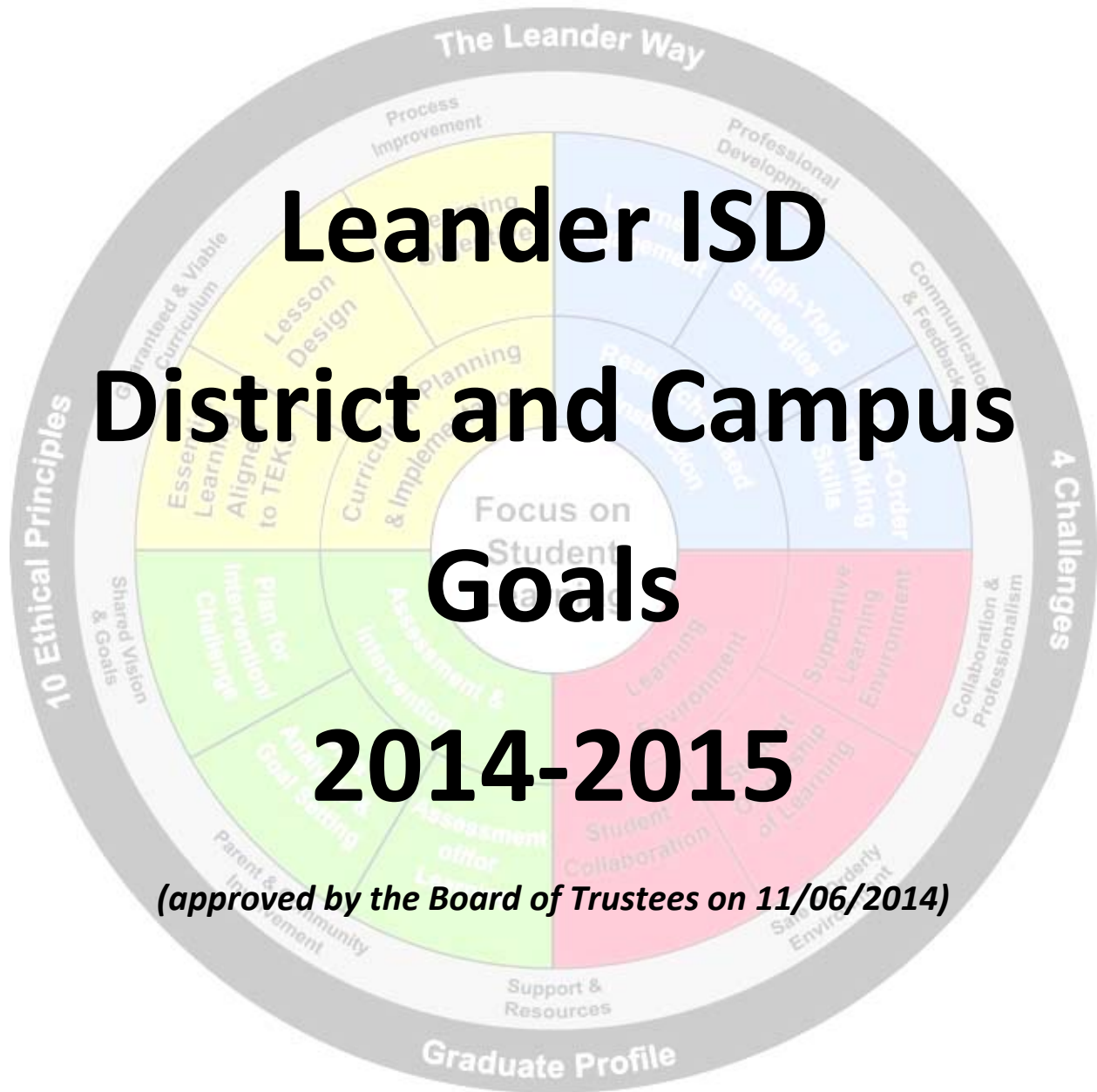


Leander ISD District and Campus Goals

2014-2015

(approved by the Board of Trustees on 11/06/2014)

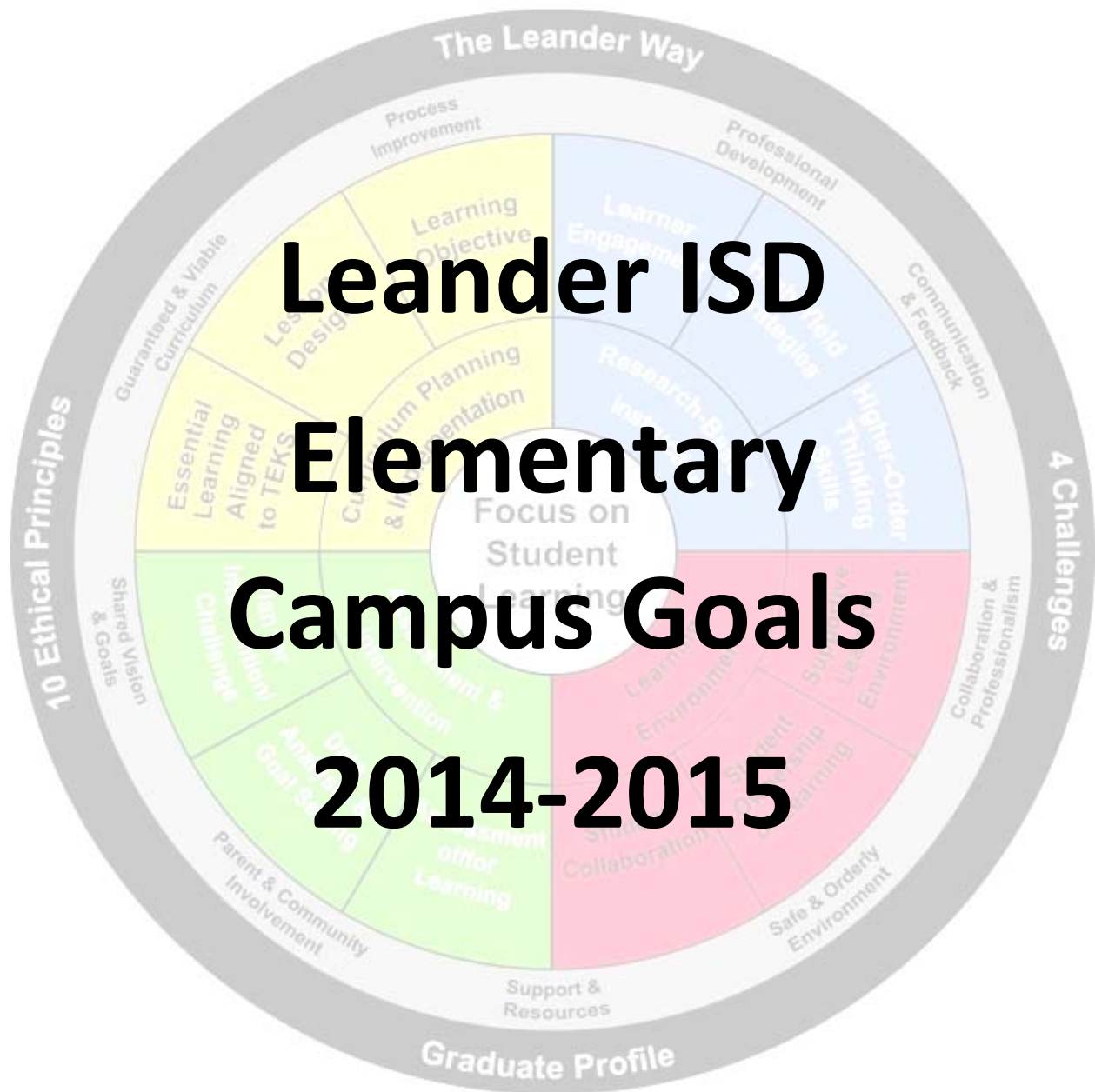


| District Goals and Measures | | | |
|--|--------------------------------------|--|---|
| District Goals | Measure | 2014-15 District Objectives | 2013-2014 Results |
| College and Career Ready Students exit our system college and career ready | Advanced Measure | Increase % of students meeting Level III Advanced (All Subject/All Tests Combined Measure) on STAAR to 26%. | 24% |
| | DRA* ++ | At least 83% of students will read at or above grade level as measured by 2nd grade DRA. | 81% |
| | AP/Dual Credit/IB* | 1. Increase % of 9th-12th grade students receiving credit for Advanced or Dual Credit courses by at least 3%. 2. At least 66% of students will score 3, 4 or 5 on AP exams. 3. At least 85% will meet standards on IB exams. | 1. estimated participation is 43.1% 2. 65% 3. 88% (2013-2014 # of IB Students changed significantly) |
| | College Ready Grad* ++ | At least 72% of students will meet the College Ready Grad criteria. | 71% |
| | SAT/PSAT/ACT/ReadiStep* | 1. At least 70% of 12th grade students will complete the SAT and 40% the ACT. 2. At least 55% of 8th grade students will meet the college-ready benchmark on ReadStep. At least 55% of 11th grade students will meet the college-ready benchmark on PSAT. At least 58% of 12th grade students will meet the college-ready benchmark on SAT and 47% of 12th grade students will meet the college-ready benchmark on ACT. | 1. SAT 68%, ACT 38% 2. ReadStep 52.7%, PSAT 52.5%, SAT 56%, ACT 43% |
| | FAFSA | At least 60% of students will complete a FAFSA form. | 56.1% |
| | STaR Chart/ Tech Literacy Assessment | Increase the average campus teacher rating for "Teaching and Learning" on the Texas STaR to at least a score of 16. Increase the district score on the 8th grade TCEA student assessment to at least 345. | Texas STaR 15, TCEA 340 |
| | Special Education | Meet state accountability safe guard standards with at least a 55% passing rate in the following subject areas: Elem Math, Writing, & Science, and Middle School Writing. | <u>ELEM:</u> Math: 54%, Reading: 62%, Writing: 46%, Science: 45% <u>MS:</u> Math: 72%, Reading: 68%, Writing: 54%, Science: 63%, SS: 56% <u>HS:</u> Alg I: 71%, Eng I/II: 61%, Bio: 87%, US History: 89% |
| | Direct to College Enrollment* | At least 72% of seniors will enroll in college in the Fall after graduation. | 70.1% |

| District Goals and Measures | | | |
|---|---------------------------|--|--|
| District Goals | Measure | 2014-15 District Objectives | 2013-2014 Results |
| Eliminating the Gap Students achieve at high levels without economics determining success | STAAR* ++ | Decrease the gap on STAAR (while continuing to increase performance of all students) between economically disadvantaged students and non-economically disadvantaged students to 15% on Math, Reading, Science, Social Studies, and Writing. | Math: 18.3% Reading: 18.9% Sci: 17.6% SS: 15.2% Writing: 21.7% |
| | District Assessments | Decrease the gap between economically disadvantaged students and non-economically disadvantaged students to less than 15% on Math, Science, Reading/ELA. | Math: 24.1% Sci: 22% ELA: 21.2% |
| | English Language Learners | Decrease the gap on STAAR between ELL and non-ELL students (on all test forms in grades 3-8) in Reading, Writing, Science, Social Studies, and Math by at least 5%. | Reading: 26% Writing: 31.4% Sci: 34.4% SS: 46.1% Math: 20.4% |
| | Graduation Rate* | Increase the 4 year graduation rate without exclusions to at least 96.6%. | estimated 96.4% |
| | Participation* | Increase % of economically disadvantaged student participation in extracurricular activities to equal the overall percentage for economically disadvantaged in the district. (21.2% for 2013-2014) | 20.6% |
| Student Learning Behaviors Students own their own learning | Student Ownership | 1. At least 90% of parents, students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual LISD stakeholder surveys. 2. Students will demonstrate an understanding of Learning Targets (SLB # 1) as measured by a random snapshot process involving all campuses. (Baseline per level established in 2014-2015) | 1. Parent: 89% Student: 87% Staff: 82% 2. Baseline to be determined in 14-15 <i>(Note-Other SLB measures will be created and tested during the 14-15 school year.)</i> |

| District Goals and Measures | | | |
|--|------------------|---|----------------------------|
| District Goals | Measure | 2014-15 District Objectives | 2013-2014 Results |
| Whole Student Students are healthy, safe and engaged | Extracurricular* | At least 81% of secondary students will be enrolled in courses that have UIL or extra-curricular components. | 79% |
| | Fitness | At least 79% of female students and 73% of male students will have a healthy BMI score on the fitness gram. | Female 87.1% Male 71.1% |
| | Attendance* | Increase average % student attendance to at least 96.5%. | 96.3 |
| | School Safety* | Decrease the % (per capita) of student infractions of unsafe behaviors by .5%. (For example: Bullying, Harassment, Violence, Drug/Alcohol) (Baseline=5.48%) | 5.48% |
| | Discipline | No more than 1.6% of students will have 5 or more discipline referrals. | 1.7% |

