

Leander Independent School District

Vandegrift High School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness



Vision

**Students will exit our system with the same passion for learning they had when they entered,
without economics determining success.**

Every Option Open.

Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Students were provided cognitive and non-cognitive supports through district initiatives such as AVID and Naviance, as well as targeted campus initiatives such as intervention during the Advocate period, study groups, and teacher training and supports. The number of targeted subgroup students (economically disadvantaged, Hispanic, African American) remained small so did not affect accountability. However, these groups did not show an increase in scores as intended (both for passing rates and Advanced rates). Student progress nor Gap Performance was at a level high enough to qualify for a distinction in accountability.

Initial participation in advanced courses by students in underrepresented courses increased; retention in these classes need to be addressed as does the number of enrolled students taking the AP exam associated with the course.

Demographics Strengths

- No significant decrease in scores within subgroups.
- Scores for the Hispanic subgroup raised to above 90% in Algebra.
- Teachers are receiving increased support from the district in their intervention efforts.
- Passing rates for the ED subgroup in advanced courses increased by 6%.

Demographics Needs

1. Identify subgroup students who need targeted intervention; train teachers on how to achieve this during both class time and advisory.
2. Increase the ED enrollment in AP classes and number of students scoring at least a 3 on the AP exam.
3. Refine processes for identification and retention of students in advanced courses.
4. Increase the number of subgroup students scoring in the Advanced range on all EOC exams.

Student Achievement

Student Achievement Summary

State Accountability Ratings show that there is a high percentage of students passing the State exams on their first attempt (more than 90% in all categories). The number of students earning advanced measures has stayed steady from the previous reporting period. The number of Campus Distinction Designations increased from the previous year, and previously earned designations were earned again.

Students not enrolling in challenging classes (pre-AP and/or AP level) were identified and encouraged. Staff, parents, and students were educated about the benefits of participation in advanced courses. Students enrolled in AVID classes were able to connect for academic support.

Through fall advisory classes, high achieving students were given further support in preparation for the PSAT exams and struggling students were tracked and given additional intervening instruction. In the spring, students were given additional support in preparation for both AP and STAAR/EOC exams. Those who attended regularly were shown to increase scores.

Student Achievement Strengths

- The number of students taking at least one AP exam increased.
- AP scores across the board were the highest in the district.
- The number of AP scholars and National Merit Scholars increased.
- First time EOC testers scored above 90% in all subjects.
- Designations were earned in all four core areas for campus accountability.

Student Achievement Needs

1. Follow up with teachers regarding student attendance in intervention. Address any concerns directly with students.
2. Target and increased number of juniors with potential for high PSAT scores.
3. Increase the number of graduating seniors scored 3-5 on at least one AP exam.
4. Open us SAT prep support to any junior student.

School Culture and Climate

School Culture and Climate Summary

Students and parents responded to the annual survey that they overwhelmingly feel safe on the campus and in the classroom; learning environments were seen as supportive and conducive to learning. Students have begun to use the Anonymous Alerts system more frequently, however the information provided is not always specific enough for administration to follow up in a meaningful way. The campus culture continues to focus on ethical principles. The number of bullying outcries have decreased. Attendance, although high, is still not at the level to move out of the 4th quartile in the accountability comparison group.

School Culture and Climate Strengths

- Parent survey indicated a significant increase in the percentage of parents who feel the campus provides a safe and supportive learning environment for their child. (Baseline 90%; increase to 95%)
- Attendance rate raised to 95.2% from 94.6%.
- Zero bullying outcries were determined to fit the definition of bullying.
- Ethical principles are integrated into the culture of the campus.
- All required trainings, plans, and drills were executed in a timely manner.

School Culture and Climate Needs

1. Increase student attendance to greater than 96%. Currently, we are ranked in Quartile 4 of our comparison group, and the attendance rate disadvantages our Distinguished Recognition efforts in multiple designation areas.
2. Encourage all student UIL groups and organized clubs to participate in the random drug testing offered by the district.
3. Train students on how to fill out the Anonymous Alerts so that they are specific enough for action to be taken.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Focus on the Student Learning Behaviors was strong in the fall semester; teachers were given small group instruction in order to facilitate personalization and questioning by staff. Although learning walks and evaluations occurred, the data was not used for immediate adjustment. Discussion needs to continue on a teacher/evaluator basis in order to further both understanding of both parties and continuous improvement. Staff experts were utilized to further educate their colleagues and provide inspiration and examples that could be immediately adapted to other classrooms; however, sharing was kept in small groups and was therefore not available to the full staff. Training needs to continue and come full circle, with an emphasis on continuation in the spring semester. Student feedback from the second semester ("I feel challenged to learn as much as I can in class.") indicated no change from the previous year despite setting a campus goal to increase the academic rigor.

