggestions.

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

Little Elm ISD provides preschool programs for children based upon Texas Education Agency's/Federal Guidelines including:

Eligibility for enrollment in a prekindergarten class, a child must be at least three years of age and:

1. is unable to speak and comprehend the English language; or
2. is educationally disadvantaged; or

3. is homeless, as defined by 42 U.S.C. Section 1143a, regardless of the residence of the child, of either parent of the child, or of the child's guardian or other person having lawful control of the child; or
4. is the child of an active duty member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who is ordered to active duty by proper authority; or
5. is the child of a member of the armed forces of the United States, including the state military forces or a reserve component of the armed forces, who was injured or killed while serving on active duty; or
6. is or ever has been in the conservatorship of the Department of Family and Protective Services following an adversary hearing held as provided by Section 262.201, Family Code.
7. Fee-based PreK 3 program-specific to LEISD.

Students that qualify under one or more of these criteria may have the opportunity to attend PreKindergarten in LEISD. Little Elm ISD begins PreK for students who are 4 as of Sept. 1 of that school year, unless enrolled in the fee-based PreK 3 program. We provide early childhood support through PreK, PPCD and EE. Students that are eligible for this program are encouraged to participate in order to transition smoothly into Kindergarten.

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

Teachers in LEISD participate in the development of academic assessments. Students are provided with both formative and summative assessments on a continual basis. Professional Learning Communities review group and individual student data on a reoccurring basis. This allows timely, specific and rigorous intervention opportunities.

8

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

Each campus has specified their process for timely intervention through frequent modalities of assessment, the RtI process, and individualized plans. Each Campus Improvement Plan should be reviewed for school specific information.

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

The Little Elm ISD Program Funding Coordination Plan specifies local, and state/federal (supplemental funds). Please review the addendum to this District Improvement Plan.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Glover	Director of Federal Programs and Student	Title I	.10
Yamile Quintero	Parent/Community Facilitator	Title I	1.0

2015-2016 District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Sarah Bray	Lakeview Elementary
Classroom Teacher	Tammy Harkins	Powell 6th Grade Center
Community Representative	Mary Day	Matthews Southwest
District-level Professional	Ashley Glover	Director of Federal Programs and Student Support
District-level Professional	Matthew Gutierrez	Deputy Superintendent of Educational Services
District-level Professional	Cyndy Mika	Assistant Superintendent of Curriculum and Learning Services
Parent	Wendy Emminizer	LEHS parent
Parent	Kerry Petersen	Lakeview Parent
Parent	Jenny Petrasic	Brent Elementary Parent and Teacher

District Funding Summary

211-Title I					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	7			\$2,800.00
1	1	8			\$0.00
1	2	5			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	12	1			\$0.00
1	12	2			\$0.00
1	12	3			\$0.00
3	1	9			\$0.00
Sub-Total					\$2,800.00
263-Title III					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	2	5			\$0.00
1	3	5			\$0.00
1	6	6			\$6,000.00
Sub-Total					\$6,000.00
255-Title II					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	9			\$46,000.00
1	12	2			\$0.00
1	12	3			\$0.00
Sub-Total					\$46,000.00
SCE-State Compensatory Ed.					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount

1	1	2			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
1	1	8			\$0.00
1	2	3			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	6	5			\$0.00
Sub-Total					\$0.00
Local Funds					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	4			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	4			\$0.00
1	5	2			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
2	1	7			\$0.00

2	1	8			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
4	1	1			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	7			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
6	1	1			\$0.00
6	1	2			\$0.00
Sub-Total					\$0.00
Other					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
3	1	4			\$0.00
3	1	5			\$0.00
3	1	8			\$0.00
4	2	6			\$0.00

					Sub-Total	\$0.00
IDEA						
Goal	Strategy	Action Step	Resources Needed		Account Code	Amount
1	3	1				\$0.00
					Sub-Total	\$0.00
PERKINS						
Goal	Strategy	Action Step	Resources Needed		Account Code	Amount
1	5	2				\$0.00
1	5	5				\$0.00
					Sub-Total	\$0.00
					Grand Total	\$54,800.00

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Discussion
11-9-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter or Contact Person:	Matthew Gutierrez, Deputy Superintendent for Educational Services				
Policy/Code:	BQ (LOCAL)				
Summary:	Per federal statute, the CIP must be “developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school.” - Elementary and Secondary Education Act				
Financial Implications:	NA				
Attachments:	Campus Improvement Plans				
Recommendation:	The administration recommends approval of the Campus Improvement Plans.				
Motion:	I move the Board approve the Campus Improvement Plans.				

Little Elm Independent School District

Brent Elementary

2015-2016 Campus Improvement Plan



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

75

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Family and Community Involvement	10
School Context and Organization	11
Technology	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	15
Goal 2: Little Elm ISD will create an atmosphere of servant leadership.	18
Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.	22
Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	29
Goal 5: Little Elm ISD will effectively communicate with all stakeholders.	30
Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	33
Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.	34
Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.	35
Goal 9: Allocate resources to ensure high achievement for all students.	36
System Safeguard Action Steps	38
Federal System Safeguard Action Steps	39
Campus Funding Summary	40

Comprehensive Needs Assessment

Demographics

Demographics Summary

Brent Elementary is a Pre-kindergarten through fifth grade campus with a student population of 623. Of that population 41% is economically disadvantage which qualifies it as a Title 1 school for the second year. Brent has a diverse student population that is about 39% white, 40% Hispanic, 14% African American and other ethnic groups make up the last 4%. Brent's Special Education population is 9%, Gifted/Talented is 5% and LEP is at 25%.

Total Student Population: 623

Economically Disadvantage: 41%

White: 39%

Special Education: 9%

Hispanic: 40%

Gifted & Talented: 5%

African American: 14%

LEP: 25%

Asian: 3%

2014-2015 Overall Attendance: 97%

Other: 4%

Demographics Strengths

- Brent has a diverse student population
- Brent celebrates the cultural diversity within its campus
- Writing: African American population
- All 5th grade LEP students met SSI requirements
- Hispanic sub-population
- Reading increase by all sub-populations (except sped)

Demographics Needs

- Increase instructional strategies for diverse learners to improve higher order thinking
- Improve academic vocabulary instruction to meet the needs of our second language learners
- Special Education: target all subjects (Reading/Writing/Math/Science)
- Increase overall performance of level III students
- Writing: LEP students need targeted instruction

Student Achievement

Student Achievement Summary

Brent Elementary's overall performance on the 2014-2015 STAAR Test:

Overall STAAR (grades 3-5): 85 (Index one projected score)

Reading: 84%

Math: TBA%

Writing: 80%

Science: 84%

69

Student Achievement Strengths

- Writing: African American population increased from 73% to 94%
- All 5th grade LEP students met SSI requirements
- Hispanic sub-population
- Reading increase by all sub-populations(except sped)

Student Achievement Needs

- Special Education: target all subjects (Reading/Writing/Math/Science)
- Increase overall performance of level III students
- Writing: LEP students need targeted instruction
- Math: Target all grade levels for improvement
- Increase performance in Index IV

School Culture and Climate

School Culture and Climate Summary

Brent Elementary completed its fourth year as an elementary campus in LEISD. As a staff our grade level PLCs meet weekly to plan for instruction and with campus administration every other week to discuss student learning, student progress, and share instructional strategies. The campus continues to facilitate a monthly Club Day, the Daily 5, Math Investigations (all grades this year), and Watch D.O.G.S to involve our students' fathers. Brent now has an annual PTA Carnival as well as scheduled Curriculum Nights throughout the year to engage our families.

School Culture and Climate Strengths

- Ownership of school decisions/ shared responsibilities
- Schedules morale building activities that creates a "Family" culture
- Curriculum Nights
- Club Day (Monthly)
- BAM (Brent's Amazing Minds) Pep Rally to recognize our students
- Faculty meetings are efficient

School Culture and Climate Needs

- Continue to develop Daily 5 co-teaching between grade levels
- Recognize staff members amongst peers (teachers recognizing teachers)
- Character trait each month for teachers to emphasis and recognize
- Recognize behavior in the cafeteria
- Spotlight teachers each month

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teachers at Brent Elementary are all Highly Qualified and constantly work to improve instruction for our learners. The staff works together as a whole to create a positive, cohesive work environment. Teachers collaborate in professional learning communities to plan instruction and discuss student learning. Teachers seek out learning opportunities offered within the school (book studies), the district as well as through Region 10 and/or 11. Administration is supportive of teachers and staff and maintains an open door policy to our stakeholders.

Staff Quality, Recruitment, and Retention Strengths

- Monthly staff activities scheduled to meet outside the school setting (movies, bowling, dinners)
- Administration has activities for staff on campus such as ice cream truck, bagel cart, theme day, etc.)
- Teachers work collaboratively within the school to improve
- Instructional rounds
- Lunch bunch

Staff Quality, Recruitment, and Retention Needs

- Professional development in the areas of RTI, dyslexia awareness, and the Speech referral process
- Improve the teacher mentoring program on campus
- Training in behavior modification
- Share key points of valuable professional development

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum at Brent Elementary continues to be the TEKS in all grades. Teachers use a variety of instructional strategies and resources in their classroom to meet our diverse learning needs. The campus implemented a Writers Workshop program for writing instruction in all grades, continued to use the Daily 5 for English/Language Arts, and we completed the implementation of Math Investigations into grades 3-5 so now its in all grade levels. Students take all district assessments as well as participate in Progress Monitoring throughout the year. We work collaboratively to identify the learning needs of our students and areas of need within our instruction and curriculum.

Curriculum, Instruction, and Assessment Strengths

- Students set goals with teachers/administrators for assessments
- Use data to drive instructional decisions
- Teachers have a variety of resources
- Implemented a writing program (Writers Workshop) district wide
- Academic sessions before/after school to tutor students
- One to one in fourth and fifth grades

Curriculum, Instruction, and Assessment Needs

- RTI Training to provide more effective intervention for all learners
- Increase vertical alignment and teacher collaboration vertically
- Alignment both vertically and horizontally across district
- Social Studies curriculum and assessment

Family and Community Involvement

Family and Community Involvement Summary

Throughout the year Brent Elementary hosts a variety of events to invite our families to our campus. Our events are effectively communicated in both English and Spanish using our website, phone calls, calendars, and Tuesday folders. The activities vary from student performances to involving parents to participate in seeing the curriculum in action. We have volunteers that regularly come in to read with our students.

Family and Community Involvement Strengths

- Monthly opportunities for parents to be involved
- Curriculum Nights for Science, Math, and Reading
- Online presence through Facebook/Twitter
- PTA Carnival
- BAM pep rallies to recognize our students
- Movie Nights

Family and Community Involvement Needs

- Continue to increase volunteer numbers
- Continue to facilitate activities that provide opportunities for volunteers
- Increase our PTA membership
- Parent conferences need scheduled time built into the school calendar

School Context and Organization

School Context and Organization Summary

Brent Elementary has a master schedule that is developed by a committee (open invite) of teachers to address the unique needs of each grade level as well as the big picture of the campus. The schedule ensures that the required minutes for each subject are met as well as required minutes for PE and recess. The Master schedule allows for a common planning time for each grade level and specialized areas. The campus has developed a collaborative ownership in decision-making and makes data driven decisions for our practices.

School Context and Organization Strengths

- Data driven decision making
- Targeted student attendance with incentives (improved)
- Continue to participate in instructional rounds
- Variety of academic sessions available outside the school day (before/after school)
- Daily 5 (K-2) and Cafe (k-5)

School Context and Organization Needs

- Improve the RTI process (documentation, learning targets, behavior)
- improve discipline practices from grade level to schoolwide practice
- Lower grade technology infrastructure is unreliable

Technology

Technology Summary

Brent Elementary is a one to one campus with Chromebooks in the 4th and 5th grades. Students in grades Pre-k through 3rd have access to two computers in their classroom as well as Netbook carts and an IPAD cart. The District added wireless access points throughout the school to improve connectivity in the 2014-2015 school year. There is a campus tech available to support teachers and students with their technology needs.

Technology Strengths

- One to one in grades 4th and 5th
- Increased wireless connectivity throughout the school
- Netbook carts available to k-1 (one per grade level)
- Ipad cart available to check out



Technology Needs

- Netbooks need updated/re-imaged to make them function more effectively
- More student computers are needed in the K-2 classrooms (currently 2 per classroom)
- Professional development to assist teachers in incorporating technology TEKS and NETS
- Need a share document that lists usernames and passwords for district accounts such as Tumblebooks, Brainpop, etc.

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
- 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
- STAAR ELL Progress Measure data
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc

- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

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

Support Systems and Other Data






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

Goals

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Highly Qualified Teachers






Summative Evaluation: All sub-populations achieve at 90% or above on all assessments.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Invite all staff to the Campus Leadership Team meetings and discussions.	1, 2, 3, 4, 5, 8	Principals	Teacher Retention Rates, Teacher Survey				
2) Training at Region XI or other sources for teachers on low academic areas.	1, 2, 3, 4, 5	All	Increase on all subject areas on 2015 STAAR.				
Funding Sources: Local Funds - \$500.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 2: Teacher Attendance Rate






Summative Evaluation: Teacher Attendance Rate

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) Continue to strengthen instructional discussions and students' supports during grade level/campus PLCs.	3, 4	All	PLC notes, Teacher Survey				
2) Recognize teachers with 100% attendance each 9 weeks.	3, 5	Principals	Teacher Attendance Data, Faculty Meeting Discussions, AESOP				
Funding Sources: Local Funds - \$250.00							
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 3: Teacher Turnover Rate






Summative Evaluation: Teacher Turnover Rate

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Create an open-door and clear-communication campus.	3, 5	Principals	Teacher Survey, Turnover Rate, PLC discussions, Brent Bobcasts, Campus Calendar, emails, Faculty Meetings, Phone Calls				
2) Improve staff morale through the Sunshine Committee and other campus-wide team building activities.	3, 5	Principals & Sunshine Committee	Teacher Retention Data				
Funding Sources: Local Funds - \$100.00							
<div>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </div>							

Goal 2: Little Elm ISD will create an atmosphere of servant leadership.

Strategy 1: Out of School Suspensions






Summative Evaluation: Number of OSS

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Incorporate Lobo Pride Expectations for all students into a Recognition Program by using positive tickets handed out in classrooms and hallways.	1, 8, 9	All	Number of Brent's Best Students, Rachel's Challenge Traits supported on announcements/classroom, OSS numbers less than district average, RTI notes, Parent Conferences				
Funding Sources: Local Funds - \$100.00							
2) Post Lobo Pride and Rachel Challenge Hands in every classroom that review our school discipline goals and The Four Questions from Capturing Kids Hearts.	1, 9	All	Decrease in referrals and an increase in school morale.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Little Elm ISD will create an atmosphere of servant leadership.

Strategy 2: DAEP Placements






Summative Evaluation: Number of DAEP Placements

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) Utilize RTI components to address behavioral concerns in all grades and conduct SSTs with parents to put action plans in place.	1, 9	All & Parents	DAEP Data, RTI notes, PLC discussions, Parent Conferences				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 2: Little Elm ISD will create an atmosphere of servant leadership.

Strategy 3: Student Attendance Rate






Summative Evaluation: Student Attendance Rate

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Continue to award students for Perfect Attendance every 9 weeks. Goal 98%	1, 2, 10	All	Attendance Data				
Funding Sources: Other - \$1000.00							
2) Create and discuss student failure reports using PEIMS.	1, 2, 10	All	Failure Reports, Attendance Reports				
3) Create and conduct school-wide clubs for all grades.	1, 6	School Community	Increase in attendance rates and overall campus culture.				
Funding Sources: Local Funds - \$1000.00							
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 2: Little Elm ISD will create an atmosphere of servant leadership.

Strategy 4: Safety






Summative Evaluation: Brent students and staff are all safe and well trained in drills.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) All staff will be trained in fire, tornado, shelter in place/lockdown drills. Drills will be conducted monthly for fire and two times a year for tornado and shelter in place.	10	All	Drill Logs, Safety Issue Reports				
2) Continue and strengthen the WatchDog program.	6	All	Increase in our volunteer hours and overall safety of campus.				
Funding Sources: Local Funds - \$200.00							
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 1: Texas Education Agency(TEA) District Rating

Summative Evaluation: Academic Growth

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Federal System Safeguard Action Steps Critical Success Factors CSF 1 1) Provide Targeted Instruction through small group instruction for grades 3 - 5 Provide after school tutoring for STAAR math/reading failures in grades 4 & 5.	1, 2, 3, 8, 9	All	Unit test data demonstrate 75% mastery on math, reading, writing, and science. TEKS. RTI Notes				
Funding Sources: SCE-State Compensatory Ed. - \$7000.00							
2) Provide a part-time reading specialist to work with our lowest readers based on RenSTAR and DRA results. (K - 5)	1, 2, 3, 8, 9	All	Increase number of students on grade level reading. (DRA, RenSTAR)				
Funding Sources: 211-Title I - \$21000.00							
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 3) Implement the Rigor and Relevance Framework in planning and through Instructional Rounds for all teachers to increase our STAAR results - especially Level III and the commended levels on unit assessments. (Index IV)	1, 2, 3, 4, 8	All	Increase Level III on STAAR and commended levels on unit assessments.				
4) Provide 2 - 5 grade students an after school assistance classroom for academic sessions - Lobo Zone	1, 2, 3, 9	All	Decrease in student failures and increase in unit assessment scores.				
5) Implement Word of the Week during morning announcements to increase our students' vocabulary (SAT Words)	1, 2	Principals	Students using higher level vocabulary in their writing				
6) Recognize students that achieve the Commended Level on summative assessments and the On-level Indicator on RenStar in the classroom	1, 2	Classroom Teachers and Principals	Increase Level III achievement by all students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 2: Texas Education Agency(TEA) Campus Ratings

Summative Evaluation: Brent Elementary receives the highest rating from Texas Education Agency.






Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 1) Provide academic support in Reading for our ELL students, Special Education, and two or more races students using small groups in class and after-school. -Two races 73 to 80 - SPED 75 to 80 - Maintain 85 or greater	1, 2, 3, 4, 9	All	Increase in reading scores on unit and STAAR assessments.				
Funding Sources: Local Funds - \$1130.00, Local Funds - \$500.00							
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Provide our Economic Disadvantage, Special Education, and English Language Learner students support in Math by using small groups and key vocabulary focus. -ED 75 to 85 -SPED 56 to 80 -ELL 57 to 70	1, 2, 3, 4, 9	All	Growth in all assessments.				
Funding Sources: Local Funds - \$6000.00, SCE-State Compensatory Ed. - \$2520.00							
System Safeguard Action Steps Critical Success Factors CSF 1 3) Increase our support in writing for Special Education/English Language Learners using our Writing Buddies, small group with teachers and purchased resources. (Homophones up around the halls) (Word of the Week SAT word) -SPED 25 to 50 -ELL 33 to 60	1, 2, 4, 9	All	Increase for these subpopulations in unit and STAAR assessments.				
Funding Sources: Local Funds - \$600.00							

96

System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 4) Provide support for our African American, ELLs, and Sped populations in Science by incorporating more vocabulary and purchased resources. -Science Camp -AA 71 to 80 -ELL 67 to 80 -SP 33 to 50	1, 2, 4, 9	All	Increase in our science proficiency for these populations.				
	Funding Sources: SCE-State Compensatory Ed. - \$500.00						
5) Continue to use the Lucy Caulkins' Writing Curriculum in all grades. ALL: 81 to 85	1, 2, 3, 4, 9	All	Increase in our STAAR writing performance and MOY/EOY growth for all students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.






Strategy 3: Adequate Yearly Progress (AYP)

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Students monitor their personal progress in their learning by monitoring their success on assessments and using reflective assessment practice	1, 2, 3, 8, 9	Students & Teacher Leaders	Student growth measured by STAAR, RenSTAR, and unit tests.				
	Funding Sources: Local Funds - \$50.00						
Critical Success Factors CSF 1 CSF 4 2) Provide Writing Buddies (teachers) to mentor our lowest writers in fourth grade.	1, 2, 8, 9	4th Grade Teacher Leaders & All	Higher number of students passing STAAR writing and reaching Level III.				
System Safeguard Action Steps Critical Success Factors CSF 1 3) Continue Principal STAAR Goal Setting Conferences with all students for tested subject area.	1, 2, 9	Principals	AYP for every student				
4) Strengthen the use and rigor of the Daily 5 and implement the Cafe model in grades 2 and 3	1, 2, 3, 5, 9	K- 2 Teachers	Increase in Reading/Writing unit assessments Increase STAAR advance scores				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 4: Special Populations

Summative Evaluation: All sub-populations achieve at 85% or above on STAAR and district assessments.






Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Progress monitor our subpopulations to increase academic performance for every student.	1, 2, 4, 8, 9	All	Increase in African American and Hispanic scores on Level III.				
Funding Sources: Local Funds - \$350.00							
2) Provide extra support to our Special Education students in all subject areas by using our SPED teachers and paraprofessionals for inclusion.	1, 2, 4, 9	Special Education Teacher Leaders & All	Increase in our SPED passing averages.				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 6 CSF 7	1, 2, 9, 10	Bilingual Teachers and ESL Facilitator	Increase achievement for our LEP students				
	Funding Sources: 211-Title I - \$3500.00						
3) Provide a Math/ Reading tutor for our Bilingual and ELL students							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

69

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 5: Achievement Gap






Summative Evaluation: Documentation showing assessment scores are increasing.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 1) Top 25% in TX: Continue focus on African American, Hispanic, and ECD students to ensure continued success.	1, 2, 3, 8, 9, 10	All					
2) Recognize students for their daily attendance and perfect attendance. Goal: 97% to 98%	1, 2	ALL	Increased access to the viable curriculum.				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 6: TELPAS






Summative Evaluation: TELPAS scores and meeting AMAOs.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Training and practice using the PLDs rubric.	1, 2, 3, 4, 8, 9, 10	All	PLC discussions, Progress Monitoring Binders, Assessment Data, Calssroom Observations				
2) All classrooms are utilizing SIOP strategies to increase student success.	1, 2, 3, 4, 8, 9, 10	All	Assessment Data, Classroom Observations, TELPAS Data				
3) Invite district Special Populations Coordinator to conduct a SIOP Training Refresher.	1, 2, 4, 8, 9	Coordinator & All	Increase use of SIOP strategies in classrooms and the understanding of ELPs.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: Professional Learning Communities






Summative Evaluation: Professional Learning Communities Rubric

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) Effectively implement the framework of Professional Learning Communities to create collaborative teams that focus on improving student learning.	1, 2, 4, 8	Principals/ teachers	PLC rubric, Agendas, Notes, Data reflection sheets				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 2) Participate in instructional rounds using the rigor rubric to increase the level of rigor and improve student learning.	1, 2	Principals/ teachers	Walk through, Rigor/ Relevance artifacts, PLC conversations				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: Parent Survey






Summative Evaluation: Parent Survey Results

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Provide clear communication through newsletters, website, calendars, phone calls, and family/curriculum nights.	1, 6	All & PTA	Survey Results, Parent Discussions, Website Updates				
2) Meet with Campus Improvement Committee and Community Members to hear concerns and brainstorm solutions.	1, 6	All	CLT Discussions, Parent Survey Results				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 2: Volunteers






Summative Evaluation: Volunteers hours are documented and show increase from 2012 - 2013.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Communicate the need for volunteers to read to our K - 2 students.	1, 2, 6	All	Volunteer Documentation, DRA, RenSTAR Data, Assessment Data				
2) Adopt-A-Street Program - PTA and Brent Community will work together to keep Witt Road clean.	6	Community	Clean Street Certificate from Little Elm				
3) PTA creating Move Nights, Fall Festival, and other activities to bring in more families and volunteers.	6	PTA Principals	Increase in volunteers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 3: Communication






Summative Evaluation: Survey Data

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Utilize School Messenger, Campus/District Web-site, Marque, and Teacher Web-Sites/Newsletters to communicate to all stakeholders.	1, 6	All	Parent Survey Data				
Critical Success Factors CSF 5 2) Conduct Principal's Coffee twice a semester to allow parents another avenue to communicate.	1, 6	Principals	Parent Survey Data				
	Funding Sources: Local Funds - \$200.00						
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Provide all communication in Spanish and English for our stakeholders. Provide parents with access to technology to complete necessary tasks to improve the educational opportunity for their children.	4, 6, 7	ALL	Increase parent involvement and improve communication				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

105

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.






Strategy 1: Community Partners

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Build relationships with parents to develop a strong sense of community and lobo pride by hosting events that engage the Brent community	1, 6	ALL, PTA	Scheduled events/ school calendar				
2) Participate in community programs such as LE Food Drive, Jump Rope for Heart, and Community in Schools parent nights to engage with the community.	6	Administration, PE Teacher, Counselor	Record events scheduled				
<div>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </div>							

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: College and Career Readiness






Summative Evaluation: Increase the number of students that are collage and career ready

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Provide a school-wide Career Day to expose students to a variety of careers to motivate them to continue to pursue a career they are passionate about.	1	Counselor	Participants, HB5 rubric				
2) Hold monthly college days to open students to the idea of attending college or career prep programs.	1, 2	Counselor, Principals	Create a college bound culture				
3) Invite guest speakers, or schedule field trips, to speak to students about career paths relevant to their curriculum.	1	Teachers, counselor,	Increase exposure to various career fields				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Technology






Summative Evaluation: Student Survey on technology usage and effectiveness.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Train and support fourth and fifth grade teachers in the effective and rigorous use of 1 to 1 Chrome-books.	4	Tech Team Leaders, LEISD Instructional Techs, 4/5 Teachers, & Principals	Student's work Teacher/student surveys				
2) Increase the use of technology in student learning for grades k-3.	1	K-3 teachers, Principals, Instructional Technology personnel	Student's work				
3) Ensure that students K through 5 are exposed to the Technology Application TEKS.		Tech Team, LEISD Instructional Techs, 4/5 teachers, Principals	Student work, surveys				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 9: Allocate resources to ensure high achievement for all students.

Strategy 1: Financial Allocation Study for Texas






Summative Evaluation: Financial Allocations Study Results

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Work with the Campus Improvement Committee to align Campus Budget to student needs.	1, 2, 10	CIC	Survey Data, CLT notes				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 9: Allocate resources to ensure high achievement for all students.

Strategy 2: Student Attendance Rate

Summative Evaluation: Student Attendance Rate

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Continue to communicate and problem solve with students' families that have a high absence rate.	1, 6, 10	All	Attendance rate, Assessment Data				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
1	2	1	Continue to strengthen instructional discussions and students' supports during grade level/campus PLCs.
2	2	1	Utilize RTI components to address behavioral concerns in all grades and conduct SSTs with parents to put action plans in place.
3	1	3	Implement the Rigor and Relevance Framework in planning and through Instructional Rounds for all teachers to increase our STAAR results - especially Level III and the commended levels on unit assessments. (Index IV)
3	2	1	Provide academic support in Reading for our ELL students, Special Education, and two or more races students using small groups in class and after-school. -Two races 73 to 80 - SPED 75 to 80 - Maintain 85 or greater
3	2	2	Provide our Economic Disadvantage, Special Education, and English Language Learner students support in Math by using small groups and key vocabulary focus. -ED 75 to 85 -SPED 56 to 80 -ELL 57 to 70
3	2	3	Increase our support in writing for Special Education/English Language Learners using our Writing Buddies, small group with teachers and purchased resources. (Homophones up around the halls) (Word of the Week SAT word) -SPED 25 to 50 -ELL 33 to 60
3	2	4	Provide support for our African American, ELLs, and Sped populations in Science by incorporating more vocabulary and purchased resources. -Science Camp -AA 71 to 80 -ELL 67 to 80 -SP 33 to 50
3	3	3	Continue Principal STAAR Goal Setting Conferences with all students for tested subject area.
3	4	3	Provide a Math/ Reading tutor for our Bilingual and ELL students
3	5	1	Top 25% in TX: Continue focus on African American, Hispanic, and ECD students to ensure continued success.
4	1	1	Effectively implement the framework of Professional Learning Communities to create collaborative teams that focus on improving student learning.
4	1	2	Participate in instructional rounds using the rigor rubric to increase the level of rigor and improve student learning.

111

Federal System Safeguard Action Steps

Goal	Strategy	Action Step	Description
2	2	1	Utilize RTI components to address behavioral concerns in all grades and conduct SSTs with parents to put action plans in place.
3	1	1	Provide Targeted Instruction through small group instruction for grades 3 - 5 Provide after school tutoring for STAAR math/reading failures in grades 4 & 5.

Campus Funding Summary

211-Title I					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
3	1	2	Title 1	211.11.6118.00.103.5.24	\$21,000.00
3	4	3			\$3,500.00
Sub-Total					\$24,500.00
SCE-State Compensatory Ed.					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
3	1	1	Tutoring	199.11.6118.05.103.5.24	\$7,000.00
3	2	2		199.11.6399.21.103.5.24	\$2,520.00
3	2	4		199.11.6399.32.103.5.11	\$500.00
Sub-Total					\$10,020.00
Local Funds					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	2		199.13.6411.00.103.599000	\$500.00
1	2	2		199.11.6399.00.103.5.11	\$250.00
1	3	2		199.11.6399.00.103.5.11	\$100.00
2	1	1		199.11.6399.00.103.5.11	\$100.00
2	3	3		199.11.6399.00.103.5.11	\$1,000.00
2	4	2			\$200.00
3	2	1		199.11.6329.00.103.5.11	\$1,130.00
3	2	1		199.12.6329.00.103.5.11	\$500.00
3	2	2		199.11.6399.21.103.5.11	\$6,000.00
3	2	3		199.11.6399.22.103.5.11	\$600.00
3	3	1		199.11.6399.00.103.5.11	\$50.00
3	4	1		199.11.6399.103.5.11	\$350.00
5	3	2		199.11.6399.00.103.5.11	\$200.00

113

					Sub-Total	\$10,980.00
Other						
Goal	Strategy	Action Step	Resources Needed		Account Code	Amount
2	3	1				\$1,000.00
					Sub-Total	\$1,000.00
					Grand Total	\$46,500.00

Little Elm Independent School District

Cesar Chavez Elementary

2015-2016 Campus Improvement Plan



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	15
School Context and Organization	16
Technology	17
Comprehensive Needs Assessment Data Documentation	18
Goals	21
Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	21
Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.	23
Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.	25
Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	28
Goal 5: Little Elm ISD will effectively communicate with all stakeholders.	30
Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	31
Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.	33
Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.	34
System Safeguard Action Steps	35
Federal System Safeguard Action Steps	36
State Compensatory	37
Budget for Cesar Chavez Elementary:	37
Personnel for Cesar Chavez Elementary:	38

Title I 39

 Schoolwide Program Plan 39

 Ten Schoolwide Components 39

Title I Personnel 42

Campus Funding Summary 43

Comprehensive Needs Assessment

Demographics

Demographics Summary

Chavez Enrollment has stabilized this year compared to last year. Currently we have an enrollment of 741 students. This is still a challenge to provide high quality personal instruction for each of our students.

This has effected and will continue to effect our ability to maintain high standards in the following areas.

- Larger class sizes challenge quality of instruction
- Large enrollment reduces effectiveness of Reading and Math Interventionist
- Maintain quality customer service in the office to meet the needs of our parents and staff community.
- Accurate student data--attendance, grades and student records.
- Traffic Safety Patterns at Arrival and Dismissal.

Our demographic breakdown is:

White 44%

Hispanic 29%

African American 18%

Asian 9%

Economically Disadvantage 43%

At Risk 26%

SPED 9%

LEP 15%

Demographics Strengths

Chavez has a very flexible and hard working staff to accomodate the larger numbers.

Our administration and school board have provided the needed resources to provide a quality education for all of our students.

1. Healthy diversity among students.
2. Chavez community embraces our diverse population.
3. Aggressively identify At Risk students.
4. Frequent Student Support Team Meetings.

Demographics Needs

We need extra interventionist personnel to meet the needs of our growing student population.

We need to add an extra office personnel to meet the extra clerical, data, and customer service needs.

1. Focus on achievement gaps for African American Population.
2. Focus on achievement gaps for LEP Population
3. Focus on achievement gaps for Economically Disadvantaged Population.
4. Focus on achievement gaps for LEP Population.
5. Increase scores in Special Ed population.

Student Achievement

Student Achievement Summary

STAAR Rating: Met Standard----

Overall STAAR = 85% passing all tests

Reading = 86%

Math = 81%

Writing = 75%

Science = 80%

Index Scores

1--Student Achievement 82

2--Student Progress 38

3--Closing Performance Gaps 42

4--Postsecondary Readiness 30

Student Achievement Strengths

TEA Rating-Met Standard

Improved 5th grade reading, math and science score.

4th grades scores dropped in math, reading, and writing.

Focus on SPED, LEP and AA populations.

Hispanic 77.42% to 90.48%, African American 63.16% to 81.82, Economically Disadvantaged 69.57% to 79.49%, LEP 41.67% to 75%, SPED remained 25%

In 5th Grade Science, nearly all student groups improved tremendously.

SPED 33.33% to 57.14%, White 76.6% to 90.32, 68.75% to 81.82%, Economically Disadvantaged 68.57% to 75%, LEP 0 to 57.14%

In Math for 3rd through 5th Grade, most of our student groups improved immensely

SPED 25% to 30%, White 76% to 79%, Hispanic 71% to 73%, LEP didn't count to 60%

In Reading for 3rd through 5th Grade, the vast majority of our student groups improved.

SPED 45% to 62%, White 83% to 86%, African American 78% to 79%, LEP 65% to 76%

Student Achievement Needs

large enrollment will effect our ability to maitain high standards in the following areas.

- Larger class sizes challenge quality of instruction
- Large enrollment reduces effectiveness of Reading and Math Interventionist
- Maintain quality customer service in the office to meet the needs of our parents and staff community.