Leander ISD Elementary Campus Goals 2014-2015



| WHIT (101) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | Increase to 93% of students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual student/staff survey. (Baseline Teacher 89%, student 93% - Avg. 91%). |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Increase the % correct on district science benchmark assessments 3rd-5th: Baseline Monolingual 78% to 80%, Bilingual 71% to 73%. |
| | Essential learning aligned to TEKS | Increase the number of students met standard status on STAAR for 4th grade writing. (Baseline Monolingual 78% to 80%, Bilingual 93% to 94%). |
| | Data analysis and goal setting | Decrease the gap between economically disadvantaged and non-economically disadvantaged students from 27% to 25% in math for all students in STAAR as reported in the elementary school measures summary report. |
| College and Career Readiness | Data analysis and goal setting | Increase the number of students reading on or above grade level with DRA/DRA 2/EDL to independent or higher in each grade level. Baseline Monolingual K-93% to 94%, 1st-74%-75%, 2nd-76% to 77%, 3rd-78% to 79%, 4th 70% to 72%, 5th 86% to 87%, Bilingual k-85% to 86%, 1st-74% to 75%, 2nd 50% to 55%, 3rd 71% to 72%, 4th 73% to 74%, 5th 54% to 55%. |
| | Plan for intervention / challenge | Increase the advanced academic performance for all students on STAAR in reading, math, writing and science from 18% to 20%. |
| | Essential learning aligned to TEKS | Increase the number of students in Special Education meeting % satisfactory on STAAR in reading from 49% to 55% and in math from 45% to 55%. |
| Focus on Whole Student | Supportive learning environment | On the parent survey, increase the number of "strongly agree" and "agree" in regards to the question about, how the campus provides adequate and timely communication from 90% to 93%. |

| FAU (102) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student Ownership of Learning | By May 2015, 90% of all students will articulate what tools or strategies they are using to reach their learning target as measured by learning walk data. (Continued with similar goal due to the number of learning walks in 2013/14.) |
| Eliminating the Achievement Gap | Data analysis and goal setting | Decrease the gap between eco-dis and non-eco dis in reading at grade level by less than 9% by June 2015 as measured by DRA 2. (Continued with goal as all grade levels did not meet the goal. Four out of six grade levels met the goal.) |
| | Student ownership of learning | |
| | Lesson design | Decrease the gap between special education and non special education in math to less than 15% point average on Math STAAR in grades 3-5 based on 2014 passing standard. |
| | Plan for intervention / challenge | Decrease the gap between eco dis and non eco dis meeting level 2 on Science STAAR by less than 15% points. (Continue goal as gap remains at 33%.) |
| | Data analysis and goal setting | Decrease the gap between special education and non special education in reading to less than a 15% point average on Reading STAAR in grades 3-5 based on 2015 passing standard. |
| College and Career Readiness | Student ownership of learning | Increase the percentage of all students reading on grade level to 83% as measured by DRA 2 by June 2015. (We are making progress. 78.5% were on grade level in June 2014.) |
| | Lesson design | |
| Focus on Whole Student | Learner engagement | Increase the percentage of students participating in C-Squared by 50% by June 2015 as measured by number of approved applications. |
| | Supportive learning environment | Increase the student ownership in creating a safe and supportive environment for all as measured by at least 97% of students responding "strongly agree" or "agree" on the student survey question "I feel safe in my classroom". |
| | Student ownership of learning | |

| BHC (103) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | At Least 92% of students and staff will respond "agree" or "strongly agree" on the student ownership of learning questions contained in the annual Student/Faculty Surveys. (baseline for students 92%, Staff 88% campus average 90%) (District goal 90%) |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS | Increase or maintain % of SPED students who met standard on STAAR in Reading (from 59% to 61%), Science (from 47% to 48%), Math (56% maintain due to increased rigor of new TEKS on 14-15 STAAR test) and Writing (18% to 33%). (District goal 45% for Writing, Math and Science and 61% Reading) |
| | Plan for intervention / challenge | Decrease the gap between EcoDis and non EcoDis students to at least 6% averaged on Math and Reading STAAR as reported in LISD Elementary School Measures report. (baseline Math =9%, Reading= 5% campus average= 7%)(District goal 5% or less within 5 years) (monitor Math closely due to increased rigor of new TEKS for 14-15 STAAR test) |
| College and Career Readiness | Plan for intervention / challenge | At least an average of 75% of students will be reading at or above grade level as measured by the EOY DRA K-3rd (baseline Kinder 91%, 1st 78%, 2nd 57%, 3rd 69% = 74% average). (District goal 2nd grade 83%) (Monitor Kinder closely due to increase in DRA expected level for 14-15) |
| | Plan for intervention / challenge | Increase % of students meeting Advanced Performance Measure on STAAR in all subjects from 20% to 21%. (District goal 7.5%) (monitor Math closely due to increased rigor of new TEKS for 14-15 STAAR test) |
| Focus on Whole Student | Supportive learning environment | Increase % of students responding "agree" or "strongly agree" on the safe learning environment questions contained in the annual Student Survey from 88% to 90%. (District goal 92%) |

| CYP (104) | | 2014-2015 Campus Goals on a Page |
|---------------------------------|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | At least 92% of students and 81% of staff will respond "strongly agree" or "agree" to the student ownership of learning questions contained in the annual staff/student survey. Baseline data for 13-14 was 89.4% students and 77.7% staff. |
| | Data analysis and goal setting | At least 94% of students and 80% of staff will respond "strongly agree" or "agree" to the student ownership of learning questions 1, 2 & 6 on the student survey and questions 1, 3, 8 & 9 on the staff survey with a specific campus focus on learning targets and data analysis/goal setting. Baseline data for 13-14 was an average of 92% students and an average of 77.6% staff. |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS | Increase the percent passing of all students and student sub populations (Eco-Dis, Hispanic and SPED) by 2 - 10 percentage points or maintain current passing rate of 90% or higher in reading , as measured on STAAR. Historical STAAR data will be used to determine progress and growth. 12-13 Reading: 3rd - All - 92% (-1), Eco-D - 76% (-10), His - 94% (+4), SP - 71% (+11); 4th: All - 84% (-9), Eco-D - 50% (-42), His - 68% (-24), SP - 56% (-30); 5th - All - 97% (+4), Eco-D - 92% (-1), His - 96% (+6), SP - 78% (+22) - Did not meet goal in 7 areas, met goal in 5 areas 13-14 Reading: 3rd - All - 89% (-3), Eco-D 69% (-7), His 85% (-9), SP 60% (-11); 4th - All 94% (+10), Eco-D 69% (+19), His 88% (+22), SP 80% (+24); 5th - All 96% (-1), Eco-D 80% (-12), His 92% (-4), SP 82% (+4) - Did not meet goal in 7 areas, met goal in 5 areas |
| | Essential learning aligned to TEKS | Increase the percent passing of all students and student sub populations (Eco-Dis, Hispanic and SPED) by 2 - 10 percentage points or maintain current passing rate of 90% or higher in math as measured on STAAR. Historical STAAR data will be used to determine progress and growth. 12-13 Math: 3rd - All - 73% (-12), Eco-D - 53% (-9), His - 56% (-20), SP - 43% (-17); 4th - All - 71% (+2), Eco-D - 23% (-35), His 52% (-4), SP - 40% (+11); 5th - All - 95% (+6), Eco-D - 88% (+2), His - 95% (+14), SP - 88% (+8) - Did not meet goal in 6 areas, met goal in 6 areas 13-14 Math: 3rd - All 72% (-1), Eco-D 44% (-9), His 65% (+9), SP 40% (-3); 4th - All 85% (+14), Eco-D 85% (+62), His 88% (+36), SP 60% (+20); 5th - All 95% (none), Eco-D 100% (+12), His 86% (-9), SP 100% (+12) - Did not meet goal in 4 areas, met goal in 7 areas, 1 no change |
| | Essential learning aligned to TEKS | Increase the percent passing of all students and student sub populations (Eco-Dis, Hispanic and SPED) by 2 - 10 percentage points or maintain current passing rate of 90% or higher in writing as measured on STAAR. Historical STAAR data will be used to determine progress and growth. 12-13 Writing: 4th - All - 81% (-9), Eco-D - 64% (-3), His - 65% (-3), SP - 67% (-8) - Did not meet goal in 4 areas 13-14 Writing: 4th - All 91% (+10), Eco D 85% (+21), His 100% (+35), SP 63% (-4) Did not meet goal in 1 area, met goal in 3 areas |

