

Leander Independent School District

River Place Elementary

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Top 25% Student Progress

Top 25% Closing Performance Gaps



Vision

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

Every Option Open.

Our Challenge

In order to accomplish this vision, we must:

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

River Place Elementary is home to 800 students. Each grade level averages 6 classrooms with our largest group of 3rd graders hosting 8 classrooms. 5% of our students receive LEP services, 6% of our students receive special education services, and 21% of our students receive gifted and talented services through our Quest program. The campus employs 64 teachers, 13 paraprofessionals, 1 counselor, 1 nurse, and 2 administrators.

River Place Elementary received an academic distinction for closing the performance gap. 92% of students who are economically disadvantaged and 87% of ELL students met standard on the reading portion, but their data in other subjects demonstrates a need to consider additional instructional strategies. Special education students receive instruction in the general education classrooms, and while each student is making progress, the benchmark and STAAR scores indicate need for further improvement.

Demographics Strengths

Economically Disadvantaged Students

- 92% of economically disadvantaged students met standard on the Reading STAAR.
- 67% of economically disadvantaged students made at least one year's growth according to STAAR progress measure

ELL

- 87% of ELL students met standard on the reading STAAR.

Special Education

- 80% of our special education students made progress on DRA.

Demographics Needs

Economically Disadvantaged Students

- 43% of economically disadvantaged students met standard compared to 88% of all students on the Writing STAAR.
- 70% of economically disadvantaged students met standard compared to 93% of all students on the Science STAAR.

ELL

- 25% of ELL met standard on the STAAR Writing
- 75% of ELL met standard on the STAAR Science

Special Education

- 53% of our students who receive special education services met standard on Reading STAAR.

Student Achievement

Student Achievement Summary

River Place utilizes the district essential units of study when planning for student learning. Reading instruction and learning continues to be a strength with 95% of students meeting standard on the reading portion of STAAR. The campus monitors each child's reading throughout the year and makes instructional adjustments when needed. Writing occurs across all curriculum areas. However, writing scores on the Staar assessment demonstrate a need to consider instruction vertically across the campus. In 2014-2015, our students were introduced to new math TEKS and this brought a focus in math rigor and problem solving skills with the implementation of Bridges in Mathematics as a curriculum resource. Each collaborative grade level team plans weekly with the campus instructional coach to determine math learning targets and utilize assessments to drive instruction.

Student Achievement Strengths

READING

- 90% of kindergarten students exited kindergarten reading on grade level with 59% exceeding expectations. 64% entered kinder reading on/above grade level.
- 84% of 1st grade students exited first grade reading on grade level with 48% exceeding expectations. 81% entered 1st grade reading on/above grade level.
- 81% of 2nd grade students exited second grade reading on grade level with 61% exceeding expectations. 76% entered 2nd grade reading on/above grade level.
- 94% of 2nd graders and 96% of 3rd graders made at least one year's growth according to DRA.
- % of students in 3rd, 4th, and 5th grade scoring in the advanced range increased 12% from 2014 to 2015

WRITING

- 49% of students received a rating of 6-8 on the STAAR personal narrative
- 31% of students received a rating of 6-8 on the STAAR expository Composition

MATH

- % scores increased in each district benchmark for each grade level.

SCIENCE

- % of 5th grade students scoring in the advanced range on the Science STAAR increased 6% from 2014 to 2015

Student Achievement Needs

READING

- 88% of kindergarten students and 77% of 1st graders made at least one year's growth according to DRA.

WRITING

- 88% of 4th grade students met standard on writing portion of STAAR.
- % of students in 4th grade scoring in the advanced range decreased by 1% from 2014 to 2015.

MATH

- % score on district benchmark ranges from 67% to 78% in 2nd-5th grade.

SCIENCE

- 28% of all students scored in the Advanced range on the STAAR Science Assessment.

Parent Survey

- 71% of families believe the curriculum that is engaging and appropriate.
- 61% of families believe their child gets the support needed for enrichment/challenge.
- 71% of families believe their child gets the help needed.

School Culture and Climate

School Culture and Climate Summary

River Place is a neighborhood campus that supports each child as they strive to learn and grow. Teachers and staff greet each child as they arrive at school each day, and one can hear the Titan song every Friday as children proudly sing over the announcements. Throughout the year, there are many opportunities provided to foster “the Titan Way” such as spirit days, college days, assemblies, and field trips. The campus celebrates success and special days by presenting spirit sticks for birthdays, all A honor roll, perfect attendance along with campus special events. River Place Elementary 3rd, 4th, and 5th grade students can chose to participate in a student-led club to create a culture of kindness and caring, and they worked with the student body to become a "No Place for Hate" campus.