SPED Population

LEP Population

School Culture and Climate

School Culture and Climate Summary

Due to the large increase in enrollment we have had to adjust in reexamine needs in several different areas.

- Provide frequent communication through a variety of media.
- We need to examine traffic patterns to maintain safety and efficiency for morning arrival and afternoon dismissal.
- Our Pre K enrollment have greatly increased 6%.
- our Pre K student need grade appropriate playground equipment. They have had no playground equipment for three years.

Student surveys reflect that students feel safe and valued at Chavez Elementary. Parent surveys indicate a high level of parent satisfaction with academic learning provided by faculty. Parents feel welcome as evidenced by high levels of parental involvement at school activities. Chavez faculty and staff work hard at providing two way communication and excellent customer service. Students excel academically and are provided opportunities to participate in excellent fine arts activities.

Rachel's Challenge was implemented two years ago to focus on creating an environment of kindness and compassion and personal responsibility. Our counselor Holli Shegog continues to build a nurturing and caring atmosphere here at Chavez.

The Chavez Student Council was also recognized as a Texas Honor Student Council for the 2nd year in a row. Over 60 fifth grade students participated in community service and leadership activities. Our Student Council has raised funds for Coins for the Cure, Coats for Kids, Clothe a Child, tornado victims in Granbury and Oklahoma.

School Culture and Climate Strengths

Security cameras were installed throughout the building this past year. Parents have appreciated the extra emphasis on security. We have noticeably less vandalism and graffiti around the building.

- Emergency Drills practiced monthly
- Great Expectations Training
- Daily Jumpstart Assembly
- Student Council

- Rock Band
- Chess Club
- School Musical
- Chavez Choir
- Percussion
- Muffins for Moms
- Donuts for Dads
- Watchdogs
- Art Club
- Fairy Tale Parade
- Stick Horse Parade
- Greeters
- Great Volunteers
- Career Day
- Emergency Drills practiced monthly.

School Culture and Climate Needs

Continue to be vigilant in our efforts to have a safe environment for learning. Continue to build a positive environment for learning with a focus on healthy student relationships. Due to large enrollment growth we are in need of extra personnel in the office to meet our the needs of our parents and students.

125

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Chavez Elementary students enjoy a caring and committed staff. We have a passionate and well trained staff that focuses on student learning at the highest levels. In addition to a high level of professional skill, Chavez teachers go out of their way to support one another on a personal level as well. We have a team atmosphere at Chavez and we all play an important role in creating a dynamic environment for learning.

100% of staff are Highly Qualified.

Staff Quality, Recruitment, and Retention Strengths

- Committed Human Resources department
- Applitrack is an excellent online tool through the whole recruitment, interview and hiring process.
- Highly qualified teachers and parprofessionals
- Great connection with our community
- Low turnover of staff
- Many committees and training to build leadership.
- Professional Development needs are identified by TEKS, State requirements and educational growth.
- Structures in place to insure implementation of LEISD Curriculum. Forethought, PDAS, Walkthroughs, PLC meetings, Content Coordinators, Cadre Meetings

Staff Quality, Recruitment, and Retention Needs

Provide local, quality staff development for our staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our staff have been trained on Rigor and Relevance as well as Professional Learning Communities. Developing, analyzing, and assessing curriculum is a complex task which takes thoughtful planning. Our students have shown progress on their Unit tests over the last two years. We are consistently evaluating to determine that our Year at a Glance sequence and our Unit test results are preparing our students for success on STAAR. We will continue to improve our skills of curriculum delivery and data analysis.

Our current data and goals will be presented in our RISE presentation with Dr. Strike.

Curriculum, Instruction, and Assessment Strengths

Forethought has been an excellent tool for our teachers to access and plan our LEISD curriculum.

Chavez continues to use RenStar Reading and RenStar Math as our universal screeners. The Reading and Math data is consistently used in our team PLC meetings. Interpreting new data is often a skill that takes time to develop. We have a variety of programs that we have at our access to meet the needs of the RTI process. As students and staff become more familiar with the tools available we hope to see greater academic gains.

Our staff has participated in a wide variety of staff development to improve their skills as educators.

Curriculum, Instruction, and Assessment Needs

This has effected and will continue to effect our ability to maintain high standards in the following areas.

- Reading Interventionist needed for 1st grade
- Larger class sizes challenge quality of instruction
- Large enrollment reduces effectiveness of Reading and Math Interventionist

- Continue to clarify the RTI process.
- Continued development of PLC model to guide instruction
- Student involvement in setting goals for raised performance.

Family and Community Involvement

Family and Community Involvement Summary

Chavez Elementary enjoys an excellent relationship with its parents and the Little Elm community. Our parents feel welcomed and valued as an integral part of the learning community. All of the Chavez staff recognize how important parent and community involvement are to our success. The key to our parents involvement is to keep the lines of communication open. School communication is distributed through weekly electronic school newsletters, weekly class newsletters, class websites, and School Messenger. Our community events are well attended each time we open the doors. PTA has been an overwhelming success as they have partnered with us in the learning process. Their events and fundraisers have been a key support to our teachers and students.

Family and Community Involvement Strengths

- Fish Fry
- Reflections
- Bicycle Rodeo
- Ice Cream Social
- Science Fair
- Grandparents Day
- Curriculum Night
- School Musicals
- Fairy Tale Parade
- Book Fairs
- Career Day
- Weekly Newsletters
- Taco Talk Parenting 101

Family and Community Involvement Needs

- Provide volunteer opportunities to support student learning.
- Increase community/business involvement.
- Recruit grandparents to read with students.

School Context and Organization

School Context and Organization Summary

Students have a positive perception of their school. Students feel valued and safe at school. As a whole teachers also agree with that statement. We have very little teacher turnover here at Chavez which is a positive for our students as we continue to build capacity within our faculty. We have a passionate and caring faculty which is evident to our students and parents. Our staff enjoy working here and it shows.

The Team leaders spent a lot of time in May preparing the Master Schedule for the 2015-2016. We have designed intervention tutoring time into the Master Schedule for each grade level. During our PLC meetings we will discuss the latest student data available to address problem SE's as well as identifying students with the appropriate interventions. Our Intervention team has designed a PLC room in the building to track student progress throughout the year.

School Context and Organization Strengths

Our staff felt that greater flexibility in their schedules provided better results.

Professional Learning Communities meetings are held with each grade level team every three weeks.

Schedules are created with input from our Team leaders and the Campus Improvement Plan Committee members.

Campus and District goals are aligned through the District Educational Improvement Committee and the Chavez CIP Committee. District wide we have vertical and horizontal teams for Math, Science, Reading and Social Studies.

We take every opportunity we have to communicate with our community of stakeholders. Our campus website is updated weekly with current school events. All parents can access their students class websites on Parent Portal. We also send out a weekly electronic Chavez Newsletter to all families. Each grade level also sends out newsletters with pertinent grade level information.

School Context and Organization Needs

We can do a better job of defining the systems used to track student data. We also need to provide more training for our staff on the use of the online programs we use for tutoring and assessing our students growth. We will continue to train our staff to implement Rigor and Relevance principles in our classrooms.

Technology

Technology Summary

Our staff is gradually increasing their capabilities to integrate technology into the classroom. Most of our staff are making major shifts in their planning and delivery of instruction. We are encouraged to have 1-1 Chromebook capacity for our 4th and 5th grade students. The increased use of the technology has brought about challenges of scheduling and maintenance of the hardware. Technology has increased our capacity to provide interventions for our struggling students. Early morning tutoring is primarily provided through our computer lab, IPADS and netbook carts for both Reading and Math. Our biggest challenge is to provide ongoing training and development for our staff. Technology proficiency is mainly assessed through our STAR technology report.

Technology Strengths

- All 4th and 5th grade students have their own Chromebooks
- All classrooms have multimedia projectors, document cameras, and a teacher personal computer.
- 7 netbook carts throughout the building.
- Netbook carts are used for before school and after school tutoring.
- Teachers are integrating technology into the curriculum with increased access.
- Students are also taking advantage of increased access to produce student created products.

Technology Needs

We need to offer more technology support for our teachers. As with most training, trying to find the time in the schedule and resources is a challenge.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- PBMAS 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
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Progress of prior year TAKS failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data

- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

133 Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- 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
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data








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

Goals

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Hire Highly Qualified Teachers







Summative Evaluation: All teachers are certified as Highly Qualified.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 7 1) 1) Implement LEISD Safe Schools policies and procedures, Chpt. 37, Sexual harrassment and Bullying procedures.	1, 3, 5	Campus Administration	Teacher Survey				
Critical Success Factors CSF 1 CSF 3 CSF 7 2) Provide Training at Region XI or other sources for teachers on low academic areas.	1, 2, 3	Campus Administration	Teacher Retention rates, Teacher Surveys				
		Funding Sources: 211-Title I - \$2000.00					
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 2: Provide training of non-special education teachers on the instruction of special education students.







Summative Evaluation: Sign in sheets and training agendas are documented.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Schedule Special Education teachers to train staff.	1	Administration	Increase SPED outcomes				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 1: Build Student Leadership Capacity

Summative Evaluation: Received "Recognized Student Council" two of the last three years.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 1) Continue to build 5th Grade Student Council as a leadership organization to serve our school and community.	1, 2, 6	Interventionists, counselor	Received "Recognized Student Council" two of the last three years.				
Funding Sources: Local Funds - \$200.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 2: Implement Great Expectations as our school framework for students servant/leadership. "Every class, every student, every day."

Summative Evaluation: Train staff each year during Summer institute.

Implement Eight Expectations in Jumpstart each day.









Highlight the "Life Principle of the Week" each week in each classroom and in our school newsletter.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Implement Eight Expectations in Jumpstart each day. Highlight the "Life Principle of the Week" each week in each classroom and in our school newsletter.	1, 2, 7	Administration & teachers	Number of classrooms with life principle posted.				
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 2) Highlight the "Life Principle of the Week" each week in each classroom and in our school newsletter.	1, 2, 7	Classroom teachers	Number of classrooms with Great Expectations posted.				
Critical Success Factors CSF 3 CSF 6 3) Provide students greeters at entry doors parking lot arrival every morning.	1, 2, 7	Student Council Sponsor and Administration.	Login sheet of student greeters.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 1: Texas Education Agency District Rating







Summative Evaluation: Improved Campus Report Card in all four Indexes.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 1) Provide ongoing scheduled, targeted and documented walkthroughs followed by feedback and support from teachers.	1, 2, 3, 7	Campus administration	Improved Campus Report Card				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Implement Professional Learning Communities that support us of best practices in instruction and assessment and allow collaborative planning, reflective learning mentoring and coaching.	1, 2, 3	Campus Administration and teachers.	Increased progress toward Excellence Targets.				
Federal System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 3) Implement the Rigor and Relevance Framework training through campus and district professional development.	1, 2, 3, 4	Campus Administration	Increase classroom rigor observed in walkthroughs.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 2: Provide all students that fall into Tier 2 and Tier 3 grade appropriate academic interventions.

Summative Evaluation: Improved Student Assessment data.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7	1, 2, 8	Classroom teachers, Interventionists, Campus administration	Progress toward Academic Excellence Targets				
1) Provide strategic interventions for students identified through PLC meetings	Funding Sources: 211-Title I - \$9000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 3: Reach all STAAR Excellence Targets for LEISD

Summative Evaluation: Excellence Targets:









STAAR Math 87%

STAAR Writing 87%

STAAR Science 94%

STAAR Social Studies 94%










STAAR Reading 90%

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Provide before school and after school tutoring for identified students with classroom teachers.	1, 2, 7, 8	classroom teachers	Progress toward Academic Excellence Targets.				
Funding Sources: SCE-State Compensatory Ed. - \$8000.00							
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Provide early morning Reading and Math Tutoring labs.	1, 2, 3, 8, 10	Interventionist	Progress toward Academic Excellence Targets.				
Funding Sources: 211-Title I - \$1000.00							
Federal System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 3) Provide Saturday School STAAR Tutoring in February and March for identified At Risk students.	1, 2, 8, 9	Campus administration, classroom teachers, and Interventionists.	Progress toward Academic Excellence Targets.				
Funding Sources: 211-Title I							
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.







Strategy 1: Professional Learning Communities

Summative Evaluation: Professional Learning Communities Rubric.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 3 1) Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels	1, 2, 3, 4	Principals/teachers	Quality planning reflected in student data.				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 2) Ensure all staff receives professional development on Differentiated Instruction.	1, 2, 4	principals/teachers	Creation of differentiated lesson plans reflected in student data.				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 3) Ensure all staff receives professional development on creating, implementing, and monitoring campus wide and student specific SMART goals.	1, 2, 4, 9	principals/teachers	Rigorous and creative lesson plans.				
Critical Success Factors CSF 1 CSF 2 4) Provide continuous reminders of the use and implementation of SIOP (Sheltered Instruction Observation Protocol).	1, 2, 3, 4, 7, 9	principals/teachers	Observation of SIOP teaching strategies.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.









Strategy 2: Collaborate with Intervention Specialists and Special Education team in order to promote student learning.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 1) Grade level and specialist PLCs.	1, 2	Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: Parent Communication








Summative Evaluation: Parent contact points











Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 5 CSF 6 1) All parents will receive an electronic weekly Chavez Lobo Letter regarding school wide events. Remind 101 Marquee Facebook Twitter Web page Edmodo	1, 2, 6, 7	principals/teachers	Number of Chavez contact points received by parents.				
Critical Success Factors CSF 1 CSF 6 2) All grade level teams will send out grade specific newsletters in the Tuesday folders.	1, 2, 6, 7	Principals/teachers	Number of newsletters sent out.				
Critical Success Factors CSF 1 CSF 6 3) Chavez parents will receive School Messenger phone calls and emails to highlight important school events.	1, 2, 6, 7	principals	Number of phone calls sent out.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: Provide Parent and Community Involvement opportunities

Summative Evaluation: Family events, attendance












Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Provide multiple opportunities to engage parents in the educational process	1, 6	Campus Leadership Team					
Critical Success Factors CSF 1 CSF 5 2) Visit local businesses that parents frequent, and develop a relationship with service providers including barbers, beauticians, restaurateurs, church pastors/priests, and mechanics.	1, 2, 6	Campus Leadership Team					
Critical Success Factors CSF 1 CSF 5 3) Invite parents as partners in the development and implementation of campus-wide Great Expectations	6	Campus Staff	parent artifacts and parent survey				
Critical Success Factors CSF 1 CSF 6 4) Recruit parents to help organize and participate PTA Fish Fry and Carnival.	1, 2, 6, 7	principals/teachers	Number of students and parents attending FISH FRY.				
	Funding Sources: Local Funds - \$200.00						
Critical Success Factors CSF 1 CSF 6 5) Invite parents to attend Donuts for Dad and Muffins for Moms.	1, 2, 6, 7	principals, teachers, PTA	Sign in Sheets				
Critical Success Factors CSF 1 CSF 6 6) Invite Dads to attend TACO TALK for training on parenting skills.	1, 2, 6, 7	principals	Sign in sheets				
Critical Success Factors CSF 1 CSF 6 7) Invite parents to attend Fall and Spring Bookfair.	1, 2, 6, 7	Librarian	Sign in sheet and income raised during Bookfair.				

Critical Success Factors CSF 1 CSF 6 8) Invite parents to attend Parent Conferences at the end of the first Nine Weeks to evaluate student progress.	1, 2, 6, 7	principals/teachers	Sign in sheets				
Critical Success Factors CSF 1 CSF 6 9) Invite Grandparents to attend Grandparents Day Lunch in the Fall and Spring.	1, 2, 6, 7	Principals and office team	Sign in Sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: College and Career Readiness

Summative Evaluation: Parent and Student Surveys

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 1) Provide 5th grade Science Camp at Lake Texoma to increase Science knowledge and exposure to other avenues of teaching and learning. 3 day camp.	1, 2, 6, 7, 10	principals/teachers	attendance at camp				
Funding Sources: Local Funds - \$1000.00							
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 2) Daily use of technology including chromebooks. Learning tied to relevant life skills.	1, 2, 5, 6, 7	teachers/principals	Number of students accessing technology.				
Critical Success Factors CSF 3 CSF 5 CSF 6 3) Promote college and career readiness via campus wide college day.	1, 2, 6, 7	Counselor	Student artifacts and number of students wearing college t-shirts.				
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 4) Provide 4th grade students an opportunity to visit the Capitol in Austin Field trip.	1, 2, 6, 10	4th grade teachers/principals	Number of students participating				
Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7 5) 3rd grade Economics Fair--Third grade students plan and create their own businesses and products to showcase on the Economics Fair day in May.	1, 2, 6	3rd grade teachers	Student artifacts and student surveys.				
Critical Success Factors CSF 1 CSF 6 6) Invite Community leaders to speak with students regarding community government and functions.	1, 2, 6, 7	principals/teachers/counselors	Sign in sheets of community speakers.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: 21st Century Career Readiness

Summative Evaluation: Number of presenters attending.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 6 1) Schedule annual Chavez Career Day in May. Invite parents and community members to present specific career fields.	1, 2, 6, 7	Counselor/principals	Number of participants presenting Student surveys				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
3	1	1	Provide ongoing scheduled, targeted and documented walkthroughs followed by feedback and support from teachers.
3	1	2	Implement Professional Learning Communities that support us of best practices in instruction and assessment and allow collaborative planning, reflective learning mentoring and coaching.
3	2	1	Provide strategic interventions for students identified through PLC meetings
3	3	1	Provide before school and after school tutoring for identified students with classroom teachers.
3	3	2	Provide early morning Reading and Math Tutoring labs.
4	1	1	Implement Professional Learning Communities to reflect collaborative planning, data-driven decision making, consistency across classrooms and grade levels
4	1	2	Ensure all staff receives professional development on Differentiated Instruction.
4	1	3	Ensure all staff receives professional development on creating, implementing, and monitoring campus wide and student specific SMART goals.
4	2	1	Grade level and specialist PLCs.
5	1	1	All parents will receive an electronic weekly Chavez Lobo Letter regarding school wide events. Remind 101 Marquee Facebook Twitter Web page Edmodo

149

Federal System Safeguard Action Steps

Goal	Strategy	Action Step	Description
3	1	1	Provide ongoing scheduled, targeted and documented walkthroughs followed by feedback and support from teachers.
3	1	3	Implement the Rigor and Relevance Framework training through campus and district professional development.
3	3	3	Provide Saturday School STAAR Tutoring in February and March for identified At Risk students.

State Compensatory

Budget for Cesar Chavez Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
1991161180104624104	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,150.00
21111611800104624000	6118 Extra Duty Stipend - Locally Defined	\$41,862.00
6100 Subtotal:		\$46,012.00
6200 Professional and Contracted Services		
199629900104624104	6299 Miscellaneous Contracted Services	\$8,284.00
6200 Subtotal:		\$8,284.00
6300 Supplies and Services		
19911632900104624104	6329 Reading Materials	\$404.00
19911639915104624104	6399 General Supplies	\$390.00
19911639921104624104	6399 General Supplies	\$300.00
19911639900104624104	6399 General Supplies	\$13,436.00
6300 Subtotal:		\$14,530.00

151

Personnel for Cesar Chavez Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joy Sanchez	SPED Inclusion	Content Mastery	
Tina Scott	Math Science Specialist	At Risk	

Title I

Schoolwide Program Plan

Staff Quality, Recruitment, and Retention Strengths

Highly qualified teachers and paraprofessionals

Great reputation in the community

Many committees and training to build leadership

Professional Development needs are identified by TEKS, State requirements and educational growth.

Structures in place to insure implementation of curriculum. , PDAS, Walkthroughs

Increase parent participation in school Watch Dog Program

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Completed with Chavez Campus Improvement Team on October 12, 2015.

2: Schoolwide Reform Strategies

Provide Staff Development for identified academic training.

- * Math Investigations

- * Guided Reading

- * Technology Integration

3: Instruction by highly qualified professional teachers

All staff is highly qualified.

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

Staff Quality, Recruitment, and Retention Strengths

Highly qualified teachers and paraprofessionals

Great reputation in the community

Many committees and training to build leadership

Professional Development needs are identified by TEKS, State requirements and educational growth.

Structures in place to insure implementation of curriculum. CSCOPE, PDAS, Walkthroughs

5: Strategies to attract highly qualified teachers

154 Staff Quality, Recruitment, and Retention Strengths

Highly qualified teachers and paraprofessionals

Great reputation in the community

Many committees and training to build leadership

Professional Development needs are identified by TEKS, State requirements and educational growth.

6: Strategies to increase parental involvement

Family and Community Involvement Summary

Chavez Elementary enjoys an excellent relationship with its parents and the Little Elm community. Our parents feel welcomed and valued as an integral part of the learning community. All of the Chavez staff recognize how important parent and community involvement are to our success. Key to our parents involvement is to keep the lines of communication open. School communication is distributed through weekly school newsletters, weekly class newsletters,

class websites, School Messenger. Our community events are well attended each time we open the doors. PTA has been an overwhelming success as they have partnered with us in the learning process. Their events and fundraisers have been a key support to our teachers and students.

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

Staff Quality, Recruitment, and Retention Strengths

Highly qualified teachers and paraprofessionals

Great reputation in the community

Many committees and training to build leadership

Professional Development needs are identified by TEKS, State requirements and educational growth.

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

Team Leaders meet monthly and Campus Improvement Team meets 4 times a year.

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

A part-time Reading Interventionist has been hired to meet the needs of Chavez's "At Risk" students. Teachers offer before and after school tutoring throughout the school year. Also, Intervention teachers offer, Reading, Math, and Science Invention, during the school day. Administration and staff hold weekly SST Meetings to address the needs of struggling learners.

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Linda Moody	Reading Interventionist		
Theresa Krejci	Math Interventionist		

Campus Funding Summary

211-Title I					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	2			\$2,000.00
3	2	1			\$9,000.00
3	3	2			\$1,000.00
3	3	3			\$0.00
Sub-Total					\$12,000.00
SCE-State Compensatory Ed.					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
3	3	1			\$8,000.00
Sub-Total					\$8,000.00
Local Funds					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
2	1	1			\$200.00
6	1	4			\$200.00
7	1	1			\$1,000.00
Sub-Total					\$1,400.00
Grand Total					\$21,400.00

157

Little Elm Independent School District
Hackberry Elementary
2015-2016 Campus Improvement Plan



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
School Context and Organization	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	17
Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	17
Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.	18
Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.	19
Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	22
Goal 5: Little Elm ISD will effectively communicate with all stakeholders.	23
Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	24
Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.	25
Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.	26
System Safeguard Action Steps	27
Federal System Safeguard Action Steps	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

As a review of 2014-2015 PEIMS data reflects that Hackberry's enrollment has decreased this year due to the building of Prestwick STEM Academy. Based on the evaluation from the LEISD demographer, the potential of student growth is high. Hackberry is now at 45% ELLs, due to the bilingual program transferring to Brent Elementary. Our economically disadvantaged is at 50%, and 3% of Hackberry students recieved Special Education services. We anticipate adding class sections as our enrollment grows, with the potential of class-size waivers if necessary.

161

Enrollment By Race/Ethnicity	
Asian	16
Black	
African	74
American	
Hispanic	418
White	127
Other	
Ethnic	16
Groups	

Enrollment by Special Populations

At-Risk	448
ELL/LEP	323
Gited/Talented	19
Economically Disadvantage	407
SPED	35

Demographics Strengths

201 Hackberry's diversity is one our strengths along with the effective identification of student need and placement in the appropriate program (Bilingual, ESL, Dyslexia, Special Education). Having the Dual Languge program on our campus increases enrollment.

ACE is an after school program offered at Hackberry that serves about 135 at-risk students. Through the ACE program these student are provided extented tutoring/ small group instruction.

Demographics Needs

Our high percentage of ELLs indicates that bilingual, dual language and ESL programs are needed to support their success. Our high percentage of economically disadvantaged students also indicates that support and programs are needed to ensure their success. Due to the at-risk status, Hackberry has the need to hire additional teachers for upcoming enrollment increases.

Student Achievement

Student Achievement Summary

During the 2014-2015 school year, Hackberry students were assessed by STAAR, TELPAS, RenStar reading and math, and Tejas Lee. STAAR scores showed an increase in "Met Standard" percentages. Students also took unit tests as a summative assessment measure. Hackberry's current state rating is "Met Standard."

Student Achievement Strengths

Hackberry achieved a "Met Standard" rating from the state based on our STAAR scores. STAAR achievement was possible through hired tutors for small group intervention throughout the school year. TELPAS scores also reflected that Hackberry achieved the AMAOs and that students progressed in their mastery of English. RenStar data reflected that almost all students made significant progress in reading and math during the school year. Hackberry Time contributed to increased scores, and overall success, in 5th grade Reading.

163 Student Achievement Needs

Hackberry did not earn any distinctions through the state accountability system. STAAR results reflected significant improvement. There are still gaps between All Students and Hispanic students and All Students and ELLs. Percent of students reaching the Level II Standard were as follows:

- Reading
 - 3rd grade: English- All (80 students) 84%, LEP (38 students) 87%
 - Spanish- All (44 students) 73%, LEP (42 students) 71%
 - 4th grade: English- All (63 students) 78%, LEP (18 students) 72%
 - Spanish- All/LEP (29 students) 45%
 - 5th grade: English All (86 students) 93%, LEP(35 students)77%
 - Spanish All/LEP (10 students) 100%
- Math: each percentage is the **average score**, no data on 'passing rate'
 - 3rd grade: All (124 students) 65%, LEP (80 students) 62%

- 4th grade: All (93 students) 65%, LEP 47%
- 5th grade: All (95 students) 54%, LEP 53%
- Writing: English- All (63 students) 68%, LEP (18 students) 56%
- Spanish- All/LEP (30 students) 60%
- Science - English- All (88 students) 63%, LEP (36 students) 57%
- Spanish- All/LEP (10 students) 30%

Hackberry made significant improvements in 3rd and 5th Reading, and 4th grade Reading was in the 70's; however, all other areas were below 70%. As a result, there are large areas of concern. In regard to Math scores; passing rates were not available as of August 8th, but math is an area that Hackberry needs to focus.

School Culture and Climate

School Culture and Climate Summary

In 2014-2015, the campus conducted safety drills in keeping with district guidelines. Security-locking doors were installed and this played a very important part of the safety of the building. Any visitor was "buzzed in" after being scanned in through the Raptor system. Hackberry Elementary brought back the "Wrangler Round-up" assemblies for student. We conducted parent Curriculum Night and continued with our family involvement events Christmas Around the World, Movie Night and PTA Spring Carnival. These programs will be continued into 2015-16 year.

School Culture and Climate Strengths

Staff surveys indicated a good climate with feelings that administrators care about them and their opinions. Faculty meetings were held weekly to guide teachers through a successful year. Extracurricular activities such as choir, KC Club, SALT Team, and Green Team were offered to interested students. The school participated in Rachel's Challenge in order to encourage kindness and compassion among students and staff. Reading Wranglers was a motivational program for students in all grades. The new door buzzer system allowed better control of visitor access to the building, and the campus completed a safety audit conducted by Region 11.

School Culture and Climate Needs

New staff, students, and parents need to continue to be integrated into the school culture. The combination of old and new traditions will be built with the Volunteer Fair at the beginning of the school year, Splash-a-Poolza, and opportunities for parents to volunteer in the classroom. Having these types of events increases parent involvement throughout the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A review of certification records, professional learning records, and staff retention data indicates that Hackberry staff are highly qualified and appropriately trained. Appropriate ESL and bilingual certified staff meet the needs of ESL, bilingual, and dual language students. During the summer of 2014-2015, campus administration attended professional development for PLC and instruction. Teachers from 3rd, 4th and 5th grade attended AVID training to initiate the AVID program/philosophy at Hackberry Elementary which will continue into 2015-16 school year.

Staff Quality, Recruitment, and Retention Strengths

On this campus, we have staff that have been here 10 years. Hackberry Elementary and LEISD have high standards or requirements to be met in order to qualify as a highly qualified teacher. Dual language positions have been filled with bilingual certified staff members, so no waivers will be required for bilingual teachers this year. Staff morale increased 14-15 school year under the new principal's leadership. PLC meetings were conducted weekly to discuss lesson plans and student progress.

Staff Quality, Recruitment, and Retention Needs

New teaching units must be added as growth in enrollment numbers continues. Our campus currently has staff going through the proper education to receive the C.A.L.T. certification. This will help the dyslexia needs on our campus. A mentoring program for staff new to Hackberry needs to be implemented.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hackberry follows the standard-based, bundled curriculum in Forethought/Eduphoria. Students are assessed through informal, formal, formative and summative methods. Our campus utilizes Math Investigations, Think through Math, Stemsscopes and Istation as supplemental curriculum. Think through Math, Stemsscopes, and Istation (if Istation is not available, a comparable program) will be utilized in 2015-16.

Curriculum, Instruction, and Assessment Strengths

During the 2014-2015 school year Hackberry had four tutors including one bilingual. This gave students the opportunity for during the day intervention. Tutoring from teachers was also offered before school and after school. Funds were expensed for teacher to have STAAR curriculum resources. Chromebooks deployed this year to initiate the digital learning environment for grades 4th and 5th. Renstar and DRA testing was completed three times during the year.

167 Curriculum, Instruction, and Assessment Needs

Hackberry will begin the AVID philosophy on campus, and many teachers received AVID training. Our campus will be data driven to provide the services needed for each student's success. We will continue small group instruction during the day for our at-risk students.

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement at Hackberry was consistent. PTA and parents volunteered at campus events like Christmas Around the World, in the classroom, making copies, and Spring Carnival. Parents served on committees such as: Campus Improvement Team, LEP Committee and DEIC committee.

Family and Community Involvement Strengths

Hackberry encouraged all families and the community, and opportunities were offered throughout the year. Communication was delivered in both English and Spanish in order to reach every family. During campus events family, involvement was very high.

Family and Community Involvement Needs

100

To structure volunteers, Hackberry will offer a Volunteer Fair at the beginning of the school year. This will facilitate recruitment of families and provide them the opportunity to sign up for 2015-16 activities.

School Context and Organization

School Context and Organization Summary

As a request of the district, our mascot will change from a Wrangler to a Lobo. During the planning meeting for the 15-16 school year the master schedule was figured with all minutes accounted for in each core subject. The traditions of Hackberry's Wrangler Roundup will continue and will now be named "The Pack Howl." The Rachel's Challenge program will continue on our campus to continue the kindness and compassion chain reaction.

School Context and Organization Strengths

Teachers met every two weeks to have their grade level PLC meeting. In the PLC meeting, data was discussed pertaining to teaching and learning. Hackberry administrators completed non-evaluative walk-throughs to support teaching and learning in the classroom. A crisis plan was in place and regular drills were held to practice emergency procedures. A large percentage of our population was Spanish speakers; bilingual communication was the norm through all avenues written, marquee, office staff, and Schoolmessenger.

School Context and Organization Needs

Discipline structure will be put in place. Continue to increase the coordination and communication with Communities in Schools and the ACE Program.

Technology

Technology Summary

2014-2015 Chromebooks were deployed to 4th and 5th grade students. Each teacher at Hackberry had a laptop. TV's and chromecast were installed in each corridor to allow classes to come into a different learning environment for Powerpoints or projection of a lesson.

Technology Strengths

ELLs classes used Ipads. Our digital learning continued to expand with netbook carts, document cameras, infocus projectors, and CPS clicker systems. Hallway labs were eliminated but, classes had the opportunity to sign up to go to the computer lab when needed. For 3-5th grade, there were scheduled sessions for Istation, Think Through Math, Lexia, and Sumdog. The lab was available before school four days a week for work on these same educational programs.

Technology Needs

Hackberry needs for better wireless connections points. We have areas where Wi-Fi does not connect. 4th and 5th grade teachers need to continue to structure the use of the chromebooks. Since computer lab was eliminated from the specials rotation, it is the teachers's responsibility to teach the technology TEKS. For this to be successful, teachers need additional training on incorporating digital learning in the classroom.

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
- AEIS longitudinal data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Progress of prior year TAKS failers
- STAAR ELL Progress Measure data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data







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

Goals

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Hackberry will retain 85% of the current well-matched staff members by instilling loyalty through professional development, leadership support, and a culture of continued learning and growth.







Summative Evaluation: 100 % of current teaching staff will participate in PLCs (Professional Learning Communities), "All Day Professional Learning", district Cadres, and other appropriate professional development (recommended and self-selected).

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) Quality professional learning will be provided to all staff.	1, 2, 9	Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 1: Administrators, leadership team, and grade-level leaders will model servant leadership by building relationships with students, parents, and other staff members.

Summative Evaluation: By utilizing non-evaluative walk-through data, both administrators, all members of the leadership team and the six grade-level leaders will demonstrate effective relationship building by supporting, coaching, and encouraging students, parents, and other staff members utilizing Fundamental Five, Rigor and Relevancy, and mentoring strategies.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Servant leadership will be built and modeled by supporting, coaching, and encouraging students, parents, and other staff members utilizing Fundamental Five, Rigor and Relevancy, and mentoring strategies.	1, 2	Principal, Assistant Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.








Strategy 1: For K-5 math instruction, Hackberry teachers will participate weekly in PLCs that focus on specific TEKS, academic vocabulary, and common assessments.

Summative Evaluation: On 2016 STAAR testing, grades 3-5, all populations will have 87% "Met Standard" and 22% "Advanced" up from 2015:

3rd- 78% "Met", 14% "Advanced";

4th- 65% "Met", 10% "Advanced";

5th- 66% "Met", 7% "Advanced".







Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 6 CSF 7 1) Students in 3-5 will utilize LE3 (Lobo Learning Lab to be Engaged, Equipped and Empowered) weekly.	1, 2	Principal, Assistant Principal, Teachers					
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 6 CSF 7 2) Teachers will participate in Professional Learning Communities.	4	Principal, Assistant Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

176

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 2: K-5 writing teachers will implement Writer's Workshop with fidelity.