| CYP (104) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Eliminating the Achievement Gap (continued) | Essential learning aligned to TEKS | <p>Increase the percent passing of all students and student sub populations (Eco-Dis, Hispanic and SPED) by 2 - 10 percentage points or maintain current passing rate of 90% or higher in science as measured on STAAR. Historical STAAR data will be used to determine progress and growth.</p> <p>12-13 Science: 5th - All - 90% (-4), Eco-D - 73% (-15), His - 75% (-10) and SP - 58% (-30) - Did not meet goal in 4 areas</p> <p>13-14 Science: 5th - All 93% (+3), Eco-D 67% (-6), His 79% (+4), SP 80% (+22) - Did not meet goal in 1 area, met goal in 3 areas</p> |
| | Essential learning aligned to TEKS | <p>K - 2 will increase the percent met of all student and student sub populations (Eco-Dis, Hispanic and SPED) on Reading district benchmarks by 2 - 10 percentage points.</p> <p>K - 2 LA Benchmark 12-13 Test 1: Kinder - All 80%, Eco-D 65%, His 67%, SP 50%; 13-14 Test 1: Kinder - All 84%, Eco-D 69%, His 67%, SP 75% - Change All +4%, Eco-D +4%, His no change, SP +25% / 12-13 Test 2: Kinder - All 85%, Eco-D 74%, His 60%, SP 50%; 13-14 Test 2: Kinder - All 82%, Eco-D 71%, His 79%, SP 75% - Change All -3%, Eco-D -3%, His +19%, SP +25%</p> <p>12-13 Test 1: 1st Grade - All 67%, Eco-D 47%, His 43%, SP 50%; 13-14 Test 1: 1st Grade - All 63%, Eco-D 44%, His 42%, SP 29% - Change All -4%, Eco-D -3%, His -1%, SP -21% / 12-13 Test 2: 1st Grade - All 62%, Eco-D 29%, His 43%, SP 17%; 13-14 Test 2: 1st Grade - All 77%, Eco-D 56%, His 75%, SP 57% - Change All +15%, Eco-D +27%, His +32%, SP +40%</p> <p>12-13 Test 1: 2nd Grade - All 44%, Eco-D 22%, His 35%, SP 10%; 13-14 Test 1: 2nd Grade - All 44%, Eco-D 27%, His 31%, SP 0% - Change All no change, Eco-D +5%, His -4%, SP -10% / 12-13 Test 2: 2nd Grade - All 64%, Eco-D 39%, His 48%, SP 13%; 13-14 Test 2: 2nd Grade - All 67%, Eco-D 45%, His 69%, SP 20% - Change All +3%, Eco-D +6%, His +21%, SP +7%</p> |
| | Essential learning aligned to TEKS | <p>K - 2 will increase the percent met of all student and student sub populations (Eco-Dis, Hispanic and SPED) on Math district benchmarks by 2 - 10 percentage points.</p> <p>K-2 Math Benchmark 12-13 Test 1: Kinder - All 85%, Eco-D 70%, His 60%, SP 75%; 13-14 Test 1: Kinder - All 83%, Eco-D 50%, His 63%, SP 50% - Change All -2%, Eco-D -20%, His +3, SP -25% / 12-13 Test 2: Kinder - All 88%, Eco-D 78%, His 87%, SP 75%; 13-14 Test 2: Kinder - All 89%, Eco-D 76%, His 79%, SP 50% - Change All +1%, Eco-D -2%, His -8%, SP -25%</p> <p>12-13 Test 1: 1st Grade - All 93%, Eco-D 85%, His 92%, SP 80%; 13-14 Test 1: 1st Grade - All 57%, Eco-D 50%, His 60%, SP 57% - Change All -36%, Eco-D -35%, His -32%, SP -23% / 12-13 Test 2: 1st Grade - All 82%, Eco-D 85%, His 69%, SP 60%; 13-14 Test 2: 1st Grade - All 73%, Eco-D 75%, His 70%, SP 71% - Change All -9%, Eco-D -10%, His +1%, SP +11%</p> <p>12-13 Test 1: 2nd Grade - All 51%, Eco-D 33%, His 36%, SP 20%; 13-14 Test 1: 2nd Grade - All 19%, Eco-D 18%, His 8%, SP 0% - Change All -32%, Eco-D -15%, His -28%, SP -20% / 12-13 Test 2: 2nd Grade - All 37%, Eco-D 14%, His 36%, SP 0%; 13-14 Test 2: 2nd Grade - All 25%, Eco-D 18%, His 17%, SP 25% - Change All -12%, Eco-D +4%, His -19%, SP +25%</p> |

| CYP (104) | | 2014-2015 Campus Goals on a Page |
|------------------------------|-----------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| College and Career Readiness | Plan for intervention / challenge | <p>Increase the percentage of students in 1st, 3rd, and 5th grades reading at or above reading levels by at least 3% points. Baseline data from 13- 14 1st - 85%, 3rd - 83% & 5th - 84%.</p> <p>Maintain or increase the current percent of students reading at or above reading level at K, 2nd, and 4th grade. Baseline data from 13- 14 Kinder - 99%, 2nd - 90% & 4th - 90%.</p> |
| | Plan for intervention / challenge | <p>Increase the percentage of students achieving advanced academic performance status on all portions of the STAAR by 2 or more percentage points.</p> <p>Math:3rd Grade 12-13 - 18%; 13-14 - 9% - Decrease of (-9%); 4th Grade 12-13 - 21%; 13-14 - 31% - Increase of (+10%); 5th Grade 12-13 - 18%; 13-14 - 10% - Decrease of (-8%)</p> <p>Reading: 3rd Grade 12-13 - 31%; 13-14 - 29% - Decrease of (-3%); 4th Grade 12-13 - 30%; 13-14 - 32% - Increase of (+2%); 5th Grade 12-13 - 44%; 13-14 - 37% - Decrease of (-7%)</p> <p>Writing 4th Grade 12-13 - 17%; 13-14 - 9% - Decrease of (-8%)</p> <p>Science 5th Grade 12-13 - 19%; 13-14 - 16% - Decrease of (-3%)</p> |
| Focus on Whole Student | Supportive learning environment | Increase percentage of students responding "strongly agree" or "agree" on the "I feel safe in my classroom" questions from 93% to 95% and increase the percentage of students responding "strongly agree" or "agree" on the survey question "I feel safe on my campus" from 87% to 90%. |

| MAS (105) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | Increase the "Strongly Agree/Agree" answers on student survey question "I get the help I need when I'm struggling to learn in class." to 95% (Baseline = 89.3% of students answered "Strongly Agree/Agree" on 2013-2014 student survey.) |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS | Increase the performance of Special Education students on Math STAAR to 55% by 2015. (2014 Baseline = Special Education student passing rate is currently 33%) |
| | High yield strategies | Increase the performance of Special Education students on Reading STAAR to 55% by 2015. (2014 Baseline = Special Education student passing rate is currently 42%) |
| | Assessment of / for learning | Increase the performance of Economically Disadvantaged students on Writing STAAR to 55% by 2015. (2014 Baseline = Eco Dis student passing rate is currently 43%) |
| | Plan for intervention / challenge | Increase the performance of Hispanic students on Writing STAAR to 60% by 2015. (2014 Baseline = Hispanic student passing rate is currently 52%) |
| | | Increase the performance of Hispanic students on Science STAAR to 55% by 2015. (2014 Baseline = Hispanic student passing rate is currently 44%) |
| College and Career Readiness | Student ownership of learning | Increase End of Year DRA scores for "at" or "above" grade level by at least 10% for each grade level. ** (Beginning of Year Baseline = K: __% , 1st: __%, 2nd: __%, 3rd: __%, 4th: __% , 5th: __%) ** <i>This data will be entered after all BOY DRA data is available</i> |
| | Assessment of / for learning | |
| | Data analysis and goal setting | |
| | Plan for intervention / challenge | |
| Focus on Whole Student | Supportive learning environment | Utilize the school-wide Positive Behavior System and Response to Intervention strategies to reduce office referrals to 110 or less for the 2014-2015 school year. (Baseline = 125 referrals for the 2013-2014 school year) |

| GID (106) | | 2014-2015 Campus Goals on a Page |
|--|--|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Supportive learning environment Student ownership of learning | Increase the % of "Strongly Agree" plus "Agree" responses on the student survey of "I get the help I need when I'm struggling to learn in class" from 84.8% to 90% |
| | Plan for intervention / challenge | Increase the % of "Strongly Agree" plus "Agree" responses on the student survey of "I feel challenged to learn as much as I can in class" from 81.7% to 90% |
| Eliminating the Achievement Gap | Data analysis and goal setting | Decrease the achievement gap between Eco Dis and non-Eco Dis to 15% in STAAR Reading and Writing (All grades combined, Mod and Alt Versions Excluded) Currently 25.1% in Reading and 24.2% in Writing |
| | Plan for intervention / challenge | Increase the % phase-in satisfactory standard in Science to at least 55% in the "Hispanic," and "White" subgroups. Currently 30% for Hispanic and 51% for White subgroups. |
| | | Increase the % phase-in satisfactory standard for Math in the Special Ed subgroup from 50% to at least 55% |
| College and Career Readiness | Data analysis and goal setting | 90% of students will meet an individualized Reading goal set with teachers to indicate at least a year's growth from BOY DRA to EOY DRA as documented on teacher's data tracker |
| | Essential learning aligned to TEKS | Increase the % of "All Students" Phase-in satisfactory standard on Science STAAR from 43% to at least 55% |
| Focus on Whole Student | Supportive learning environment | Maintain the components of the School Wide Positive Behavior System not to exceed 74 office referrals as put into iTCCS for the 2013-2014 school year. |

| STR (107) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student Ownership of Learning | Increase the percentage of students answering "strongly agree" or "agree" from 89% to 95% to the following survey questions by 2015: "I know my learning goals and track my progress throughout the year" (Baseline 2014 = 89% of students "Strongly Agree/Agree). |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Each student will make at least one year's worth of growth in Reading, as measured by each individual students' EOY DRA (Baseline 2014 = Kinder 91%, 1st grade 95%, 2nd grade 87%, 3rd grade 83%, 4th grade 87%, 5th grade 89%). |
| | Essential learning aligned to TEKS | Students will achieve 80% or higher on district benchmarks in Math (Baseline 2014 = 3rd grade 65%, 72%; 4th grade 68%, 78%; 5th grade 65%, 79%) and in Science (Baseline 2014 = 3rd grade 74%, 80%, 87%, 80%; 4th grade 75%, 88%, 81%, 81%; 5th grade 89%, 91%, 88%, 87%). |
| College and Career Readiness | Plan for intervention / challenge | Increase the percentage of students achieving Advanced level III Performance on Science STAAR from 25% to 35% or greater (Baseline 2014 = 25%) and maintain the percentage of students achieving 95% or greater for Met Standard on Science STAAR (Baseline 2014 = 95%). |
| Focus on Whole Student | Supportive learning environment | Increase the percentage of students answering "strongly agree" or "agree" from 96% to 98% by 2015 to the statement: "I feel safe in my classroom" (Baseline 2014 = 96%) and increase the percentage of students answering "strongly agree" or "agree" from 95% to 98% to the statement "I feel safe on campus" (Baseline 2014 = 93%). |

| NAU (108) | | 2014-2015 Campus Goals on a Page |
|--|--|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Essential learning aligned to TEKS Learner Engagement Lesson design Student ownership of learning | At least 80% of students will be able to articulate the learning target and its importance as measured by learning walk data by May 2015. (Continuing with same goal because we reached only 75% last year). |
| Eliminating the Achievement Gap | Lesson design | Decrease the gap between economically disadvantaged students and non economically disadvantaged students on end of year DRA for students reading below expected reading level by at least 5% by May 2015. (2013-14 gap is 16%) |
| | Data analysis and goal setting | Decrease the gap between economically disadvantaged students and non economically disadvantaged students on math district assessment (test 2) to 7% or less by May 2015. (2013-14 gap is 12%) |
| | Plan for intervention / challenge | Decrease the gap between Hispanic students and white students to 20% or less on 2015 system Safeguard performance rates for writing (2014- Hispanic - 50%, White-78%). |
| College and Career Readiness | Data analysis and goal setting | 90% of students at each grade level will make a minimum of one year's growth in reading as measured by BOY/EOY DRA levels by May 2015. (2013-14 was not met by 3 grade levels). |
| | Plan for intervention / challenge High yield strategies | Increase student use of technology as a tool for learning in all classrooms as measured by frequency on learning walks. (Establishing baseline during 2014-15 year by adding data collection box to learning walk form). |
| Focus on Whole Student | Supportive learning environment Student ownership of learning Data analysis and goal setting | Increase % of students responding to "agree" or "strongly agree" on 2014-15 district student survey questions, "I feel safe in my classroom" and "I feel safe on my campus outside my classroom" by at least 3%. (2013-14 survey percentages were 94% for both questions). |

| BAG (109) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | Increase the percent of teachers responding higher on the capacity matrix by 10% in the area of identifying, analyzing and sharing bright spots that demonstrate the implementation of the SLBs. (70% of teachers responded "I am making progress" or "I can teach others" at BOY) |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Increase the percent of kindergarten through 5th grade students reading on grade level by 10% each year as measured by DRA2/EDL2. (13-14: Kinder: 92, 1st:60, 2nd: 53, 3rd: 69, 4th: 76, 5th: 75) |
| | Learner engagement | Increase the percent of kindergarten through 5th grade students scoring 70%-90% on each semester benchmark in math by 10% each year.(Baseline data gathered for 3rd-5th in 14-15) (13-14: DB 1 Kinder: 74, 1st: 72, 2nd: 36, 3rd: 23, 4th: 27, 5th: 47 DB 2 kinder: 85, 1st: 83, 2nd: 62, 3rd: 24, 4th: 32, 5th: 45) |
| | Learner engagement | Increase the percent passing of all students and all student groups in reading, writing and science in grades 3,4 and 5 by 10% and 5% in math on STAAR. (Reading: 3rd-66, 4th-63, 5th-82; Writing: 54; Science: 56; Math: 3rd-43, 4th-61, 5th-74) |
| | Plan for intervention / challenge | |
| College and Career Readiness | Bloom's taxonomy | Increase the percent of students achieving advanced academic performance status on all portions of STAAR by 2% in reading, writing, and science and math each year. (Reading: 3rd-8, 4th-7, 5th-18; Writing: 1, Science: 5, Math: 3rd-4, 4th-11, 5th-6) |
| Focus on Whole Student | Supportive learning environment | Decrease office referrals by 7% through the Restorative Justice techniques learned by teachers and staff participating in the pilot. (203 referrals in 13-14) |