Curriculum, Instruction, and Assessment Strengths

- Small group sessions were used to develop a shared vision of SLB (growth mindset, rigor, learning targets, student engagement, technology integration) which allowed for more in-depth and productive discussion.
- Allowing teachers to identify one classroom process on which to focus their portfolio led to teachers becoming experts in that area; teachers were then able to share specific strategies and pitfalls with colleagues.
- Differentiated professional development allowed teachers to get specific help where needed and further develop skills according to mastery level.
- Learning walks conducted by department chairs allowed for transparency with staff as to authentic student learning behaviors occurring or not occurring on our campus.

Curriculum, Instruction, and Assessment Needs

1. Revision of the observation/evaluation format and documents is critical to align with the SLB focus of the campus.
2. Require dialogue between teachers and his/her evaluator through pre/post conferencing in order to facilitate reflection and continuous improvement.
3. Create a database for teacher-created practices relating to the campus SLB focus to be used as a resource for staff. Train staff on resources available.
4. Share results of learning walks in a meaningful way with staff. Use this data in a timely manner to facilitate immediate change to continue working towards the goal.
5. Utilize the department chairs to highlight best practices occurring on campus as an example for other teachers.

Family and Community Involvement

Family and Community Involvement Summary

The Vandegrift community is highly involved and interested in supporting the school's vision and progress. Parents are appreciative when multiple/flexible information sessions are held or various modes of communication are utilized so that a larger audience is reached. Timely, concise information is expected of all staff, as are updated websites and social media.

Family and Community Involvement Strengths

- Community is greatly involved in supporting the campus needs, vision, and culture and there is a sense of community pride with the 5A UIL Lone Star Cup Award.
- Most teachers effectively communicate student progress to parents in a timely manner.
- VHS Insider communication is frequent and informative.
- Social media platforms have been more frequently utilized to inform students, family, and community of events and announcements.
- "Coffee Talks" presented by the guidance office have grown in the number of attendees.

Family and Community Involvement Needs

1. Additional efforts for teachers to increase their responsiveness and timeliness of communications concerning student progress and interventions are an area for additional improvement.
2. Traffic flow, traffic safety, and viable evacuation routes related to one point of egress continue to be a priority concern for parents, staff and community. The traffic delay leaving Vandegrift causes hardship for families and staff with student pick up from multiple campuses.
3. Continue to assess parent feedback concerning ideas for enhanced methods of communication.
4. Offer more video-playback of parent meetings for those unable to attend and utilize technology to create more opportunities for parent involvement.

Technology

Technology Summary

Teachers continue to express concern at the rate at which technology is upgraded and made available to them and the students. As the campus population increased, the demand for computer labs and laptops increases. With the mLISD rollout in 2015-2016, many of these concerns will be addressed.

Focus was given to the integration of technology as a shared vision to improve student participation in their learning. Several opportunities for training and professional development were held in differentiated sessions. Campus technology staff were readily available and efficient in their response to teachers and staff.

Technology Strengths

- Teachers are ready and willing to integrate technology into their classrooms.
- Devices and available technology is utilized daily on campus.
- BYOT program is widely used for student learning.
- Campus technology staff is efficient and responsive.

Technology Needs

1. Increase the availability of one-to-one student devices and prepare for mLISD freshman device roll-out and teacher training.
2. Continue training both for new staff and more in-depth for mastery level staff designed to integrate technology into the classroom in meaningful ways.
3. Continue providing feedback to the district as to day-to-day needs and support required.