Summative Evaluation: 4th grade 2016 STAAR scores, for all students, will be 87% "Met Standard" and 15% "Advanced" improved from 2015 with 68% "Met" and 6% "Advanced."

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) K-2 writing teachers will implement Writer's Workshop 3-4 times a week with fidelity; 3-5 teachers will implement Writer's Workshop 2-3 times a week and LE3 (Lobo Learning Lab to be Engaged, Equipped and Empowered) intervention weekly.	1, 2	Principal, Assistant Principals, Team leaders					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 3: Science teachers will utilize LE3 ((Lobo Learning Lab to be Engaged, Equipped and Empowered) time, the science lab, outdoor classroom, and science resources to improve hands on learning, rigorous engagement, usage of academic science vocabulary, and support explicit TEKS instruction.







Summative Evaluation: 5th grade science students will obtain a 32% increase in "Met Standard" rating and 22% increase in "Advanced. "Met Standard"; All from 63% to 78% and LEP from 57% to 72%.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Federal System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Science teachers will utilize LE3 ((Lobo Learning Lab to be Engaged, Equipped and Empowered) time, the science lab, outdoor classroom, and science resources to improve hands on learning, rigorous engagement, usage of academic science vocabulary, and support explicit TEKS instruction	1, 2, 3, 8, 9	Principal, Science Coordinator					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: Hackberry teachers will engage in a culture of collaboration to improve students.







Summative Evaluation: Every grade level teacher will attend weekly PLCs to actively participate in discussion of lesson planning, scaffolding, reteaching, and enrichment for student learning of targeted TEKS, and data analysis of common assessments.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will attending grade-level, content specific PLCs (Professional Learning Communities) weekly to disaggregate data, scaffold reteaching, and extend learning for all students.		Teachers, Administration					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: Hackberry will communicate with our linguistically diverse school community.







Summative Evaluation: By using online newsletter, Tuesday folder information, and weekly phone calls Hackberry will communicate with stakeholders with 90% of the time in both English and Spanish. Teachers will keep their website up-to-date 75% of the time.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 1) In both English and Spanish, Hackberry will use a variety of media, including an online newsletter, website, parent written communications, and parent phone calls, to contact stakeholders (parents, families, and community members) with 80% success.		Campus staff					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: During the 2015-16 school year a curriculum team will review, revise and adapt partnership processes to increase by 50 %.







Summative Evaluation: The curriculum team will contact community organizations to plan and organize enrichment activities for Hackberry students and document the details of the meetings and activities/programs. The success of the programs will be evaluated by student surveys and attendance.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) We will increase our relationship building with community organizations including the public library, local businesses, municipal departments, non-profit organizations, family members, and local individual residents.		Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: During Career Day, Hackberry students will be exposed to potential career opportunities.

Summative Evaluation: Based on student attendance for Career Day, all present students will be exposed to at least three unique careers in the Little Elm community.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) A variety of of careers will be represented to promote college and career readiness. Students will participate in three career fairs.		Administrative staff					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Students in grades 3-5 will participate in the AVID program.

Summative Evaluation: Students, grades three through five, will demonstrate proficiency of 70% on graded binder checks where they are utilizing uniform binder organization and the AVID "Strategy of the Month."

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 6 CSF 7 1) A targeted AVID strategy for each month will be utilized with fidelity to increase student success specific to individual needs.	1, 2, 10	Principal					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
1	1	1	Quality professional learning will be provided to all staff.
3	1	1	Students in 3-5 will utilize LE3 (Lobo Learning Lab to be Engaged, Equipped and Empowered) weekly.
3	1	2	Teachers will participate in Professional Learning Communities.
3	2	1	K-2 writing teachers will implement Writer's Workshop 3-4 times a week with fidelity; 3-5 teachers will implement Writer's Workshop 2-3 times a week and LE3 (Lobo Learning Lab to be Engaged, Equipped and Empowered) intervention weekly.
4	1	1	Teachers will attending grade-level, content specific PLCs (Professional Learning Communities) weekly to disaggregate data, scaffold reteaching, and extend learning for all students.
5	1	1	In both English and Spanish, Hackberry will use a variety of media, including an online newsletter, website, parent written communications, and parent phone calls, to contact stakeholders (parents, families, and community members) with 80% success.
7	1	1	A variety of of careers will be represented to promote college and career readiness. Students will participate in three career fairs.
8	1	1	A targeted AVID strategy for each month will be utilized with fidelity to increase student success specific to individual needs.

Federal System Safeguard Action Steps

Goal	Strategy	Action Step	Description
3	3	1	Science teachers will utilize LE3 (Lobo Learning Lab to be Engaged, Equipped and Empowered) time, the science lab, outdoor classroom, and science resources to improve hands on learning, rigorous engagement, usage of academic science vocabulary, and support explicit TEKS instruction

Little Elm Independent School District

Lakeview Elementary

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	15
School Context and Organization	17
Technology	18
Comprehensive Needs Assessment Data Documentation	20
Goals	21
Goal 1: Little Elm ISD will engage each student in rigorous relevant learning experiences.	21
Goal 2: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	25
Goal 3: Little Elm ISD will effectively communicate with all stakeholders.	26
Goal 4: Little Elm ISD will create an atmosphere of servant-leadership.	27
Goal 5: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	30
Goal 6: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.	31
Goal 7: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	32
Goal 8: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.	33
System Safeguard Action Steps	34
State Compensatory	35
Personnel for Lakeview Elementary:	35
Title I Personnel	36
2015-2016 Campus Action Team	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

580 Students

54% Male

46% Female

22% Hispanic

22% African American

189
51% White

31% Economic Disadvantaged

10% LEP

4% GT

10% ESL

8% SPED

16% mobility rate

Demographics Strengths

- Low ECD numbers
- Some diversity
- Neighborhood school

Demographics Needs

- Low GT numbers
- Increase communication in Spanish
- increase diversity in student reading materials
- Attendance attention

190

Student Achievement

Student Achievement Summary

STAAR Indexes

Index I: 77%

Index II: 36 (low hispanic growth)

Index III: 40

Index IV: 31 (low AA)

RenSTAR

Math (2 - 5) 92% At/Above & 8% Red/Yellow & Reading (1 - 5) 88% At/Above & 12% Red/Yellow

STAAR

Reading = Overall 81% (last yr 84%) -3

Math = Overall 61% (last year 71%) **average % -10

Science = 74% (last yr 84%) -10

Writing = 66% (last yr 69%) -3

DRA

1st = 87% at/above grade level 13% need intervention

2nd = 75% at/above grade level 25% need intervention *****

3rd = 70% at/above grade level 30% need intervention *****

4th = 85% at/above grade level 15% need intervention

5th = 82% at/above grade level 18% need intervention

TELPAS - coming

-

Student Achievement Strengths

Math RenSTAR - below 10% of students on red/yellow

Science - LEP up 31%

Writing - SPED up 17%

Reading - LEP up 9%

192

Student Achievement Needs

All STAAR subjects - GOAL 85% passing overall

Science -11% (African Americans)

Math ?

Reading -4%

Writing -19%

STAAR Lowest Reporting Categories

Math M3 - Geometry & Measurement 58%

Writing W1 - Compose Texts

Science SC3 - Cycles/Earth/Space Systems

SPED - all subjects

BOY Intevention for ALL students reading below grade level!!!!

Teachers KNOWING EACH **student's needs** and strengths

TEAM Work!!!!

RELATIONSHIPS!!! RELATIONSHIPS!!!!!!

School Culture and Climate

School Culture and Climate Summary

Lakeview has had three principals this year and is in desperate need for stability. The teachers are ready to roll up their sleeves and guarantee growth for each student. Lakeview teachers deserve to work in a place that respects them and builds their ability to be instructional leaders.

Lakeviews has many great attributes that other campuses do not have. (see below)

Building campus "togetherness" for all stakeholders is also a vital goal for 15 - 16.

School Culture and Climate Strengths

- Student Council
- Rachel's Challenge
- Safety Patrol
- Friday Dance Party (started by Carr in May)
- Staff Outings (bowling in May)
- Showers through the Sunshine Committee
- Staff made it through a difficult year
- Greet students at the door

School Culture and Climate Needs

- Watch D.O.G. - more involved

- Handbook needed
- Team member responsibility defined
- Expectation alignment
- More FUN!!

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Lakeview staff is made up of all HQ teachers that desire to work as a PLC. The campus celebrates teachers by month, has appreciation meals/treats for all staff, and is in a beautiful neighborhood.

We only need three new hires this summer.

Staff Quality, Recruitment, and Retention Strengths

- TOM
- Birthday bashes
- Training Opportunities
- Book Buddies
- Salary
- Nice neighborhood
- PLCs - attempted

Staff Quality, Recruitment, and Retention Needs

- Effective Training
- Lack of subs

- Discipline support
- Lack overall direction of campus - VISION
- Walkthroughs with no feedback
- Lack of teacher input in campus-wide decisions
- Safety for all

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lakeview's curriculum for all grades and subjects is the Texas Essential Knowledge and Skills. As a campus, we need to ensure that the curriculum is guaranteed and viable for every student. Our campus needs to be a PLC focused on LEARNING, COLLABORATION, and RESULTS with addition to RIGOR & RELEVANCE.

**** Four Questions**

1. What do we expect students to learn?
2. How will we know students learned?
3. What will we do when students do not learn?
4. What will we do when students do learn? or already know material?

FEEDBACK with ACTION!!!!

Curriculum, Instruction, and Assessment Strengths

- District Writing Program (Lucy Caulkins)
- District Math Program - Investigations
- Specialists (math/science, dyslexia, & ESL)
- 1 to 1 for fourth & fifth grade students
- Common Summative Assessments
- AWARE help with data

Curriculum, Instruction, and Assessment Needs

- Alignment vertically & horizontally
- Aligned math assessments with Investigations
- Curriculum Nights
- Use of Best Practices (Marzano, etc...) in all classrooms
- Classroom resources
- Lesson Design resources
- PLC Training and Action

Family and Community Involvement

Family and Community Involvement Summary

Lakeview tries to involve the community in a variety of ways, but still lacks in attendance numbers. The staff and students take pride in helping out our community with fundraisers.

The campus has curriculum nights, fall festival, field trips, career day, Veteran's Assembly, Donuts for Dads, Muffins for Moms, and Meet the Teacher.

Family and Community Involvement Strengths

- Book Fair
- Field Day/Trips
- Assemblies
- Veteran's Day
- Rache's Challenge Celebration
- Donuts/Muffins for Mom/Dad
- Career Day
- Winter Carnival

Family and Community Involvement Needs

- Increase attendance numbers
- Lack of volunteers/Watch D.O.G.S.

- Tech training for parents
- Family Fun Nights

School Context and Organization

School Context and Organization Summary

Lakeview has a master schedule that includes time for F.I.T. (focused instructional time) for 3 - 5 grades. The master schedule shows the times & subjects being taught so interventions can be effectively planned. CUBE will be offered Tuesday through Thursday for students that need extra time to complete assignments. Tutoring will be offered by every teacher at least two days a week until 3:15. At-Risk tutoring will be offered starting in October for our students in grades 3 - 5. An extra interventionist will be brought in to tutor our K - 2 At-Risk readers.

The schedule is maximized for student learning, collaboration and focused on results.

School Context and Organization Strengths

- Teams willing to start meeting and becoming a PLC campus
- Counselor works with many student groups
- 15 - 16 Master Schedule

School Context and Organization Needs

- Inclusion needs to be strengthened
- Faculty Handbook
- Reading Specialist/Tutor for K -2 reading
- RTI/SST - a clear framework

Technology

Technology Summary

At Lakeview we have 1 to 1 for our 4/5 graders, IPAD/netbook carts for all grades. The library has a full computer lab and each classroom has at least 3 desktop computers for student use.

Think Through Math

IStation

Reading A to Z

Technology Strengths

203

- Tech requests being filled faster
- Think Through math
- IStation Reading
- CPS Clickers
- RenSTAR
- Listening centers for all K - 2 classrooms - Daily 5 (purchased in May)

Technology Needs

- More CPS CLickers

- More IPAD chargers
- Reading A to Z - all year subscription
- K - 2 Math Program
- More K - 2 computer access
- Increase in RenSTAR results FOCUS

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal data

Student Data: Assessments

- 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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 1: Maintain the Met Standard District Rating from the Texas Education Agency(TEA) and earn the five TEA Distinctions

Summative Evaluation: TEA Rating and Earn all Distinctions






--- Index I 77% to 85%

--- Index II 38 to 45

--- Index III 40 to 48

--- Index IV 31 to 38






Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Provide targeted interventions for struggling students.	Tutoring - all teachers ---- FIT Time (3 - 5) - teachers & staff ---- Interventionist - Admin. ---- CUBE - time for students to make up work	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
2) Continue to support our above grade level students by offering classroom differentiation, DI and Challenge Lab.	Teachers---GT Teacher---Admin	Earn College & Career Readiness Distinction ---- 25% Level III in all areas				
3) Conduct walkthroughs and learning discussions with teaching staff to increase fidelity, relevance, and rigor in all classrooms.	All Teaching Staff	25% Level III in all areas ---- 40% of lessons in C or D range ---- Walkthrough data shows at least 40% of the time in higher rigor levels				
4) Increase PLC effectiveness through vertical alignment teams, work sample and vocabulary focus, planning for learning, and data analysis.	All Teaching Staff	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				

5) Increase our awareness and support for our ECD, AA, and Hispanic students using tutorials, data tools, small groups, and instructional strategies.	All Staff	READING ---- ECD 62% to 70% ---- AA 65% to 73% ---- H 74 % to 80% ---- MATH ---- ECD 65 % to 73% ---- AA 61% to 70% ---- H 75% to 82% ---- Index III 40 to 50				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 2: Meet Adequate Yearly Progress (AYP) through district performance

Summative Evaluation: Continue to meet campus AYP as evidenced through the annual campus AYP report with 100% of System Safeguards Met






Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps 1) Provide academic support to our ECD writers using small groups, tutorials, and aligned TEK resources.	All Teachers and Staff	49% to 60% ECD passing				
System Safeguard Action Steps 2) Implement Walk the Walls for Writing and Writing Looks during Shack Time (PLC) which will facilitate writing discussions and action plans amongst all teaching staff.	All Teaching Staff	49% to 60% ECD passing ---- 66% to 74% passing for 4th grade STAAR overall ---- Growth charted for every student on district writing rubrics				
System Safeguard Action Steps 3) Increase use of Writing Journals in all grade levels and in all subject areas.	All Teaching Staff	49% to 60% ECD ---- 66% to 74% passing for 4th grade STAAR overall ---- Growth charted for every student on district writing rubrics				
<div>208</div> <div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						

Goal 1: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 3: Reduce the achievement gap for students in Special Education

Summative Evaluation: Increase in SPED passing in all subject areas.






- Math 38% to 55%
- Reading 25% to 55%
- Science 55%
- Writing 20% to 55%

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Provide continuous intervention for every Special Education student using small groups, teaching strategies, ARDs, Inclusion, and tutorials.	All Teaching Staff --- Diagnostician --- Therapists	Math = 38% to 60% ---- Reading = 25% to 55%				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 2: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Highly Qualified Teachers






Summative Evaluation: District Highly Qualified at 100% and Teacher Survey Results

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Support the teaching staff in attending professional development to continue education of best practices .	All Teaching Staff	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
2) Increase and Strengthen staff participate in Professional Learning Communities which provide support to teachers that guides instruction and leads to each learner's success.	All Teaching Staff	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: Involve parents and community stakeholders to promote partnerships that support student success.

Summative Evaluation: Parent Survey results documentation






Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Provide translated materials and translators at meetings as needed for school to home communication, such as: Tuesday folders, marquee and flyers.	Admin ---- Office ---- All Staff	Parent Survey shows that they know/knew about school events ---- Data will need to be collected to set a goal				
2) Provide communication to parents and staff via automated telephone, emailing and texting system in English and Spanish. - School Messenger	Admin	Parent Survey shows that they know/knew about school events ---- Data will need to be collected to set a goal				
3) Recruit parents for participation on committees, organizations and volunteering such as LPAC, CLT, DEIC, PTA, Career Day, Watch D.O.G.S. and tutors.	Admin --- All Staff	Parent Survey shows that they know/knew about school events ---- Data will need to be collected to set a goal ---- Number of volunteers reported to set a 16 - 17 goal				
4) Organize a Student Council for 3rd, 4th and 5th grade students to increase leadership opportunities.	Counselor	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

211

Goal 4: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 1: Safety Drills






Summative Evaluation: Calendar and Notes from conducted Safety Drills

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Conduct all Safety Drills aligned with district policy.	Admin ---- All Staff	Drill Calendar ---- Documentation				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 4: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 2: Student Attendance Rate






Summative Evaluation: Attendance Rate 97% to 97.5%

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Implement monthly student attendance drawings. If students were here every day with less than 2 tardies, their name goes into the drawing.	Admin ---- Teaching Staff ---- Office	97% to 97.5%				
2) Implement school-wide pep-rallies designed to recognize top character traits, high achieving/improving students.	All Staff	97% to 97.5%				
3) Continue to communicate and problem solve with students' families that have high absence rates.	Admin All Staff	97% to 97.5%				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 3: Safe Schools and Effective Management Skills






Summative Evaluation: Reduce in number referrals from BOY (Sept./Oct.) to EOY (May)

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Continue to train staff and students on conflict resolution, decision-making and coping skills through Character Traits, and Rachel's Challenge	All Staff	Reduce in number of referrals - ---- Data for September & October will be used to set goal				
2) The program Watch DOGS is implemented to create a more safe and secure learning environment	Admin ---- All Staff	Reduce in number of referrals - ---- Data for September & October will be used to set goal				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 5: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: Financial Allocation Study for Texas






Summative Evaluation: TEA Rating and Earn all Distinctions --- Index I 77% to 85% --- Index II 38 to 45 --- Index III 40 to 48 --- Index IV 31 to 38

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Work with the Campus Improvement Team to align the campus budget to student needs and success.	CIT Admin	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
2) Increase Lakeview's relationship with community businesses to support our student and staff learning celebrations	Counselor	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
<div>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </div>						

Goal 6: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Technology






Summative Evaluation: Student/Teacher/Parent surveys on technology usage and effectiveness.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Provide staff development on integrating technology into the classrooms that increase student learning.	Admin Teaching Staff	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>						

Goal 7: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: Teacher Attendance Rate






Summative Evaluation: AEIS Report and Teacher Survey

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Implement monthly teacher award system. Every teacher that has 100% attendance goes into a drawing for a gift certificate.	Admin	Decrease in teacher absences. ----Data will be collected in September & October then we will set the goal				
2) Implement staff monthly outings for all to spend time getting to know everyone and increase culture/community.	Admin All Staff	Teacher Survey - increase in areas that deal with team work & sense of community--- Data will need to be collected afterwards to set the goal				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 8: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: Increase knowledge of Career paths and opportunities

Summative Evaluation: Student Survey

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) All teachers have their college posted outside of their classroom and each month the entire campus celebrates college day by wearing a college t-shirt.	All Staff	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
2) Implement a SAT word wall in all halls and add another word a week. Teachers use the word in their weekly planning.	Admin Staff	Math = 76% to 82% overall --- Reading = 81% to 85% overall --- Writing = 66% to 74% overall ---- Science = 74% to 81% overall --- 90% At/Above RenSTAR --- Five Distinctions				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
1	2	1	Provide academic support to our ECD writers using small groups, tutorials, and aligned TEK resources.
1	2	2	Implement Walk the Walls for Writing and Writing Looks during Shack Time (PLC) which will facilitate writing discussions and action plans amongst all teaching staff.
1	2	3	Increase use of Writing Journals in all grade levels and in all subject areas.

State Compensatory

Personnel for Lakeview Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Hilary Chaney	Math/Science Specialist	SCE	
Lisa Routt	Dyslexia Specialist	SCE	

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melisa Stuart	SPED Teacher	23/24	

2015-2016 Campus Action Team

Committee Role	Name	Position
Administrator	Kelley Carr	Learning Leader
Administrator	Misty Chesnut	Learning Leader
Business Representative	Jeff Carr	Business
Classroom Teacher	Sarah Bray	4th Grade
Classroom Teacher	Marah Erdenberger	Life Skills
Classroom Teacher	Erin Hernandez	5th Grade/Parent
Classroom Teacher	Amy Hierhager	K
Classroom Teacher	Janet Hight	First Grade
Classroom Teacher	Assia Houston	Third Grade
Classroom Teacher	Shelly Neer	PE TEacher
Classroom Teacher	Bridget Smith	Second Grade
Classroom Teacher	Cindy Waleri	Learning Leader - Specialist
Non-classroom Professional	Wendy Argentine	Office ManagerParent
Non-classroom Professional	Deborah Deverich	Counselor
Paraprofessional	Matthew Upton	ParaProfessional/Parent
Parent	Kerry Petersen	Parent
Parent	Terry Uhl	Parent

222

Little Elm Independent School District

Oak Point Elementary

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Postsecondary Readiness



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	12
Staff Quality, Recruitment, and Retention	14
Curriculum, Instruction, and Assessment	15
Family and Community Involvement	16
School Context and Organization	18
Technology	19
Comprehensive Needs Assessment Data Documentation	20
Goals	23
Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	23
Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.	27
Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.	28
Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	35
Goal 5: Little Elm ISD will effectively communicate with all stakeholders.	36
Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	38
Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.	40
Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.	42
System Safeguard Action Steps	43
Federal System Safeguard Action Steps	45
State Compensatory	46
Budget for Oak Point Elementary:	46
2015-2016 Campus Leadership Team	47

Comprehensive Needs Assessment

Demographics

Demographics Summary

Oak Point Elementary is a Title 1 campus with a diverse population of 31% white, 63% Hispanic, 4% African American, 1% Multi-Race and 1% Asian students. We offer special programs and support to meet the needs of our students such as special education inclusion, speech, 504 accommodations, ELL inclusion/pullout, Bilingual, Dual Language, Dyslexia, PreK as well as a Gifted & Talented program. We have a variety of support staff to assist our campus such as a Math/Science specialist, Reading specialist, ELL teachers, Dyslexia teacher as well as two certified tutors for Reading and Math. Our ACE program is an after-school program that serves the needs of our at risk students. It provides tutoring, homework assistance and extra curricular activities. Our focus at OPE is to provide a rigorous and relevant curriculum that embeds Project Based Learning (PBL) and technology as a tool to prepare our students for our global economy. We provide opportunities throughout the school year so that we build the connection between school, home and community with activities such as Math/Science Nights, Parent Academic Nights, Career Day as well as many parental involvement activities through PTA.

Demographics Strengths

Our diverse population, with 67% ELL students, creates a conducive environment for the Dual Language, Bilingual and ESL programs.

Our Bilingual & ESL program serves grades Pre-K-5th grade and our Dual Language program will serve K-3rd as of 2015-2016 school year.

Our ACE program serves 115 of our at risk students primarily in grades 3-5. We have included younger siblings in the program.

Attendance of 96%-97% was maintained for most of the school year with the exception of December & February months having the lowest % due to family vacation and weather issues.

Demographics Needs

Due to our high ELL population, some students may need to receive pull-out instruction/inclusion support, even if the classroom teacher is ESL certified.

Currently there are only 13 students identified as GT. Under identification may be a cause as well as language barriers for our LEP population.

Our district's PreK program is a half-day program. Due to the number of at risk students in our district, there is a need for the PreK program to be full-time so they may have a head start in their learning. If transportation were offered at mid-day, more parents would be able to utilize our Prek program.

Special Ed numbers are low due to the effective use of the RTI process.

Since OPE's enrollment numbers have increased every year by 40-50 students and staff have been added after the start of each school year, enrollment numbers need to be reviewed after registration so that classes aren't above capacity and personnel can be added in a timely manner, without disrupting students and staff.

Student Achievement

Student Achievement Summary

5th Grade: 2015 STAAR Summary (Strengths & Weaknesses)

Math: M4: (Highest %) Financial Literacy M2 (Lowest %) Computation/Algebraic Relationships

Reading: R2: (Highest %) Analyzing Literary Text R1:(Lowest %) Analyzing across genres

Science: SC1 (Highest %) Matter & Energy SC3: (Lowest %) Earth/Space

4th Grade: STAAR Summary (Strengths & Weaknesses)

Math: M1:(Highest %) Numerical Rep M3: (Lowest %) Geometry & Measurement M4:(Lowest %) Financial Literacy

Reading: R2: (Highest %) Analyzing Literary Text R3: (Lowest %) Analyzing informational Text

Writing: W3: (Highest %) Edit W1: (Lowest %) Compose a variety of text with clear organization and use of language

3rd Grade: STAAR Summary (Strengths & Weaknesses)

Math: M3: (Highest %) Geometry & Spatial Reasoning M4:(Lowest %) Personal Literacy

Reading: R1: (Highest %) Text across genres R2: (Lowest %) Analyzing Literary Text R3: Analyzing informational Text

2nd Grade:

Math:

* The teacher will use strategies that requires hands-on, real life learning when teaching story problems.

*The teacher will use multiple representations to solve a problem.

Reading:

*The teacher will work on building schema/ background knowledge through the use of KWL and/or other graphic organizers prior to reading the story. Another pre-reading strategy would be to do a picture walk and stop throughout the story to make predictions of what will happen next.

All grades will work on improving math fluency & problem-solving skills as well as Figure 19: Inferencing/Drawing Conclusions

Student Achievement Strengths

2nd Grade: Unit Assessments

Math:

*2.2D: Use place value to order and compare whole numbers up to 1200 using comparative language, numbers and symbols.

*2.7C: Represent and solve addition and subtraction word problems where unknowns maybe anyone of the terms of the problem.

Reading:

2.F19(E) retell important events in stories in logical order

2.14B locate the facts that are clearly stated on a text

2.14D use text features

2.10A distinguish between fiction and non-fiction

2.9B establish purposes for listening and reading such as to be informed, to follow directions and to be entertained

2.5C identify and use common words that are opposite and similar in meaning

3rd Grade: Unit Assessments

READING

3.4A, 3.4C- suffixes, prefixes, synonyms, antonyms

3.6A - poetry - students understand, make inference about structure and elements of poetry.

MATH

3.6.B identify patterns in multiplication facts using concrete objects, pictorial models, or technology

3.6.C identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$

3.9.A identify congruent two-dimensional figures

3.9.C identify lines of symmetry in two-dimensional geometric figures

4th Grade: Unit Assessments

Math:

4.4 B represent multiplication and division situations in picture, word and number form

4.11B perform simple conversions between different units of length, capacity, weight within the customary system

4.11C use concrete models of standard cubic units to measure volume

Reading:

4.2 B use the context of the sentence to determine the meaning of unfamiliar words or multiple meaning words

Writing:

4.20 A Use and understand the function of the following parts of speech in the context of reading, writing, and speaking: verb, nouns, adjectives, adverbs, prepositions, pronouns, conjunctions, transitions

5th Grade: Unit Assessments

Science:

5.5C – Mixtures maintain physical properties (iron filings and sand).

5.2G – Construct appropriate graphs and charts.

5.3A – Examine all sides of scientific evidence and encourage critical thinking by students.

5.6B – Flow of electricity requires a complete path.

5.3C – Develop models to represent objects that cannot be seen.

5.8D – Identify and compare characteristics of the Sun, moon and Earth.

5.8B – Explain the sun and ocean in the water cycle.

Reading:

5.2c-produce analogies with antonyms and synonyms ,5.2d identify common idioms ,F19A- Author's purpose, 5.3C Identify theme(historical), 5.7A Literary language in biographies and auto biographies, 5.10A Draw conclusions and Authors purpose, 5.11E paired text connections,

Math:

5.1A- Place value of whole numbers, 5.3A- use addition and subtraction to solve problems, 5.3B- use multiplication to solve problems, 5.3D Identify common factors, 5.2B Generate a mixed number, 5.12A use fractions to describe experiments, 5.12C List all possible outcomes, 5.10B connect models for area, perimeter and volume, 5.8B identify transformation, 5.8A sketch the results of translation, rotation and reflections

231 Student Achievement Needs

2nd Grade: Unit Assessments

Math:

*2.4C: Solve one step and multistep word problems involving addition and subtraction within one thousand using a variety of strategies based on place value, including algorithms.

*2.6B: Model ,create and describe contextual division situations in which a set of concrete objects is separated into equivalent sets.

Reading:

2.3A: 110.13. 3A: Using ideas to make and confirm predictions and ask literal questions about the text.

2.F19D: Make inferences about text and use textual evidence to support understanding.

3rd Grade: Unit Assessments

READING:

3.8A: Sequence and summarize the plot's main events and explain their influence on future events.

3.15B: Locate and use specific information in graphic features of text.

3.4B: Context Clues to determine the relative meaning of unfamiliar words or distinguish among multiple meaning words and homographs.

MATH:

3.14(A) [P] Identify the mathematics in everyday situations.

3.14(B) [P] Solve problems that incorporate understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.

3.14(C) [P] Select or develop an appropriate problem-solving plan or strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.

4th Grade: Unit Assessments

232

Math:

4.2 B model fraction quantities greater than one using concrete objects and pictorial models

4.2C compare and order fractions using concrete objects and pictorial models

4.7A describe the relationship between two sets of related data such as ordered pairs in a table

Reading:

4 Fig 19 E Summarize information in text, maintain meaning and logical order

Fig 19 D Make inferences about text and use textual evidence to support understanding (Fiction)

Writing:

4.15C revise drafts for coherence, organization, use of simple and compound sentences, and audience

4.22 B spell base words and roots with affixes

5th Grade: Unit Assessments

Science

- 5.5B – Identify the boiling and freezing/melting points of water on the Celsius scale.
- 5.2F – Communicate valid conclusions in both written and verbal forms.
- 5.9C – Predict the effects of changes in ecosystems caused by living organisms.
- 5.9D – Identify the significance of the carbon dioxide-oxygen cycle on the survival of plants and animals.

Reading:

- 5.6A incidents that advance the story
- 5.11A Summarize the main ideas of the text
- 5.11B determine facts in a text and verify
- 5.12A judge the logic of stories
- 5.12B recognize that authors organize information in specific ways
- 5.13B interpret factual or quantitative information (maps, graphs, charts)
- 5.14C media presentations

233

Math:

5.4A use rounding to solve problems, 5.3C use division to solve problems, 5.14B solve problems to incorporate a plan, 5.5B identify prime and composite, 5.14C select or develop a problem solving strategy, 5.2A generate equivalent fraction, 5.8B select and use appropriate measurement tools, 5.7A identify attributes of geometric figures, 5.2C compare two fractional quantities,

School Culture and Climate

School Culture and Climate Summary

Oak Point Elementary has a positive school culture where students, parents and staff feel appreciated and respected as partners in increasing student achievement. Due to the high expectations for academics, behavior and leadership, students continue to strive for progress and growth in all areas. OPE has a uniform emergency operation plan in place. Radios are utilized in a consistent manner during recess and other outside activities. There is a need to increase student involvement in clubs and activities in order to improve attendance, behavior, and grades. As of the 15-16 school year, our master schedule now includes clubs which will be offered each afternoon from 2:05-2:35 for a particular grade level. Rachel's Challenge program needs to be revisited to renew the interest in the program's purpose. Staff will be introduced to the Responsive Classroom techniques until we are able to implement Great Expectations the following year. OPE's Lobo Corral, a schoolwide assembly, is held each month and will continue to be an avenue to highlight successes and leaders on campus.

School Culture and Climate Strengths

Students feel proud of their school and enjoy coming to school each day. They look forward to seeing their teachers and staff and feel supported. Numerous students are involved in ACE, KC Club, Choir, Malleeters, Safety Patrol, Morning announcement participation by class and Lobo Corral. Through Rachel's Challenge students feel encouraged to support one another and in return feel respected and appreciated. Students are treated consistently in accordance to the Student Code of Conduct. Students are aware of school expectations and are expected to abide accordingly. Students and staff follow safety procedures. All staff wear badges, outside doors remained locked, regular fire and tornado drills, and shelter in place are conducted monthly. All visitors must sign in. We occasionally have a police officer on campus. Teachers on recess duty have walkie talkies to remain in contact with the office if a need arises. A minimal number of students, less than 1%, have been placed in alternative placement for different amounts of time. Bullying is not tolerated on our campus and is addressed in Rachel's Challenge, through character education, and classroom social contracts and parent/child programs through ACE and PTA.

Parents, students and staff sign a Title 1 compact each school year stating an agreement of expectations for academics and behavior.

School Culture and Climate Needs

More extra-curricular clubs and/or opportunities are needed to be included within the school day to reach to a greater number of student interests. Clubs will be offered during the 15-16 school year from 2:05-2:35PM. Many of our students' families have limited resources. Approximately 67% of our students are economically disadvantaged and have limited access to resources and experiences beyond school and home. There is a need for electronic badge entry at

each exterior door. We will place bathroom monitors during school lunches.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Oak Point Elementary has 100% highly qualified teachers as well as ESL certified. The majority of staff are experienced teachers (5+ years). Communication is consistent through faculty & PLC meetings, email, and weekly agendas. Retention of teachers is high due to teacher incentives, appreciation, recognition, and professionalism. PLC's are in place and are data-driven to increase student and teacher success.

Staff Quality, Recruitment, and Retention Strengths

100% of OPE teachers are highly qualified and ESL certified. There are many opportunities for professional development that is provided by the district, Region 10 and Region 11. Aides and tutors have been available to help teachers with their students who are performing below district or state standards. There have been several activities for staff retention, increasing staff moral and teambuilding by activities such as Lunch Out Groups, Shopping Day, Turkey Bowl, Easter Egg Hunt, 50's Day, door prizes, positive notes, and jean passes.