| COX (110) | | 2014-2015 Campus Goals on a Page | |
|-------------------------------------|---|---|---|
| District Initiatives | Classroom Processes | Campus Goals | |
| Student Learning Behaviors | Student ownership of learning Learner engagement Collaboration (Student) Supportive learning environment | Increase the percentage of "strongly agree" or "agree" survey responses from 91% to 95% by all stakeholders in regards to a shared vision of student ownership and finding meaning in their learning - evidenced by the district faculty/staff, parent, and student annual surveys. Increase the number of students who understand and exhibit the 7 Student Learning Behaviors from 85% to 95% as evidenced by learning walk data, student data notebooks, journals, and classroom data boards. | |
| | Eliminating the Achievement Gap | Essential learning aligned to TEKS Lesson design High yield strategies Assessment of / for learning Plan for intervention / challenge Data analysis and goal setting | Decrease the gap between Economically Disadvantaged students and Non-economically Disadvantaged students in math from 19 pts. to 8 points, and in reading from 15 pts. to 8 pts., specifically in grades 3 and 4, while maintaining a gap of less than 8 pts. in 5th grade - measured by district assessments and/or the STAAR. Increase the percentage of all students meeting satisfactory on the STAAR math from 84% to 88%. Increase the percentage of Special Education students from 75% to 80% meeting satisfactory requirements on the STAAR math test in grades 3 and 4 while maintaining over 90% in grade 5. |
| College and Career Readiness | | Lesson design Assessment of / for learning Learner engagement Plan for intervention / challenge Student ownership of learning Collaboration (Student) | 100% of teachers and students will utilize 21st century technology learning tools at least three days a week in the classroom (including but not limited iPads, personal devices, laptops, Chrome Books) - indicated by lesson plans, learning targets, learning walks, feedback loops, tweets, Facebook) - Baseline to be established 2014-15. Increase the percentage of students making at least one year's worth of growth in reading from 76% to 85%, while maintaining over 90% in 5th grade as measured by the DRA standard expectations set by the district. Increase the percentage of students indicating on the district survey that they feel challenged to learn in class from 87% to 93%. |
| | | Focus on Whole Student | Supportive learning environment Collaboration (Student) Plan for intervention / challenge Learner engagement |

| BUSH (111) | | 2014-2015 Campus Goals on a Page |
|--|--|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning Data analysis and goal setting | Decrease percentage of students answering disagree or strongly disagree to 8% or less on the EOY district SLB survey as it pertains to SLB 6 (learning goals and progress). Baseline: 2013 - 2014 - 14% |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Increase the percentage of Special Education students meeting standard on the 2015 STAAR to 70% or higher. (Baseline: 2013 - 2014 - Reading - 69%, Math - 53% - Science - 42%) |
| | Lesson design | Increase the percentage of students meeting standard on 2015 Science STAAR to 90% or higher. (Baseline: 2013-2014 - 84%) |
| College and Career Readiness | Plan for intervention / challenge | Increase the percentage of 3rd and 4th grade students meeting Level III Advanced Measures on the 2015 Math STAAR test to 10% annually (Baseline 2013 - 2014: 3rd - 23%, 4th - 37%). |
| | Plan for intervention / challenge Lesson design | 90% of all students will read at or above grade level as measured by DRA in K-5. (Baseline: K - 97%, 1st grade - 88%, 2nd grade - 82%, 3rd grade - 95%, 4th grade - 90%, 5th grade - 95%) |
| Focus on Whole Student | Supportive learning environment Student ownership of learning | Increase from 3 to 5 school wide activities in C2/No Place for Hate with 4th and 5th graders leaders. (Baseline: 2013 - 2014: 3 activities) |

| KNOW (112) | | 2014-2015 Campus Goals on a Page |
|--|---|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning Data analysis and goal setting Learner engagement | Increase percentage of students responding agree or strongly agree on "I know my learning goals and track my progress throughout the year" in the annual student survey from 84% to at least 94%. |
| Eliminating the Achievement Gap | Data analysis and goal setting | Special Education students will perform within 15% of Knowles "All Students" as measured by DRA/EDL and STAAR EOY results. (Gap on STAAR: Math 26%; Reading 26%; Writing 32%; Science 28%; Gap on DRA/EDL 24%) |
| | Plan for intervention / challenge | Economically disadvantaged students will perform within 5% of Knowles "All Student" averages as measured by DRA/EDL and STAAR EOY results. (Gap on STAAR: Math 13.1%; Reading 14.5%; Writing 33.0%; Science 16.6%; Gap on DRA/EDL 8%) |
| | Lesson design | Economically disadvantaged and Hispanic subgroups will perform within 15% of Knowles "All Students" average on 4th grade STAAR Writing assessment. (Gap: Eco Dis 32%; Hispanic 39%) |
| College and Career Readiness | Student ownership of learning | At least 80% of students will read at or above grade level as measured by end of year DRA / EDL assessments. (All grades combined: District 80%; Knowles 74%) |
| | Plan for intervention / challenge | Increase advanced performance on STAAR across all grades and subjects from 13.2% to at least 20%. |
| | Data analysis and goal setting | |
| | Assessment of / for learning | |
| Focus on Whole Student | Supportive learning environment | Consistently implement schoolwide expectations through PBIS systems as measured by a decrease in discipline referrals by at least 40% (Decrease from 108 to 65 referrals for the year). |
| | Plan for intervention / challenge | Increase percentage of students responding agree or strongly agree on "I feel safe on my campus outside my classroom" in the annual student survey from 85% to at least 95%. |

| DRCK (113) | | 2014-2015 Campus Goals on a Page |
|--|--|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning Data analysis and goal setting Learner engagement | At least 85% of the teachers will score either meet or exceed on the DCE created rubric standard of the 7 Student Learning Behavior answer choices (self-rating of either "blue" or "green" based on rubric), indicating personal level of understanding and commitment, by June 2015. |
| Eliminating the Achievement Gap | Data analysis and goal setting Plan for intervention / challenge Lesson design | Increase the percent passing of All Students 2-12 percentage points or maintain current passing rate of 90% (3rd Grade All: 83%; 4th Grade All: 78%; 5th Grade All: 85%) and increase student sub populations (Eco-Dis, Hispanic, and SPED) by 20% or more in math as measured on STAAR (3rd Grade: Eco Dis--67%, Hispanic--69%, SPED--60%; 4th Grade: Eco Dis--50%, Hispanic--74%, SPED--40%; 5th Grade: Eco Dis--100%, Hispanic--70, SPED--20%) |
| College and Career Readiness | Student ownership of learning Plan for intervention / challenge Data analysis and goal setting Assessment of / for learning | Increase the percentage of students meeting Advanced measures on the 3rd, 4th and 5th grade Math STAAR test to 30%. (Baseline: 22%--3rd; 29%--4th; 4%--5th). |
| Focus on Whole Student | Supportive learning environment Data analysis and goal setting | 90% of the students will report feeling safe at school as measured by the question in a student survey: "I feel safe at school." 85% implementation of The Leader in Me concepts & 7 Habits in classrooms as measured by Learning Walks and student achievement tracking boards. |

| PLH (114) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | Decrease the percentage of students answering disagree or strongly disagree to less than 5% on the EOY district SLB survey as it pertains to SLB 3 (Plan for Intervention and Challenge), SLB 5 (Engagement) and SLB 6 (Analyze and Set Goals) |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Increase percentage of Economically Disadvantage students meeting or exceeding progress as measured by System Safeguards on Math STAAR by at least 6 percentage points, 7 students. (2013 56%, 2014 49%) |
| | Plan for intervention / challenge | Decrease the GAP between Hispanic students meeting standard as measured by STAAR on 3rd and 4th Reading, 4th Writing, 3rd and 4th Math and 5th Science Assessments by 5%. (3rd R-15%, 3rd M-16%), (4th R-13%, 4th M-13%, 4th W-18%), (5th R-3% ,5th M-7%, 5th S-12%) |
| | Lesson design | Increase the percentage of Hispanic students meeting or exceeding progress as measured by Index 2 on Reading STAAR by at least 5% (2013-50%, 2014 58%) |
| | | Increase the percentage of Hispanic students meeting or exceeding progress as measured by System Safeguards on Writing STAAR by at least 5% (2013-74%, 2014 53%) |
| | | Increase the percentage of Economically Disadvantaged students meeting or exceeding progress as measured by System Safeguards on Science STAAR by at least 20%, 7 students (2013-54%, 2014-35%) |
| College and Career Readiness | Data analysis and goal setting | Increase the percentage of students reading at grade level in 2nd grade as measured by the EOY DRA assessment by 5%. (2012-70%), (2013-72%), (2014-79%) |
| | High yield strategies | |
| | Plan for intervention / challenge | Increase the percentage of ALL students meeting standard in Math as measured by the STAAR math assessment by at least 5% in 3rd (54%), 4th (49%) and 5th (86%) |
| | Lesson design | Increase the percentage of Special Education students meeting or exceeding progress as measured by System Safeguards on Reading (51%) and Math (36%) STAAR by at least 5%. (2013-R 55%, M-51%) |
| Focus on Whole Student | Student ownership of learning | Accomplish three campus-wide mandatory No Place For Hate activities as outlined by the Anti Defamation League to become a certified 2014-1015 No Place For Hate campus by the end of the 2014-2015 school year. |
| | Collaboration (Student) | |
| | Supportive learning environment | |

| RUT (115) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Learning Objective | Percentage of teachers responding "agree" or "strongly agree" to the SLB survey statement "My students demonstrate evidence of their achievement of learning targets" will increase from 86% to 90% or higher. |
| | Learning Objective | Percentage of students responding "agree" or "strongly agree" to the SLB survey statement "I regularly assess if I am learning the daily learning target" will increase from 89% to 95% or higher. |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Percentage of parents responding "agree" or "strongly agree" to the parent survey statement "The campus provides opportunities to enrich my knowledge as a parent to best assist my student" will increase from 78% to 82% or higher. |
| | Plan for intervention / challenge | Math STAAR met standard scores for students in grades 3-5 who are economically disadvantaged will be within 15% points of all students. (Baseline: Grade 3 all students 70%, economically disadvantaged students 42%, Grade 4 all students 71%, economically disadvantaged 38%, Grade 5 all students 84%, economically disadvantaged students 67%.) |
| | High yield strategies | Increase the percentage of special education students meeting standard on Reading STAAR from 58% to 70% |
| | Assessment of/for learning | Average student scores on math benchmark two will increase 10% at each grade level. (Baseline: Kindergarten 66%, 1st grade 66%, 2nd grade 16%, 3rd grade 19% PACE 65%, 4th grade 11% PACE 30%, 5th grade 6% PACE 42%.) |
| College and Career Readiness | Data analysis and goal setting | Percentage of students reading at or above grade level as measured by DRA by the end of grade 2 will increase from 84.5% to 90%. |
| | High yield strategies | Percentage of students scoring advanced on STAAR math will increase at each grade level: Grade 3 will increase from 22% to 27%, Grade 4 will increase from 24% to 29%, Grade 5 will increase from 0% to 30%. (Note Pace scores for fifth grade will be reported differently in 14-15.) |
| | High yield strategies | 83% of fourth grade students identified as English Language Learners will meet or exceed the ELL progress measure standard in reading and writing. (Baseline 2014 - reading 50% met standard and 0% exceeded, writing 75% met standard and 0% exceeded.) |
| Focus on Whole Student | Supportive learning environment | Percentage of parents responding agree or strongly agree to the statement "The campus provides opportunities for students to participate in community service projects (troops, nursing homes, beautification projects, recycling, etc.)" will increase from 65% to 75%. |
| | Learner engagement | Percentage of parents responding agree or strongly agree to the survey statement, "My child gets the support needed for enrichment when appropriate." will increase from 77% to 90%. |
| | Student ownership of learning | Scores for students on FitnessGram will increase from 69.8% for females and 71.2% for males to 75% for all populations. |
| | Student ownership of learning | Overall attendance rate will increase from 95.5% to 97% |