School Culture and Climate Strengths

ATTENDANCE

- 96.4% average attendance
- Three years of historical attendance data shows average 96%
- 90% of students are enrolled on the first day of school.

STUDENT SURVEY

- 94% of students feel safe in their classroom
- 94% of students are excited and actively participate in class learning activities.
- 93% of students feel safe outside their classroom.
- 94% of students feel they have an adult on campus that will listen to them

DISCIPLINE

- Less than 1% of students have more than 5 discipline infractions.

STAFF SURVEY

- 76% participation rate in survey
- 93% of staff believe RPE is known for the quality of service the campus provides.
- 93% of staff agree or strongly agree with the following statement "Within the scope of my authority, I am allowed to make appropriate decisions."

- 90% of staff believe people they work with care about their well-being.

School Culture and Climate Needs

ATTENDANCE

- 12% mobility rate

STUDENT SURVEY

- 89% of students feel challenged to learn as much as they can.

DISCIPLINE

- Number of infractions doubled. 44 to 91

STAFF SURVEY

- 83% of staff agree or strongly agree that their work group uses performance data to improve the quality of our work
- 69% of staff agree or strongly agree that work groups are trained to incorporate the opinions of each member.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

This year, River Place continues to provide access to a guaranteed and viable curriculum by using the curriculum documents to collaboratively plan for learning. The 2014-2015 school year brought an opportunity for new learning centered around the new math TEKS and curriculum resource, Bridges in Mathematics. Our campus Problem of Practice focused on providing an environment that encouraged children to use, apply, and generalize learning to solve multi-step problems. Based on SLB survey data, while River Place Elementary agreed that students understand the learning target, only 21% of staff strongly agreed with this statement. The campus continues to purposefully plan each week to identify the learning targets and all surveys indicate a need to improve on asking students to set goals and tracking progress.

Curriculum, Instruction, and Assessment Strengths

STUDENT SURVEY

- 98% of students know what they are learning in class and why it is important

LEARNING WALK DATA

- All instructional staff visited another classroom to consider "look-fors" for effective math instruction.
- 98% of students could speak in general or specific terms about what they were learning.
- 92% of classrooms were observed or reported engaging in teacher/student discourse or student/student discourse that was focused on ideas, thinking, reasoning, and using strategies aligned with the learning target.

Curriculum, Instruction, and Assessment Needs

STUDENT SURVEY

- 89% of students "feel challenged to learn as much as they can in class"
- 86% of students know their learning goals and track their progress

LEARNING WALK DATA

- 70% of students could speak in specific terms about what they were learning.
- 44% of students were observed or reported engaging in discourse with other students in multiple settings where discourse is focused on ideas, thinking, reasoning, and using strategies aligned to the learning target at a proficient level (reported through SLB "walk-through" data).

Family and Community Involvement

Family and Community Involvement Summary

One of the strengths of River Place Elementary is the partnership between students, families, and staff. RPE has a very active PTA that works in collaboration to bring enrichment and experiences that support why students come to RPE: to learn. Families provide support to the students and classrooms by volunteering to read to students and support learning. Each classroom teacher communicates on a weekly basis via newsletter or e-mail, and the campus administration sends a River Place Report once a month to continue to build a partnership with families. In addition, the campus utilizes the campus website to communicate events and campus news.

Family and Community Involvement Strengths

VOLUNTEERS/COMMUNITY

- Strong PTA involvement with 400+ members
- FPMS and VHS students volunteer in classrooms and serve on campus through a variety of opportunities: PALS, Ready Set Teach, band and choir performances, Quest plays, reading to classrooms
- Strong representation of volunteers on campus

FAMILY SURVEY

- 90% of families believe the campus provides a safe and encouraging environment for their child.
- 92% of families believe the environment is inviting for parents and families.
- 85% of families believe the campus provides adequate and timely communication

Family and Community Involvement Needs

VOLUNTEERS/COMMUNITY

- Diversity of volunteers. The campus sees the same volunteers for many events.

FAMILY SURVEY

- Only 114 responses were received on family survey.
- 70% of families believes the campus provides opportunities for their child to participate in service projects.

Technology

Technology Summary

All instructional staff participated in Educate Ignite training during 2014-2015, and all students learned about digital citizenship. All instructional staff utilize a classroom website that is updated to communicate with families, and some teachers use Google to send volunteer opportunities. In the spring of 2015, the campus began rolling out devices to grades 2nd-5th grade. Moving into 2015-2016, with the new devices, professional development will support teachers with ways to integrate technology into lessons.