Staff Quality, Recruitment, and Retention Needs

Professional Development could be offered by specific grade level: Ex: PreK, K, 1st etc.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Many components are in place for the success of our students such as a curriculum aligned with state standards, ongoing diagnostic, formative and summative assessments, PLCs, interventions/RtI but, there are some needs that will be addressed for the 15-16 school year. Continued PBL implementation will take place with high levels of fidelity supported through coaching and additional training. The Engage model has exemplary lessons to be utilized. Site visits will continue to be scheduled to observe effective PBL classrooms/campuses. Continued extensive PLC training will be in place to ensure effective collaboration between teachers regarding curriculum, instruction and assessments. More collaboration and communication between campus teachers and district staff will be in place due to scheduled discussions and walkthroughs as well as incorporating more collaborations with our district coordinators and facilitators. Excellence Targets for our campus will be addressed and goals reached. Students will begin utilizing data binders to track their progress.

Curriculum, Instruction, and Assessment Strengths

Curriculum is tightly aligned with state standards. 21st Century Learning Skills will continue to be incorporated through PBL Science and Social Studies units. Campus teachers will continue to receive PBL training and coaching.

Ongoing Diagnostic assessments are given to students at the beginning, middle and end of the year.

Teachers are creating formative assessments.

Assessment results are examined regularly during PLC and intervention groups are formed based on this data. More time will be provided for planning through PLC meetings. Students are selected for interventions by using Diagnostic assessments (RenStar), Unit Tests and observations.

Teachers and students will begin setting goals for self-monitoring and reflection.

Curriculum, Instruction, and Assessment Needs

Teachers will need continued support to implement PBL with fidelity.

Level of questioning on Unit Tests may not be aligned with the rigor of the state standards because some students who are able to pass Unit assessments and performance indicators but are unable to pass STAAR.

There is a need for fidelity in documenting the RTI process by classroom teachers and specialists.

Helping specialists balance their time with student interaction versus testing/paperwork will be addressed.

There needs to be more technology available for Kinder-3rd grade students.

Family and Community Involvement

Family and Community Involvement Summary

Oak Point Elementary involves families and community throughout the school year through our PTA activities such as Splash Color Run, Campus Leadership team, Rachel's Challenge, Career Day, Academic Nights, Watch Dogs, Math/Science Nights, Book Fair, Wellness Walks, Jump Rope for the Heart, ACE parental activities as well as through our numerous volunteers. Our campus offers support through Clothe a Child, Food Drive, and parenting classes. All communication is sent home in English and Spanish as well as through emails and phone calls. Grade levels communicate weekly via email or newsletter. There is support from receptionist, parent liaison, and translator to help bilingual families communicate with administrators and teachers. We will be adding other parental involvement activities such as a Multicultural night, Science Fair, Talent Show and Clubs. We will provide informational meetings for parents to learn more about STAAR & PBL. We will strive for more diverse parent & community representatives on our site-based planning committee.

Family and Community Involvement Strengths

1. Parents feel welcome when they come to Oak Point Elementary.
2. Parents are encouraged to participate through PTA programs, Parent Education programs, Communities in Schools (ACE), Wellness Walks, and Career Day to name a few.
3. Parents seem to enjoy attending school functions like Muffins with Mom, Donuts with Dad, Fall Carnivals, Family Indoor Picnic, Open House, Musical Performances, PTA Meetings, Book Fair, Lobo Corral and Meet the Teacher Night.
4. There are multiple ways that the school communicates with the parents via e-mail, grade level newsletters, school messenger, daily folders, flyers, marquee, and the school and teacher websites. All communication is done in English and Spanish.
5. The community is involved through fire clowns, fall festival in the park, Splash Color Run, Oak Grove Methodist Church supports our teachers/students, a martial arts instructor donates his time to do a bully buster program, multiple professionals participate in Career Day.

Family and Community Involvement Needs

1. More community involvement from the City of Oak Point and Little Elm.
2. The site-based planning committee parent members needs to better reflect the makeup of the community and school.
3. ACE Newsletter was sent only via email. We will begin providing a hard copy in both languages to parents.

4. More types of communication will be explored such as Remind 101.

School Context and Organization

School Context and Organization Summary

Oak Point Elementary is a highly organized and safe environment. Special education services are provided through an inclusion model so that students remain in the classroom. Communication is ongoing through PLC's and grade/team meetings. Best practices are embedded in our comprehensive faculty handbook. Staff meets each week during faculty meetings for staff development purposes. Students, teachers, and parents have an overall positive perception Oak Point Elementary. Teams feel like decisions are made collaboratively. Improvements have been made in the RTI process; however, more training and assistance is needed. With the implementation of more hands-on, technology and PBL learning, district and campus funds will need to be reviewed and prioritized to purchase the needed resources.

School Context and Organization Strengths

Ongoing communication, collaboration and support happens through team meetings, PLCs and faculty meetings. Master Schedule was created through collaboration. Inclusion and tutoring (before, during and after school) is utilized for student support. There is diverse learning through campus Dual Language programs (one-way and two-way), ESL classes, and PBL units. There is a large block of time for quality instruction. Our Master schedule provides for equitable distribution of duties. Our Lobo Corral provides for communication and celebrations.

School Context and Organization Needs

Students need more hands-on, technology and PBL learning but ,funds will need to be reviewed and prioritized to purchase the needed resources. More planning time is needed during PLC meetings. Committee meetings will be scheduled ahead of time to ensure there is more collaboration regarding activities on our campus.

Technology

Technology Summary

Work closely with district technology facilitator to increase technology integration and proficiency. Our campus is considered Developing Tech in all areas based on the Star Chart. Continue to inform district of the following technology concerns: Lack of infrastructure to support our WiFi needs. (not enough log on servers and bandwidths) RenStar is not always accurate and does not align with state testing. Focus is not always user friendly. Primary grades have very limited access to technology. Substitute teachers do not have access to computers because teachers have them at home. Need more technology resources in Spanish: Ex: Tumblebooks have few Spanish books and Book Fix has no Spanish resources. We have 1 to 1 technology in 4th & 5th grade. Reading Counts lends itself to setting personal goals and encouraging students to read. Aware is a great resource for data. RenStar measures growth. Istation: great curriculum choices. Science Fusion: good Spanish resources. Edusmart: great videos and interactive lessons. Edmodo: helps keep students' research resources in one area and great for communication. Databases great for research.

Technology Strengths

All teachers have access to technology.

District offers many opportunities for professional learning, in district and on campus.

Some teachers have had the opportunity to go to outside training (ie Region10).

Students have weekly access to computers in computer lab & have 1 to 1 technology with 4th & 5th grade students.

Technology Needs

We currently do not have the infrastructure to support our WiFi needs.

Students are unable to bring their own devices.

Teachers are unable to access WiFi on personal devices when school equipment is down.

Primary grades have very limited access to technology.

Substitute teachers do not have access to computers because teachers have them at home.

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- 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
- Migrant 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
- Homeless 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
- Violence and/or violence prevention 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
- 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
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

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

Goals

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: 100% Highly Qualified Teachers





Summative Evaluation: Employee Certification Records








Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Continue to seek fully qualified candidates with diverse backgrounds, experiences and culture for all potential openings.		Principal	Employee Certification records.	✓	✓	✓	✓
Critical Success Factors CSF 1 2) Increase number of teachers obtaining ESL Certification so that 100% of staff are ESL certified.	1, 4, 5	Principal Teachers	SBEC Certification of teachers.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 2: Professional learning for instruction and technology.

Summative Evaluation: Documentation of provided professional learning.









Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Provide instructional technology support through modeling, mentoring, and professional learning. Training will be scheduled during the school year which will include for example SAMR, Edmodo, Tech Tools that impact learning.		Literacy Specialists Math/Science Specialist Teachers Principal District Elementary Instructional Facilitator	Walkthroughs, PDAS results, Session registrations and attendance records, Sign-in meeting sheets.				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 2) Continue to provide research based professional learning on instructional and differentiation strategies and practices that enhance success of 504, Special Education and ELL populations. Training will continue throughout school year during faculty meetings and on professional learning days.		Special Ed Teacher ESL Teacher Teachers Campus Principal	Assessment results, AWARE reports, grading reports, walkthroughs/PDAS/meeting agendas/sign in sheets.				
Critical Success Factors CSF 1 CSF 6 3) Continue to train staff with LEISD policies and procedures including campus policies and procedures, and LEISD Safe schools policies and procedures, harassment and bullying interventions, including sexual harassment policies and procedures, training of non-Special Education teachers on the instruction of Special Education students.		Principal, Special Education staff Counselor	Meeting agendas, sign-in sheets.				
System Safeguard Action Steps Critical Success Factors CSF 6 CSF 7 4) Implement scheduled observations so that staff can observe best practice classroom instruction. Data will be discussed during PLC's. Professional Learning will be arranged based on a staff needs assessment.		Principal AP Teachers	Instructional rounds observations checklist PDAS records Staff development records.				

Critical Success Factors CSF 1 CSF 6 CSF 7 5) Create a staff survey in regards to what professional learning would meet their instructional needs.		Principal	Opinions of staff members to drive actions.				
6) District coordinators have scheduled content cadre trainings/meetings to increase staff support in all content areas such as math, science, social studies, reading and writing. Non-evaluative walk-throughs will be completed by coordinators and data collected through Eduphoria. Data shared through PLC's and faculty meetings.		District Content Area Coordinators Teachers Principal	Assessment results, training agendas, walk-through data and observations.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 3: Campus planning for students, teachers, and future activities

Summative Evaluation: Documentation of professional learning.













Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Will provide support for the following: Strategies for differentiation, RtI, PBL, Technology integration, Google Chrome, Math Investigations, Guided Math, Lucy Caulkins' Writing Workshop, Readers Workshop, level of questioning and rigor.		Principal, Staff	Observations, lesson plans, teacher communication, assessment results.				
2) Implement UNT Kinder Training. Doctoral student will train staff regarding Play Therapy techniques to address behavioral and emotional concerns.		Principal, School Counselor, Teachers	Increased skills in dealing with student behavioral concerns. Decreased discipline referrals Increased academic achievement.				
3) All students and staff will be trained in emergency plan and drills.		Principals, Teachers	Sign in sheets, lesson plans.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

248

Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 1: Campus wide student success initiatives.

Summative Evaluation: Documentation of participation

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 7 1) Continue to train staff and students on conflict resolution, decision-making and coping skills through Character Traits, Capturing Kids Hearts, The Leader in Me habits and the Oak Point Way.		Principal, Teachers Counselor	Sign in sheets, Social Contracts, Lesson plans, Student Data Binders.				
Critical Success Factors CSF 6 2) All students will receive anti-bullying and anti- drug instruction.		Principal, teachers, counselor	Lesson plans, counselor documentation.				
Critical Success Factors CSF 6 3) Continue Rachel's Challenge program for Pre-Kinder through 5th grade to increase student leadership.		Principal, teachers, counselor	KC Club information sheet and survey.				
4) Implement a Student Council		Principal Teachers					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

249

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.








Strategy 1: Maintain the Met Standard Campus Rating from the Texas Education Agency (TEA) for performance in the 2015-2016 school year.

Summative Evaluation: Summative Evaluation: 2015-2016 TEA Rating

Excellent Academic Targets:

Math 87% Advance 25%, Writing 87% Advance 15%, Science 94% Advance 22%, Reading 90% Advanced 27%

Earn all Distinctions --- Index I 77% to 85% --- Index II 39 to 46 --- Index III 39 to 42 --- Index IV 34 to 38

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 1) Utilizing LEISD's scope and sequence, develop and implement student-centered and real world classroom instruction by teaching the TEKS and local objectives at the appropriate level of academic rigor and using scientifically researched instructional methods in all content areas with teachers as facilitators of student learning.	1, 2, 3, 5	Teachers, Literacy and Math/Science Specialists, Principals	Teachers Literacy and Math/Science Specialists Principal Data from grading records, common assessments, STAAR results, walk-throughs, PDAS documents and lesson plans.				
System Safeguard Action Steps Federal System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 2) Use frequent and systematic assessment of student performance to direct and improve instruction.	2	Teachers, Literacy and Math/Science Specialists, Principal	Data from grading records, common assessments, STAAR results, universal screener, walk-throughs, PDAS documents and lesson plans.				
System Safeguard Action Steps Critical Success Factors CSF 1 3) Provide tutoring within the instructional day so that all specialists and teachers can address gaps in student learning that have been identified through PLC data disaggregation. Flexible groups will be formed for both intervention and enrichment. Continue to provide tutoring outside the school day for students who are not making adequate progress towards passing or are classified as being At-Risk.	1, 2, 3, 9	Literacy Specialists, Math/Science Specialists, Teachers, Principal, Certified Substitutes for tutoring	Assessment results, AWARE/grading reports, RenStar Tests, Pre/Post Tests, DRA/EDL/TEJAS LEE/STAAR/Schedule of in school and out of school tutoring.				
Critical Success Factors CSF 1 4) Integrated writing across all content areas such as math, science and social studies at all grade levels.	1, 2	Teachers, Principal	Lesson plans, assessment results, PLC discussions.				



= Accomplished



= Considerable



= Some Progress



= No Progress














= Discontinue

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 2: Special Populations





Summative Evaluation: Documentation of program services, participation and assessment outcomes.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Continue to monitor RTI procedures to ensure appropriate interventions and referrals for student identifications and assure that Special Education identification procedures and guidelines are established and followed to meet AYP.	1, 2, 3	Literacy Specialists, Math/Science Specialists, Special Education teacher, Campus, Principal	RTI & Special Ed documentation.				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 2) Continue SIOP model as the instructional format in grades Pre-K 5th for English Language Learners.	1, 2, 3, 4	Literacy Facilitator, Teachers, Campus Principal	Classroom walkthroughs/lesson plans.				
Critical Success Factors CSF 1 CSF 2 CSF 7 3) Identify students who meet the homeless definition and provide access to academic and supplemental services.	1, 2, 3	Assistant Principal, Campus Principal LEISD Homeless Liason	Identification rosters and student academic reports.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 3: Reduction of Achievement Gap

Summative Evaluation: Reduce the achievement gap for students in ELL, Hispanic, Special Ed, Economically Disadvantage sub populations by 10% points.








Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 1) Utilizing LEISD's scope and sequence develop and implement student-centered and real world classroom instruction by teaching the TEKS and local objectives at the appropriate level of academic rigor and using scientifically researched instructional methods in all content areas with teachers as facilitators of student learning.	1, 2, 3, 8, 9	Literacy Specialists, Math Specialist, Teachers, Principal	Data from grading records, common assessments, STAAR results, Walkthroughs, PDAS documents, and lesson plans.				
System Safeguard Action Steps Critical Success Factors CSF 1 2) District Science Coordinator will provide instructional support and modeling for all staff to decrease the achievement gap with 5th grade science students. This will address the gap with Hispanic and Economically Disadvantaged populations.	1, 2	Teacher Math/Science, Specialists, District Science Coordinator, Principal	Assessment results, lesson plans, walthroughs, PLC discussions.				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 6 CSF 7 3) Implement the appropriate number of science labs to increase student engagement and investigations at each grade level. Interaction with students during instruction and science labs/investigations will address the gap of the 5th grade Hispanic and Economically Disadvantaged populations.	1, 2, 3, 5	Principal, Teacher	Assessment results, lesson plans, observations during labs and classroom instruction.				
Critical Success Factors CSF 1 CSF 7 4) Monitor and increase interventions for all Tier III students based on RtI (Response to Intervention) procedures and guidelines.	1, 2	Teachers, Principal, Core Content Specialists	Assessment results, schedules and observations.				

Critical Success Factors CSF 1 CSF 2 CSF 7 5) Kinder through 5th grade students will engage in 90 min daily guided and workshop instruction for both math and reading/writing instructional blocks of time. 45 min. Science and 30 min. Social Studies instructional time.	1, 2, 4, 8	Teachers, Principal	Assessment results, lesson plans, schedules, observations.				
System Safeguard Action Steps Critical Success Factors CSF 1 6) Small group instruction and support in all content areas will be routinely utilized on a daily basis.	1, 2	Teachers, Specialists, Principal	Walk-throughs, lesson plans and assessment results.				
System Safeguard Action Steps 7) Math/Science Specialist including a bilingual tutor will provide support with academic vocabulary development in science and math.		Principal, Teachers, Math/Science Specialists	Assessment results, PLC documents.				
Critical Success Factors CSF 1 8) Continue to monitor English proficiency assessments results to direct instruction.		Literacy Facilitator, Teachers, Campus Principal	TELPAS & Tejas Lee results/AWARE reports/grade reports.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 4: Supplemental support through specialized programs and personnel




Summative Evaluation: Documentation of tangible support for specialized programs as well as improved performance on local and state assessments.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps 1) Increased support through specialized and supplemental reading, math, science and writing programs and personnel throughout the instructional day. Full time Reading and Math/Science specialists, Part-time certified Math tutor (M-Th); Full time ESL teacher and part-time ESL teacher (M & W & alternating Fri.), Dyslexia teacher will provide Dyslexia services as well as literacy support with K-2nd grade students; Part time certified Literacy tutor (T & Th); Part-time Bilingual Literacy/Math tutor (M-Th).		Literacy Specialists Math/Science Specialist, Principal	Assessment results, STAAR, AWARE/grading reports, Readiness Tests, Pre/Post Tests, DRA/EDL/RenStar/TEJAS LEE/Schedule of in school and out of school tutoring.	✓	✓	✓	✓
Critical Success Factors CSF 1 CSF 7 2) Enhance student learning in ELA, Math, Social Studies and Science through the use of appropriate materials to support instruction, as well as tutoring for inside and outside school day.		Literacy Specialists, Math/Science Specialist, Teachers, Principal Certified Substitutes for tutoring	Assessment results, AWARE/grading reports, Readiness Tests, Pre/Post Tests, DRA/EDL/TEJAS LEE/Schedule of in school and out of school tutoring.				
3) Assessment results, AWARE/grading reports, Readiness Tests, Pre/Post Tests, DRA/EDL/TEJAS LEE/Schedule of in school and out of school tutoring.		Principal	Purchase orders, Percent increase in assessments including STAAR.				
Critical Success Factors CSF 5 CSF 6 4) Continue ACE program that was awarded through a 5 year grant so that "at risk" students will have daily (Monday-Thursday) opportunity for three levels of intervention: Homework assistance, tutoring by certified staff, and enrichment/PBL activities. Transportation and snacks will be offered.		Teachers, Campus Principal, ACE personnel, assessment and behavior results.	Increased parental involvement. Increased attendance results.	✓	✓	✓	✓
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 5: Implementation of district adopted curriculum









Summative Evaluation: Lesson plans and frequent evaluations.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 1) Will continue all LEISD adopted K-5 curriculum for all content areas such as Math Investigations, Lucy Caulkin Writing Workshop model, Guided Reading model, Science Enfusion, Gomez & Gomez Model for Bilingual / Dual Language.		Math/Science & Literacy Specialists, Teachers, Campus Principal	Walkthroughs, lesson plans.	✓	✓	✓	✓
<div>✓ = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div>✗ = Discontinue</div>							

Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: Professional Learning Community (PLC's)







Summative Evaluation: Agenda, Minutes and Smart Goals

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 1) Continue Professional Learning Communities (PLC's) based on DeFour's research model. Staff and Principal will meet every Tuesday after school during PLC Planning meetings. Staff and Principal will meet every other Tuesday during conferences to disaggregate data. Flexible tutoring groups will be formed and an action plan will be put in place that details differentiation strategies and activities for each at risk student. Teacher collaboration will improve the quality and equity of student learning and foster collective responsibility.	1, 3, 4	Literacy Specialists, Math/Science Specialist, Teachers, Principal	Data from grading records, common assessments, STAAR results, Walkthroughs, PDAS & PLC documents, and lesson plans.				
Critical Success Factors CSF 2 2) Vertical PLC's will meet during campus faculty meetings and within the district to assess the instructional program, data and recommend improvements within subgroups and with commended scores. This practice will increase collaboration about best practices in classroom instruction as well as ensuring vertical alignment.		Principal, Teachers, Specialists	Agendas, minutes, walkthroughs and assessment results.				
3) Continue to meet with team leaders during a spring planning meeting to discuss next year plans such as needed resources, schedules, calendar of events and future goals.		Principal, Team Leaders	Meeting agenda, minutes and sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: Provide communication in a language that is accessible to the parents




Summative Evaluation: Documentation of communication in English and Spanish.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Will continue to provide translated written materials and translators at meetings, Tuesday folders, marquee and flyers.		Principal	Copies of translations.	✓	✓	✓	✓
2) Will continue to provide communication to parents and staff via automated telephone, emailing and texting system in English and Spanish.		Principal	Web based reports, parent surveys.	✓	✓	✓	✓
3) Assist staff in completing and maintaining classroom and team web pages so that all stakeholders have current and ongoing communication.		Principals, Teachers	Webpages, increased communication				
4) All students will be provided the District Code of Student Conduct in English and Spanish		Principal, Teachers	Website, handouts	✓	✓	✓	✓
5) All visitors will continue to enter the front entrance and show identification that will be scanned through monitored system. Each visitor will wear visible badge throughout visit		Office staff, Principal	Monitor system reports	✓	✓	✓	✓
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 2: Parent Involvement through technology.

Summative Evaluation: Documentation of parent involvement through parent portal.

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Will continue to provide web-based portals for parent to access their student grades & attendance.		Principal	Web based reports	✓	✓	✓	✓
✓ = Accomplished  = Considerable  = Some Progress  = No Progress ✗ = Discontinue							

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: Parent and community meetings








Summative Evaluation: Documentation through flyers, school messenger, marquee, websites, agendas and sign in sheets

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Continue to hold informational and special purpose meetings and presentations such as Parent Curriculum Nights, Title I, GT, ESL, Migrant, Special Ed , Math & Science meetings for the parents and community as well as parent/teacher conferences at least one time during the school year.		Principal, Teachers	Meeting agendas, sign in sheets, flyers, marquee notices, automotive parent calls.				
2) Will continue to recruit parents for participation on committees, organizations and volunteering such as LPAC, CLT, DEIC, PTA, Career Day, Watch Dogs and tutors.		Principal	Log of hours, sign-in sheets.				
3) Will increase cultural events on campus before or after school		Teacher Campus Principal	Sign-in sheets				
4) Utilize district parent liaison to provide an understanding of opportunities for increased parent involvement.		Principal District Parent Liaison	Attendance and volunteer sheets Increased communication.				
5) Will continue Wellness Walks for OPE families so that they have the opportunity to come together and bond while walking outside the school. Will provide a sense of community and exercise in a safe environment. One hour per month on a Saturday mornings.		PE Coach Principal Staff	Flyers, announcements and participation.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 2: Campus Wide Student Success







Summative Evaluation: Documentation through sign in sheets, calendar and schedules

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Continue Watch Dogs (Dads of Great Students) program. Dads will serve as role models and mentors for students.		Principal, School Counselor, Teachers	Sign in sheets Increased attendance, Decreased discipline referrals Increased parental involvement.				
2) Implement Community-based Mentoring Program for at risk student (academically and behaviorally). Focus on Kinder-2nd grade students		Principal, Teachers, School Counselor	Increased academic achievement Decreased discipline referrals Increased community volunteers/mentors				
<div> = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue</div>							

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: Campus career planning for students







Summative Evaluation: Field Trip documentation and schedule

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Investigate opportunities for students to participate in college awareness activities. Signs will be placed outside each classroom indicating which university each staff member has attended. Schedule a field trip to local university for 5th grade students in the spring.		Principal, Teachers	Student goal setting, decreased behavioral issues, increased achievement				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 2: Strategy 2: Career awareness








Summative Evaluation: Student Survey

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) 1) Students will participate in Career Day activities that have been planned by teachers, parents and community members.		Principal Teachers School Counselor	Student Goal Setting				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Project Based Learning (PBL)

Summative Evaluation: Projects, Data Binders

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Create readiness for moving from the industrial model school to the learning platform for Project-Based Learning. Create clear learning outcomes including soft skills that are critical to college & career readiness.	1, 2, 3	Principal (Trainer of Trainers), District Staff	Lesson plans, PLC documents, PBL documents.				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 3 2) Student data binders will be implemented so that students can set academic and personal goals and monitor their own progress. This will increase students' growth mindset.	1, 2	Principal, classroom teachers, specialists and tutors	Increased academic success: STAAR results Assessment (Formative & Summative) Progress monitoring results Report Cards				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

264

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
1	2	2	Continue to provide research based professional learning on instructional and differentiation strategies and practices that enhance success of 504, Special Education and ELL populations. Training will continue throughout school year during faculty meetings and on professional learning days.
1	2	4	Implement scheduled observations so that staff can observe best practice classroom instruction. Data will be discussed during PLC's. Professional Learning will be arranged based on a staff needs assessment.
3	1	1	Utilizing LEISD's scope and sequence, develop and implement student-centered and real world classroom instruction by teaching the TEKS and local objectives at the appropriate level of academic rigor and using scientifically researched instructional methods in all content areas with teachers as facilitators of student learning.
3	1	2	Use frequent and systematic assessment of student performance to direct and improve instruction.
3	1	3	Provide tutoring within the instructional day so that all specialists and teachers can address gaps in student learning that have been identified through PLC data disaggregation. Flexible groups will be formed for both intervention and enrichment. Continue to provide tutoring outside the school day for students who are not making adequate progress towards passing or are classified as being At-Risk.
3	2	2	Continue SIOP model as the instructional format in grades Pre-K 5th for English Language Learners.
3	3	1	Utilizing LEISD's scope and sequence develop and implement student-centered and real world classroom instruction by teaching the TEKS and local objectives at the appropriate level of academic rigor and using scientifically researched instructional methods in all content areas with teachers as facilitators of student learning.
3	3	2	District Science Coordinator will provide instructional support and modeling for all staff to decrease the achievement gap with 5th grade science students. This will address the gap with Hispanic and Economically Disadvantaged populations.
3	3	3	Implement the appropriate number of science labs to increase student engagement and investigations at each grade level. Interaction with students during instruction and science labs/investigations will address the gap of the 5th grade Hispanic and Economically Disadvantaged populations.
3	3	6	Small group instruction and support in all content areas will be routinely utilized on a daily basis.
3	3	7	Math/Science Specialist including a bilingual tutor will provide support with academic vocabulary development in science and math.
3	4	1	Increased support through specialized and supplemental reading, math, science and writing programs and personnel throughout the instructional day. Full time Reading and Math/Science specialists, Part-time certified Math tutor (M-Th); Full time ESL teacher and part-time ESL teacher (M & W & alternating Fri.), Dyslexia teacher will provide Dyslexia services as well as literacy support with K-2nd grade students; Part time certified Literacy tutor (T & Th); Part-time Bilingual Literacy/Math tutor (M-Th).

Goal	Strategy	Action Step	Description
3	5	1	Will continue all LEISD adopted K-5 curriculum for all content areas such as Math Investigations, Lucy Caulkin Writing Workshop model, Guided Reading model, Science Enfusion, Gomez & Gomez Model for Bilingual / Dual Language.
4	1	1	Continue Professional Learning Communities (PLC's) based on DeFour's research model. Staff and Principal will meet every Tuesday after school during PLC Panning meetings. Staff and Principal will meet every other Tuesday during conferences to disaggregate data. Flexible tutoring groups will be formed and an action plan will be put in place that details differentiation strategies and activities for each at risk student. Teacher collaboration will improve the quality and equity of student learning and foster collective responsibility.
8	1	2	Student data binders will be implemented so that students can set academic and personal goals and monitor their own progress. This will increase students' growth mindset.

Federal System Safeguard Action Steps

Goal	Strategy	Action Step	Description
3	1	2	Use frequent and systematic assessment of student performance to direct and improve instruction.

State Compensatory

Budget for Oak Point Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
211-11-6118-00-108-624-000	6118 Extra Duty Stipend - Locally Defined	\$37,053.00
6100 Subtotal:		\$37,053.00
6300 Supplies and Services		
211-11-6329-00-108-624-000	6329 Reading Materials	\$4,796.00
211-11-6399-00-108-624-000	6399 General Supplies	\$4,645.00
6300 Subtotal:		\$9,441.00

268

2015-2016 Campus Leadership Team

Committee Role	Name	Position
School Administrator	Debbie Clark	Principal
Business Representative	Dawn Merrell	Business Owner
Classroom Teacher	Sofia Alexander	Pre-Kindergarten
Classroom Teacher	Nicole Beal	Kindergarten
Classroom Teacher	Mike Bruno	Support
Classroom Teacher	Roberto Gonzalez	5th Grade
Classroom Teacher	Amy Guidry	Special Education
Classroom Teacher	Elizabeth Lujan	3rd Grade
Classroom Teacher	Paulina Mery	2nd Grade
Classroom Teacher	Melissa Reed	1st Grade
Classroom Teacher	Julie Sevier	4th Grade
Classroom Teacher	Ashley Strahan	Specials
Community Representative	Liz Moen	Community
District-level Professional	Cyndy Mika	Curriculum
Paraprofessional	Christy Vanderhoff	Administrative Assistant
Parent	Ericka Urizar	Parent
Parent	Janet Worley	Parent

269

Little Elm Independent School District

Powell 6th Grade Center

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Family and Community Involvement	14
School Context and Organization	15
Technology	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	19
Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.	20
Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.	21
Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	25
Goal 5: Little Elm ISD will effectively communicate with all stakeholders.	26
Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	27
Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.	28
Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.	29
System Safeguard Action Steps	31

272

Comprehensive Needs Assessment

Demographics

Demographics Summary

As of Sept 1, 2015 demographic summary is as follows:

- Campus Type Middle School
- Campus Size 405 students
- Grade Span 06
- Percent Economically Disadvantaged 45%
- Percent English Language Learners 3.5%
- Mobility Rate 11.8%

273

Demographics Strengths

We are a diverse school community that recognizes the strength in our diversity as individuals and as a group. Our student participate in a variety of activities connecting us all.

- ACE program through Community In Schools for our at risk students and others.
- Communication with all demographics via School Messenger, community Facebook Page.
- The Lobo Learning Lab as a resource for all students.
- We are an AVID campus
- Lobo Zone class for all students from at-risk to gifted and talented and each students for students who are At Risk and have gaps.
- Home visits to welcome all students and their families

Demographics Needs

- Programs that support students that are traditionally unaffiliated with traditional extracurricular activities.
- Academic Support for specialized populations
- Increased variety of Career and Technology programs
- Increase parent involvement in campus culture

Student Achievement

Student Achievement Summary

Overall performance on STAAR based on 2015 Index 1 data:

6th Grade reading: 71%

6th Grade math: 72.3%

Student Achievement Strengths

Met all math system safeguards.

Commended performance in reading 14.36%

275

Student Achievement Needs

- Focus on best practice instruction.
- Highly effective PLC's.
- Building relationships with students beyond the data.
- Double blocking math classes.
- Character Education.
- Targeted intervention during the school day.
- Assigned tutoring before and after school.
- Literacy focus across content areas.

School Culture and Climate

School Culture and Climate Summary

Culture and Climate according to Staff:

1. Staff morale is high at LMS.
75% Negative 25% Positive
2. I felt supported by the administration of LMS.
34% Negative 66% Positive
3. I feel safe when I am at school.
12% Negative 88% Positive
4. There is a positive energy in LMS.
63% Negative 37% Positive
5. Staff at LMS takes pride in being a Lobo.
27% Negative 73% Positive
6. I look forward to coming to work every day.
24% Negative 76% Positive
7. I would recommend LMS as a place to work to a friend.
76% Negative 24% Positive
8. Conflict has been handled and resolved effectively at LMS.
59% Negative 41% Positive

9. Class size is conducive to learning at LMS.

88% Negative 12% Positive

10. I feel like I have had a voice at LMS.

64% Negative 36% Positive

11. There is a mutual atmosphere of trust and respect between administration, staff, and students at LMS.

61% Negative 39% Positive

Overall 53% Negative 47% Positive

Culture and Climate According to Parents:

1. I receive communication from my child's teachers at Lakeside Middle School.

10% Negative 90% Positive

2. My child receives support and guidance from his/her counselor at Lakeside Middle School.

59% Negative 41% Positive

3. My child receives support and guidance from his/her administrator at Lakeside Middle School.

61% Negative 40% Positive

4. Students are Lakeside Middle School's top priority.

36% Negative 64% Positive

5. I am treated with courtesy and respect when I visit Lakeside Middle School.

42% Negative 58% Positive

6. Lakeside Middle School encourages students to achieve their best.

52% Negative 48% Positive

7. Lakeside Middle School provides a safe and secure learning environment for my child.

35% Negative 65% Positive

8. My child has at least one adult at Lakeside Middle School that they trust and can go to for support.

27% Negative 73% Positive

Overall 40% Negative 60% Positive

School Culture and Climate Strengths

Positives from 2014/2015

1. Fewer Meetings
2. Building Improvements
3. Staff Camaraderie

Positives according to parents:

1. Fine Arts
2. Communication

School Culture and Climate Needs

Negatives from 14/15

1. Student Behavior
2. Class Sizes
3. Lack of Communication

Needs according to parents:

1. Student behavior and accountability
2. PBL
3. Teachers updating grades

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and instructional paraprofessional staff of Lakeside Middle School have been highly qualified since 2006. Off sight professional development opportunities are available in a variety of interest and need areas. On sight, staff to staff collaboration and training opportunities are promoted and offered throughout the year. For the last two years, an additional period for planning and collaboration has created the opportunity to develop staff in the areas of team building, formative assessment, and deep PLC planning.