| PLN (116) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | 89% of parents will "agree" or "strongly agree" on the student ownership of learning related questions (questions 2,3,4,5 on 2014 survey @ 86.45%) in the annual Parent Survey. (2013 baseline 84%) |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Increase the number of students reading on or above grade level as measured by DRA. Baseline K - 88% to 89%; 1st- 78% to 79%, 2nd- 78% to 79%, 3rd-56% to 60%, 4th-78% to 79%, 5th-68% to 70%. |
| | | Increase % of all student groups meeting satisfactory performance in Reading, Math, Writing, and Science on STAAR by 2%. Baseline: STAAR 3rd Math 2014-62%; 4th 2014-63%, 5th 2014-74%;Reading 3rd 2014 80%, 4th 2014- 74%; 5th 2014 83%; Science 2014-71%; Writing 2014- 70%, |
| | | Increase % of special education students meeting % satisfactory performance on STAAR in Reading 47% to 55% and in Math from 31% to 55%. |
| College and Career Readiness | Student ownership of learning | Increase % of students achieving advanced performance on all STAAR assessments from 9.2% to 11%. |
| Focus on Whole Student | Supportive learning environment | 92% of students will answer "agree" or "strongly agree" on the following student survey questions: 1. I feel safe in my classroom. (2013 baseline 88%) (2014 87.5%) 2. I feel safe outside of my classroom. (2013 baseline 87%) (2014 84.4%) |

| WINK (117) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Plan for intervention / challenge | 95% of students surveyed will affirm they experience intervention and challenge as needed in the classroom. |
| | Data analysis and goal setting | 95% of students surveyed will affirm they regularly set goals and track their learning. |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS | Students will increase performance on STAAR Reading by 5 percentage points for all students. The baseline data is 2014 STAAR (3rd-77%, Sped-33%, Eco Dis-58%, 4th-76%, Sped-12%, Eco Dis-53%, 5th-80%, Sped-30%, Eco Dis-71%) |
| | | Students will increase performance on STAAR Math by 5 percentage points for all students. The baseline data is 2014 STAAR (3rd-72%, Sped-29%, Eco Dis-63%, 4th-76%, Sped-25%, Eco Dis-60%, 5th-87%, Sped-67%, Eco Dis-79%) |
| | Learner engagement | Students will increase performance on STAAR Writing by 5 percentage points for all students. The baseline data is 2014 STAAR (All 4th-67%, Sped-13%, Eco Dis-56%) |
| | | Students will increase performance on STAAR Science by 5 percentage points for all students. The baseline data is 2014 STAAR (All 5th-71%, Sped-9%, Eco Dis-56%) |
| College and Career Readiness | Data analysis and goal setting | The percentage of students in each grade level K-5 will increase by 5 percentage points on EOY DRA data from last year's DRA data. (K-93%, 1st-78%, 2nd-74%, 3rd-72%, 4th-70%, 5th-80%) |
| | Plan for intervention / challenge | |
| Focus on Whole Student | Student ownership of learning | 98% of parents and students will affirm a well managed school and the perception of such by their response on an end of year survey. |
| | Collaboration (Student) | |

| RPL (118) | | 2014-2015 Campus Goals on a Page |
|--|---|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Essential learning aligned to TEKS Student ownership of learning | Increase the percentage of teachers answering "strongly agree" from 16% to 25% using the following survey question: "My students understand the daily learning targets." by 2015. (2014 Baseline: 16% of teachers answered strongly agree) |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS | Decrease the gap between economically disadvantaged students and non-economically disadvantaged students in kindergarten through fifth grade as measured by met standard on the district benchmark math assessment to 15% or less. (2014 Baseline: K-5th grade: 18.3%) |
| | Plan for intervention / challenge | Decrease the gap between economically disadvantaged students and non-economically disadvantaged students as measured by met standard on the STAAR math assessment to 18% or less. (2014 Baseline: 3rd-5th grade: 24.8%) |
| College and Career Readiness | Student ownership of learning | 90% of students in kindergarten through third grade will make a minimum of one year's growth in reading as measured by BOY/EOY DRA levels by June 2015. (2014 Baseline Percentage of students making at least one year's growth: K:93% EOY expectation is shifting from DRA 3 to DRA 4, 1st:86 %, 2nd:89%, 3rd:93%) |
| | Plan for intervention / challenge | Increase the percentage of students making at least one year's growth as measured by the progress measure of the reading STAAR assessment by 10% by June 2015. (2014 Baseline: 4th:57% 5th:64%) |
| Focus on Whole Student | Supportive learning environment | 93% of students in third through fifth grade will answer "strongly agree" or "agree to the following survey question: "I feel safe on my campus outside my classroom." by June 2015. (2014 Baseline: 89.6% SA/A) |

| GVH (119) | | 2014-2015 Campus Goals on a Page |
|--|---|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning Lesson design Learner engagement Supportive learning environment | 7 Student Learning Behaviors, 92% or greater of students will answer "strongly agree" or "agree" to the following survey question: "I know my learning goals and track my progress throughout the year." 90% of teachers will answer "strongly agree" or "agree" to the following survey question: "My students set learning goals and track their progress toward those goals." (2014 Baseline Data: Student - 85%, Teacher - 83%) |
| Eliminating the Achievement Gap | High yield strategies Supportive learning environment | Decrease the gap between economically disadvantaged students and non-economically disadvantaged students, as measured by met standard, on Reading STAAR assessment to less than 10%, and increase number of economically disadvantaged students performing at advanced level on Math STAAR assessment by at least 10%. (2014 Baseline Data: 3rd - 5th Reading 16%, 3rd-5th Math - 14%) |
| | Data analysis and goal setting Plan for intervention / challenge | Decrease the gap between economically disadvantaged students and non-economically disadvantaged students, as measured by percent score, on the K-5, MOY and EOY, District Math Benchmark Assessments to less than 8%. (2014 Baseline Data: 13%) |
| College and Career Readiness | Essential learning aligned to TEKS Lesson design | Increase % of students meeting advanced performance measures on STAAR in the areas of math and science by at least 10%. (2014 Baseline Data: 3rd-5th Math 21%, 5th Science 13%) |
| | Bloom's taxonomy Supportive learning environment | Decrease the number of students not performing at or above expected reading level, as determined by EOY DRA results, to less than 7% for grades K-2. (2014 Baseline Data: 12%) |
| Focus on Whole Student | Supportive learning environment | At least 95% of students will answer "strongly agree" or "agree" to the following survey questions: "I feel safe in my classroom," and "I feel safe on campus." (2014 Baseline Data: In classroom 92%, On campus 87%) |

| PARK (120) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | At least 90% of our students will answer "strongly agree " or "agree" to the following student survey question. "I know my learning goals and track my progress throughout the year." (Baseline 2014-86.4%) |
| | Learner engagement | |
| | Data analysis and goal setting | At least 90% of our teachers will answer "strongly agree " or "agree" to the following teacher survey question. "My students set learning goals and track their progress towards those goals" (Baseline 2014-79.3%) |
| Eliminating the Achievement Gap | Learner engagement | Decrease the gap between the economically disadvantaged students and non-economically disadvantaged students that met standard on the Math STAAR assessment to 25% or less. (Baseline 2014 - 30.0%) |
| | Data analysis and goal setting | |
| | High yield strategies | Decrease the gap between the economically disadvantaged students and non-economically disadvantaged students that met standard on the Reading STAAR assessment to 15% or less. (Baseline 2014 - 21.2%) |
| | Plan for intervention / challenge | |
| | Essential learning aligned to TEKS | |
| College and Career Readiness | Learner engagement | Increase the percentage of special education students meeting standard on the Math STAAR assessment by 10% (62%) or more. (Baseline 2014 - 56.5%) |
| | Essential learning aligned to TEKS | |
| | Supportive learning environment | Increase the percentage of students meeting advanced performance in all grades on all STAAR assessments to 30% or more. (Baseline 2014 - 24.4%) |
| | Student ownership of learning | |
| | Plan for intervention / challenge | |
| Focus on Whole Student | Supportive learning environment | Parkside will participate in completing all the activities and expectations presented by the ADL to become a certified No Place For Hate campus by the end of the 2014-2015 school year. |

| WEST (121) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Data analysis and goal setting | Increase from 72% to 80% of teachers will indicate they "strongly agree" and "agree" that their students set learning goals and track their progress toward those goals. |
| | Plan for intervention / challenge | Increase from 89% to 93% of students will indicate they "strongly agree" and "agree" that they receive the help needed when struggling to learn in class. |
| Eliminating the Achievement Gap | High yield strategies | Increase performance from 54% (26 students in 13-14) to 60% of Eco Dis students on the Writing STAAR by 2015. (System Safeguards) |
| | Essential learning aligned to TEKS | Increase performance from 54% (41 students in 13-14) to 60% of SPED students on the Math STAAR by 2015. (System Safeguards) |
| | Lesson design | Decrease the gap between economically disadvantaged students and non-economically disadvantaged students in kindergarten through fifth grade as measured by met standard on the district benchmark math assessment to 15% or less. (2013-14 K-5th grade: 9.3%) |
| College and Career Readiness | Data analysis and goal setting | 90% of students at each grade level (or meet an individualized goal) will make a minimum of one year's growth in reading as measured by BOY/EOY DRA levels by June 2015. (Establishing baseline 14-15 school year) |
| Focus on Whole Student | Supportive learning environment | No more than 10% of students receiving office referrals for 2014-2015 school year (2013-14: 12.5%). |
| | Supportive learning environment | Earn the distinction of "No Place for Hate" for year one by meeting the required criteria for 2014-2015. |