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

- 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

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
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment 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

- 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

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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






Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals






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

Performance Objective 1: Increase the percentage of students scoring a 3, 4, or 5 to 85%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provided cognitive and non-cognitive supports to students through district initiatives (e.g. AVID strategies, Naviance, study group, tutorials, targeted campus initiatives, and teacher training supports.</p>	DOI, AP Teachers	AP Score Report			
<p>Critical Success Factors CSF 5</p> <p>2) Equip teachers, parents, and students with strategies to support students in AP courses and exam preparation.</p>	DOI, AP Teachers	AP Score Report; Student/Parent survey			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






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

Performance Objective 2: Increase Eco Dis enrollment in AP classes by 3% with a 93% passing rate.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 2</p> <p>1) Identify kids not enrolling in challenging classes and pull them individually to discuss advance opportunities.</p>	DOI, Counselors	Enrollment Data			
<p>Critical Success Factors CSF 3 CSF 5</p> <p>2) Increase the amount of communication regarding supports and opportunities available.</p>	DOI, Counselors	Enrollment Data; Parent/Student Survey			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






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

Performance Objective 3: Increase graduating class to 65% scoring 3-5 on at least 1 exam.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 2</p> <p>1) Refine processes for identification and retention of students in pre-AP/AP courses.</p>	DOI, Counselors	Enrollment Data			
<p>Critical Success Factors CSF 2 CSF 5</p> <p>2) Increase the amount of communication regarding supports and opportunities available.</p>	DOI, Counselors	Enrollment Data; Parent/Student Survey			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






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

Performance Objective 4: 20 point increase in each section of the SAT for the Junior class.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement Junior JumpStart: 2 day per week SAT preparation during PIT from September to December 2015.</p>	DOI, AP, Teachers	PIT Attendance; SAT Score Report			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






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

Performance Objective 1: Reduce the performance Gap on STAAR Algebra I EOC for Economically Disadvantaged Students by achieving a minimum mastery level of 90%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>1) Identify ED students in A1; work with A1 teachers to identify and address their intervention needs early.</p>	Intervention AP; A1 Teachers	EOC score report			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) In spring semester, create PIT class for A1 intervention and include ED students as a priority.</p>	Intervention AP; A1 Teachers	EOC score report			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






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

Performance Objective 2: Increase the percentage of Economically Disadvantaged students scoring at the Advanced Level III to a minimum of 30% each year until EcoDis student scores are equivalent to the "All Student" average.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) In spring semester, create intervention PIT class that focuses on pushing students to Advanced level.</p>	Intervention AP, EO Course Teachers	EOC score report			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






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

Performance Objective 3: Increase the passing rate on the STAAR Accommodated ELA and Math test to 50%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Include STAAR Accommodated student in the intervention PIT classes in the spring semester.</p>	SPED staff, Intervention AP	Intervention Rosters			
<p>Critical Success Factors CSF 4</p> <p>2) Closely monitor attendance in intervention PIT and hold students accountable for attending.</p>	Intervention teachers, AP's	Campus Intervention Tracker spreadsheet			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

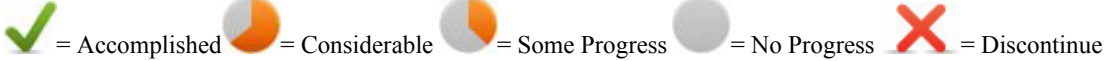
Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Students will demonstrate an increased awareness and understanding of the seven learning behaviors with a minimum student survey response for "Agree/Strongly" Agree average of 90% for all SLB measures assessed.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus administration will embed the 7 SLBs into research based strategies that will be implemented as campus initiatives designed to develop a shared vision of the SLBs and improve student and staff awareness. 1. A growth mindset, 2. Rigor, 3. Learning Targets, 4. Student Engagement, 5. Technology Integration.	Campus Principal and Admin Team and VHS Faculty, Tech Staff.	Increase in staff and student responses on the SLB portion of the surveys.			
2) Teachers will develop a portfolio identifying one classroom process and develop a theory or practice using the PDSA process to improve instruction in the classroom or enhance student ownership in the learning process and student engagement. The area of focus should support one of the key 5 campus initiatives: 1. A growth mindset, 2. Rigor, 3. Learning Targets, 4. Student Engagement, 5. Technology Integration.	Campus Principal and Admin Team and VHS Faculty, Tech Staff.	Teacher EOY portfolios and summative evaluation documentation. Reflection documents indicating enhanced understanding and use of SLB strategies.			
3) Professional development time and resources will be dedicated to providing the teachers with personalized training in The teachers will present their findings in a conference-style at February conference to their peers, and a data base of best practices will be developed, shared, and archived for staff to use as a resource.	Campus Principal and Admin Team and VHS Faculty, Tech Staff.	February conference agendas and course offerings.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