Staff Quality, Recruitment, and Retention Strengths

- Teachers and instructional paraprofessional staff are highly qualified.
- New teachers participate in New Teacher Orientation to familiarize them with Lakeside and LEISD.
- Instructional Team Leads work to integrate new members into their departments with meetings and collaboration.
- Teachers are encouraged to take ownership of their areas of expertise and are given opportunities to train their peers.
- Multiple professional development opportunities are available throughout the school year, during the school day for core teams, and before and after school for electives.
- Staff Facebook page serves as a collaborative forum for all facilitators to share, collaborate, and think about school improvement as well as share our learners' success.
- Opportunities for technological innovation are ongoing to insure that 21st century thinking is deeply embedded into the teacher workday, as well as promoted during the summer months.

Staff Quality, Recruitment, and Retention Needs

- New teacher and new staff mentoring programs lead by veteran teachers.
- The areas of growth include the need to increase recruitment of certified and practicing ESL certified teachers
- Maintain a staff retention rate of 95%, starting with administration and working down to teachers and other staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Powell's curriculum, instruction, and assessments for our students has seen gains. Through content-specific instructional coordinators, curriculum and assessments are aligned to meet the TEKS and ELPS. The rigor of our instruction is increasing higher order thinking, as well as increasing instructional rigor and aligning TEKS for all grade levels. Through Professional Learning Communities, Powell's core teachers are able to communicate, collaborate, and plan. All cores are involved in content area cadres that are facilitated by District Curriculum Coordinators. Differentiated instruction is a required and necessary part of students' education. Lakeside Middle school strives to train and maintain a Differentiated Instruction Leadership Team that insures students, and not just curriculum, are taught with high fidelity. A documented RTI process is in place to intervene with our students who struggle with learning. Instruction and intervention are student specific, research based and data driven. RenStar, unit tests, classroom formative and summative assessments, observational data, and state required testing are reviewed and utilized.

Curriculum, Instruction, and Assessment Strengths

- Double Blocked all 6th grade academic math classes
- Continuation of the compacted math program
- Continued use of the Lobo Learning Lab (The Cube) to help all students learn. Which is staffed with split funded Special Ed and General Education Teachers.
- Continued use of Read 180 and Think Through Math
- Created a schedule of ongoing, instructional, curriculum, and data examination guided by team leaders and instructional leadership team.
- Created Interventions for staff on Google Docs
- Created Friday Night School and data tracking lists for struggling learners, failed learners, and intentional non-learners.

Curriculum, Instruction, and Assessment Needs

- Improve Instructional focus on best practices.
- PLC's focused on student learning over teaching.
- Increase focus on ELL learning, ESL learning and writing should be addressed.
- Core teachers tracking all struggling learners, failing learners, and intentional non-learners
- A school wide reading and vocabulary development program is needed.
- Generate a high level of differentiated instruction to reach all learning levels.
- Documenting RTI process in combination with current resources such as RenStar reports in AWARE.

- Data reviews and Know your Lobo to ensure each students needs are met.
- Closing acheivement gaps in Hispanic and African American, LEP, ESL, and students receiving special education services.

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement is a priority for The Powell 6th grade Center. A campus wide needs assessment revealed that parent involvement in some areas are improving. Multiple forms of communication has also improved over time. With information provided via email, phone messages, Facebook, website and marquee, there is increased exposure to school activity information.

Family and Community Involvement Strengths

- ACE program through Community In Schools (CIS) for all students.
- The Powell Paper continues to be a important source of information for our parents and learners every Friday.
- Regular messages to all students, parents, and staff helps keep everyone informed.
- Hosting Curriculum Nights, Back to School Ngths, and events throughout the year involve our families and the community.
- Home visits to welcome our 6th graders and their families.

203 Family and Community Involvement Needs

- Programs for families of non-English speakers.
- PTA, Watch D.O.G.S. and Mentoring programs.
- Continuing to create open feedback loops with our families via surveys and parent-teacher communication.

School Context and Organization

School Context and Organization Summary

Powell 6th grade Center has a master schedule that includes time for Lobo Zone which allows for focused intervention and extensions within the school day for all 6th grade students. Tutoring will be offered by every teacher at least two days a week before or after school and is open to all students needing assistance. At-Risk tutoring will be offered starting in October for our students. The schedule is maximized for student learning and collaboration with a focus on student achievement.

School Context and Organization Strengths

- Teams will meet twice a week for designated PLC times.
- Counselor works with many different and varied student groups.
- 15 - 16 Master Schedule

School Context and Organization Needs

- Inclusion needs to be strengthened
- Faculty Handbook
- Coordinate efforts with ACE and Communities in Schools
- RTI with a clear and consistent framework of interventions is needed
- Discipline framework and schoolwide expectations are needed.

Technology

Technology Summary

Strengths include our 1:1 with Chrome Books. Computer labs that are available for students who do not have access to their chrome book. We have been effectively using research based software to meet the needs of diverse learners. Projectors and WiFi drops in all collaboration areas for Co-Teach usage. The staff will continue to be trained on new initiatives in order to execute full implementation.

Technology Strengths

- 1:1 Chrome Book initiative.
- Technology upgrades to WiFi system
- Use of technology in Collaborative areas that allow for Co-Teaching
- Teacher training for increased integration of technology
- Teacher Access to YouTube, Facebook to facilitate open learning networks
- Tech help is fast and efficient

Technology Needs

- Offering training and courses for students to help learn hardware and software programs currently on campus.
- Staff training on Focus, Edline, Parent Portal, Eduphoria, Google Applications, and Google Drive
- Advanced Placement courses for students seeking additional challenges.

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

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
- AYP longitudinal data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI), Grades 5 and 8, data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

287

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data







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

Goals

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: The Powell 6th grade Center will retain 80% of the current staff members through professional development and leadership opportunities and support.

Summative Evaluation: 100% of current teaching staff will participate in PLCs (Professional Learning Communities) and other professional development.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Professional Developments workshops and mentoring for new teachers.	admin, mentor teachers	sign in and meeting agenda sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 1: Administrators and leadership team members will model servant leadership. As we build relationships with all the stakeholders in our building servant leadership will be the norm at the Colin Powell 6th Grade Center.











Summative Evaluation: Qualitative and quantitative data on school culture and both teacher and administrator leadership.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 7 1) Supportive coaching opportunities based on classroom walks and data collected in walkthroughs administrators and other leaders will encourage and grow students and staff.	Principal, Assistant principal					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 1: Increase 6th grade reading scores from 71% to 83% on STAAR reading.








Summative Evaluation: STAAR 2016 reading

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 4 1) Targeted intervention during the school day	Admin, ELA team, teachers					
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 6 2) Character education weekly	Lobo Zone teachers, Miller					
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 3) Highly effective PLC's	Admin, team leaders					
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 4) Individual student plans to close the achievement gap.	Team leaders, admin					
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 5) After school assigned tutorials	core content teachers, admin					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 2: Increase SPED 6th grade reading scores from 11.11% to 35%.

Summative Evaluation: STAAR 2016 reading








Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 7 1) Daily inclusion support and quality instruction through effective PLC's.	SPED department head, admin.					
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 4 2) Targeted intervention in the school day.	admin, ELA team, teachers					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

291

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 3: Increase LEP 6th grade reading scores from 18.42% to 48%.

Summative Evaluation: STAAR 2016 reading







Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 4 1) Targeted Intervention in the school day.	Teachers, PLC teams, admin					
System Safeguard Action Steps Critical Success Factors CSF 1 2) Weekly inclusion support	ESL teacher, admin					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

292

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 4: Using the Rigor, Relevance, and Learner Engagement framework and the rubrics provided as a foundation to ensuring that each student is being given rigorous and relevant learning experiences.

Summative Evaluation: Walkthrough data, reflective conversations, and observations data.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Increase professional capacity through the Rigor, Relevance and Learner Engagement framework for all staff.	Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: 100% of staff will be engaged members of a PLC with department and cross curricular staff.







Summative Evaluation: PLC agenda data

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7 1) Participate in meaningful PLC collaboration.	Principal, Assistant Principal, Department Chairs					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: Colin Powell administration and staff will communicate in a variety of methods each week. 100% of phone calls and requests from stakeholders will be returned within 24 hours of receipt.







Summative Evaluation: Parent and Community survey data.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) Set clear expectations for communication with our school community.	Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: Colin Powell will partner with community members in a variety of ways from teacher and student recognition to mentoring programs.







Summative Evaluation: Partnership review efforts and outcomes.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 5 1) Partner with 3 new community partnerships.	Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: Colin Powell will host college days once a month and have college and career spotlights each week along with speakers from the community and surrounding areas.







Summative Evaluation: Interest surveys of students and reflections after events.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 5 CSF 6 1) Host college and career opportunities in diverse areas of interest.	Principal, College and Career Coordinator					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Rigorous and relevant learning experiences will equip our students with the skills necessary to be competitive.

Summative Evaluation: AEIS data, observation data, student growth in data.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 CSF 7 1) Provide relevant lessons to students through PLC planning for needs and interest awareness.						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 2: Character education each week.

Summative Evaluation: Student growth in achievement over time and decrease in discipline referrals.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 6 1) Decrease discipline referrals by providing and promoting strong character education each week.	Counselor					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
2	1	1	Supportive coaching opportunities based on classroom walks and data collected in walkthroughs administrators and other leaders will encourage and grow students and staff.
3	1	1	Targeted intervention during the school day
3	1	2	Character education weekly
3	1	3	Highly effective PLC's
3	1	4	Individual student plans to close the achievement gap.
3	1	5	After school assigned tutorials
3	2	1	Daily inclusion support and quality instruction through effective PLC's.
3	2	2	Targeted intervention in the school day.
3	3	1	Targeted Intervention in the school day.
3	3	2	Weekly inclusion support
6	1	1	Partner with 3 new community partnerships.
8	2	1	Decrease discipline referrals by providing and promoting strong character education each week.

300

Little Elm Independent School District

Prestwick STEM Academy

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
School Context and Organization	11
Technology	16
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Little Elm ISD will engage each student in rigorous relevant learning experiences.	20
Goal 2: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	21
Goal 3: Little Elm ISD will effectively communicate with all stakeholders.	22
Goal 4: Foster a safe and secure learning environment that ensures student success.	24
Goal 5: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	25
Goal 6: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities	26
Goal 7: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	28
State Compensatory	29
Budget for Prestwick STEM Academy:	29
Personnel for Prestwick STEM Academy:	30
2015-2016 Campus Leadership Team	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Prestwick STEM Academy is a Kindergarten through 8th grade campus. The current total enrollment is 725 and is comprised of 390 in grades K-5 and 335 students in grades 6-8. Prestwick STEM Academy serves a variety of students derived from ethnic and racial backgrounds. It is an open enrollment campus that serves students with varying educational needs. Below indicates breakdowns of within our student population.

Grades K-8

RACE / ETHNCITY	STUDENT COUNT	PERCENTAGE
American Indian/Alaska Native	3	.41%
Asian	56	7.72%
Black/African American	87	12%
Hispanic	136	18.7%
Pacific Islander/Native Hawaiian	3	0.41%
White	412	56.83%
TOTAL STUDENTS grades K-8	725	

16% representation of low SES students

Current enrollment reflects the following special populations of students.

- 70 students enrolled with limited English proficiency (9.7%)
- 40 students classified as 504 (5.1%)
- 27 students classified as Special Education students (3.7%)

Demographics Strengths

1. Average class size
2. Good diversity in student population
3. Rich variety of second languages and cultures represented

Demographics Needs

1. Continue to attract and hire diverse staff to serve our student population
2. Increased support to English language learners
3. Chances to interact with cultural experiences within the community and representatives we bring in to our campus

Student Achievement

Student Achievement Summary

1. Average Daily attendance 97% 2015
2. Met Standard and received Top 25% Closing the Performance Gap Distinction in 2015
3. Improved four-year graduation rate and Decrease dropout rate
4. STAAR content areas shared performance improvement
5. LEP and Sped growth and progress
6. Open enrollment campus

Student Achievement Strengths

1. Strong performance from Hispanic population
2. Ethnic sub-pops have balanced scores- earned TEA Closing performance Gaps Distinction
3. A campus culture of success in our inaugural year
4. Growing consistency and knowledge in grading policy
5. Strengths in reading and writing performance- approaching to excellence targets (90% in reading, 87% in writing)

Student Achievement Needs

1. SpEd & LEP support for continued growth
2. Specific science vocabulary development to help all learners succeed

School Culture and Climate

School Culture and Climate Summary

Prestwick moves forward into our second year in 2015-2016. The staff has joined together with a strong goal to promote success and to serve our K-8 student body. Our goals have to been to build a campus culture that embodies our mission and vision statements as well as our core values.

Mission: *Empowering one another through discovery, we connect our ideas to our world and design with a purpose.*

Vision: *We are a community of collaborators creating a culture of continuous learning.*

- *We learn anytime, anywhere.*
- *We break boundaries through real world innovation.*
- *We explore the “why.”*

Core Values:

- *Persistence*
- *Service*
- *Solution focused*
- *Adaptability*

As a STEM academy, we aim to provide a highly rigourous curriculum with an emphasis on Science, Technology, Engineering and Math while developing students as future leaders. In particular, we wish to foster soft skills such as communication, critical thinking, collaboration, digital literacy and design thinking. Students are challenged to make real world connections and learn collaboratively with and through others. Prestwick aims to take learning beyond school walls and connect learners to experts in STEM careers.

School Culture and Climate Strengths

1. Clubs/school events were well attended and inclusive
2. Teacher expectations are known and understood
3. 100% staff participation in safety audits

4. Drills are performed once a month
5. Technology norms across the campus have been established in a detailed manner.

School Culture and Climate Needs

1. Grow and communicate across levels including between admin and staff
2. Procedures & expectations posted in every house within the campus
3. Common behavioral vocabulary

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

1. Turnover rate is improving through improved culture, competitive salary, professional learning and location within the DFW metroplex.
2. Staff childcare for children up to school age at two locations
3. Reimbursement for ESL certification
4. Need and interest based professional learning
5. Requests for formal mentoring and internal leadership programs

Staff Quality, Recruitment, and Retention Strengths

1. Increase in Project Based Learning learning opportunities
2. Continuous Edmodo training
3. Writer's workshop professional learning to enhance writing across the curriculum

Staff Quality, Recruitment, and Retention Needs

1. Time for planning for improved instruction
2. More effective cadres/content planning
 - Timing
 - Relevant content
 - Location
 - Curriculum preview every 9 weeks
3. Vertical alignment

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Prestwick utilizes the standard-based, TEKS bundled curriculum in Forethought/Eduphoria. Students are assessed through informal, formal, formative and summative methods. These assessments include district checkpoints, benchmarks, developmental reading assessments as well as teacher created assessments. RenSTAR is a universal screener used for all K-8 students in the areas of Math and Reading.

Curriculum, Instruction, and Assessment Strengths

1. Strong alignment in Reading/Language Arts curriculum and instruction in elementary grades.
2. Our supporting & readiness standards are well integrated into our curriculum.
3. Elementary grades discuss data & are able to specifically target skills.
4. We feel that goal setting is strong in elementary grades through PLC meetings.

Curriculum, Instruction, and Assessment Needs

While curriculum is aligned, assessments are not.

1. Math assessments need further alignment with curriculum.
2. Elementary math curriculum needs more rigorous supplemental materials
3. Continued alignment between Science and Math
4. Increased Professional Learning Communities in upper grades.
5. Additional time for RTI core content implementation in grades 6-8.
6. Additonal vertical subject-based goal setting.

Family and Community Involvement

Family and Community Involvement Summary

Prestwick seeks to partner with our community in a variety of ways that will speak to parents/community members from diverse backgrounds and career fields. The overall benefit of these efforts being a seamless connection between our school and community. Additionally efforts will build a sense of community pride in our campus and assist with the development of students into successful members of the community.

Events are to include daytime events (volunteers), evening events (curriculum nights, PTA, program highlights and other parent/child events) and ongoing commitments (PTA membership, Watch Dogs, live audiences for productions/presenations).

Family and Community Involvement Strengths

1. Increased involvement throughtout the year
2. Regular communication is consistent
 - Newsletters, etc.
3. PTA is very involved and supportive of campus needs and goals.
4. Hosting community events

Family and Community Involvement Needs

1. Parent involvement at the middle school level.
2. Notifications on future events - As much time in advance as possible for maximized participation.

School Context and Organization

School Context and Organization Summary

Grade levels: Kinder through 8th grade/ capacity in grades K-4 = 66 students/3 sections, 5th = 75 students/3 sections and 6th/7th/8th= 144 students

Implementation of district/campus instructional times (90 minutes ELA, 90 minutes Math, 30 minutes Social Studies, 75 minutes Science ,45 minutes Engineering ,15 minutes recess, 50 min enrichment such as Art, Physical Education, Music and Media)

Focus on data reflection in PLC teams- targeting needed SE's, smart goals and interventions to support mastery of standards

Prestwick STEM Academy is a Kindergarten through 8th grade campus. The current total enrollment is 667 and is comprised of 324 in grades K-5 and 343 students in grades 6-8. Prestwick STEM Academy serves a variety of students from ethnic and racial backgrounds. It is an open enrollment campus that serves students with varying educational needs across the district. Below indicates breakdowns of within our student population.

313

Grades K-8

RACE / ETHNCITY	STUDENT COUNT	PERCENTAGE
American Indian/Alaska Native	3	.41
Asian	56	7.72
Black/African American	87	12
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16% representation of low SES students

Current enrollment reflects the following special populations of students.

- 70 students enrolled with limited English proficiency (9.7%)

- 40 students classified as 504 (5.1%)
- 27 students classified as Special Education students (3.7%)

School Context and Organization Strengths

1. Common planning in grade level/content area PODS
2. Professional Learning Communities Data Analysis
 - Checkpoints/Renstar/STAAR
3. Tutorials, educational/intervention websites
4. Learning objectives are posted and relevant
5. Reteach/retest for mastery

School Context and Organization Needs

1. Increased efficiency in building transitions
2. More flexibility in spaces
3. Lateral expectations among grade levels

4. Work towards improved communication between campus and district specialists

Technology

Technology Summary

Prestwick seeks to provide students with regular access to a variety of technology tools to promote digital fluency and literacy. Technology is viewed as tool for learning across content areas. The campus offers many opportunities for learners to use the technology on an ongoing basis. On-site chrome dome provides support for student devices. The chrome dome is staffed by one paraprofessional and 7th/8th grade students.

Technology Strengths

Instructional use with the following devices:

1. Using Edmodo
 - 1-1 for 4-8
2. iPads
3. 3D printers
4. Project Based Learning opportunities
5. Used to reinforce learning
6. Chromebooks (4-8)
7. Mondo pads
8. TV's
9. Interactive Whiteboards

Technology Needs

1. Streamlined repair system to prevent interrupted learning.
2. Distribution processes
 - accountability
 - consistent to same house
3. Reliable technology for online testing (STAAR)
4. More training for teachers & parents

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- 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
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals









Goal 1: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 1: Meet Standard TEA Accountabilty Rating, gain 2-3 TEA Campus Distinctions

Summative Evaluation: Academic performance on STAAR, attainment of Excellence Targets

Met expectations (reported as Level 1) Math 87% from 80%, Writing 87% from 84%, Science 94% from 79%, Social Studies 94 % from 82 % Reading 90% from 90%

Advanced performance: Math 3-7 and Alg 25% 8th 22%, Writing 4th 15% and 7th 20%, Science 5th and 8th 22%, Social Studies 25%, Reading 3-5th 27%, 6th-8th - 30%










Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Implementation of rigorous and high quality standards based instruction across grade levels.	1, 3, 8	Campus administration, teaching staff, instructional support staff	Attain excellence targets within subject area on both met standard and advanced performance on local unit assessments, progress report and report cards grades, walkthrough data, lesson plans.				
Critical Success Factors CSF 1 CSF 2 2) Ongoing feedback provided with and among staff on rigor, relevance, and student engagement.	4, 9	Campus administration and teaching staff	Evidence noted in staff evaluations both by administration and self evaluation, evidenced in lesson planning.				
Critical Success Factors CSF 1 CSF 2 3) Small group/targeted intervention provided to students in at risk categories. (during and before/after school)	1, 3, 8, 9	Teachers, instructional support staff, admininstration, paid tutor staff	RenSTAR data, unit test data, PLC documentation, SST documentation, passing rates in ELA, Math, Science Writing, Social Studies.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

320

Goal 2: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Highly qualified teachers

Summative Evaluation: HQ reports, certification records









Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Hiring practices will seek out professional staff that are in compliance in all areas to be considered highly qualified.	1, 5	Administration staff	100% HQ per human resource department.				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Promote professional growth in a variety of ways among existing staff. Including but not limited to mentoring programs, professional reading, Professional Learning Communities participation.	1, 3, 5	Administration, Mentor teachers	Sign in documents at mentor meetings, PLC notes.				
Critical Success Factors CSF 1 CSF 7 3) Work on five new staff members adding English as Second Language certification to serve critical population of second language learners.	3, 4	Teaching staff, collaboration with Admin and ESL district department	Addition of ESL certifications of designated teachers.				
Critical Success Factors CSF 1 CSF 7 4) Active support of staff participating in ongoing professional learning including cohorts, aspiring leaders and conferences such as Solution Tree PLC, TCEA, and additional professional learning opportunities.	3, 4	Administration and teaching staff	Number of participants in each event and turn around training for all staff.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

321

Goal 3: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: Proactive Communication

Summative Evaluation: Feedback from stakeholders (variety)








Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Weekly administration of S'more newsletter for families, twitter, website, Tuesday folder communications (hard copy and electronic formats), and marquee display of campus events.	6	Principal, webmaster, campus secretary, teacher	Parent involvement in school-wide events, annual survey.				
Critical Success Factors CSF 5 CSF 6 2) Prompt response to parent concerns as needed via phone or face to face conferences.	6	Campus administration	Lobos Listen data, communication logs.				
Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7 3) Extend curriculum night to grades 6-8 in order to promote active parent engagement in the learning process.	1, 6	campus administration and teachers	Parent attendance logs and increased parent communication between staff and student families.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

322

Goal 3: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 2: Stakeholder participation in campus events

Summative Evaluation: Involvement sign-in at campus sponsored events









Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 CSF 7 1) Create ongoing experiences for active community involvement such as volunteer opportunities and programs such as PTA/Watchdog program/Destination Imagination and class mentors.	6	Receptionist, Administration, teachers	Parent volunteer logs (Raptor), WatchDOG participation logs, sign-in sheets at community events such as awards ceremonies and other involvement activities.				
Critical Success Factors CSF 5 CSF 6 CSF 7 2) Explore methods to increase communication with local community and business that do not have students attending our campus in order to build partnerships.		campus administration, counselor, Parent Teacher Association and teachers	Increased partnerships and outward bound experiences.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

323

Goal 4: Foster a safe and secure learning environment that ensures student success.

Strategy 1: Safety Awareness









Summative Evaluation: Compliance with Emergency Operating Procedures, drill guidelines

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) All staff provided with current Emergency Operating Procedure packets and training of drill protocols.	1	Administration, Nurse	Emergency Drill calendar, updated EOP plan and campus level team designated.				
Critical Success Factors CSF 5 2) Providing parent/staff training in digital safety with use of increased technology.	1, 4, 6	Administration, technology department, teaching staff	Sign-in sheets from training.				
Critical Success Factors CSF 1 CSF 6 3) Raise awareness of tools such as Anonymous Alerts and School Talk		District and campus administration	Log of reports and closed files.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: Professional Learning Communities

Summative Evaluation: PLC documents, lesson plans, performance on district and state assesments







Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Vertical planning PLC's 1-2 times per month in vertical content teams.	1, 4	Teachers and administrators	Lesson plan refinement, PLC documents.				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Grade level PLC's - data review and student progress monitoring (2x month).	1, 4	Teachers and administrators	PLC documents, grade level specific SMART goals.				
Critical Success Factors CSF 1 CSF 7 3) Content Cadres for all core content and/or Staff meetings with learning goals.	1, 4	Teachers and Curriculum and instruction staff	Sign-in sheets.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

325

Goal 6: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities

Strategy 1: Out bound experiences







Summative Evaluation: Student and staff reviews of experiences

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
1) Each grade level and elective courses will have at least one outbound experience to develop career connections. (Examples IFly, Camp Jolt)	1	teaching staff	scheduled events throughout the year, requests and trips on file and approved by admin team				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 6: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities

Strategy 2: STEM course offerings









Summative Evaluation: Course catalog approved by LEISD school board

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Annual review and addition of relevant STEM related elective course offerings. Enrollment monitored for balance.	1	Campus administration	Addition of courses within Gateway to Technology courses and local credit courses.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: Explore partnerships with local business and career fields

Summative Evaluation: Opportunity connections reviewed at the end of the year

Action Step Description	TITLE I	Staff Responsible for Monitoring	Outcome	Formative Reviews			
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 1) Partner with The City of the Colony Parks and Recreation for a second year to offer partnership for projects.		Principal	Documentation of hosted event.				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Plan and invite local business to provide real audience learning experiences and sharing expertise.	1	PSA staff members	Classroom lesson plans, career surveys, database of interested presenters built to utilize in the future.				
Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7 3) Continued scheduling of Lunch and Learn events spotlighting STEM careers in combination with career day.		School counselor	Two career days per year.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

328

State Compensatory

Budget for Prestwick STEM Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6118-05-042-524000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$7,000.00
199-11-6118-05-042-525000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,300.00
199-11-6119.00-042-524000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$67,184.00
6100 Subtotal:		\$79,484.00
6300 Supplies and Services		
199-11-6399-00-042-524000	6399 General Supplies	\$5,244.00
199-11-6399-00-042-525000	6399 General Supplies	\$6,294.00
6300 Subtotal:		\$11,538.00

329

Personnel for Prestwick STEM Academy:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Suzanne Harlow	Math-Science Interventionist	At Risk	

2015-2016 Campus Leadership Team

Committee Role	Name	Position
Administrator	Christine Gibson	Principal
Business Representative	Mary Day	Matthews Southwest
Classroom Teacher	Valentin Cardenas	CTE teacher
Classroom Teacher	Suzanne Harlow	Math/Science Specialist
Classroom Teacher	Laura Reed	6th ELAR
Classroom Teacher	Lisa Stevens	7th Science
Community Representative	Wendy Hulkowich	Realtor, community member
Non-classroom Professional	Sandy Burrell	Campus Counselor
Parent	Kara Hermogeno	Parent

Little Elm Independent School District
Lakeside Middle School
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

333

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	13
School Context and Organization	14
Technology	15
Comprehensive Needs Assessment Data Documentation	16
Goals	19
Goal 1: Lakeside Middle School will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	19
Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.	20
Goal 3: Lakeside Middle School will engage each staff member in a culture of collaboration that extends each student's learning.	27
Goal 4: Lakeside Middle School will effectively communicate with all stakeholders.	28
Goal 5: Lakeside Middle School will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	29
Goal 6: Lakeside Middle School will equip students with the skills necessary to be competitive in the current and future job market.	30
System Safeguard Action Steps	31
Federal System Safeguard Action Steps	32
2015-2016 Campus Leadership Team	33

334

Comprehensive Needs Assessment

Demographics

Demographics Summary

The following information includes the demographic components of the Comprehensive Needs Assessment, Priority of Needs, and the associated District Improvement Plan goal in which the need is met.

As of June 1, Lakeside demographic summary is as follows:

- Campus Type Middle School
- Campus Size 1,188 Students
- Grade Span 06 - 08
- Percent Economically Disadvantaged 45%
- Percent English Language Learners 3.5%
- Mobility Rate 11.8%

Demographics Strengths

Lakeside's strengths are shown through our diversity. We have a student population that is growing each year. Students from a variety of backgrounds participate in our programs.

- ACE program through Community In Schools for our at risk students
- Communication with all demographics via School Messenger, Lakeside Community Facebook Page
- The Lobo Learning Lab as a resource for all students
- Creating foundational skill builder classes for students who are At Risk and have gaps
- Spanish Heritage Club

Demographics Needs

- Programs that support students that are traditionally unaffiliated with traditional extracurricular activities
- More parental involvement in school activities
- Academic Support for specialized populations
- Increased variety of Career and Technology programs

Student Achievement

Student Achievement Summary

Lakeside Middle School strives to reduce and eliminate the achievement gap across all student populations and subject areas. Strengths include the improvement of graduation rates, improved scores in select content areas, as well as meeting safeguards under our STAAR accountability system. The campus boasts an outstanding fine arts program, including award winning band, choir, and theater programs. The Lakeside Middle School art programs are growing and thriving with the use of a variety of mediums that give students an opportunity to express their creativity. The creation of sculpture, interior design, and costume design classes give students a wider variety of options for self-expression. Championship athletic programs for both boys and girls bring pride and tradition to the campus. An array of clubs are offered before and after school to increase the involvement of all students. From academic opportunities to extra curricular activities, Lakeside Middle School aims to provide a safe and collaborative environment for students to grow and succeed.

Student Achievement Strengths

- Lakeside Middle School Met Standard on all Performance Index Categories
- 100% on math system safeguards
- Algebra I passing rate was 99%
- Five points above the state average in 8th grade math
- Two points above the state average in 8th grade reading
- The attendance rate for Lakeside Middle School was 96.5%, which put us better than half of all middle schools in the state

Student Achievement Needs

- Special Education student performance did not meet system safeguards in 8th grade Science and Social Studies
- System Safeguards were not met by English Language Learners
- Social Studies STAAR was our lowest passing category in 8th grade
- Math STAAR was our lowest passing category in 7th grade
- Increased instructional programs for students out of class due to discipline issues
- Instructional programs that support and guide students toward Level III performance
- Top two areas for improvement are ELL progress and SpEd learning

School Culture and Climate

School Culture and Climate Summary

Throughout the school year, parents and community members are given the opportunity, through surveys and the community Facebook Page, to provide Lakeside with feedback on a variety of topics. The Principal's Advisory Committee meets throughout the year to explore campus needs from a student perspective. They give positive and negative feedback, as well as engaging in solution based collaboration to address needs. The Campus Leadership Team meets regularly to discuss and explore campus needs from a staff perspective.

The campus has improved student and parent communication. Students have become highly engaged in collaborative learning with the use of our 5 open learning spaces. Students have reported feeling safe at school and connected with the staff members. The weekly newsletter, The Lobo Ledger, and the Lakeside Community Facebook page have improved our communication and increased our feedback loops and made them more effective. The use of Chrome-books for research, video announcements, and multi-media learning has increased the effectiveness of how teachers present their lessons in a 21st century classroom. The Chrome-books have also increased our students' ability to compete in a global community.

School Culture and Climate Strengths

Communication is a strength due to our multiple modes of contact. Contact with parents, families, and the community are available through School Messenger, District and Community Facebook pages, phone calls, emails, websites, marquees, and volunteerism. There is a community pride at Lakeside and a vision of the future with the continued implementation of PLCs, rigor and relevance professional development training, and the positive behavior improvement system. Communication with parents continues to be a priority. The open lines of communication are building understanding and involvement across the community.

School Culture and Climate Needs

- Programs to address behavior and bullying
- Outreach to increase involvement in clubs

- Increase student preparation for competing in a global community
- Increase community involvement in school events
- Create a culture of "High Reliability" by doing the most important things at very low error rate

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and instructional paraprofessional staff of Lakeside Middle School have been highly qualified since 2006. Off sight professional development opportunities are available in a variety of interest and need areas. On sight, staff to staff collaboration and training opportunities are promoted and offered throughout the year. This year, a late start time on Friday provides additional time to the core content area teachers for deep planning in PLC meetings.

Staff Quality, Recruitment, and Retention Strengths

- Teachers and paraprofessional staff are highly qualified
- New teachers participate in New Teacher Orientation
- Instructional team leaders and department chairs work to integrate new members into their departments with collaborative meetings
- Teachers are encouraged to take ownership of their areas of expertise and are given opportunities to coach and mentor peers
- Multiple professional development opportunities are available throughout the school year
- Opportunities for technological innovation are ongoing to insure that 21st century thinking is deeply embedded into the workday

Staff Quality, Recruitment, and Retention Needs

- New teacher and new staff mentoring programs lead by veteran teachers.
- The areas of growth include the recruitment of certified and practicing ESL certified teachers
- Maintain a staff retention rate of 95%, starting with administration and working down to teachers and other staff members

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Lakeside's curriculum, instruction, and assessments for our students has seen significant gains. Through content-specific instructional coordinators, curriculum and assessments are aligned to meet the TEKS and ELPS. The rigor of our instruction is increasing higher order thinking, as well as increasing instructional rigor and aligning TEKS for all grade levels. Through Professional Learning Communities, LMS core teachers are able to communicate, collaborate, and plan. All cores are involved in content area cadres that are facilitated by District Curriculum Coordinators. Differentiated instruction is a required and necessary part of students' education. Lakeside strives to train and maintain a Differentiated Instruction Leadership Team that insures students, and not just curriculum, are taught with high fidelity. Instruction and intervention are student specific, research based and data driven. RenStar, unit tests, common formative and summative assessments, observational data, and state required testing are reviewed and utilized.

Curriculum, Instruction, and Assessment Strengths

- Double blocked ELAR classes
- Continuation of the compacted math program
- Continued use of the Lobo Learning Lab to help all students learn
- Continued use of Read 180
- Study Island for reading and math
- AVID
- Created a schedule of ongoing, instructional, curriculum, and data examination guided by team leaders and instructional leadership team
- Created a Friday Night School program for struggling learners, failed learners, and intentional non-learners

Curriculum, Instruction, and Assessment Needs

- Increase focus on ELL learning, ESL reading and writing should be addressed
- Core teachers tracking all struggling learners, failing learners, and intentional non-learners for specific student needs
- Generate a high level of differentiated instruction to reach all learning levels
- Documenting RTI process in combination with current resources such as RenStar reports in AWARE

- Closing achievement gaps in Hispanic and African American, LEP, ESL, and students receiving special education services

Family and Community Involvement

Family and Community Involvement Summary

Family and community involvement and building a bridge of trust is a priority for Lakeside Middle School. A campus wide needs assessment revealed that parent involvement in some areas are improving. Multiple forms of communication has also improved over time and is a strength. Multiple modalities of communication is increasing community involvement in activities and awareness. With information provided via email, phone messages, Facebook, website and marquee, there is increased exposure to school activity information.