| RGN (122) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | High yield strategies | Utilizing social media to increase instructional sharing and TweetWalks to build capacity/discussions surrounding the 7 SLBs. We will pull up # by SLB and use to discuss/debate student/teacher responses to improve the SLBs in the classroom. This will be partially measured by the quantifiable means of the # of instructional tweets as well as qualitatively through discussions. |
| | Lesson design | |
| Eliminating the Achievement Gap | Student ownership of learning | Enhance Campus, District and world collaboration among students through the use of 21st century collaboration tools as measured by the incident of teacher's using Web 2.0 Tools through our social media sharing and discussions at team leader meetings. We will continue to provide PD to support our 2 day campus EDUCATE training and visit Google for further training. |
| | Collaboration (Student) | |
| College and Career Readiness | Data analysis and goal setting | Teacher use DRA and TPRI data to form intervention groups, track data, set goals and assist students with ownership of learning as measured by DRA assessments and recorded on DRA wall to meet the expectations of a year's growth. Target for years growth +3-5% (current 2013-14. K-84, 1-73, 2-87, 3-89, 4-81, 5-85) This is different from EOY expectations as the year's growth is set by what level they are at and moving them from that point. Not a blanket minimum like EOY expectations. |
| | Lesson design | |
| | High yield strategies | |
| | Plan for intervention / challenge | |
| Focus on Whole Student | Assessment of / for learning | Increase End of Year DRA scores by 5% to at or above grade levels in 3rd and 4th as measured by DRA EOY assessments. Currently 3rd - 83% , 4th 76% |
| | Plan for intervention / challenge | |
| Eliminating the Achievement Gap | High yield strategies | Reduce the gap between Eco-Dis and Non Eco-Dis to 8% or less in Reading. Current gap is 13.5% as measured by STAAR. |
| | Plan for intervention / challenge | Reduce the gap between Eco-Dis and Non Eco-Dis to 15% or less in math. Current gap is 24.8% as measured by STAAR. |
| College and Career Readiness | Assessment of / for learning | Increase the percentage of students passing 4th grade reading and writing by 5% as measured by the STAAR Assessment. Currently, Reading - 87% , Writing 77% |
| | Plan for intervention / challenge | |
| Focus on Whole Student | Supportive learning environment | Continue with the Collaborative Problem Solving model for students who struggle with social-emotional behaviors resulting in a reduction of referrals from 90 to 75. |
| | Learner engagement | |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Reagan will meet the 3 requirements for Year 3 of No Place for Hate as indicated by the Anti-Defamation League. This will be measured through maintaining the incident of bullying at 0 and reducing the non-bullying cases to 15 or less. |
| | Collaboration (Student) | |

| RRDG (123) | | 2014-2015 Campus Goals on a Page |
|--|--|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Plan for intervention / challenge Collaboration (Student) | RRDG students will show an annual 2% increase when answering "agree" or "strongly agree" when answering the following student survey questions: SLB 3 "I feel challenged to learn as much as I can in class" and SLB 5 "I interact with other students to help me learn more." (2013 & 2014 Data: SLB 3-87.9, 89.9 -- SLB 5-89.3, 91.9) |
| Eliminating the Achievement Gap | Student ownership of learning Plan for intervention / challenge | River Ridge will increase the percentage of students scoring "advanced" (level III) on STAAR math assessments by at least 5% annually. (2014 3rd 29%, 4th 43%, 5th 21%) |
| College and Career Readiness | Data analysis and goal setting | 90% of K-2 students will read at or above grade level as measured by the EOY DRA. If 90% has been met, grade level will increase by 1.5% annually. (2014 -- Kinder 95%, First 89%, 2nd 85%) |
| | Plan for intervention / challenge | River Ridge will increase the percentage of students scoring "advanced" (level III) on STAAR reading assessments by 3% annually. (2014 -- 3rd 40%, 4th 49%, 5th 48%) |
| Focus on Whole Student | Supportive learning environment Supportive learning environment | RRDG students will show an annual 2% increase when answering "strongly agree" when answering the following student survey questions: "I feel safe in my classroom" and I feel safe outside of my classroom but on campus. (2014 -- "Safe in class" 82.1% strongly agree, "Safe on campus 70.5% strongly agree.) -- River Ridge will fulfill the requirements necessary to earn the "No Place for Hate" designation by the spring of 2015 |

| REED (124) | | 2014-2015 Campus Goals on a Page |
|--|--|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | Identify a baseline for student understanding of the Student Learning Behaviors through a minimum of 100 Learning Walks completed by staff and administration over the 2014/15 school year. |
| | Learner engagement | Staff will have a common understanding of the Student Learning Behaviors as defined by campus operational definitions of each of the Student Learning Behaviors in place by January 2015. |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS Data analysis and goal setting | Decrease the gap between Eco Dis and All Students by 10% in Math and Writing as measured by STAAR assessments (current gap Math 18%, Writing 16%, Reading 7%) |
| | Data analysis and goal setting | Decrease the gap between Hispanic subgroup and All Students by 8% as measured by STAAR assessment (current gap 16%). |
| | Lesson design | Increase the performance of ethnic subgroups to within 8% of white subgroup as measured by STAAR assessment (current performance - reading Wh 88%, Hisp 75%, AA 50%; Math Wh 73%, Hisp 64%, AA 25%). |
| College and Career Readiness | Essential learning aligned to TEKS Lesson design | Reed students will perform within 5% of the district average as measured by EOY DRA. |
| | Data analysis and goal setting Plan for intervention / challenge | Students will increase their knowledge of executive function skills and how the brain works in the learning process by 15% as measured by campus developed survey given BOY and EOY. |
| Focus on Whole Student | Supportive learning environment | Student leadership skills and understanding of the 7 habits of the Leader in Me will increase by 80% as measured by campus developed student survey given BOY and EOY. |
| | | Three campus-wide activities will be put into place that support our efforts to become a "No Place for Hate" certified campus by the end of the 2014/15 school year. |

Leander ISD Middle School Campus Goals 2014-2015



| CPMS (041) | | 2014-2015 Campus Goals on a Page |
|---------------------------------|-----------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Lesson design | *85% of students will regularly assess if they are learning the daily learning target. (2014 Student Survey - 79%) |
| | High yield strategies | *Teachers will incorporate into lesson plans ways for students to assess their progress on achieving learning targets and raise the survey outcome to 85% . (2014 Teacher Survey - 79%) |
| | Supportive learning environment | *85% of students will know their learning goals and track their progress throughout the year. (2014 Student Survey - 77%) |
| | Student ownership of learning | *Teachers will incorporate into lesson plans activities for students to set learning goals and track their progress toward their goals and raise the survey outcome to 85% (2014 Teacher Survey - 76%) |
| Eliminating the Achievement Gap | Lesson design | *Decrease the gap between EcoDis and non EcoDis / Sped and non Sped by at least 5 percentage points. (2013-2014 SPED. Rdg. 23%, Math 17%, Sci. 26%, SS 38%, and Writing 31%) (2013-14 EcoDis. Rdg. 9%, Math 9%, Sci. 26%, SS 13%, and Writing 10%) |
| | Learner engagement | |
| | High yield strategies | |
| | Student ownership of learning | |
| | Data analysis and goal setting | |
| College and Career Readiness | Plan for intervention / challenge | Increase by at least 10% the percentage of students achieving advanced performance on all portions of the STAAR tests. (2013-14 Math 17%, Rdg. 43%, Wrtg. 17%, SS 36%, Sci. 42%) |
| | Collaboration (Student) | Increase post-secondary Readiness scores by 10%. (2013-14 62%) |
| | Student ownership of learning | 70% of our students will meet the standard in Index #4 on STAAR (2014 - 62%) |
| Focus on Whole Student | Supportive learning environment | Earn the distinction of "No Place for Hate" by meeting the required criteria for 2014-2015. |
| | | At least 95% of students will respond "strongly agree" or "agree" to the survey questions of feeling safe in the classroom and on the campus. (2013-14 classroom 93% / campus 90%) |

| LMS (042) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Lesson design | Increase % of students and teachers who understand and use processes in their classes that address the seven student learning behaviors to at least 80% of teachers and 87% of students as measured by Spring 2015 district survey. (Currently 78% of faculty and 85% of students indicated "Strongly Agree" or "Agree") |
| | Learner engagement | |
| | High yield strategies | Increase % of teachers who indicate they "Strongly Agree" or "Agree" that students seek out and engage in rigorous coursework to at least 65% in Spring 2015 district survey. (Currently 59% of faculty indicated "Strongly Agree" or "Agree") |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS | Increase % of ELL students who scored "Satisfactory" in Writing by at least 5%; Reading at least 10%; Math at least 10%; Science 8%; and Social Studies at least 10% as measured by 2015 STAAR. (Currently 45% -Writing; 57% - Reading; 50% - Math; 37% - Science; 30% - Social Studies) |
| | Plan for intervention / challenge | Increase % of Special Education students who scored "Satisfactory" in Writing by at least 4%; Reading at least 7%; Math at least 4%; Science 4%; and Social Studies at least 4% as measured by 2015 STAAR. (Currently 46% -Writing; 53% - Reading; 53% - Math; 46% - Science; 36% - Social Studies) |
| | High yield strategies | Increase Post Secondary (Index 4) % for African American students by at least 7% (currently 18%), and Hispanic students by at least 4% (currently 26%) as measured by 2015 STAAR. |
| College and Career Readiness | Learner engagement | Increase % of College and Career Ready 8th grade students as measured by ReadStep by at least 7%. (Currently 28.1%) |
| | Lesson design | Establish baseline % of core academic teachers using WICOR strategies to raise rigor for all students in 2014-2015. |
| | High yield strategies | |
| | Plan for intervention / challenge | Increase % of students who "Exceeded Progress" as measured by 2015 STAAR to at least 10% in Math and at least 7% in Reading. (2014- 10% in Math, 13% in Reading) |
| Focus on Whole Student | Supportive learning environment | Increase the frequency of student-led whole school activities that create a healthy awareness for a safe, drug-free school culture for students to at least four per semester. |
| | Collaboration (Student) | At least 95 % of students will respond to "Strongly Agree" or "Agree" to survey questions regarding feeling safe in the classroom and 90% on campus. (Currently 93% classroom, 86% campus) |

| RBMS (043) | | 2014-2015 Campus Goals on a Page |
|--|--|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Lesson design | 85% of students will respond agree or strongly agree that they are actively involved in their learning on the district student survey. (2014= 80%). Increase the level of student engagement in the classroom using teacher-created rubric to measure student engagement during Learning Walks.(establishing baseline) |
| | Student ownership of learning High yield strategies Learner engagement | |
| Eliminating the Achievement Gap | Plan for intervention / challenge | STAAR: Students will increase MET STANDARD PERFORMANCE in Writing ESL from 21% to 31%, and Science from 17% to 31%; Special Education students will increase MET STANDARD in Writing from 41% to 45%; Hispanic students will increase MET STANDARD in Writing from 68% to 74%, and African American students will increase their MET STANDARD performance in Social Studies from 70% to 78%. 100% of teachers will plan and implement specific intervention for our Economically Disadvantaged, Special Education and ESL students. This will be measured by teachers' lesson plans, common assessment data, and observations from campus administrators. |
| | Data analysis and goal setting Lesson design | |
| College and Career Readiness | Supportive learning environment | Increase Index 4 results by 4% (2014=44%). 8th grade Readiness will increase from 41% to 50% as measured by Readiness data. |
| | Plan for intervention / challenge | 7th Grade Writing scores for All students will increase from 69% meeting standard to 78%, as measured by STAAR scores. |
| | Data analysis and goal setting | 8th grade Social Studies passing standard will increase to 80% (from 75%) for all students as measured by STAAR data. |
| Focus on Whole Student | Supportive learning environment | At least 92% of students will respond "strongly agree" or "agree" to district survey questions: " I feel safe in my classroom and on my campus". (2013-14 Classroom 91%, Campus 87%) as measured by the spring 2014 district student survey. RBMS will receive a No Place for Hate designation by meeting specific criteria. This will be measured by the distinction we receive from the Anti-Defamation League. |
| | Student ownership of learning | |