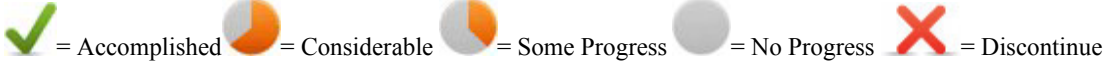
Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: Students will take ownership of the use of technology as a tool to enhance their learning environment.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 2 CSF 4</p> <p>1) By the end of the first semester, freshmen students will receive individual laptops for academic use.</p>	Principal, Campus Tech	Laptop checkout rosters.			
<p>Critical Success Factors CSF 2 CSF 3</p> <p>2) Students solve real-world problems through the use of technology as seen through classroom snapshots.</p>	Principal, Campus Tech, Assistant Principals, DOI, Department Heads, Librarian	Walk-thru data			
<p>Critical Success Factors CSF 2</p> <p>3) Enhance student and teacher learning by promoting technology training.</p>	Principal, DOI, Librarian, Campus Tech	STaR Chart; teacher survey			
					


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

Performance Objective 1: Increase student average daily attendance from 94.2% to 96% or > to move above the 4th Quartile and achieve the TEA "Campus of Distinction."

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Create and administer a student and parent survey designed to assess understanding the causal factors of absence and the need for targeted interventions at the high school level.	Campus Principal and Admin Team and VHS Faculty, Tech Staff.	Completed survey and data that can be utilized to create interventions to improve overall attendance.			
Funding Sources: 199 - General Funds					
2) Perform a comprehensive review of our current exam exemption process to identify best practices and areas in need of improvement to maximize student attendance and retain the motivating factors that drive the reward of exam exemptions. This review shall include a student focus group designed to solicit quality feedback on the relationship between attendance and exemptions, as well as positive incentives that students find effective and would encourage positive attendance outcomes.	Campus Principal and Admin Team and VHS Faculty, Tech Staff. District Administrative staff.	Recommendations and modifications of the implementation of exam exemptions that result in a positive increase in student attendance.			
Funding Sources: 199 - General Funds					
3) A real focus by campus administration on raising expectations for high attendance. Campus administration will develop and articulate an overall attendance policy with aspirational but realistic targets and planned action to achieve them. This policy shall provide information concerning the unique impact attendance plays in the TEA Distinction Designations, and the community and school benefit to moving to Q1 in our comparison group.	Campus Principal and Admin Team and VHS Faculty, Tech Staff. District Administrative staff.	A comprehensive attendance policy that is shared with all stakeholders utilizing a variety of media that results in a 96% or greater attendance rate.			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 2: Open the lines of communication so that all parents, regardless of economic situation, have access to academic and social/emotional supports for their students.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Revise Open House format to provide video intros for all teachers and a personalized experience for parents with the come-and-go style meeting.</p>	Principal	Parent survey			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Counselors will provide Coffee Talks on timely, pertinent information that parents need to assist students applying to college, handling coursework, etc. Coffee Talks will also be made available by video after the event for parents who are unable to attend.</p>	DOI, Counselors, Transition Coordinator	Attendance at Coffee Talks			
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Teachers will create and maintain websites with information about classes including syllabi, tutoring availability, major due dates, and contact information.</p>	Department Chairs, Assistant Principals	Website checks, parent feedback			
<p>Critical Success Factors CSF 5</p> <p>4) Give public grade-level presentations to help families understand student academic goals, graduation requirements, and provide information for college/career planning.</p>	DOI, Counselors	Event Attendance			
					

Addendums

**005 VANDEGRIFT HIGH SCHOOL
Campus Demographic Summary
2015 - 2016 School Year
Principal: CHARLES LITTLE**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
137	7.6	26	9	6

Grade	Total	%
09	658	29.2%
10	569	25.2%
11	558	24.7%
12	470	20.8%
Campus Total	2,255	

Economically Disadvantaged		
N	2,105	93.3%
Y	150	6.7%

Students with Disabilities		
N	2,142	95.0%
Y	113	5.0%

At Risk Students		
N	1,583	70.2%
Y	672	29.8%

Ethnicity		
ASIAN	205	9.1%
BLACK	58	2.6%
HISPANIC/LATINO	336	14.9%
AMERICAN INDIAN	2	0.1%
TWO OR MORE RACES (MULTI)	87	3.9%
HAWAIIAN OR PACIFIC ISLANDER	1	0.0%
WHITE	1,566	69.4%