Family and Community Involvement Strengths

- ACE program through Community In Schools (CIS) for all students
- A band booster club is active this year
- The Lakeside PTA is active this year
- The Lakeside PTA and Ryan Project teamed up to host our Lakeside Dances
- The weekly newsletter continues to be a important source of information for our parents and learners
- Regular messages to all students, parents, and staff helps keep everyone informed
- Formed a partnership with the local Sonic to recognize the teachers and students of the month

Family and Community Involvement Needs

- Programs for families of non-English speakers
- Growing the number of parents involved in PTA, Watch D.O.G.S., and Mentoring programs
- Continuing to create open feedback loops with our families via surveys and parent-teacher communication

School Context and Organization

School Context and Organization Summary

Lakeside Middle School will continue rigorous instruction in preparation for post secondary plans. The evolution of our 1 to 1 technology initiative has evolved our forward-thinking state of mind that is desired in the 21st century work force. We will continue to grow and develop our technology program in the 2015-2016 school in order to provide students with the best instructional and holistic environment.

School Context and Organization Strengths

- Careful monitoring of both data and holistic means
- Streamlining of communication, technology/curricular processes and procedures
- The 1:1 initiatives
- Campus security upgrades that provide the school community with a sense of future and security
- We are also implementing privileges in classrooms to support students positive behavior choices
- Full implementation of our CIS program

School Context and Organization Needs

- Counseling department creating grade level programming regarding social skills, study skills, small groups and peer to peer interaction
- Increasing organizational communication, with all stakeholders
- The school community is seeking to establish new traditions to increase pride in our schools and district

Technology

Technology Summary

Strengths include our 1:1 with Chrome Books. Computer labs that are available for students who do not have access to their chrome book. We have been effectively using research based software to meet the needs of diverse learners. Projectors and WiFi drops in all collaboration areas for co-teach usage. The staff will continue to be trained on new initiatives in order to execute full implementation.

Technology Strengths

- Beginning Year 3 of 1:1 Chrome Book initiative.
- Technology upgrades to WiFi system
- Use of technology in collaborative areas that allow for co-teaching
- Teacher training for increased integration of technology
- Teacher access to YouTube, Facebook to facilitate open learning networks

346

Technology Needs

- Offering training and courses for students to help learn hardware and software programs currently on campus
- Additional staff training on Focus, Parent Portal, and Google Classroom
- Advanced Placement courses for students seeking additional challenges

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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- 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
- Migrant 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback









Support Systems and Other Data

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

Goals

Goal 1: Lakeside Middle School will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Recruit and retain highly qualified teachers.









Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Ensures life long learning by providing teachers the opportunity to improve professionally and maintain 100% highly qualified teacher status by June 2016.	Administrators	Staff Development Agendas, Workshop and Conference Registrations				
Critical Success Factors CSF 7 2) Provide support for new teachers through a year-long induction program that will provide professional development, networking, and a forum for discussing common challenges.	Team leads and district mentors	Sign in sheets				
Critical Success Factors CSF 7 3) Ensure every teacher and classroom aide meet Highly Qualified Status.	Administrators	TEA Highly Qualified Report				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

350

Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.

Strategy 1: Increase 7th grade Reading STAAR Level 2 performance from 70% to 90% for all students in three years or less. Year one, increase Level II performance 7% for each student group. Increase Economically Disadvantaged student group from 64% to 71%; African American student group from 66% to 73%; Hispanic student group from 64% to 71%; White student group increase from 77% to 84%. Increase ELL student group from 31% to 60% and Special Education Indicator student group from 30% to 60% to meet the State system safeguards.

Summative Evaluation: 2016 STAAR scores

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps Critical Success Factors CSF 1 1) Reading will be double blocked for 7th and 8th grade.	Administration	Data spreadsheets of all students' performance in 2015 STAAR ranked by quintiles				
System Safeguard Action Steps Federal System Safeguard Action Steps 2) Struggling students will receive intervention lessons during core instruction. Advanced students will receive enrichment lessons to extend learning and support performance at the Advanced Standard.	Administration Teachers	Student lists of those struggling in reading and attendance documents at mandatory tutorials. Study Island progress reports Renstar reports				
System Safeguard Action Steps 3) Students will monitor their own data to target learning goals an better understand strengths and areas for growth in order to develop student self-advocacy and reflection.	Teachers Administrators	Completed student data monitoring sheets after assessments.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.

Strategy 2: Increase 7th grade Math STAAR Level 2 performance from 54% to 87% for all students in three years or less.







Summative Evaluation: 2016 STAAR scores

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps 1) Struggling students will receive an intervention class, G.A.M.E., during the school day.	Administration Teachers	Data spreadsheets of students' performance in 2015 STAAR ranked by quintiles Renstar BOY, MOY, EOY reports Study Island progress reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.

Strategy 3: Increase 7th grade Writing STAAR Level 2 performance from 68% to 87% for all students in three years or less. Year one, increase Level II performance 7% for each student group. Increase Economically Disadvantaged student group from 60% to 67%; African American student group from 68% to 75%; White student group increase from 80% to 87%. Increase the performance for the Hispanic student group from 58% to 60% and the ELL student group from 18% to 60% to meet the State system safeguards.







Summative Evaluation: 2016 STAAR scores

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps 1) Writing will be double blocked for 7th and 8th grade.	Administration	Data spreadsheets of all students' performance in 2015 STAAR ranked by quintiles				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.

Strategy 4: Increase 8th grade Reading STAAR Level 2 performance from 80% to 90% for all students in three years or less. Year one, increase Level II performance 10% for each student group. Increase Economically Disadvantaged student group from 76% to 86%; African American student group from 65% to 75%; Hispanic student group from 79% to 89%; White student group increase from 85% to 95%. Increase the performance for LEP student group from 46% to 60% and Special Education Indicator student group from 47% to 60% to meet the State system safeguards.







Summative Evaluation: 2016 STAAR scores

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps 1) Writing will be double blocked for 7th and 8th grade.	Administration	Data spreadsheets of all students' performance in 2015 STAAR ranked by quintiles				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.

Strategy 5: Increase 8th grade Math STAAR Level 2 performance from 80% to 87% for all students in three years or less.







Summative Evaluation: 2016 STAAR scores

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps 1) Struggling students will receive an intervention class, G.A.M.E., during the school day	Administration Teacher	Data spreadsheets of students' performance in 2015 STAAR ranked by quintiles Renstar BOY, MOY, EOY reports Study Island progress reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.

Strategy 6: Increase 8th grade Science STAAR Level 2 performance from 65% to 94% for all students in three years or less. Year one, increase Level II performance 10% for each student group. Increase Economically Disadvantaged student group from 55% to 65%; African American student group from 52% to 62%; Hispanic student group from 59% to 69%; White student group increase from 73% to 83%. Increase the performance for the LEP student group from 17% to 60% and Special Education Indicator student group from 11% to 60% to met State system safeguards.







Summative Evaluation: 2016 STAAR scores

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps 1) Project Based Learning (PBL)	Administration Teacher					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Lakeside Middle School will improve student learning through using rigorous and relevant learning experiences.

Strategy 7: Increase 8th grade Social Studies STAAR Level 2 performance from 56% to 94% for all students in three years or less. Increase performance for Economically Disadvantaged student group from 46% to 60%; African American student group from 44% to 60%; Hispanic student group from 47% to 60%; LEP student group from 22% to 60%; Special Education group from 17% to 60% to meet the State systems safeguards.










Summative Evaluation: 2016 STAAR scores

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Federal System Safeguard Action Steps 1) Project Base Learning (PBL)	Administration Teachers	Common Formative Assessments				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Lakeside Middle School will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: Increase teacher participation in Professional Learning Communities from once a week to twice a week.




Summative Evaluation: PLC agendas and sign in sheets.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Core content area teachers will meet twice a week in PLC meetings.	Administrators Teachers	Data walls, collaborative lesson plans, common formative assessments				
System Safeguard Action Steps 2) Teachers will disaggregate and analyze data during grade level PLC meetings. Teachers will use common formative assessment data daily to adjust instruction to meet the needs of all students.	Administration Teachers	Assessment data to monitor student performance and instructional alignment to district scope and sequence and TEKS Intervention progress monitoring data, student grouping arrangements and instructional plans for interventions				
System Safeguard Action Steps 3) Teachers will disaggregate and analyze data during grade level PLC meetings. Teachers will use common formative assessment data daily to adjust instruction to meet the needs of all students.	Administration Teachers	Assessment data to monitor student performance and instructional alignment to district scope and sequence and TEKS Intervention progress monitoring data, student grouping arrangements and instructional plans for interventions				
System Safeguard Action Steps 4) Teachers will disaggregate and analyze data during grade level PLC meetings. Teachers will use common formative assessment data daily to adjust instruction to meet the needs of all students.	Administration Teachers	Assessment data to monitor student performance and instructional alignment to district scope and sequence and TEKS Intervention progress monitoring data, student grouping arrangements and instructional plans for interventions				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Lakeside Middle School will effectively communicate with all stakeholders.








Strategy 1: Increase communciation with stakeholders from bi-weekly to weekly. Communciation will increase 100% by using a weekly newsletter and posts on Facebook.

Summative Evaluation: The Lobo Ledger, Lakeside Community Facebook page

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Communicate campus events to stakeholders on a weekly basis.	Administrators	Newsletters, Facebook posts, website				
<div> = Accomplished</div> <div> = Considerable</div> <div> = Some Progress</div> <div> = No Progress</div> <div> = Discontinue</div>						

Goal 5: Lakeside Middle School will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.







Strategy 1: Increase community partnerships.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
1) Build partnerships with the community through teachers and students of the month recognition and adopt a street program.	Administrators Teachers	Improved relationships between Lakeside Middle School and the Little Elm community				
2) Build partnerships with the community through teachers and students of the month recognition and adopt a street program.	Administrators Teachers	Improved relationships between Lakeside Middle School and the Little Elm community				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Lakeside Middle School will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Provide students with access to career days and innovative technology

Summative Evaluation: Documentation of career day events and student participation.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 3 CSF 6 1) Participate in career fairs, promote innovative technology in instruction to enhance career readiness	Counselor					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
2	1	1	Reading will be double blocked for 7th and 8th grade.
2	1	2	Struggling students will receive intervention lessons during core instruction. Advanced students will receive enrichment lessons to extend learning and support performance at the Advanced Standard.
2	1	3	Students will monitor their own data to target learning goals an better understand strengths and areas for growth in order to develop student self-advocacy and reflection.
2	2	1	Struggling students will receive an intervention class, G.A.M.E., during the school day.
2	3	1	Writing will be double blocked for 7th and 8th grade.
2	4	1	Writing will be double blocked for 7th and 8th grade.
2	5	1	Struggling students will receive an intervention class, G.A.M.E., during the school day
2	6	1	Project Based Learning (PBL)
2	7	1	Project Base Learning (PBL)
3	1	2	Teachers will disaggregate and analyze data during grade level PLC meetings. Teachers will use common formative assessment data daily to adjust instruction to meet the needs of all students.
3	1	3	Teachers will disaggregate and analyze data during grade level PLC meetings. Teachers will use common formative assessment data daily to adjust instruction to meet the needs of all students.
3	1	4	Teachers will disaggregate and analyze data during grade level PLC meetings. Teachers will use common formative assessment data daily to adjust instruction to meet the needs of all students.

362

Federal System Safeguard Action Steps

Goal	Strategy	Action Step	Description
2	1	1	Reading will be double blocked for 7th and 8th grade.
2	1	2	Struggling students will receive intervention lessons during core instruction. Advanced students will receive enrichment lessons to extend learning and support performance at the Advanced Standard.
2	2	1	Struggling students will receive an intervention class, G.A.M.E., during the school day.
2	3	1	Writing will be double blocked for 7th and 8th grade.
2	4	1	Writing will be double blocked for 7th and 8th grade.
2	5	1	Struggling students will receive an intervention class, G.A.M.E., during the school day
2	6	1	Project Based Learning (PBL)
2	7	1	Project Base Learning (PBL)

2015-2016 Campus Leadership Team

Committee Role	Name	Position
Business Representative	Mike King	
Classroom Teacher	Michael Horvath	
Classroom Teacher	Tim Hoffman	
Classroom Teacher	Kellia Thomas	
Classroom Teacher	Tiffany Troxclair	
Community Representative	Patti Cozart	
District-level Professional	Cleota Epps	
Non-classroom Professional	Clint Miller	
Non-classroom Professional	Marcia Torres	
Paraprofessional	Diane Zaccarelli	
Parent	Ginger Hansen	
Parent	Kerry Petersen	

364

Little Elm Independent School District
Little Elm High School
2015-2016 Campus Improvement Plan



Value Statement

As Lobos we VALUE...

- A culture founded on the highest qualities of character
- Unleashing every individual's highest potential
- Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home
- A foundation of culture that values unity and pride
- Embracing all of our kids as all of our kids
- Open, transparent, and timely communication

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...

Engage, Equip, and Empower each student to realize their full potential.

Table of Contents

As Lobos we VALUE...	2
Vision	2
The VISION of the Little Elm ISD Community is to be "THE Destination District."	2
.....	2
Mission Statement	2
The MISSION of Little Elm ISD is to... Engage, Equip, and Empower each student to realize their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	15
School Context and Organization	18
Technology	20
Comprehensive Needs Assessment Data Documentation	22
Goals	25
Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.	25
Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.	26
Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.	27
Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.	31
Goal 5: Little Elm ISD will effectively communicate with all stakeholders.	32
Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.	33
Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.	35
Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.	37
System Safeguard Action Steps	39
2015-2016 Campus Planning Team	40
Campus Funding Summary	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Little Elm High School is located in a fast growth area. From the 2013-2014 school year to the 2014-2015 school year student enrollment has stayed steady at around 1800 students. The student body make up of LEHS varies from each grade level. Our senior class is made up of 286 students while our freshman class is made up of 621 students. We service 69% of our students through our CATE (Career and Technology Programs) and 43% of our students receive free or reduced lunch. Our Hispanic and African American student body is continuing to grow at a steady rate as well. Our students participate in a variety of activities including boys and girls athletics, Fine Arts Programs, AVID, and NHS/SNHS academic programs. LEHS also offers students the ability to earn "Dual Credit" courses with local universities.

Demographics for LEHS as of May 2015

Total student population- 1801

Hispanic population- 703 (39%)

African American Population- 322 (18%)

White/Non-Hispanic population- 694 (39%)

American Indian/Alaska Native- 6 (.003%)

Asian 35 (.01%)

Pacific Islander/Native Hawaiian- 3 (.003%)

Two or More Races- 38 (.01%)

Special Programs:

At-Risk- 987 (54%)

Career Technology- 1250 (69%)

Special Education- 148 (8%)

LEP- 85 (04%)

G/T- 69 (03%)

Attendance rate- 94.3% in 2013-2014

Economically Disadvantages- 768(43%)

Mobility- 2012-2013 15.5 %

Drop-out rate class 2014- 1.5%

Graduation rate class 2014- 90.8% class 2013- 91.7%

Demographics Strengths

Strengths

1. Diverse student population.
2. Several languages are represented at LEHS. (Spanish, French, Koren, and English)
3. Student population continues to grow annually.

Demographics Needs

The following needs are listed in priority order:

1. Improve attendance rates for all students in grades 9th through 12th.
2. Decrease our annual drop-out rate.
3. Decrease student failure rate at all grade levels.
4. Decrease the number of students who do not gain credit in every subject.
5. Increase opportunities for parents and the community to get involved.

Student Achievement

Student Achievement Summary

LEHS has met index one with 77% passing rate for the 2014-2015 school year.

LEHS has also met index three with a 41% passing rate for the 2014-2015 school year.

2014 Initial EOC testing results:

Algebra I- Level II 66% All, 60% HIS, *57% AA, 79% W, 65% ECO, *44% LEP, *38% SPED, and 69% CATE

Biology - Level II 93% All, 91% HIS, 89% AA, 97% W, 91% ECO, *56% LEP, *80% SPED, and 93% CATE.

US History - Level II 92% All, 87% HIS, 91% AA, 96% W, 86% ECO, *44% LEP, *67% SPED, and 93% CATE.

ELA I - Level II 66% All, 57% HIS, 62% AA, 79% W, 56% ECO, *26% LEP, *0% SPED, and 67% CATE.

371 ELA II - Level II 67% All, 61% HIS, *49% AA, 83% W, 58% ECO, *27% LEP, *55% SPED, and *41% CATE.

*Unofficial scores with out (LEP and As of Date students)

Student Achievement Strengths

Student Achievement Strengths

1. Biology - Level II 93% All, 91% HIS, 89% AA, 97% W, 91% ECO, *56% LEP, *80% SPED, and 93% CATE.
2. US History - Level II 92% All, 87% HIS, 91% AA, 96% W, 86% ECO, *44% LEP, *67% SPED, and 93% CATE.
3. LEHS met Index 1 with a score of 77% and Index 2 with 41% passing.

4. Students participated in AP, Dual credit, On-Ramps, AVID and other academic courses.

*Unofficial scores with out (LEP and As of Date students)

Student Achievement Needs

Needs:

1. Algebra I- Level II 66% All, 60% HIS, *57% AA, 79% W, 65% ECO, *44% LEP, *38% SPED, and 69% CATE
2. ELA I - Level II 66% All, 57% HIS, 62% AA, 79% W, 56% ECO, *26% LEP, *0% SPED, and 67% CATE.
3. ELA II - Level II 67% All, 61% HIS, *49% AA, 83% W, 58% ECO, *27% LEP, *55% SPED, and *41% CATE.
4. Students failing by six weeks.
5. Increase student test scores in Index I, II, and III for Algebra and ELA for Hispanic and African American students.
6. Increase student scores for post readiness standards.
7. Increase students participation for AP exams.

372

School Culture and Climate

School Culture and Climate Summary

This year, we had 4 new administrators and 2 returning from the previous year. LEHS has had a revolving door with administration in the past couple of years. School culture and climate has been inconsistent the past couple of years due to different administration at LEHS. To determine the staff culture and climate, we conducted a staff survey to get a better picture of where we are at.

School Culture and Climate Strengths

Survey Results:

1. High staff morale...75 % agree while 16% disagree.
2. Teachers feel supported by admin...84% agree while 8 % disagree.
3. Teachers feel safe at school...94% agree while 0% disagree.
4. There is positive energy at school...81% agree while 15 % disagree.
5. Staff takes pride in being a Lobo...76% agree while 13% disagree.
6. Teachers look forward coming to work...82% agree while 6% disagree.
7. I would recommend working at LEHS to a friend...82% agree while 8% disagree.
8. Conflict and resolution is handled effectively...70% agree while 18% disagree.
9. In addition to having a high percent of students enrolled in CTE classes, Little Elm High School enjoys a high level of participation in CTSO's (Career and Technology Student Organizations). We have active chapters in DECA (Marketing and Business), HOSA (Health Science), FCCLA (Family and Consumer Science), TPSA (Public Safety), and Robotics (Engineering). In the 2014-2015 school year we had 220 paid student members in the Little Elm chapter of DECA. This made Little Elm the largest chapter in the DFW metro area and fourth largest in the state of Texas.

10. Academic organizations such as UIL, NHS or NSHS have increased participation and success from our high achieving students.
11. There is 10% teacher turn over in staff from the 2014-2015 school year to the 2015-2016 school year.

School Culture and Climate Needs

1. 13 comments of inconsistency in regards to discipline placements among admin staff this year.
2. 10 comments about student disrespect and behavior issues.
3. 7 comments about class size being to large or not conducive to learning...28%
4. Improving communications and trust between staff and administration...68%
5. Continued education on Digital Citizenship, Cyber-bullying, and Digital Footprints would be beneficial to students long-term. Currently Digital Citizenship Week happens once/semester. Adding continued opportunities on a more regular basis would be helpful.
6. More clubs and organizations are needed to bring the students in contact with how to solve global issues. Global citizenship and how we can impact the world needs to be addressed in organizations like World Affairs Council or others like it. Raising money for a major cause or creating gift packs for special populations around the globe can increase our community's global impact.
7. Improve mentoring/character education programs such as Rachel's Challenge and small group instruction.
8. Class size is conducive to teaching...28% agree while 45% disagree.
10. Staff feels like they have a voice...68% agree while 9% disagree.
11. There is a mutual atmosphere of trust and respect between admin, staff, and students...68% agree while 15% disagree.
12. Improve the overall counseling program in the areas of guidance lessons, college readiness, and credit recovery options.
13. 927 ISS placements, 166 OSS placements, and 24 DAEP placements for the 2014-2015 school year.
14. Improve on acceptable use policy for all technology items including laptops and cell phones.

374

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at LEHS is a mixture of new teachers to seasoned veterans. Teaching experience on the average ranges from 1 to 5 years of experience. The district and campus administration is currently seeking teachers that are highly qualified in each content area and are working together to provide a comprehensive staff development plan that ensures that we retain and grow our teachers. LEHS also seeks teachers with Master Degree's in their content to provide Dual Credit opportunities for students.

Staff Quality, Recruitment, and Retention Strengths

1. 10% teacher turnover rate for the 2014-2015 school year.
2. 100% of administration is coming back for the 2015-2016 school year.
3. Several recruiting trips were planned this year to recruit Highly Qualified teachers for all content areas. (UNT, TWU, and Arlington Job fairs.)
4. Monthly staff meetings were conducted for communication purposes.
5. Best practices in the area of AVID, ESL, and Technology were presented to the staff at various times through out the year.
6. Academic teams met weekly with their PLC teams to address instructional strategies and departmental issues.
7. Teachers were encouraged to attend Content Cadre Meetings to provide information and professional learning within the context or horizontal PLC discussion format.
8. Teachers are encouraged to register for 12 staff development hours of professional staff development in each content area.

Staff Quality, Recruitment, and Retention Needs

1. Improve our First Year Teacher and Mentor program at LEHS.
2. Continue to find Highly Qualified teachers and para professionals for each content area.

3. When staffing needs arise, social studies needs to have more non-coaches in the future. Finding coaches who specialize in other areas (English, Math, Science or CTE courses) would be beneficial for the campus (more versatility). More non-coaches in the SS Dept would make master scheduling a little easier in the coming years with more utility players to carry the weight of sections needed in social studies.
4. Hiring strong academic leaders will help with teaming and EOC results. Protocol needed for hiring to ensure these strengths?
5. Hiring process needs dept chairs and curriculum coordinators in the first interview to give input on potential future employees within the respective departments.
6. Find teachers who can speak different languages to improve parent communication.
7. Find ESL certified teachers when hiring content level teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

LEHS will continue to utilize the Instructional Focus Documents to set the sequence for the grading periods and year. LEHS has strong support from the administration and the Instructional Leadership Team in organizing and implementing best practices in curriculum delivery. The common planning times for PLC's will increase the design, sharing and implementation of relevant and rigorous curriculum. This will include the integration of technology into the delivery of curriculum and the adoption of strategies in the classroom such as Project Based Learning, the Flipped Classroom, Inquiry Based Lessons, and AVID type strategies.

Curriculum, Instruction, and Assessment Strengths

1. Proficient at technology integration.
2. Content area teams collaborated to plan, design, and discuss relevant student lessons. (PLC Sessions)
3. Improved implementation of the 504 program.
4. First year of SPED inclusion program.
5. Teachers attended Content Curriculum sessions through out the year.
6. Teachers offered staff development options thru the district or Regional Service centers.
7. LEHS offered credit recovery options, seat time, and other alternative options for student to gain or recover lost credits.

Curriculum, Instruction, and Assessment Needs

1. Continuing support for technology integration PD would benefit teachers and students.
2. A more comprehensive writing program would provide better consistency in writing instruction among and between grade levels.
3. Higher focus on writing and reading comprehension in all subject areas. We need more cross-curricular collaboration on projects. Instructional

technology specialists and innovative leaders need to create more learning opportunities for teachers and a bigger focus on digital citizenship week in the coming year.

4. Teachers need more professional development opportunities throughout the year in their content area.
5. PLC time is needed to create engaging interactive lessons
6. Improve First Year Teacher Academy and Mentor Program.
7. Continue improving SPED inclusion program.
8. Continue improving 504 program.
9. Increase teacher knowledge over new accountability system and "Safe Guard" standards. (Hispanic, African American, and Economic Disadvantaged students)
10. Teachers need a better understand of readiness and supporting standards in the area of Algebra 1 and ELA (I & II).

Family and Community Involvement

Family and Community Involvement Summary

LEHS strives to involve parents, students, teachers, and the community members in it's quest to educate parents. We also will continue its partnership with CIS- Communities in Schools. The organization has been instrumental in providing key services to our students. Additionally, the campus will continue to support the district parent involvement coordinator through advertising services. LEHS Families have the opportunity to participate in weekly Parent Education classes in both the Fall and Spring semesters through our LEISD Family Support Service Facilitator. For the 2014-2015 school year, 36 LEHS parents participated in the classes. 2014-2015 marked the first annual Parent University in which a total of 33 District Parents, 13 of whom had LEHS students participated in sessions covering a range of topics from 10 volunteer presenters. Additionally, 25 Community Volunteers contributed nearly 1000 hours of service to LEHS students, through Mentoring and/or tutoring or serving as a Social Work Intern during the 2014-2015 through the Communities In Schools Program.

Family and Community Involvement Strengths

The campus has steadily increased its parent involvement sessions. Open House and parent conference night activities have steadily increased in attendance. Additionally, more teachers are participating. The campus has started a PTSA to facilitate increased levels of parent involvement.

1. Family and Community Involvement Strengths

LEHS provides a variety of ways for parents to get involved in their child's education. LEISD has a system set up to inform parents in a variety of ways, email, facebook, twitter and call outs of upcoming events, happenings and important dates.

Success with connecting with PEIMS on students who did not have parent contact information helped update systems with proper contact information. This definitely should continued and addressed on who to contact as these issues arise in the future.

Parent Survey Results:

1. 85% of parents feel respected when they visit LEHS.
2. 74% of parents feels LEHS provides a safe and secure environment.
3. 75% of parents feel their child has one adult at LEHS they trust and support.
4. 76% of parents feel their child is involved in at least one organization or extra curricular activity at LEHS.
5. The campus has steadily increased its parent involvement sessions.
6. Open House and parent conference night activities have steadily increased in attendance. Additionally, more teachers are participating.
7. The campus has started a PTSA to facilitate increased levels of parent involvement.
8. School information is sent out to parents via
9. Parents and community members participate in the site-based planning committee process.
10. The Annual Angel Tree program was a way for 106 LEISD families, including 49 LEHS students to benefit from services. This program also provides a way for the LEISD staff, students and clubs and organizations to contribute in giving back to their peers in need.
11. LEHS had many parents participate in the Chart your Course event.
12. LEHS also offered a College night during the Spring semester in which parents participated.
13. LEHS also has several Booster clubs which permit Parental involvement, including Band, Baseball, and Football Boosters.

Family and Community Involvement Needs

Parent Survey Results:

1. We need more mentors and volunteers on campus.

2. 37% of parents would like to see more information on how to support their child.
3. 47% of parents would like to see more teacher parent communication about their child.
4. 47% of parents would like to see more guidance from their students guidance counselor.
5. 35% of parents would like to see more guidance from their students administrator.
6. 36% of parents would like to see more emphasis placed on students.
7. 41% of parents would like to see their child encouraged to do their best at school.
8. More teachers need to seek bilingual certification to reach parents who don't speak English. The alternative is a plan to partner with resources who do speak the language to help you reach out. That plan needs to be shared with teachers so they know what to do instead of avoiding the issue.
9. LEHS is in need of a stronger and more active PTA.
10. We need to provide a better way to reach out to more of our Spanish speaking parents to improve their level of involvement in their student's education and participation in school activities.

School Context and Organization

School Context and Organization Summary

The future at LEHS is bright! LE is a 5a High School that is situated between Frisco ISD and Denton ISD. LE is continually growing by 200-300 students annually. This year, LEHS had a 10% turn over rate among staff which includes the administration staff as well. The campus leadership team has worked very hard this past year creating, implementing, and supporting systems to ensure LEHS becomes a premier high school in the area. The school is about 9 years old and due to the increase of students in the past couple of years, we are in need of expansion in certain areas. Several construction projects will help to improve the capacity and flow of the school.

School Context and Organization Strengths

1. Instructional Leadership Team meets weekly to facilitate goals and to discuss topics with department heads.
2. The school facility and available staff are strengths of the organization.
3. 1:1 technology with students and staff.
4. PLC teams are increasing in collaboration and sharing of best practices.
5. Communication with parents has improved via email, website, twitter, and call out systems.
6. Communities in Schools is a program that supports at-risks students and families.
7. The ILT sought input from ILT members, teachers, and students for various concerns for the success of the school(example: master schedule, bell schedules, student/staff handbook, etc)
8. Duty stations/schedules were created for consistency through out the year.
9. More clubs and organizations were offered this year.
10. Increased communication amongst admin to faculty/staff/students through remind101, gmail, google sheets, and by any other means.

School Context and Organization Needs

1. Improved facilities to accommodate the growing student population such as, in the cafeteria, old administration wing, library, band parking lot, and athletic facilities.
2. There is a need for all stake holders to be educated on accountability model, especially in the area of System Safe Guards.
3. Improve communication systems for teachers, parents, and administration concerning needs or other topics.
4. Improve master schedule for SPED inclusion support.
5. Improve master schedule for students eating in the cafeteria due to larger student body.
6. Improve PLC process for content teachers to provide better lesson planning sessions and data talks to increase student index and improve system safe gaurds.
7. Improve remediation and mentoring programs for students who are at-risk (System Safe Guards).
8. More structure and accountability for mentors for new teachers.
9. New teachers need walk-throughs for feedback from those mentors early and often.
10. We need a clear step-by-step guide for new organizations for opening an account, fundraising and field trips with the location of resources specified.
11. We need to bring back something like the campus design team as an outlet for teachers to collaborate with administrative staff OR some type of digital/paper forum to express concerns or ideas.

Technology

Technology Summary

LEHS is a one-to-one technology campus. Every student receives an Apple Mac laptop during the school year to facilitate the development of 21st Century Skills and increase the level of rigor and engagement in the classroom. Students will have access to many resources through the use of technology as well as the ability to collaborate with their peers. Administrators and teachers must complete the Texas StAr chart (School Technology and Assessment) to ensure technology standards are being implemented. We offer staff development in the area of technology through out the year. This year, Edmodo software was used to communicate and post instructional items or homework for parents and students.

Technology Strengths

1. Credit recovery classes offered online to students via e2020.
2. The ability to collaborate and share via Google drive allows for increased learning and growth at both the student and teacher level.
3. School wide Wifi access allows for usage of the whole building as a learning space.
4. Teachers and students are 1:1 ratio with Apple Computers.
5. Staff development opportunities for teachers and students. (Digital Citizenship)
6. Ability to take state assessments online.
7. More CTE courses available for students to take.

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Technology Needs

1. Aligning objectives and instruction with the appropriate technology tool.
2. Clear expectations and protocols to be established in classrooms and campus wide.
3. Maintaining acceptable/appropriate use in the classroom for all technology tools.
4. Developing teachers in using the technology to most effectively deliver instruction.
5. Technology integration is sometimes low. Often at the substitution or augmentation level on the SAMR scale. We need more time dedicated to digital citizenship.
6. Parent training for FOCUS, Edmodo, and other communication tools. Especially for our Spanish speaking parents.

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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
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Progress of prior year TAKS failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Migrant 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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

- 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
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

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
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data







308

Goals

Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Recruit and Retain Highly Qualified Teachers

Summative Evaluation: Annual Retention Rate











Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Ensure life long learning by providing teachers the opportunity to improve professionally and maintain 100% highly qualified teacher status by June 2016.	LEHS Administrators	Staff Development Agendas, Workshop and Conference Registrations	✓	✓	✓	✓
	Funding Sources: Local Funds - \$18000.00					
Critical Success Factors CSF 7 2) Provide support for new teachers through a year-long induction program that will provide professional development, networking, and a forum for discussing common challenges.	LEHS Administrators, Department Chairs, LEISD HR Department	Agendas from New Teacher trainings and meetings.				
	Funding Sources: Local Funds - \$2500.00					
Critical Success Factors CSF 7 3) Ensure every teacher and classroom aide meet Highly Qualified status.	LEHS Administration and LEISD Human Resource Services	TEA Highly Qualified Report	✓	✓	✓	✓
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

389

Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 1: LEHS will create opportunities for students to develop leadership qualities, skills, and experience through a variety of student organizations.






Summative Evaluation: Number of active student organizations and rosters.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 3 1) Provide leadership class for current Student Council officers and leaders.	Student Council Faculty Sponsor	Students will complete the TASC (Texas Association of Student Councils) leadership curriculum.				
Critical Success Factors CSF 3 2) Faculty sponsors will facilitate leadership activities through current and new student organizations.	Faculty Sponsors and Assistant Principal over Student Activities	Students will participate in governance and leadership activities guided by organization by-laws and constitutions.				
Critical Success Factors CSF 3 3) Students will participate in community service activities such as the annual Food Bank can drive, Blood Drives, District Angel Tree, Adopt a Road, and Clothe a Child.	LEHS Student Organization Sponsors	Students will have multiple opportunities to participate in community service through-out the school year.				
Critical Success Factors CSF 3 4) Provide PALS (Peer Assistance & Leadership) class for Juniors and Seniors.	Faculty Sponsor and LEHS Administration	Enrolled students will complete the state approved curriculum which is built upon the requirement that students will participate in productive pursuits with peers, using decision making, higher order thinking skills, and resiliency building.				
Critical Success Factors CSF 3 CSF 6 5) Assemble a Principal's Advisory Committee comprised of leaders from all current student organizations who will advise, collaborate, and provide input on campus decisions and initiatives.	Administration and LEHS Student Organization Sponsors	Advisory Committee Meeting Agendas				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						







Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 1: Maintain the Met Standard Campus Rating from the Texas Education Agency (TEA) for performance and add at least 4 distinctions in the 2015-2016 school year.