| HMS (044) | | 2014-2015 Campus Goals on a Page |
|--|---------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Learning objective | HMS will score above the average of the 4 closest middle schools (by distance) on the percent of people responding "strongly agree" or "agree" on the student and staff perception surveys relating to students find value/meaning in their learning (SLB #1). (2013-14 - HMS Staff 69%, Avg. of Surrounding MS Staff 83%; HMS Students 95%, Avg. of Surrounding MS Students 94%) |
| | Assessment of / for learning | |
| Eliminating the Achievement Gap | Student ownership of learning | HMS will score above the average of the 4 closest middle schools (by distance) on the percent of people responding "strongly agree" or "agree" on the student and staff perception surveys relating to students set learning goals and track progress toward those goals (SLB #6). (2013-14 - HMS Staff 55%, Avg. of Surrounding MS Staff 71%; HMS Students 75%, Avg. of Surrounding MS Students 75%) |
| | Learner Engagement | Reduce sub-group gaps on STAAR by half for all tests with gaps greater than 10%. All other sub-group gaps on STAAR at 5% or less. (2013-14 - Reading: AA 8%, Econ Dis. 7%; Math: AA 13%, Econ Dis 6%; Writing: AA 13%, Econ Dis 10%; Science: AA 10%, Hisp 6%, Econ Dis 10%; Social Studies: AA 11%, Econ Dis 8%) |
| College and Career Readiness | Student ownership of learning | At least 95% of students meeting standard on all STAAR tests. (2013-14: Math 94%, Reading 94%, Writing 86%, Science 92%, Soc St. 90%) |
| | Learner engagement | |
| Focus on Whole Student | Supportive learning environment | At least 95% of parents answer "strongly agree" or "agree" on the following survey question: The campus provides a safe and supporting learning environment for my child. (2013-14: 89%) |
| | | At least 95% of students answer "strongly agree" or "agree" on the following survey questions: I feel safe in my classroom and safe on my campus. (2013-14: Classroom 94%, Campus 87%) |

| CRMS (045) | | 2014-2015 Campus Goals on a Page |
|--|--|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning Learning objective | By the end of the 2014-2015 school year, 80% of the students will be able to discuss why they are learning specific concepts ("how is this relevant to me?"), as measured by Learning Walks. |
| | Data analysis and goal setting | 100% of the students at CRMS will set learning goals in all core content subjects, with particular emphasis on tracking progress on goals (minimum of once a six weeks), as measured by Learning Walks informal discussions with students, and matrices/goal sheets. (Currently: 95% of the students set goals in content classes; however, less than 70% track improvement.) |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS Learner engagement | By the end of 2015, 65% of the students at CRMS will meet the Level II Final Recommended standard in reading and math on the STAAR test. (Current reality in reading: 8th - 63%, 7th - 57%, 6th - 62%. In on-level math: 8th 70%, 7th 51%, 6th 31%.) |
| | High yield strategies Data analysis and goal setting Plan for intervention / challenge | By the end of the 2015 school year, 7th grade EcoDis and SpEd subgroup performance on STAAR in reading and math will be less than 20% of All performance. (Current reality in reading: EcoDis gap =34%, SpEd gap =21%. Current reality in math: EcoDis gap = 25%, SpEd - 9%.) |
| College and Career Readiness | Learner engagement Bloom's taxonomy Student ownership of learning Plan for intervention / challenge | In the 2014-2015 school year, 80% of 8th grade students will be CCR ready, as defined by ReadStep. (2013-2014: 76.2% of 8th grade students were considered CCR.) |
| Focus on Whole Student | Supportive learning environment | In 2014-2015, 98% of the students will feel safe and valued at CRMS, as measured by district student survey data and informal feedback from students and parents. (Current reality: 96% of the students feel safe at school.) |
| | | For the 2014-2015 school year, daily attendance for all students will remain at or above 95%, as determined by PEIMS data. (Attendance 2013-2014: 97%) |

| WMS (046) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Lesson design | At least 96% of students will indicate that they "Strongly Agree" and "Agree" that they understand what they are learning and why it is important for the Spring of 2015 survey (2014- 94%) |
| | Essential learning aligned to TEKS | At least 75% of teachers will indicate that they "Strongly Agree" or "Agree that students set learning goals and track progress towards those goals for the Spring of 2015 survey (2014-68%) |
| Eliminating the Achievement Gap | Assessment of / for learning | Increase the % of Eco-Dis and Hispanic students meeting advanced (Index 3) by at least 5 percentage points. (2014- 6th Math (1%, 2%), 7th Math (6%, 1%), 8th Math (9%, 9%), Algebra (44%, 28%), 6th Reading (9%, 17%), 7th Reading (10%, 23%), 8th Reading (28%, 26%), Writing (0%, 9%), 8th Science (14%, 16%), 8th Social Studies (11%, 12%)) |
| | Lesson design | Decrease the performance gap between all students and Special Education students by at least 5 percentage points for "all students" (Index 1) in Reading, Math, Writing, Social Studies(2014- Reading (18%), Math (13%), Writing (24%), Social Studies (14%)) For Science decrease by 2 percentage points (2014- 5%) |
| | Essential learning aligned to TEKS | Increase the % of all students "Meeting or exceeding progress" (index 2) by at least 5 percentage points (2014- Reading (60%), Math (63%)) |
| College and Career Readiness | Essential learning aligned to TEKS | Increase the Level III STAAR percentages by at least 5 percentage points for the 2015 Spring Administration for all tests. (2014- 6th Math (2%), 7th Math (6%), 8th Math (12%), Algebra (48%), 6th Reading (16%), 7th Reading (22%), 8th Reading (33%), Writing (9%), 8th Science (24%), 8th Social Studies (19%)) |
| | High yield strategies | |
| | Supportive learning environment | Increase the STAAR Postsecondary readiness scores (Index 4) for all students by at least 5 percentage points (2014- 40%) |
| | Assessment of / for learning | Increase the Readiness "On Track to be College and Career Ready" by at least 5 percentage points (2014- 41%) |
| Focus on Whole Student | Supportive learning environment | Meet the criteria for the No Place for Hate designation |
| | | At least 95% of all students will indicate, "Strongly agree" or "Agree," that they feel safe outside of the classroom for the Spring of 2015 survey. (2014-90%) |

| FPMS (047) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Learning objective | Increase the implementation of the W/W/S model so that 90% of the time core content teachers are posting their learning targets in that format (New goal-no baseline) |
| | Essential learning aligned to TEKS | Increase the implementation of the "What/Why/Success" model so that 80% of students in the core content areas and the "academic electives" (Q/AVID/Sp) who are asked WWS questions can answer correctly (their answers match the course WWS learning targets). (Baseline 2013-14 70%). |
| | Assessment of / for learning | Increase the use of matrices for progress tracking so that (90% in S/90% in M/85% in ELA/80% in SS) students in core content courses can demonstrate that they are using their course matrices . (New goal-no baseline) |
| | Student ownership of learning | |
| Eliminating the Achievement Gap | Learner engagement | Improve the RTI system for identifying struggling students and intervening early and urgently so that at least 80% of students on the RTI system pass the STAAR test. |
| | High yield strategies | Improve data and intervention tracking on Eduphoria so that 100% of RTI students are being tracked and the success of interventions is being recorded and shared. |
| | Bloom's taxonomy | Increase the pass rates for EcoDis/Hisp subgroups on all STAAR. (All data is depicted in 2014 Actual/2015 Goal format) |
| | Collaboration (Student) | (2014-2015 Eco Disadv. Pass Rate Goals 6M-74/80% 6R-77/85% 7M-85/85% 7R-83/85% 7W-67/75% 8M-92/95% 8R-96/96% 8S-85/85% 8SS-54/65% Hisp. Pass Rate Goals- 6M-77/85% 6R-86/86% 7M-89/90% 7R-88/90% 7-W-79/85% 8M-91/95% 8R-96/96% 8S-85/85% 8SS-71/75%) |
| | Plan for intervention / challenge | |
| College and Career Readiness | Learner engagement | Increase CCR (Level 3) by at least 5% for each STAAR test. (2014-15 Level 3 Goals:6M-25% 6R-50% 7M-35% 7R-35% 8M-35% 8R-60% 8S-55% 8SS-35%) |
| | High yield strategies | 100% of core academic teachers (and the "academic" electives) focus part of their Student Goals and portfolios on increasing academic rigor. |
| | Bloom's taxonomy | 90% of all objectives on board in core content areas are TEKS focused and reflect the proper level of rigor. |
| | Collaboration (Student) | Increase CCR (Level 3) by at least 5% for each STAAR test. (All data depicted in 2014 actual/2015 goal format). (2014-15 Level 3 Goals:6M-18/25% 6R-42/50% 7M-27/35% 7R-47/50% 7W-27/35% 8M-26/35% 8R-54/60% 8S-50/55% 8SS-26/35%) |
| Focus on Whole Student | Supportive learning environment | At least 95% of students agree or strongly agree with the district survey measuring that FPMS is a safe and caring environment. |

| FSMS (048) | | 2014-2015 Campus Goals on a Page |
|--|--|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | At least 96% of students will indicate they "strongly agree" and "agree" that they understand what they are learning and why it's important on the Spring 2015 SLB Survey. (2014 - 94%) |
| | Lesson design Supportive learning environment | At least 83% of the teachers will indicate they "strongly agree" and "agree" that students set learning goals and track progress throughout the year on the Spring 2015 SLB Survey. (2014 - 78%) |
| Eliminating the Achievement Gap | Essential learning aligned to TEKS Learner engagement | Increase the % of Eco-Dis and Hispanic students meeting advanced (Index 3) by 3 percentage points. 2014 - Reading (28%/31%) Math (25%/24%) Writing (20%/25%) Science (15%/20%) Social Studies (10%/20%) |
| | Data analysis and goal setting Plan for intervention / challenge | |
| College and Career Readiness | Learner engagement | Increase the Level III (advanced) STAAR percentages by 5 percentage points for the 2015 Spring Administration for all tests. (2014 - 6th math (11%), 7th math (26%), 8th math (24%), Alg. (75%), 6th rdg (37%), 7th rdg (39%), 8th rdg (49%), writing (26%), 8th Sci (29%), 8th SS (26%) |
| | High yield strategies | |
| | Essential learning aligned to TEKS Data analysis and goal setting | Increase STAAR postsecondary readiness scores (Index 4) for all students by at least 5 percentage points to 65%. (2014 - 60%) Increase 8th grade Readiness (On Track to be College and Career Ready) results by at least 5 percentage points to 63%. (2013-14 58%) |
| Focus on Whole Student | Supportive learning environment Student ownership of learning | Earn the distinction of "No Place For Hate" for year three by meeting the required criteria for 2014-2015. |
| | Collaboration (Student) | At least 95% of students will respond "strongly agree" or "agree" to the Spring district survey questions of feeling safe in the classroom and on campus. (2013-14 - Classroom 94%/ Campus 94%) |