Gender		
FEMALE	1,097	48.6%
MALE	1,158	51.4%

Gifted and Talented		
N	1,630	72.3%
Y	625	27.7%

English Language Learners		
N	2,237	99.2%
Y	18	0.8%

Students in Bilingual Program		
N	2,255	100.0%

Students in ESL program		
N	2,237	99.2%
Y	18	0.8%

VHS (005)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Plan for intervention / challenge	Increase ELA EOC scores to 90% passing in English I and II in the targeted subgroups: Economically Disadvantaged, African American, Hispanic, and "All Students" on the 2015 STAAR/EOC assessment. (Baseline = ED-83%, AA-81%, H-90%, All-94%).	ED: 83/73; AA: 80/88; H: 90/87; All: 96/94	Increase identification and targeted instruction
	Essential learning aligned to TEKS	Increase the 2014 Campus Distinction Designation Summary in ELA and Social Studies to 4 (or more) of 7 indicators on the 2014 TEA Accountability Rating System. (Baseline = 1 of 7)	Distinction earned in ELA and SS.	Continue growth in these areas. Target instruction to "bubble" students.
		The campus will embed strategies to increase the academic campus rigor and foster a growth mind-set culture as evidenced by 90% of students responding "I feel challenged to learn as much as I can in class." (Baseline: 82.3%)	82.3% students responded so no change occurred.	
Eliminating the Achievement Gap	Plan for intervention / challenge	Reduce the performance gap on the 2015 STAAR/EOC assessment between Economically Disadvantaged, African American, Hispanic Students and "All Students" on the Algebra and Biology portions of the EOC Exams and/or 9-week assessments by achieving a minimum of 90% mastery for all student groups. (Baseline = Algebra/Biology: ED-85/96%, AA---/92%, H-89/99%, All-92/99%.)	ED: 84/97; AA: 80/100; H: 92/99; All: 94/100	Continue strategies in Biology; further target sub groups for Algebra.
	Essential learning aligned to TEKS	Increase the Advanced/Level III rates on all EOC exams to 20% or greater within economically disadvantaged students on the 2015 STAAR/EOC assessment. (Baseline = Alg - 2%, Bio-15%, ELA 1 8%)	A: 3; BI: 14; E1: 13; E2: 10; Goal not met. USH: 31; Goal met.	Facilitate a plan to address students near the advanced level.
		Obtain the new Quartile 1 Campus distinction in "Top 25 Percent Student Progress" and maintain the Distinction earned for "Top 25% Closing Performance Gaps" for The TEA 2015 Accountability Distinction Designations. (Baseline: Q1/9th)	Goal not met in either category.	Targeted instruction should impact both of these categories.

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p>College and Career Readiness</p>	Learner engagement	90% of students will meet Texas Success Initiative (TSI) for College Ready Standards for 2015. (Baseline inaccurate due to change in assessment)	N/A Change in assessment	N/A Change in assessment
	Student ownership of learning	Increase the percentage of individual students enrolled in at least one Pre-AP/IB and AP/IB course by 3 percentage points with emphasis on under-represented populations. Maintain a 95% passing rate for all students.	Not met	Increase Eco Dis enrollment and course passing rates.
	Collaboration (Student)	Maintain the distinction earned for The TEA 2015 Accountability Distinction Designation for "Postsecondary Readiness" in Q1 of our comparison group and add additional indicators >6. (baseline: Q1/ with 4 of 6 indicators)	Maintained.	Address goals within CCR to maintain.
<p>Focus on Whole Student</p>	Supportive learning environment	Increase student average daily attendance from 94.6% to 96% or > to achieve the TEA "Campus of Distinction" for 2015 or Q1 level for the campus comparison group. (Baseline: 94.6%)	Not met. 94.2%	Implement new policy for exemptions; increase AP follow up for attendance.
	Plan for intervention / challenge	At least 96% of students and parents responding "agree" or "strongly agree" on the safe learning environment question: "I feel safe in my classroom" and "I fell safe on campus" on the annual Student Survey and Parent Survey and 90% on parent response to: "The campus provides a safe and supportive learning environment for my child. (Baseline: Student: 96% Parent 89.85%).	Classroom: 97; Campus 96%; Parent 95%.	Continue.