Summative Evaluation: 2015-2016 TEA Accountability Rating and Report

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Provide common planning time for core teachers to develop engaging lessons using best practices; time for data analysis and opportunities to develop individual learning plans for students who are struggling as well as students who are accelerating.	LEHS Administrators, Content Coordinators, and Teachers	EOC data, PLC agendas, CWT, lesson plans				
Critical Success Factors CSF 1 CSF 2 2) PLC teams will analyze achievement data to determine instructional strategies needed to improve academic learning for each student.	LEHS Administrators, Content Coordinators, and Teachers	Gap analysis between student sub-populations. Over-all improvement in all EOC scores.				
Critical Success Factors CSF 1 CSF 2 3) Increase the percentage of students achieving Level III Advanced performance by: 10% in Algebra, English I, and English II and 5% in Biology and US History in 2015-2016.	LEHS Administrators, Department Heads, and Teachers	STAAR EOC results				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 4) Identify at-risk students and provide services to increase performance by 13% in Reading for Special Education students and increase by 16% in Reading for English Language Learners.	LEHS Administrators, Program Case Mangers, Department Heads, and Classroom Teachers	STAAR results				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 5) Identify at-risk students and provide services to increase performance by 5% in Math for Special Education students and increase by 10% in Math for English Language Learners.	LEHS Administrators, Program Case Mangers, Department Heads, and Classroom Teachers	STAAR results				










391

<p>System Safeguard Action Steps</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2</p> <p>6) Provide tutoring time for all students during the school day. (Lobo Time) All at risk students including Special Education and English Language Learners will be scheduled intervention time to address identified skill deficiencies.</p>	<p>LEHS Administrators, Program Case Mangers, Department Heads, and Classroom Teachers</p>	<p>District Checkpoints, District Benchmark Assessments, Campus Common Assessments, and STAAR results</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 2: Reduce drop-out rate by 1% and increase attendance percentage by 3% by June 2016.













Summative Evaluation: Drop-out rate and attendance percentages as reported on the 2015-2016 campus TAPR.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 1) Increase Attendance through better record keeping, communication with families, and providing flexible learning opportunities such as night school, credit recovery, and grade recovery.	LEHS Administrators, Attendance Clerk, and Teachers.	Monthly and Year-End Attendance percentages. TAPR				
Critical Success Factors CSF 1 CSF 4 CSF 5 2) Implement RTI process for attendance. Pull cycle attendance reports and identify students in need of attendance intervention. Host parent conferences with students, conduct home visits, investigate reasons for non-attendance and develop a plan. Refer struggling students to counselors as needed.	LEHS Administrators, Counselors, Attendance Clerk, Teachers	Decrease drop-out rate and increase attendance rate as reported on 2015-2016 TAPR.				
Critical Success Factors CSF 1 CSF 4 3) Provide credit recovery opportunities and EOC tutorials for students during summer school to prevent drop outs due to EOC failures.	LEHS Administrators, Counselors, Teachers	Summer school credit report and July STAAR results.				
Critical Success Factors CSF 1 CSF 4 4) Conduct individual student/parent meetings with Seniors who have not passed one or more EOC's required for graduation. Provide students with a contract that specifies extra help offered.	LEHS Administrators, Counselors	December and Spring STAAR results				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 3: Increase LEP academic achievement by 16% in English I & English II, 10% in Algebra I, and 6% in US History by June 2016.










Summative Evaluation: 2016 STAAR EOC Results

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 1) Provide small group instruction within ESL classroom to differentiate language needs to target reading comprehension and phonics.	ESL Teacher and Instructional Classroom Aide	District Checkpoints, District Benchmarks, and STAAR performance data				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 2) Provide an on-line tool that will help accelerate literacy and language gains for ELLs through targeted instruction.	ESL Teacher and Instructional Classroom Aide	Achieve3000 progress reports, District Checkpoints, District Benchmarks, and STAAR performance data				
	Funding Sources: SCE-State Compensatory Ed. - \$10000.00					
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 4 3) Provide ELL students with timely support in regular classes.	Regular classroom teachers, ESL teacher, ESL instructional aide	ELL course failures will decrease				
System Safeguard Action Steps Critical Success Factors CSF 1 CSF 2 CSF 3 4) Train PLC's on how to monitor and analyze curriculum assessments, benchmarks, and STAAR performance of LEP/ESL students to ensure LEP/ESL academic achievement.	LEHS Administrators, PLC Lead Teachers, Department Heads, ESL Lead Teacher, and Classroom Teachers.	PLC notes, District Checkpoints, District Benchmarks, and STAAR performance data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.

Strategy 1: LEHS will implement the professional learning community (PLC) model as a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning.










Summative Evaluation: PLC artifacts such as agendas, notes, data, and lesson plans.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Core content teams including SpEd Inclusion teachers will have common planning time to facilitate PLC meetings.	LEHS Administration	PLC teams will meet a minimum of once a week as evidenced by agendas.				
Critical Success Factors CSF 1 CSF 2 CSF 7 2) Teachers will receive professional learning opportunities both required and supplemental to support the PLC model.	LEHS Administration	Teachers will receive support and training on PLC's.				
Critical Success Factors CSF 1 CSF 3 3) Provide opportunity for at least 5 teachers to attend a national PLC conference held in San Antonio in summer 2016.	LEHS Administration	Registration and CPE certificates of participation				
Critical Success Factors CSF 1 CSF 2 4) Provide substitutes at the beginning of each quarter for extended core PLC time.	LEHS Administration	PLC agendas, notes, data tables, and lesson plans				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: LEHS will utilize a variety of media to maximize awareness and support of student's academic and extra curricular activities.








Summative Evaluation: Metrics from each media used to communicate.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Social Media will be used to communicate and distribute information to students and parents.	LEHS Administration	Posts, pictures, and informational flyers from LEHS social media accounts.				
Critical Success Factors CSF 5 2) SchoolMessenger will be used to send important messages to parents.	LEHS Administration	Call and email logs.				
Critical Success Factors CSF 5 CSF 6 3) The LEHS campus website will provide students, parents, and staff important school and district related information.	LEHS Administration and web master	Website links and information will be up-to-date and working.				
Critical Success Factors CSF 5 CSF 6 4) LEHS will publish a weekly newsletter with current event information as well as feature articles on teachers and students.	LEHS Administration	Newsletter archives and metrics.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: LEHS will work closely with city, county, and state agencies to provide support services for students and families.









Summative Evaluation: Program information provided by community partners.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 1) LEHS will coordinate at-risk and drop-out programs with an on-site CIS (Communities in Schools) representative.	LEHS Administration and CIS representative	At-risk and drop-out reports				
Critical Success Factors CSF 5 CSF 6 2) Promote healthy lifestyles for students by participating in SHAC (School Health Advisory Council) which is made up of parents, community members, Little Elm Police and Fire Department representatives, and district employees.	School Nurse	Program artifacts such as 180 degrees and "It Can Wait" Don't Text and Drive Campaign				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 2: LEHS College & Career Advisor will establish strong partnerships with colleges to provide students many opportunities to explore post-secondary choices.

Summative Evaluation: College and Career webpage and calendar












Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 5 1) CC Advisor will hold periodic parent meetings to provide timely information on college admission deadlines and requirements.	CC Advisor and LEHS Counselors	Sign-in rosters and handouts				
Critical Success Factors CSF 6 2) CC Advisor will host student meetings with college recruiters during the school day.	CC Advisor	Sign-in rosters and handouts				
Critical Success Factors CSF 6 3) CC Advisor will partner with TWU Go Center to provide students support in the college application process.	CC Advisory and LEHS Counselors	College acceptance letters and scholarship offers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

398

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: LEHS will provide a wide variety of learning experiences both curricular and extra-curricular in the areas of academics, fine arts, and athletics.








Summative Evaluation: LEHS Course Guide and Master Schedule

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Provide Academic Decathlon and Octathlon class where students will compete in academic contests.	LEHS Administration and AcDec Sponsors	Students will compete in local, district, and regional competitions.				
Critical Success Factors CSF 4 CSF 5 CSF 6 2) Provide Fine Arts extra-curricular performance opportunities in Choir, Band, and Dance.	LEHS Administration, LEISD Fine Arts Coordinator, and program directors	Printed programs from Fine Arts performances and competitions.				
Critical Success Factors CSF 4 CSF 5 CSF 6 3) Provide a comprehensive athletic program including a wide variety of sports for males and females.	LEHS Administration, LEISD Athletic Director, and LEHS Coaches	Sport schedules and Athletic Newsletter				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 2: Students will have opportunities to learn on the job skills through practicums in a variety of pathways.












Summative Evaluation: LEHS Course Guide and Master Schedule

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Students will learn and have the opportunity to earn the A*S*K Institute Certification through a job/internship.	Marketing teacher	Students will gain knowledge and skills within the Marketing pathway.				
Critical Success Factors CSF 1 CSF 4 2) Students will learn and have the opportunity to earn a Pharmacy Technician Certification through a job/internship.	Health Science Instructor	Students will gain knowledge and skills within the Health Science pathway.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Increase the three levels of Equity and Access in AP courses: Enrollment by 25%, Participation on Exam by 25%, and Qualifying Scores by 20%.








Summative Evaluation: Enrollment, score, and grade reports for Dual Credit, Pre-AP, AP, and On-Ramps.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Use the AP Potential report from PSAT to identify students who are college ready to advise, guide, and enroll students in the best advanced academic course (Dual Credit, Pre-AP, AP, or On-Ramps).	Counselors, Pre-AP Teachers, AP Teachers, and Dual Credit Teachers	Increase in enrollment in Pre-AP, AP, Dual Credit, and On-Ramps for the 2015-2016 school year.				
Critical Success Factors CSF 1 CSF 3 2) Communicate scholarship monetary incentives to increase enrollment in AP courses and increase the passing rate on AP assessments.	LEHS Administrators, Counselors, Pre-AP and AP teachers.	Increase in number of AP students taking AP exams and number of qualifying scores from the 2015 AP results.				
Critical Success Factors CSF 1 CSF 2 3) Implement vertical teaming to increase student performance on Advanced Placement exams.	LEHS Administrators and teachers.	Increase student performance on Spring 2015 AP scores report, schedule of AP vertical planning days, agendas from meetings.				
Critical Success Factors CSF 1 CSF 2 CSF 3 4) Facilitate Goal setting through teacher/administrator goal planning sessions using prior year AP performance data.	LEHS Administrators and teachers.	AP goal setting & reflection form.				
Critical Success Factors CSF 1 CSF 3 CSF 7 5) Ensure all AP teachers receive current AP training and provide AP resources/materials to teachers.	LEHS Administrators	AP workshop registrations.				
Critical Success Factors CSF 1 CSF 4 6) Provide a comprehensive AP, PSAT, and SAT test preparation program through advisory.	LEHS Administrators, teachers, and College/Career Advisor.	Increase in AP qualifying scores, PSAT scores, and SAT scores.				
Funding Sources: Local Funds - \$17500.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 2: Increase the number of students who complete a coherent sequence of courses in career and technical education (CTE) that includes at least two courses in the same career cluster and at least one advanced CTE course.

Summative Evaluation: CTE PEIMS data.

Action Step Description	Staff Responsible for Monitoring	Outcome	Formative Reviews			
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) Students will use the interest inventory in Naviance as a guide to enroll in career pathways that are aligned with their interests.	College & Career Advisor, Academic Counselors	Individual Student Grad Plans				
Critical Success Factors CSF 1 CSF 5 CSF 6 2) Students and parents will have the opportunity to explore all programs and career pathways offered through an Expo "Chart Your Course" that will kick off the choice of subject period in Spring 2016.	College and Career Advisor, Academic Counselors, and LEHS Administration	Course, program, and pathway information distributed at Chart Your Course.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard Action Steps

Goal	Strategy	Action Step	Description
3	1	4	Identify at-risk students and provide services to increase performance by 13% in Reading for Special Education students and increase by 16% in Reading for English Language Learners.
3	1	5	Identify at-risk students and provide services to increase performance by 5% in Math for Special Education students and increase by 10% in Math for English Language Learners.
3	1	6	Provide tutoring time for all students during the school day. (Lobo Time) All at risk students including Special Education and English Language Learners will be scheduled intervention time to address identified skill deficiencies.
3	3	1	Provide small group instruction within ESL classroom to differentiate language needs to target reading comprehension and phonics.
3	3	2	Provide an on-line tool that will help accelerate literacy and language gains for ELLs through targeted instruction.
3	3	3	Provide ELL students with timely support in regular classes.
3	3	4	Train PLC's on how to monitor and analyze curriculum assessments, benchmarks, and STAAR performance of LEP/ESL students to ensure LEP/ESL academic achievement.

2015-2016 Campus Planning Team

Committee Role	Name	Position
Non-classroom Professional	Renee Pentecost	Principal
Business Representative	Brian Cheek	Business Member
Classroom Teacher	Samantha Calamaco	ESL Teacher
Classroom Teacher	Jeremy Dawson	History Teacher
Classroom Teacher	Lindsay Lee	History Teacher
Classroom Teacher	Scott Perry	ELA Teacher
Community Representative	Linda Janssen	Community Members
District-level Professional	Ashley Helms	District Rep
Non-classroom Professional	Ruben Molinar	Associate Principal
Non-classroom Professional	Ruben Molinar	Associate Principal
Paraprofessional	Lyza Rodriguez	Para Professional
Parent	Sarah Aguirre	Parent
Parent	Sally Coleman	Parent
Parent	Rebekah Brown	Parent
Parent	Katie Merrill	Parent
Student	Miguel Hernandez	Student

404

Campus Funding Summary

SCE-State Compensatory Ed.					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
3	3	2			\$10,000.00
Sub-Total					\$10,000.00
Local Funds					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	1	Workshop registration, travel		\$18,000.00
1	1	2	Substitutes		\$2,500.00
8	1	6	Online test prep program (Shmoop)		\$17,500.00
Sub-Total					\$38,000.00
Grand Total					\$48,000.00

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 10-19-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	ICLE Phase II payment				
Presenter or Contact Person:	Cyndy Mika				
Policy/Code:	CH (local)				
Summary:	Last year we began a three year agreement with International Center for Leadership in Education (ICLE). Through this agreement we have provided training to all administrators and faculty focusing on increasing rigor, relevance, and learner engagement in all classrooms across all subjects in the district. Phase two of the plan includes 12 days of collaborative instructional reviews, 8 days of training for all faculty during Summit Learning, 1 day of teacher leader training, and 1 day of administrator training. The total cost of phase II is \$74,800 for the 2015-2016 school year to be billed in monthly invoices as the scope of work (SOW) is completed.				
Financial Implications:	This is part of the approved Curriculum and Learning Budget for the 2015-2016 school year				
Attachments:	ICLE Scope of Work (SOW)				
Recommendation:	The Administration recommends the approval of paying the ICLE invoices for the 2015-2016 school year as submitted.				
Motion:	I move the Board approve paying the ICLE invoices for the 2015-2016 school year as submitted.				

SERVICES SUMMARY

NAME OF DISTRICT / ORGANIZATION: LITTLE ELM INDEPENDENT SCHOOL DISTRICT

ADDRESS OF DISTRICT / ORGANIZATION: 500 LOBO LANE, LITTLE ELM, TX 75068

Costs Below Include:	
Travel and Expenses	<ul style="list-style-type: none"> • Airfare • Ground transportation • Lodging • Meals • All other travel expenses
Materials	<ul style="list-style-type: none"> • Instructional materials used during the session (as applicable)
Delivery	<ul style="list-style-type: none"> • Onsite professional development sessions delivered over time as scheduled in collaboration between client and ICLE

Date	Item	Qty	Description	Cost
Fall 2015	544554	12	Instructional Leadership Coaching and Support – 4 days with 3 cohorts	\$40,800
June 6 – 9, 2016	557164	12	Rigor and Relevance for ALL students - 4 days with 2 consultants	\$27,200
July 25 or 28, 2016	544559	1	Facilitating Data-Driven Decision Making	\$3,400
July 26 or 27, 2016	544559	1	Train the Trainer for Rigor and Relevance	\$3,400
Total				\$74,800

- Services Summary valid for 30 days -

Subject to terms and conditions, located at: <http://www.leadered.com/pdf/termsconditions.pdf>

The district referenced above hereby accepts and agrees to the details set forth in this Services Summary, including dates and fees, subject to the terms and conditions.

- Is a PO needed in order to pay invoice? ☐ Yes ☐ No
- Please invoice from Scholastic: ☐ Upon delivery of service or ☐ Upfront
- Please email a copy of the PO (payable to Scholastic Inc.) to salesalerts@leadered.com

CLIENT:

Signature: _____

Date: _____

Printed Name: _____

Title: _____

PO#: _____

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 11-09-2015	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	2016-2017 Calendar				
Presenter or Contact Person:	Cyndy A. Mika				
Policy/Code:	TEC 25.081				
Summary:	HB 2610 passed by the 84 th Legislation amends TEC 25.081 and changes school attendance requirements from 180 days of required instruction to 75,600 minutes of required instruction. Commissioner's Rules have not been released to date. We would like to let the community know the start date as well as major holidays so they may plan vacations. We will complete the calendar with Professional Learning dates and the end date once the rules are published.				
Financial Implications:	No Impact at this time				
Attachments:	Draft Calendar				
Recommendation:	The Administration recommends approval of the 2016-2017 Calendar in DRAFT form as submitted for the start date and major holidays.				
Motion:	I move the Board approve the 2016-2017 Calendar in DRAFT form as submitted for the start date and major holidays.				

Little Elm ISD Calendar 2016-2017

JULY						
M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August
 1-4 Teachers New to LEISD Induction
 15-19 Staff Professional Learning Week
 22 First Day of 1st Semester

September
 5 Labor Day Holiday

SEPTEMBER						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October
 13-14 Staff Professional Learning Day/Student Holiday

November
 21-22 Staff Professional Learning Day/Student Holiday
 23-25 Thanksgiving Holiday

NOVEMBER						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December
 5-9 State Assessment EOC Retest
 16 1st Semester Ends
 19-30 Winter Holiday

January
 2 Staff Work Day / Student Holiday
 3 1st Day of 2nd Semester
 16 MLK Jr Holiday

JANUARY						
M	T	W	T	F	S	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

February
 20 Staff Professional Learning Day/Student Holiday

March
 13-17 Spring Break
 28-31 State Assessment: 4/7 Writing, 5/8 Reading/Math, EOC English I/II

MARCH						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		







APRIL						
M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April
 14 Bad Weather Make-Up Day
 17 Bad Weather Make-Up Day

May
 1-5 State Assessment: EOC Algebra, Biology, US History
 8-12 State Assessment: 3-8 Reading/Math/Science/SS
 29 Memorial Day Holiday

MAY						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

	Student School Day
	Staff Development
	Holiday
	Weather Make- Up Day
	State Testing Day
	1st Day of Semester 1 or 2

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Other
Board Mtg. Date 10-19-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	DISPOSAL OF OUT OF ADOPTION INSTRUCTIONAL MATERIALS				
Presenter or Contact Person:	Cyndy Mika, Assistant Superintendent				
Policy/Code:	CI (Legal)				
Summary:	Prior to the sale or disposal of instructional materials, the local board must notify and acquire permission from the Commissioner. LEISD wants to dispose of out of adoption instructional materials for fine arts K-12, social studies K-12, and Math 9-12 which were replaced this year with newly adopted materials.				
Financial Implications:	N/A				
Attachments:	Sale or Disposal Request Form for Instructional Materials -				
Recommendation:	The Administration recommends the approval of the disposal of the out of adoption instructional materials as submitted.				
Motion:	I move the Board approve the disposal of the out of adoption instructional materials as submitted				

Instructional Materials or Technological Equipment Sale or Disposal Request Form

Provide all of the information below for all instructional materials that the Local Board of Trustees or governing body is requesting permission from the Commissioner of Education to sell or dispose of.

Check one: ☐ Sell ☐ Recycling ☐ Disposal

**Indicate Sell, Recycle or Disposal in the Request column*

Request	MLC	ISBN# (if applicable)	Item Type	Title or Description	Qty	Asset Value	Total Dollar
	48A0	032810633x 0328020702	SBOE	S. Foresman Art	5	\$611.82p	\$3,059.10
	48M0	0022959025	SBOE	Spotlight Music	191	\$52.00	\$9,932
	48M8	0022959815	SBOE	Spotlight Learning	6	\$900	\$5,400
	48T8	0076031640	SBOE	SRA Theatre	4	\$54.99	\$219.96
	48T8	0076031659	SBOE	SRA theatre	2	\$54.99	\$109.98
	5320	0328017876	SBOE	Foresman SS Grade 5	540	\$46.25	\$24,975
	58A0	0328106348	SBOE	Art Foresman	2	\$611.82	\$1,223.64
	58M0	0022959033	SBOE	Music Spotlight	191	\$52	\$9,932
	58M8	0022959823	SBOE	Music Sp. Learning	3	\$900	\$2,700
	68A0	0328080365	SBOE	Art	361	\$53.16	\$20,273.76
	68M0	0022959122	SBOE	Spotlight on Music	84	\$52.00	\$4,368
	68M8	0022959831	SBOE	Sp. Learning	3	\$900	\$2,700
	68T0	0076031667	SBOE	Theatre	100	\$35.01	\$3,501
	78A0	007846529x	SBOE	Understanding ^{Art}	157	\$48.99	\$7,691.43
	78A0	0328080373	SBOE	Foresman Art	50	\$53.24	\$2,662
	88A0	0078465141	SBOE	Explore Art	180	\$48.99	\$2,449.80

101,197.37

Local Board President (print name)

Secretary (print name)

Local Board President (signature)

Secretary (signature)

Instructional Materials or Technological Equipment Sale or Disposal Request Form

Provide all of the information below for all instructional materials that the Local Board of Trustees or governing body is requesting permission from the Commissioner of Education to sell or dispose of.

Check one: ☐ Sell ☐ Recycling ☐ Disposal

*Indicate Sell, Recycle or Disposal in the Request column

Request	MLC	ISBN# (if applicable)	Item Type	Title or Description	Qty	Asset Value	Total Dollar
	88A0	0328080381	SBOE	Explore Art	50	\$53.24	\$2,662
	88T0	007861614X	SBOE	Theatre Glenco	40	\$49.98	\$1,999.20
	9151	0618595538	SBOE	Alg. 1 McDolitt	557	\$86.80	\$48,347.60
	9152	0618595554	SBOE	Alg. 2 McDolitt	431	\$101.95	\$43,940.45
	9161	0618595546	SBOE	Geometry McDolitt	510	\$99.35	\$50,668.50
	9180	0618751718	SBOE	Algebra w/ Limits	220	\$127.50	\$28,050
	9182	0132014084	SBOE	Calculus	48	\$84.47	\$4,054.56
	9311	0130624985	SBOE	W. Geo	510	\$60.25	\$30,727.50
	9331	0321093372	SBOE	American Past: AP	95	\$61.97	\$5,887.15
	9351	0321099699	SBOE	AP W. Hist. Global	130	\$66.97	\$8,706.10
	98TA	0078616271	SBOE	Stage 3 School	30	\$53.49	\$1,604.70
	98T1	0078616255	SBOE	Theatre Art/Action	24	\$53.49	\$1,283.76
							227,931.62

Local Board President (print name)

Secretary (print name)

Local Board President (signature)

Secretary (signature)

Instructional Materials or Technological Equipment Sale or Disposal Request Form

Provide all of the information below for all instructional materials that the Local Board of Trustees or governing body is requesting permission from the Commissioner of Education to sell or dispose of.

Check one: ☐ Sell ☐ Recycling ☒ Disposal

*Indicate Sell, Recycle or Disposal in the Request column

Request	MLC	ISBN# (if applicable)	Item Type	Title or Description	Qty	Asset Value	Total Dollar
Dis	1320	0328017833	SBOE	S. Foresman SS Grade 1 - Eng.	561	\$33.50p	\$18,793.50
	1323	0328020672	SBOE	S. Foresman SS Grade 1 - Span	108	\$33.50p	\$3,618
	18A0	0328106305	SBOE	Art System (Foresman)	5	\$611.82p	\$3,059.10
	18M8	0022959777	SBOE	Spotlight on Music	6	\$900p	\$5400
	2320	0328017841	SBOE	S. Foresman SS Grade 2 Eng	538	\$30.25p	\$16,274.50
	2323	0328020680	SBOE	Social Studies Span. Grade 2	112	\$30.25p	\$3,388
	28A0	0328106313	SBOE	Foresman Art System	5	\$611.82	\$3,059.10
	28M0	0022958991	SBOE	Spotlight Music	206	\$52p	\$10,712
	28M8	0022959785	SBOE	Spotlight Learning System	6	\$900p	\$5400
	3320	032801785X	SBOE	Foresman SS Eng Grade 3	509	\$36.75p	\$18,705
	3323	0328020699	SBOE	Foresman SS Span. Grade 3	71	\$36.75p	\$2,609
	38A0	0328106321	SBOE	Art (Foresman)	5	\$611.82p	\$3,059
	38M0	0022959017	SBOE	Spotlight Music	200	\$52p	\$10,400
	38M8	0022959793	SBOE	Spotlight Learning System	6	\$900p	\$5,400
	4320	0328017868	SBOE	SS. Foresman Grade 4	507	\$41.50p	\$21,040.50
	4323	0328020702	SBOE	SS Grade 4	42	\$41.50p	\$1,743

132,660.70

Local Board President (print name)

Secretary (print name)

Local Board President (signature)

Secretary (signature)

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Discussion
11-09-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter or Contact Person:	Ross Roberts, Executive Director for Human Resource Services				
Policy/Code:	Little Elm ISD Board Policy - DNA (Local) The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the board.				
Summary:	The list of qualified PDAS appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the board each school year.				
Financial Implications:	N/A				
Attachments:	List of PDAS appraisers for 2015-2016: Meg Tillman Stephen Richardson				
Recommendation:	The administration recommends approval of the Little Elm ISD approved PDAS appraisers for the 2015-2016 school year.				
Motion:	The administration recommends the acceptance of the PDAS appraisers for the 2015-2016 school year.				



November 3, 2015

TO: Matthew Gutierrez, Deputy Superintendent

FR: Ross Roberts, Executive Director for Human Resource Services

RE: 2015-2016 PDAS Appraisers

The following individuals hold the proper certification and credentials to be a PDAS appraiser for LEISD.

Meg Tillman, Powell 6th Grade Center

Stephan Richardson, Hackberry Elementary

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Discussion
11-09 -2015	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presenter or Contact Person:	Ross Roberts, Executive Director for Human Resource Services				
Policy/Code:					
Summary:	Under Section 1119 of the No Child Left Behind Act, all teachers teaching core subject academic areas are required to meet specific educational and competency requirements to be considered Highly Qualified.				
Financial Implications:	N/A				
Attachments:	Document Provided				
Recommendation:	The administration recommends approval of the Little Elm ISD Highly Qualified Teacher Requirement report for the 2015-2016 school year. The administration reports that 100% of instructional staff is Highly Qualified.				
Motion:	I move the Board approve the Little Elm ISD report that 100% of instructional staff are Highly Qualified.				



300 Lobo Lane
Little Elm, Texas. 75068

www.littleelmsd.net
972-947-9340

Department for Human Resource Services

November 9, 2015

To Whom It May Concern:

Under Section 1119 of the No Child Left Behind Act, all teachers teaching core subject academic areas are required to meet specific educational and competency requirements to be considered Highly Qualified.

Little Elm Independent School District considers this notice the Public Reporting of Progress in Meeting Highly Qualified Teacher Requirements for the 2015/2016 school year. Little Elm ISD reports that 100% of instructional staff are Highly Qualified.

Respectfully submitted,

Ross Roberts
Executive Director for Human Resource Services

"Quest for Quality"

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 11-09-2015	Reports of the Superintendent <input type="checkbox"/>	Business Item <input type="checkbox"/>	Consent Agenda <input checked="" type="checkbox"/>	Reports, Routine Monthly <input type="checkbox"/>	Discussion Item <input type="checkbox"/>
Subject:	ADDITION OF AUTHORIZED REPRESENTATIVE TO TexSTAR INVESTMENT POOL ACCOUNT				
Presenter or Contact Person:	Grant Anderson, CFO				
Policy/Code:	Other Revenues Investments - CDA (Local)				
Summary:	Addition of Director of Budgeting and Finance as authorized representative on TexStar Investment Pool account.				
Financial Implications:					
Attachments:	TexSTAR Application for Participation				
Recommendation:	The Administration recommends approval of the Consent Agenda as submitted.				
Motion:	I move that the Board approve the Consent Agenda as submitted				



APPLICATION FOR PARTICIPATION IN TexSTAR

The undersigned local government (Applicant) applies and agrees to become a Participant in the Texas Short Term Asset Reserve Program (TexSTAR).

1. **Authorization.** The governing body of Applicant has duly authorized this application by adopting the following resolution at a meeting of such governing body duly called, noticed, and held in accordance with the Texas Open Meeting Law, chapter 551, Texas Government Code, on _____, 20__:

WHEREAS, it is in the best interests of this governmental unit ("Applicant") to invest its funds jointly with other Texas local governments in the Texas Short Term Asset Reserve Program (TexSTAR) in order better to preserve and safeguard the principal and liquidity of such funds and to earn an acceptable yield; and

WHEREAS, Applicant is authorized to invest its public funds and funds under its control in TexSTAR and to enter into the participation agreement authorized herein;

NOW, THEREFORE, BE IT RESOLVED THAT:

SECTION 1. The form of application for participation in TexSTAR attached to this resolution is approved. The officers of Applicant specified in the application are authorized to execute and submit the application, to open accounts, to deposit and withdraw funds, to agree to the terms for use of the website for online transactions, to designate other authorized representatives, and to take all other action required or permitted by Applicant under the Agreement created by the application, all in the name and on behalf of Applicant.

SECTION 2. This resolution will continue in full force and effect until amended or revoked by Applicant and written notice of the amendment or revocation is delivered to the TexSTAR Board.

SECTION 3. Terms used in this resolution have the meanings given to them by the application."

2. **Agreement.** Applicant agrees with other TexSTAR Participants and the TexSTAR Board to the Terms and Conditions of Participation in TexSTAR, effective on this date, which are incorporated herein by reference. Applicant makes the representations, designations, delegations, and representations described in the Terms and Conditions of Participation.

3. **Taxpayer Identification Number.** Applicant's taxpayer identification number is 75-1318916

4. **Contact Information.**

Applicant primary mailing address: Box 6000
Applicant physical address (if different): 300 Lobo Lane
Applicant main phone number: 972-947-9340
Applicants main fax number: 972-294-1107

5. **Authorized Representatives.** Each of the following Participant officials is designated as Participant's Authorized Representative authorized to give notices and instructions to the Board in accordance with the Agreement, the Bylaws, the Investment Policy, and the Operating Procedures:

1. Name: Grant Anderson Title: CEO
Signature: [Signature] Phone: 972-947-9340
Email: ganderson@littleelmisd.net

2. Name: Beth Euler Title: Director of Accounting
Signature: Beth Euler Phone: 972-947-9340
Email: beuler@littleelmisd.net

3. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____

4. Name: _____ Title: _____
Signature: _____ Phone: _____
Email: _____

{REQUIRED} PRIMARY CONTACT: List the name of the Authorized Representative **listed above** that will be designated as the Primary Contact and will receive all TexSTAR correspondence including transaction confirmations and monthly statements

Name: _____

{OPTIONAL} INQUIRY ONLY CONTACT: In addition, the following additional Participant representative (**not listed above**) is designated as an **Inquiry Only** Representative authorized to obtain account information:

Name: Jesse Wyse Title: Director of Budgeting
Signature: Jesse Wyse Phone: 972-947-9340
Email: jwyse@littleelmisd.net

Applicant may designate other authorized representatives by written instrument signed by an existing Applicant Authorized Representative or Applicant's chief executive officer.

DATED _____

REQUIRED
PLACE OFFICIAL SEAL OF ENTITY HERE

Little Elm ISD
(NAME OF ENTITY/APPLICANT)

SIGNED BY:

(Signature of official)

LeAnna Harding, President
(Printed name and title)

ATTESTED BY:

(Signature of official)

DeLeon English, Secretary
(Printed name and title)

FOR INTERNAL USE ONLY
APPROVED AND ACCEPTED: TEXAS SHORT TERM ASSET RESERVE FUND

AUTHORIZED SIGNER

V082011

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
11-09-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	ADDITION OF AUTHORIZED REPRESENTATIVES TO FIRST PUBLIC LONE STAR INVESTMENT POOL ACCOUNT				
Presenter or Contact Person:	Grant Anderson, CFO				
Policy/Code:	Other Revenues Investments - CDA (Local)				
Summary:	Addition of Director of Budgeting and Finance as authorized representative on First Public Lone Star Investment Pool account.				
Financial Implications:					
Attachments:	First Public Lone Star Investment Pool Authorized Representative Add Form				
Recommendation:	The Administration recommends approval of the Consent Agenda as submitted.				
Motion:	I move that the Board approve the Consent Agenda as submitted				




Authorized Representative Add Form

Name of Participant Little Elm ISD

Addition of Authorized Representative

The following officers, officials, or employees of the Participant are hereby designated as Authorized Representatives within the meaning of the Inter-local Agreement (Agreement), with full power and authority to execute the Agreement and any other documents, as may be required to deposit money to and withdraw money from the Participant's Lone Star Investment Pool (Lone Star) account from time to time in accordance with the Agreement and the Information Statement and take all other actions deemed necessary or appropriate for the investment of local funds of the Participant:

	Rep #1	Rep #2	Rep #3
Printed Name	_____	_____	Jesse Wyse
Title	_____	_____	Director of Budgeting
E-mail address	_____	_____	jwyse@littleelmisd.net
Signature	_____	_____	

** View Access*

In accordance with Lone Star procedures, an Authorized Representative shall promptly notify Lone Star of any changes in who is serving as Authorized Representative.