Leander ISD High School Campus Goals 2014-2015



| LHS (001) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning | At least 85% of teachers will respond (Strongly Agree and Agree) to the survey prompt "My students seek opportunities to be actively engaged in their learning." (Baseline = 78% Strongly Agree and Agree). At least 87% of students will respond (Strongly Agree and Agree) to the survey prompt "I am excited and actively participate in class learning activities." (Baseline = 83% Strongly Agree and Disagree). |
| | Data analysis and goal setting | |
| | Collaboration (Student) | 100% of teachers will use Interactive Notebooks (INB) as a professional development instructional tool. |
| | Learner engagement | 85% of the teachers will show growth in one or more areas listed in our Teacher Capacity Matrix in the INBs. |
| Eliminating the Achievement Gap | High yield strategies | Increase ELL English I & II passing rate from 50% up to 55%. |
| | Supportive learning environment | Decrease the English I & II GAP from 9% to 5% |
| | Learner engagement | Increase the attendance rate for students who qualify for Free lunch from 92.1% to 93.5% specifically targeting our low socio economic student population. |
| | High yield strategies | Increase SPED passing percentages from 59% in English I & II and Alg 1 to 60%. |
| College and Career Readiness | Supportive learning environment | 80% of students taking an AP course will take the AP exam (74% in 2014). |
| | Plan for intervention / challenge | Increase retention of pre-IB 10th graders to take IB courses in 11th grade to 60% (was 56% in 2014). |
| | Supportive learning environment | Increase the % of AP exams meeting criteria (3,4, or 5) from 53% to 58%. |
| | Supportive learning environment | Increase the percentage of students graduating in 2015 meeting TSI standard from 68% to 72%. |
| | Supportive learning environment | Increase the % of students graduating in 2015 completing FAFSA from 55% to 60%. |
| | Supportive learning environment | Increase participation of graduating seniors taking SAT and/or ACT from 68.5 % to 73%. |
| Focus on Whole Student | Supportive learning environment | Maintain LHS's designation as a "No Place for Hate" campus by meeting the criteria set by the Anti-Defamation League. |
| Collaboration (Student) | | |

| CPHS (002) | | 2014-2015 Campus Goals on a Page |
|--|-----------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Learner engagement | At least 90% of students will be engaged during class activities as evidenced by learning walk data. (Baseline will be established in 2014) At least 85% of students will respond "agree" or "strongly agree" to the survey prompt "I am excited and actively participate in class learning activities" (Baseline= 77%) |
| | Plan for intervention / challenge | At least 50% of students will respond "strongly agree" to the survey prompt "I get the help I need when I am struggling to learn in class." (Baseline = 36% Strongly Agree) |
| Eliminating the Achievement Gap | Learner engagement | Reduce achievement Gap between "ELL" students and "All students" in Reading and math to < 20% (current gap baselines- Math 43% reading = 48% [data from 19 students]) |
| | Plan for intervention / challenge | Reduce the performance gap in mathematics between "All students" and student group "economically disadvantaged" to less than 10% on math EOC STAAR. (2014 baseline= All students= 87% Eco-Dis= 69%, gap 18%) |
| | Supportive learning environment | Reduce the performance gap in Reading between "All students" and student groups "economically disadvantaged" and "Special Education" and to less than 10% on ELA I & II EOC STAAR. (2014 baselines All students= 90% Eco-Dis= 73%, gap= 17% ; SPED= 63%, gap=27%) |
| College and Career Readiness | Learner engagement | Increase student performance and participation on AP exams to equity and excellence rate of 53% and qualifying score rate (3,4, 5) of 75% in 2015 (2014 baseline = 44% EE, qualifying score rate 71%) |
| | Student ownership of learning | Increase 2014-15 Jr/Sr participation rates on the SAT and ACT by 5%. (2013-14 Baseline SAT = 69%, SAT/ ACT = 74%) |
| | Supportive learning environment | Increase students meeting TSI-College and Career Readiness standard to 85% in 2015 (April 2014 Baseline=81%) |
| Focus on Whole Student | Supportive learning environment | At least 91% of parents will respond "strongly agree" or "agree" to the survey prompt "The campus provides a safe and supportive learning environment for my child" (2014 baseline = 89% parents); and at least 60% of students will respond "strongly agree" to the survey prompt "I feel safe in my classroom" (2014 baseline= 55%) |
| | Plan for intervention / challenge | Increase overall cumulative student attendance to > 97% in 2014-15 (2013-14 Baseline = 95.2%, Q4 in TEA campus comparison group) |

| VRHS (003) | | 2014-2015 Campus Goals on a Page |
|--|--|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | <p>Learning objective</p> <p>Student ownership of learning</p> <p>Collaboration (Student)</p> <p>Supportive learning environment</p> | <p>Based off student, parent and teacher feedback, the use of effective essential questions that allows students to process, reflect, make meaningful connections and articulate the learning target is needed. This will be measured by 100% of teachers demonstrating their understanding of SLBs as evidenced through the portfolio process.</p> <p>At least 90% of parent, student, and teacher surveys will respond agree/strongly agree on the student ownership of learning questions. In addition, timely data analysis with evidence and feedback from instructional rounds and mini-instructional rounds will be reviewed.</p> |
| Eliminating the Achievement Gap | <p>Supportive learning environment</p> <p>Assessment of / for learning</p> <p>Data analysis and goal setting</p> <p>Plan for intervention / challenge</p> <p>High yield strategies</p> | <p>Increase VR Reading Sped Scores from 56% to 70%.</p> <p>Increase VR Math Sped scores from 66% to 70%.</p> <p>Increase VR African American Reading scores from 76% to 80%.</p> <p>Increase VR Eco Dis Reading scores from 78% to 82%.</p> <p>Increase VR Eco Dis Math scores from 79% to 83%.</p> <p>General population retesters for Algebra 1 (25%) will increase to 50% passing.</p> <p>General population retesters for Eng 1 (36%) will increase to 50% passing.</p> <p>General population retesters for Eng 2 (47%) will increase to 50% passing.</p> <p>Increase VR Sped Eng I EOC participation from 93% to 95%.</p> <p>Increase VR Sped Eng II EOC participation from 93% to 95%.</p> <p>Increase VR African American EOC participation from 94% to 95%.</p> <p>Increase VR Sped Algebra EOC participation from 93% to 95%</p> <p>All EOC tests will achieve or maintain at least a 20% advanced score.</p> |

| VRHS (003) | | 2014-2015 Campus Goals on a Page |
|-------------------------------------|-----------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| College and Career Readiness | Data analysis and goal setting | Increase the percent of students taking the SAT and/or ACT from 61% to 75% by the start of their Senior year. |
| | Plan for intervention / challenge | |
| | Student ownership of learning | Increase the percent of graduating Seniors who are TSI complete from 35% to 50% through SAT and ACT and up to 70% through the TSI assessment. |
| | Supportive learning environment | Increase the percent of 12th grade students filing for FAFSA from 47% to 50% by March 15, 2015. |
| Focus on Whole Student | Supportive learning environment | Increase attendance rate from 95.6% to 96.1%. |
| | | Decrease economically disadvantaged students discipline infraction percentage from 42% to 31%. |

| RHS (004) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Lesson design | 100% of RHS teachers will develop at least (10) team lesson plans with data- based team reflection, and portfolio. PLC's will develop lessons using high yield strategies that show evidence of student engagement, collaboration, and rigor. Learning Targets will be clearly stated and describe the performance of understanding and criteria for success as measured through learning walk data, observations. |
| | Learning objective | |
| | Student ownership of learning | Students will gain awareness of student learning targets through teacher instruction and activities. 95% of RHS students will know and understand what they are learning in class, and why it's important to them. 85% of students will regularly assess if they are learning the daily learning target Students will be able to connect activities to the learning targets and use that knowledge to improve oral and written communication as measured through learning walk data and student surveys. |
| | High yield strategies | |
| Eliminating the Achievement Gap | Plan for intervention / challenge | Reduce the achievement gap between eco-dis and non-eco dis students on all STAAR tests to 5% or less. Reduce the enrollment gap between eco dis and non-eco dis in Pre AP/AP courses to 10% or less. |
| | Essential learning aligned to TEKS | Reduce the achievement gap between African American and all students on STAAR tests by 5% points English 1, English 2, and Biology. Continue to reduce/close the gap in all subgroups. |
| | Supportive learning environment | |
| | Learner engagement | Increase the number of SPED students demonstrating satisfactory performance on all STAAR assessments by 2% in U.S. History and Biology and by 5% in English 1, English 2, and Algebra 1. Reduce the achievement gap between SPED and all students to 5% or less in U.S. History and Biology and by 5% points in English 1, English 2, and Algebra 1. |
| Data analysis and goal setting | | |
| Lesson design | | |
| College and Career Readiness | Bloom's taxonomy | Increase the percentage of individual students enrolled in at least one Pre-AP and AP/Dual Credit course by at least 1% with an emphasis on under-represented populations. Maintain a 95% passing rate for all students and increase the passing rate for eco dis students to at least 90%. Increase the number of students meeting the Advanced Performance Measure (Level 3) on STAAR tests by 3%. |
| | Lesson design | |
| | High yield strategies | Increase the percentage of students taking the AP exam by at least 10%. Increase the percentage of students scoring 3, 4, or 5 on AP exams by 2%. Increase the percentage of 10th and 11th grade students meeting the college readiness benchmark on the PSAT by 5% with an emphasis on closing the gap between eco dis and all students. |
| | Data analysis and goal setting | |
| | Supportive learning environment | Increase the percentage of seniors completing 4 year applications by 5%. The percentage of students enrolled in college in the fall after graduation will increase 1%. Increase the percentage of students meeting TSI by 5%. |
| Plan for intervention / challenge | | |

| RHS (004) | | 2014-2015 Campus Goals on a Page |
|------------------------|---------------------------------|---|
| District Initiatives | Classroom Processes | Campus Goals |
| Focus on Whole Student | Supportive learning environment | Increase the current enrollment of 50 students in Coalition of Clubs (C2) to 200 students. Coalition of Clubs will have representatives from all clubs on campus and students from all grade levels to further support diversity and inclusion. |
| | Collaboration (Student) | Earn No Place for Hate recognition for the 2014-2015 school year by meeting the criteria set by the Anti Defamation League. |

| VHS (005) | | 2014-2015 Campus Goals on a Page |
|--|------------------------------------|--|
| District Initiatives | Classroom Processes | Campus Goals |
| 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%). |
| | 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) |
| | | 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%) |
| 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%.) |
| | 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 18%) |
| | | 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) |
| College and Career Readiness | Learner engagement | 90% of students will meet Texas Success Initiative (TSI) for College Ready Standards for 2015. (Baseline inaccurate due to 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. |
| | 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) |
| Focus on Whole Student | 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%) |
| | 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%). |

| NHHS (011) | | 2014-2015 Campus Goals on a Page |
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| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Supportive learning environment Student ownership of learning | Students will complete 68% of semester courses in 9 weeks or fewer. (2014 = 64%). |
| | Data analysis and goal setting Supportive learning environment | 95% of students will respond "agree" or "strongly agree" with campus End-of-Course Survey and the LISD Student Survey statements asserting their effective use of the Student Learning Behaviors. (Baseline 2014 = 93.7%). |
| Eliminating the Achievement Gap | Student ownership of learning Data analysis and goal setting Supportive learning environment Student ownership of learning | Index 1 target score of 80 (80% of tested students will pass the required state End-of-Course exams), with no appreciable difference in accountability student groups. (2014 baseline score of 70 [10 students tested; 7 passed EOCs]). |
| College and Career Readiness | Supportive learning environment Student ownership of learning Data analysis and goal setting Supportive learning environment Student ownership of learning Data analysis and goal setting | 75% of seniors will start the ACC application process; 70% will complete application; 60% will complete assessment, and 50% will complete advising. (2014 = 68%, 66%, 34%). |
| Focus on Whole Student | Supportive learning environment Student ownership of learning Supportive learning environment Student ownership of learning | 96% of students and parents responding to campus End-of-Course surveys and the LISD Student and Parent surveys will agree or strongly agree that the campus and its classrooms are safe and supportive environments for learning (2014 = 96.7%, 93.5%, 100%, respectively). |

| LEO (199) | | 2014-2015 Campus Goals on a Page |
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| District Initiatives | Classroom Processes | Campus Goals |
| Student Learning Behaviors | Student ownership of learning Learner engagement Learning objective Assessment of / for learning | 70% of students will increase assigned work products as compared with work products completed on home campus. A snapshot will be taken upon student arrival and exit. Reestablish baseline with new data collection system. |
| Eliminating the Achievement Gap | Student ownership of learning | 25% of students will earn a higher average on completed assignments as determined by a comparison of pre and post attendance grade averages. (Baseline = 20%) |
| | Learner engagement | 75% of students will demonstrate growth in attainment of self enhancement skills as demonstrated by a pre and post LEO skills survey. (Baseline = 70%) |
| College and Career Readiness | Data analysis and goal setting Plan for intervention / challenge | 70% of high school students will demonstrate understanding of the individual graduation plan following a planning meeting with the counselor as measured by the exit survey. Reestablish baseline with questions on new exit survey. |
| Focus on Whole Student | Plan for intervention / challenge | The number of LEO Center Classroom reports that result in one or more demerits will be reduced by 10% as measured by daily classroom report sheets. (Baseline = 730 Daily Classroom Reports with one or more demerits.) |