In addition to the foregoing Authorized Representative, each Investment Officer of Lone Star appointed by the Lone Star Investment Pool Board of Trustees from time to time is hereby designated as an investment officer of the Government Entity and, as such, shall have responsibility for investing the share of Lone Star assets representing local funds of the Government Entity.

PASSED AND APPROVED this _____ day of _____, 20__.

By: _____

By: _____

LeAnna Harding

Printed Name, Board President

De Leon English

Printed Name, Board Secretary

State of Texas,

County of _____

Before me, _____, on this day personally appeared _____, known to
(name of notary) (name of President and Secretary)

me (or proved to me on the oath of _____) or through _____ to be the person(s)
(person providing oath) (identification item)

whose name is subscribed to the foregoing instrument and acknowledged to me that he executed the same for the purposes and consideration therein expressed.

Given under my hand and seal of office this _____ day of _____, 20__.

(Personalized Seal)

Notary Public's Signature

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
11-09-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Subject:	FINANCIAL REPORTS - SEPTEMBER 2015				
Presenter or Contact Person:	Grant Anderson, CFO				
Policy/Code:	Board Legal Status Powers and Duties - BAA (Local) Annual Operating Budget - CE (Local)				
Summary:	Monthly financial reports prepared by Business Services Department				
Financial Implications:	Increase in General Fund revenues and increase in appropriate expenditure budgets				
Attachments:	1) Budget Amendments 2) Information - Miscellaneous Business Office Reports Monthly Fund Balance Comparison Statement of Unaudited Revenue and Expenditures Cash Flow Statements Bank Reconciliations Investment Report Fund Summary of Revenue and Expenditures Tax Collection Report Construction Report				
Recommendation:	The Administration recommends approval of the Consent Agenda as submitted.				
Motion:	I move that the Board approve the Consent Agenda as submitted				

Little Elm Independent School District
General Fund
Budget Amendments
November 2015

	Fund	FX	Decrease	FX	Increase	Org	Effect on Budget	Reason
1	199	36	105	13	105	001		Reallocate funds to cover director dues
2	199	11	199	31	199	042		Reallocate funds to cover school counselor conference
3	199	00	726	11	726	042		To increase the budget by the amount of band fees received
4	199	11	2,000	13	2,000	105		Reallocate funds to cover teacher travel
5	199	11	10,000	13	9,150	823		Reallocate funds to cover teacher training, director travel
				21	850			
6	199	00	90,000	11	90,000	107	90,000	Budget for three new paraprofessional positions at Lakeview approved by the board in October
		00	5,000	11	5,000	107		TRS On-Behalf for the three paraprofessional positions (book entry no effect on fund balance)
	Total		108,030		108,030		90,000	

Little Elm Independent School District
2014-2015 Fund Balance Comparison
as of September 30, 2015

Page 1 of 2

		GENERAL FUND			DEBT SERVICE FUND		
		1XX			511		
CONTROL		ORIGINAL	PROPOSED	AMENDED	ORIGINAL	PROPOSED	AMENDED
CODES	REVENUES	BUDGET	AMENDMENTS	BUDGET	BUDGET	AMENDMENTS	BUDGET
5700	LOCAL	28,540,532		28,540,532	13,696,553		13,696,553
5800	STATE	25,129,508		25,129,508	-		-
5900	FEDERAL	325,000		325,000	-		-
		53,995,040	-	53,995,040	13,696,553	-	13,696,553
Expenditures							
11	Instruction	31,793,937		31,793,937	-		-
12	Library Services	610,391		610,391	-		-
13	Staff Development	596,541		596,541	-		-
21	Instructional Admin	1,049,409		1,049,409	-		-
23	Campus Administration	3,633,792		3,633,792	-		-
31	Guidance & Counseling	1,636,392		1,636,392	-		-
32	Attendance & Social Services	20,350		20,350	-		-
33	Health Services	473,205		473,205	-		-
34	Student Transportation	1,622,150		1,622,150	-		-
35	Food Services	82,545		82,545	-		-
36	Co-curricular Activities	1,405,723		1,405,723	-		-
41	General Administration	2,428,498		2,428,498	-		-
51	Plant Maintenance	5,717,538		5,717,538	-		-
52	Security	360,026		360,026	-		-
53	Data Processing	884,964		884,964	-		-
61	Community Services	37,949		37,949	-		-
71	Debt Services	851,630		851,630	11,413,651		11,413,651
81	Facilities	500,000		500,000	-		-
95	Payments to JUV Justice Alt	32,000		32,000	-		-
99	Intergovernmental Charges	258,000		258,000	-		-
	TOTAL EXPENDITURES	53,995,040	-	53,995,040	11,413,651	-	11,413,651
00	Other Resources	-		-			-
00	Other Uses	-		-			-
	EST FUND BALANCE 08/31/15	23,170,180		23,170,180	5,390,317		5,390,317
	EST FUND BALANCE @ 09/30/15	23,170,180	-	23,170,180	7,673,219	-	7,673,219

Little Elm Independent School District
2014-2015 Fund Balance Comparison
as of September 30, 2015

Page 2 of 2

		FOOD SERVICE FUND			CHILD CARE		
		240			720		
		PROPOSED			PROPOSED		
CONTROL	REVENUES	ORIGINAL	AMENDMENTS	AMENDED	ORIGINAL	AMENDMENTS	AMENDED
CODES		BUDGET		BUDGET	BUDGET		BUDGET
5700	LOCAL	1,222,000		1,222,000	575,054		575,054
5800	STATE	17,000		17,000	-		-
5900	FEDERAL	1,811,393		1,811,393	-		-
		3,050,393	-	3,050,393	575,054	-	575,054
Expenditures							
11 Instruction		-		-	-		-
12 Library Services		-		-	-		-
13 Staff Development		-		-	-		-
21 Instructional Admin		-		-	-		-
23 Campus Administration		-		-	-		-
31 Guidance & Counseling		-		-	-		-
32 Attendance & Social Services		-		-	-		-
33 Health Services		-		-	-		-
34 Student Transportation		-		-	-		-
35 Food Services		3,050,393		3,050,393	-		-
36 Co-curricular Activities		-		-	-		-
41 General Administration		-		-	-		-
51 Plant Maintenance		-		-	-		-
52 Security		-		-	-		-
53 Data Processing		-		-	-		-
61 Community Services		-		-	586,389		586,389
71 Debt Services		-		-	-		-
81 Facilities		-		-	-		-
95 Payments to JUV Justice Alt		-		-	-		-
99 Intergovernmental Charges		-		-	-		-
	TOTAL EXPENDITURES	3,050,393	-	3,050,393	586,389	-	586,389
EST FUND BALANCE 08/31/15		1,193,666		1,193,666	141,604		141,604
EST FUND BALANCE @ 09/30/15		1,193,666	-	1,193,666	130,269	-	130,269

Little Elm Independent School District
Statement of Unaudited Revenues and Expenditures - Budget vs. Actual
As of September 30, 2015

GENERAL FUND

Fund 1XX

CONTROL CODES	REVENUES	2014-2015 Approved Budget	PERIOD RECEIPTS/ EXPENDITURES	Y-T-D RECEIVED/ ENC + EXP	VARIANCE FAVORABLE (UNFAVORABLE)	PERCENT TO TOTAL	PERCENT OF YEAR ELAPSED
5700	LOCAL	28,540,532.00	126,188.09	126,188.09	(28,414,343.91)	0.44%	8%
5800	STATE	25,129,508.00	5,389,145.96	5,389,145.96	(19,740,362.04)	21.45%	8%
5900	FEDERAL	325,000.00	45,485.98	45,485.98	(279,514.02)	14.00%	8%
TOTAL	REVENUES	53,995,040.00	5,560,820.03	5,560,820.03	(48,434,219.97)	10.30%	8%
	EXPENDITURES						
0011	Instruction	31,793,937.00	3,213,011.72	3,425,445.13	28,368,491.87	10.77%	8%
0012	Library Services	610,391.00	55,213.45	59,880.78	550,510.22	9.81%	8%
0013	Curriculum & Staff Development	596,541.00	43,267.37	99,177.57	497,363.43	16.63%	8%
0021	Instructional Leadership	1,049,409.00	79,602.30	88,032.17	961,376.83	8.39%	8%
0023	School Leadership	3,633,792.00	306,566.21	314,040.41	3,319,751.59	8.64%	8%
0031	Guidance & Counseling	1,636,392.00	124,641.89	126,421.93	1,509,970.07	7.73%	8%
0032	Social Work Services	20,350.00	71.92	200.00	20,150.00	0.98%	8%
0033	Health Services	473,205.00	50,403.83	52,141.75	421,063.25	11.02%	8%
0034	Student Transportation	1,622,150.00	7,891.99	7,910.79	1,614,239.21	0.49%	8%
0035	Food Services	82,545.00	7,191.72	7,191.72	75,353.28	8.71%	8%
0036	Co-curricular Activities	1,405,723.00	132,146.51	147,854.31	1,257,868.69	10.52%	8%
0041	General Administration	2,428,498.00	217,974.26	267,731.95	2,160,766.05	11.02%	8%
0051	Plant Maintenance	5,717,538.00	538,555.72	615,394.12	5,102,143.88	10.76%	8%
0052	Security & Monitoring	360,026.00	19,689.78	25,062.18	334,963.82	6.96%	8%
0053	Data Processing	884,964.00	97,303.83	132,687.83	752,276.17	14.99%	8%
0061	Community Service	37,949.00	2,808.99	2,808.99	35,140.01	7.40%	8%
0071	Debt Services	851,630.00	408,173.80	408,173.80	443,456.20	47.93%	8%
0081	Facility Acquisition	500,000.00	-	98,934.00	401,066.00	19.79%	8%
0095	Pmt to Juvenile Justice	32,000.00	-	-	32,000.00	0.00%	8%
0099	Intergovernmental Charges	258,000.00	61,208.32	61,208.32	196,791.68	23.72%	8%
TOTAL	EXPENDITURES	53,995,040.00	5,365,723.61	5,940,297.75	48,054,742.25	11.00%	8%
	OPERATING TRANSFERS						
7910	Other Resources	-	-	-			
8910	Other Uses	-	-	-			
TOTAL	OPERATING TRANSFERS	-	-	-			
0100	Estimated Fund Balance 08/31/15	23,170,180.00	-	23,170,180.00			
3000	Year to Date Fund Bal. (unaudited)	23,170,180.00		22,790,702.28			

[illegible]

[illegible]

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
Cash and Investments Reconciliation
as of September 30, 2015

Operating Fund:

Balance per bank	15,293,418.67
Add: Texas Class/MBIA	1,811,189.24
Lone Star	12,178,751.96
TexStar	1,379,667.36
Add: Deposits in Transit	4,482.26
Taxes in Transit	6,262.77
Less: Outstanding Checks/Wires	(662,616.74)
Balance per Books	30,011,155.52

Interest & Sinking Fund:

Balance per bank	2,464,982.73
Add: Texpool	2,937,969.79
Add: Taxes in Transit	2,664.07
Less: Outstanding Checks	-
Balance per Books	5,405,616.59

Total Balance per Books	35,416,772.11
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LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: September 30, 2015

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/15	Lone Star		Investment Pool Investment	12,176,981.06	100.0000%	100.0000%	0.0000%	12,176,981.06				
			Withdrawal	-				12,176,981.06				
09/30/15			Interest	1,770.90			0.1800%	12,178,751.96			1,770.90	-
				<u>12,178,751.96</u>				<u>12,178,751.96</u>			<u>1,770.90</u>	<u>-</u>

General Fund 199

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/15	TexSTAR		Investment Pool Investment	1,379,554.63	100.0000%	100.0000%	0.0000%	1,379,554.63				
			Withdrawal	-				1,379,554.63				
09/30/15			Interest	112.73			0.0994%	1,379,667.36			112.73	-
				<u>1,379,667.36</u>				<u>1,379,667.36</u>			<u>112.73</u>	<u>-</u>

Construction Fund 647

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/15	MBIA-Texas CLASS		Investment Pool Investment	1,810,899.95	100.0000%	100.0000%	0.0000%	1,810,899.95				
			Withdrawal	-				1,810,899.95				
09/30/15			Interest	289.29			0.1900%	1,811,189.24			289.29	-
				<u>1,811,189.24</u>				<u>1,811,189.24</u>			<u>289.29</u>	<u>-</u>

LITTLE ELM INDEPENDENT SCHOOL DISTRICT
SUMMARY OF CURRENT INVESTMENTS - BY FUND
MONTH ENDED: September 30, 2015

Debt Service Fund 511

PURCHASE /SOLD DATE	TRADE TICKET #	CUSIP #	TYPE OF INVESTMENT	PAR VALUE	BEGINNING MARKET VALUE	ENDING MARKET VALUE	AVERAGE MONTHLY RATE	BOOK VALUE	DAYS TO MATURE	YIELD TO MATURE	INTEREST ACCRUED FOR PERIOD	W/D FOR PERIOD
09/01/15	TexPool		Investment Pool	2,937,764.48	100.0000%	100.0000%	0.0000%	2,937,764.48				
			Investment	-				2,937,764.48				
			Withdrawal	-				2,937,764.48				-
09/30/15			Interest	205.31			0.0716%	2,937,969.79			205.31	
				2,937,969.79				2,937,969.79			205.31	-

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/15
Accounting Period: 09

	Fund: 1XX %		Fund: 211 %		Fund: 224 %		Fund: 225 %	
	General Operating		Title I-A Improving Basic		IDEA-B Formula (Spec Ed)		IDEA-B Pre-School (Spec Ed)	
Revenue Budget	53,995,040.00	100.00%	420,442.00	100.00%	702,863.00	100.00%	8,256.00	100.00%
Period Receipts	5,560,820.03		-		-		-	
Revenue Received to Date	5,560,820.03	10.30%	-	0.00%	-	0.00%	-	0.00%
Revenues Receivable:	48,434,219.97	89.70%	420,442.00	100.00%	702,863.00	100.00%	8,256.00	100.00%
Expenditure Budget	53,995,040.00	100.00%	420,442.00	100.00%	702,863.00	100.00%	8,256.00	100.00%
Period Expenditures	5,365,723.61		19,484.81		73,201.67		682.00	
Exp./Encumbrances to Date	5,940,297.75	11.00%	36,892.60	8.77%	80,361.43	11.43%	1,438.02	17.42%
Balance to Expend:	48,054,742.25	89.00%	383,549.40	91.23%	622,501.57	88.57%	6,817.98	82.58%
Actual Revenue Over (Under)								
Actual Expenditures & Encumbrances:	(379,477.72)		(36,892.60)		(80,361.43)		(1,438.02)	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/15
Accounting Period: 09

	Fund: 244 %		Fund: 255 %		Fund: 263 %		Fund 289 %	
	Voc Ed Basic Grant		Title II TPTR		Title III, Part A LEP/Immigrant		Summer School LEP	
Revenue Budget	47,871.00	100.00%	43,121.00	100.00%	120,466.00	100.00%	-	100.00%
Period Receipts	-		-		-		-	
Revenue Received to Date	-	0.00%	-	0.00%	-	0.00%	-	
Revenues Receivable:	47,871.00	100.00%	43,121.00	100.00%	120,466.00	100.00%	-	
Expenditure Budget	47,871.00	100.00%	43,121.00	100.00%	120,466.00	100.00%	-	100.00%
Period Expenditures	889.50		30,276.94		10,506.05		-	
Exp./Encumbrances to Date	1,289.50	2.69%	30,699.08	71.19%	24,240.75	20.12%	-	#DIV/0!
Balance to Expend:	46,581.50	97.31%	12,421.92	28.81%	96,225.25	79.88%	-	
Actual Revenue Over (Under)								
Actual Expenditures:	(1,289.50)		(30,699.08)		(24,240.75)		-	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/15
Accounting Period: 09

	Fund 397	%	Fund 410	%	Fund: 240	%	Fund: 511	%
	APIB Campus Awards		Instructional Materials		Food Service		Debt Service	
Revenue Budget	-	100.00%	-	100.00%	3,050,393.00	100.00%	13,696,553.00	100.00%
Period Receipts	-		-		181,205.12		10,949.64	
Revenue Received to Date	-	#DIV/0!	-	#DIV/0!	181,205.12	5.94%	10,949.64	0.08%
Revenues Receivable:			#DIV/0!		2,869,187.88	94.06%	13,685,603.36	99.92%
Expenditure Budget	-	100.00%	26,051.00	100.00%	3,050,393.00	100.00%	11,413,651.00	100.00%
Period Expenditures	-		-		151,317.45		-	
Exp./Encumbrances to Date	-	#DIV/0!	26,051.00	100.00%	159,827.77	5.24%	-	0.00%
Balance to Expend:	-		-	0.00%	2,890,565.23	94.76%	11,413,651.00	100.00%
Actual Revenue Over (Under)								
Actual Expenditures & Encumbrances:	-		(26,051.00)		21,377.35		10,949.64	

Little Elm Independent School District
Summary of Revenue & Expenditures As Of 09/30/15
Accounting Period: 09

	Fund: 647 %		Fund: 720 %	
	2012 & 2014 Bonds		Child Care	
Revenue Budget	18,180,345.00	100.00%	575,054.00	100.00%
Period Receipts	289.29		47,679.29	
Revenue Received to Date	18,194,750.78	100.08%	47,679.29	8.29%
Revenues Receivable:	-	0.00%	527,374.71	91.71%
Expenditure Budget	18,180,345.00	100.00%	586,389.00	100.00%
Period Expenditures	-		46,431.05	
Exp./Encumbrances to Date	16,405,430.54	90.24%	78,333.94	13.36%
Balance to Expend:	1,774,914.46	9.76%	508,055.06	86.64%
Actual Revenue Over (Under)				
Actual Expenditures & Encumbrances:	1,789,320.24		(30,654.65)	

Denton County
Monthly Collection Status Report
September 2015

Little Elm ISD

	Collections Month of September	Cumulative Total 10/1/14 thru 09/30/15	% of Tax Levy
Current Tax Year Collections			
Base M&O	14,181.89	24,429,531.48	99.53%
Base I&S	6,818.20	11,744,966.51	
Base I&S Bond	-	-	
P&I M&O	4,423.53	128,044.94	
P&I I&S	1,034.99	38,254.02	
P&I I&S Bond	-	-	
Attorney Fee	3,472.43	33,002.25	
Subtotal	29,931.04	36,373,799.20	100.08%
Delinquent TaxYears Collections			
Base M&O	3,404.52	528,712.91	
Base I&S	1,628.91	253,693.78	
Base I&S Bond	-	-	
P&I M&O	969.56	111,888.49	
P&I I&S	453.16	52,646.52	
P&I I&S Bond	-	-	
Attorney Fee	235.25	34,133.68	
Other*	-	-	
Subtotal	6,691.40	981,075.38	
Combined Current & Delinquent:			
Base M&O	17,586.41	24,958,244.39	
Base I&S	8,447.11	11,998,660.29	
Base I&S Bond	-	-	
P&I M&O	5,393.09	239,933.43	
P&I I&S	1,488.15	90,900.54	
Attorney Fee	3,707.68	67,135.93	
Other*	-	-	
Total Collections	36,622.44	37,354,874.58	
Original 2014 Tax Levy		35,928,565.78	
Current 2014 Tax Levy		36,346,397.27	

Denton County
Cumulative Comparative Collection Status Report
September 2015

Little Elm ISD

	Tax Year 2014 Collections thru September 2015	% of Tax Levy	Tax Year 2013 Collections thru September 2014	% of Tax Levy
Current Tax Year Collections				
Base M&O + I&S	36,174,497.99	99.53%	31,053,916.11	99.19%
P&I M&O + I&S	166,298.96		110,676.13	
Attorney Fee	33,002.25		22,719.31	
Subtotal	<u>36,373,799.20</u>	100.08%	<u>31,187,311.55</u>	99.62%
Delinquent Tax Years Collections				
Base M&O + I&S	782,406.69		792,173.74	
P&I M&O + I&S	164,535.01		207,343.52	
Attorney Fee	34,133.68		37,358.37	
Subtotal	<u>981,075.38</u>		<u>1,036,875.63</u>	
Combined Current & Delinquent:				
Base M&O + I&S	36,956,904.68		31,846,089.85	
P&I M&O + I&S	330,833.97		318,019.65	
Attorney Fee	67,135.93		60,077.68	
Other	-		-	
Total Collections	<u>37,354,874.58</u>		<u>32,224,187.18</u>	
Adjusted 2013 Tax Levy			<u>31,307,008.19</u>	
Original 2014 Tax Levy	<u>35,928,565.78</u>			
Current 2014 Tax Levy	<u>36,346,397.27</u>			

Denton County
Levy Outstanding Status Report
September 2015
Little Elm ISD

	Current Tax Year	Delinquent Tax Years
Current Month:		
Tax Levy Remaining as of 09/01/15	191,841.61	397,149.27
Base M&O + I&S Collections	21,000.09	5,033.43
Supplement/Adjustments	1,057.76	4,239.04
	<hr/>	<hr/>
Remaining Levy as of 09/30/15	<u>171,899.28</u>	<u>396,354.88</u>
Cumulative (From 10/01/14 thru 09/30/15)		
Original 2014 Tax Levy (as of 10-1-14)	35,928,565.78	819,897.19
Base M&O + I&S Collections	36,174,497.99	782,406.69
Supplement/Adjustments	417,831.49	358,864.38
	<hr/>	<hr/>
Remaining Levy as of 09/30/15	<u>171,899.28</u>	<u>396,354.88</u>

K-8 STEM ACADEMY

Total Project Authorized by Board of Trustees

Bond Construction Funds	15,000,000.00
Bond Fund with interest est	1,238,244.00
General Fund Add'l House	1,400,000.00
	17,638,244.00

Expenditures as of 11/02/15

		Budget			Expenditures to Date							
		Fund 647	Fund 199	Total Project Cost	FY 12-13	FY 13-14		FY 14-15		Total	Available +/-	% of Budget Committed
Project Codes	Project				Fund 647	Fund 647	Fund 199	Fund 647	Fund 199			
81-6629-00-999-X99000	Architect Fees	788,384.00	-	788,384.00	622,411.52	147,822.74	-	-	7,780.13	778,014.39	10,369.61	99%
81-6629-01-999-X99000	Miscellaneous	75,300.00	-	75,300.00	58,534.77	12,048.76	-	773.75	-	71,357.28	3,942.72	95%
81-6629-02-999-X99000	Technology Design Fees	24,000.00	-	24,000.00	-	24,000.00	-	-	-	24,000.00	-	100%
81-6629-03-999-X99000	Furnishings Design Fees	24,000.00	-	24,000.00	-	24,000.00	-	-	-	24,000.00	-	100%
81-6629-04-999-X99000	Construction	15,353,709.00	1,400,000	16,753,709.00	-	15,472,665.60	962,468.40	26,141.46	254,396.54	16,715,672.00	38,037.00	100%
81-6629-05-999-X99000	Architect Fees 3rd Hous	52,590.00	-	52,590.00	-	57,764.20	-	-	-	57,764.20	(5,174.20)	110%
81-6629-06-999-X99000	Furnishings	404,500.00	-	404,500.00	-	385,358.19	-	15,002.59	-	400,360.78	4,139.22	99%
81-6629-07-999-X99000	Technology	100,000.00	-	100,000.00	-	-	-	-	-	-	100,000.00	0%
81-6629-08-999-X99000	Playground Equipment	75,000.00	-	75,000.00	-	75,090.51	-	-	-	75,090.51	(90.51)	100%
	Child Nutrition Credit	(512,863.00)	-	(512,863.00)	-	(498,460.00)	-	-	-	(498,460.00)	(14,403.00)	97%
	Tribute Credit	(146,376.00)	-	(146,376.00)	-	(184,909.80)	-	-	-	(184,909.80)	38,533.80	126%
	Total	16,238,244.00	1,400,000.00	17,638,244.00	680,946.29	15,515,380.20	962,468.40	41,917.80	262,176.67	17,462,889.36	175,354.64	99%

LAKE SIDE MIDDLE SCHOOL RENOVATION PROJECT

Total Project Authorized by Board of Trustees

4,700,000.00 Preliminary

(1,043,325.00) Savings

3,656,675.00

Expenditures as of 11/02/15

Project Codes	Project	Project Budget	Expenditures to Date			Less	Available +/-	% of Budget
			FY 13-14	FY 14-15	Total			
199-81-6629-00-041-499000	Architect Fees	212,228.00	212,228.00	-	212,228.00	-	-	100%
199-81-6629-02-041-499000	Miscellaneous	216,972.00	136,117.27	40,166.93	176,284.20	-	40,687.80	63%
199-81-6629-03-041-499000	Flooring	700,000.00	672,955.75	-	672,955.75	-	27,044.25	96%
199-81-6629-04-041-499000	Construction	2,527,475.00	2,487,475.00	-	2,487,475.00	-	40,000.00	98%
442	Total	3,656,675.00	3,508,776.02	40,166.93	3,548,942.95	-	107,732.05	96%

ROOF REPAIRS PROJECT

Total Project Authorized by Board of Trustees 1,156,572.00

Expenditures as of 11/02/15

Project Codes	Project	Project Budget	Current Year Expenditures to Date	Less Retainage	Available +/-	% of Budget Committed
199-81-6629-01-001-599000	Roof - LEHS	16,024.00	15,710.00		314.00	98%
199-81-6629-01-103-599000	Roof - Brent	26,874.00	26,347.00		527.00	98%
199-81-6629-01-104-599000	Roof - Chavez	26,874.00	26,347.00		527.00	98%
199-81-6629-01-105-599000	Roof - Hackberry	543,400.00	532,745.00		10,655.00	98%
199-81-6629-01-108-599000	Roof - Oak Point	543,400.00	532,745.00		10,655.00	98%
	Total	1,156,572.00	1,133,894.00	-	22,678.00	98%

LITTLE ELM HIGH SCHOOL CLASSROOM RENOVATIONS

Total Project Authorized by Board of Trustees

373,808.00

(54,639.00)

319,169.00

Savings approved by Board in June to purchase Zellars furniture

Expenditures as of 11/02/15

			Expenditures to Date			Less Retainage	Available +/-	% of Budget Committed
Project Codes	Project	Project Budget	FY 14-15	FY 15-16	Total			
199-81-6629-00-001-599001	LEHS Classrooms - Architect	40,000.00	37,990.50	1,599.60	39,590.10	-	409.90	99%
199-81-6629-01-001-599001	LEHS Classrooms - Construction	180,048.00	126,454.14	114,920.46	241,374.60	-	(61,326.60)	134%
199-81-6629-02-001-599001	LEHS Classrooms - FF&E	53,760.00	52,965.32	32,574.83	85,540.15	-	(31,780.15)	159%
199-81-6629-03-001-599001	LEHS Classrooms - Shelving	45,361.00	-	-	-	-	45,361.00	0%
	Total	319,169.00	217,409.96	149,094.89	366,504.85	-	(47,335.85)	115%

444

LITTLE ELM HIGH SCHOOL TRADE & INDUSTRY LAB / CLASSROOM RENOVATIONS

Total Project Authorized by Board of Trustees

179,492.00

Expenditures as of 11/02/15

			Expenditures to Date					
Project Codes	Project	Project Budget	FY 2014-2015	FY 2015-2016	Total	Less Retainage	Available +/-	% of Budget Committed
199-81-6629-00-001-599002	LEHS CTE Lab - Architect	6,502.00	6,184.50	260.40	6,444.90	-	57.10	99%
199-81-6629-01-001-599002	LEHS CTE Lab - Construction	90,791.00	26,280.66	11,848.08	38,128.74	-	52,662.26	42%
199-81-6629-02-001-599002	LEHS CTE Lab - FF&E	82,199.00	73,130.45	-	73,130.45	-	9,068.55	89%
	Total	179,492.00	105,595.61	12,108.48	117,704.09	-	61,787.91	66%

4.45

Summer Renovation Projects

Total Project Authorized by Board of Trustees	1,092,073.00
Add'l Approved by Board for Hackberry Moisture Barrier	50,000.00
	<u>1,142,073.00</u>

Expenditures as of 11/02/15

			Expenditures to Date			Retainage	Available +/-	% of Budget Committed
Project Codes	Project	Project Budget	FY 14-15	FY 15-16	Total			
199-81-6629-00-105-599004	Hackberry Renovations - Architect	45,000.00	43,447.50	4,500.00	47,947.50		(2,947.50)	107%
199-81-6629-01-105-599004	Hackberry Renovations	731,845.00	606,091.88	37,177.26	643,269.14		88,575.86	88%
199-81-6629-01-103-599005	Brent Renovations	92,631.00	55,702.50	33,568.50	89,271.00		3,360.00	96%
199-81-6629-01-107-599006	Lakeview Renovations	102,939.00	102,938.82	-	102,938.82		0.18	100%
199-81-6629-01-104-599007	Chavez Renovations	95,972.00	70,205.00	20,767.50	90,972.50	4,999.50	-	100%
199-81-6629-01-999-599008	Zellars Childcare Renovations	23,286.00	9,159.38		9,159.38		14,126.62	39%
199-81-6629-01-999-599009	Lakeside Kitchen Renovations	3,400.00	15,460.00		15,460.00		(12,060.00)	455%
199-81-6629-01-042-599010	Prestwick Band Storage	37,000.00	-		-		37,000.00	0%
199-36-6299-00-999-599000	Refinish Gym Floors	10,000.00	7,720.00	-	7,720.00		2,280.00	77%
	Total	1,142,073.00	910,725.08	96,013.26	1,006,738.34	4,999.50	130,335.16	88%

(1) Materials for band storage not delivered until FY 15-16. Will request to roll balance forward after completion of the audit.

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date	Reports of the Superintendent	Business Item	Consent Agenda	Reports, Routine Monthly	Discussion Item
11-09-2015	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject:	GIFTS AND DONATIONS				
Presenter or Contact Person:	Grant Anderson, CFO				
Policy/Code:	Other Revenues – Grants from Private Sources – CDC (Local)				
Summary:	List of new gifts and donations received by the District				
Financial Implications:	Increase of General Fund revenues and increase in appropriate budgets.				
Attachments:	Donation List				
Recommendation:	The Administration recommends approval of the Consent Agenda as submitted.				
Motion:	I move that the Board approve the Consent Agenda as submitted				

**LITTLE ELM INDEPENDENT SCHOOL DISTRICT
NEW DONATIONS FY 2015-16**

Campus/Dept	Fund	Donation From	Description	Date	Monetary	Non-Monetary	Total
Athletics	461	Basketball Booster Club	Girls Warm Ups	09/17/15	975.00		975.00
					975.00	-	975.00

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 00-00-2015	Reports of the Superintendent <input type="checkbox"/>	Business Item <input type="checkbox"/>	Consent Agenda <input type="checkbox"/>	Reports, Routine Monthly <input checked="" type="checkbox"/>	Action <input type="checkbox"/>
Subject:	NOTICE OF EXPENDITURE IN EXCESS OF \$50,000				
Presenter or Contact Person:	Russell VanHoose, Director of Technology, Digital Learning, & Media Services				
Policy/Code:	CH (Local)				
Summary:	In accordance with CH (Local), the Administration is notifying the Board of a routinely reoccurring and previously approved expenditure in excess of \$50,000. SafeWare Digital Learning Device Insurance \$60,163.40				
Financial Implications:	There is no financial impact to the budget. This expenditure is paid by the end user.				
Attachments:	Quote #217288999				
Recommendation:	N/A				
Motion:	N/A				

SOLD-TO PARTY 10911134

LITTLE ELM ISD
PO BOX 6000
LITTLE ELM TX 75068-9001

SHIP-TO PARTY

LITTLE ELM ISD
300 LOBO LN
LITTLE ELM TX 75068-5216

We deliver according to the following terms:

Payment Terms : Net 30 days
Ship Via : Insight Assigned Carrier/Ground
Terms of Delivery : FOB DESTINATION
Currency : USD

In order for Insight to accept Purchase Orders against this contract and honor the prices on this quote, your agency must be registered with U.S. Communities. Our sales teams would be happy to assist you with your registration. Please contact them for assistance -- the registration process lasts less than five minutes.

Material	Material Description	Quantity	Unit Price	Extended Price
DELL-CB-1YR	1 YEAR COVERAGE DELL CHROMEBOOK U.S. COMMUNITIES IT PRODUCTS & SERVICES(# 4400001195 (RQ09-997736-42B))	3,335	18.04	60,163.40

Services Subtotal	60,163.40
TAX	0.00
Total	60,163.40

Quotation

Quotation Number : 217288999
Document Date : 29-OCT-2015
PO Number :
PO Release :
Sales Rep : Aamir Ashiqali
Email : AASHIQAL@INSIGHT.COM
Telephone :
Sales Rep 2 : Branden Maiorano
Email : BMAIORAN@INSIGHT.COM
Telephone : 7372473702

Thank you for considering Insight. Please contact us with any questions or for additional information about Insight's complete IT solution offering.

Sincerely,

Aamir Ashiqali

AASHIQAL@INSIGHT.COM

Branden Maiorano

7372473702

BMAIORAN@INSIGHT.COM