Technology Strengths

STAFF

- All teaching staff participated in Education Ignite Training
- 86% of staff agreed and strongly agreed that the campus uses the latest technology to communicate and interact
- 88% of staff agreed and strongly agreed that the information available from computers is reliable

STUDENT SURVEY

- 68% of students use the Internet daily or a few times a week
- 61% of students use school-owned devices in the classroom daily or a few times a week
- % of students that have never accessed their LISD Google account decreased by 20% (62% in '13-14 to 42% in '14-15)

Technology Needs

STAFF

- 80% of staff agreed and strongly agreed that information is easy to locate on the computer

STUDENT SURVEY

- 42% of students have never accessed their LISD Google account.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data

Parent/Community Data


- Parent surveys and/or other feedback

Goals

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

Performance Objective 1: Increase % of students in kindergarten through third grade who will make a minimum of one year's growth in reading as measured by BOY/EOY DRA levels by 3% by June 2016.

Summative Evaluation: DRA Data 2015 Baseline Percentage of students making at least one year's growth: K:88%, 1st:77%, 2nd:94%, 3rd:96%)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All K-5 teachers will incorporate guided reading groups daily to meet the reading needs of all students.	Administration, Instructional Coach, SRP Teachers, Language Arts Teacher Leader, Instructional Staff	DRA Progress, Classroom Visits			
Funding Sources: 199 - General Funds					
2) Instructional staff in grades K-2 will utilize a half day each semester with the instructional coach to examine TPRI and DRA data to make instructional adjustments	SRP Teachers and Instructional Staff	DRA Data and Tracking Student Progress			
Funding Sources: 199 - General Funds - \$1800.00					
3) Instructional coach will meet with instructional staff to review and make adjustments to DRA progress chart for all levels.	Instructional Coach, Language Arts Teacher Leader, Instructional Staff	Grade Level Progress Chart			
Funding Sources: 199 - General Funds					
4) SRP staff will meet with kindergarten-third grade teachers 1-2 times per 9 weeks to discuss student's reading progress.	RTI Coordinator, SRP Teachers, and Instructional Staff	Calendar, Running Records, Student Progress			
Funding Sources: 199 - General Funds					
					


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

Performance Objective 2: Increase the percentage of students making at least one year's growth as measured by the progress measure of the reading STAAR assessment by 8% by June 2016.

Summative Evaluation: STAAR

2015 Baseline

4th:67% 5th:80%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Instructional staff will collaborate and examine heat map data to identify learning objectives where student performance was less than 80% to consider instructional strategies.	Administration, Instructional Coach, & Instructional Staff	Heat Maps & Grade Level Agendas			
Funding Sources: 199 - General Funds					
2) Examine 5th grade students that did not make at least one year's growth on the reading portion of STAAR to identify who the students are.	Administration, RTI Coordinator, Instructional Staff	Student List and Performance Data			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 3: Increase the percentage of students performing at the advanced level on the math STAAR assessment by 5% by June 2016.

Summative Evaluation: 2015 Baseline STAAR Advanced Measures


3rd Grade: 38%
 4th Grade 36%
 5th Grade: 42%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Instructional staff in grades 3-5 will utilize a half day each 9 weeks to continue to build understanding of math TEKS and examine 2014-2015 math data to make instructional adjustments.	Administration, Instructional Coach, Math Teacher Leader, Instructional Staff	Grade level Agenda, Data Tools, and Planning Documents			
Funding Sources: 199 - General Funds - \$1200.00					
2) Instructional staff will utilize data tools to identify and analyze student performance particularly of students who are within 3-5 questions of performing in the advanced range	Administration, Instructional Coach, Math Teacher Leader, Instructional Staff	Grade Level Agendas			
Funding Sources: 199 - General Funds					

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

Performance Objective 1: 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 20% or less.

Summative Evaluation: 2015 Baseline: 28.1% on district benchmarks

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Identify students that are economically disadvantaged with instructional staff to determine any academic or emotional area of need.	Administration, Counselor, Instructional Staff	Student List and Performance Data			
Funding Sources: 199 - General Funds					
2) Kindergarten and first grade students will participate in a math screening to proactively identify students who need intervention.	RTI Coordinator, Instructional Coach and Instructional Staff	Screening Data			
Funding Sources: 199 - General Funds					
3) Kindergarten and first grade teams will meet with the instructional coach to consider implications for students not meeting expectations on the math screenings.	Instructional Coach and Instructional Staff	Screening Data and Grade Level Agendas.			
Funding Sources: 199 - General Funds					
4) Instructional staff in grades 3-5 will utilize a half day each 9 weeks to continue to build understanding of math TEKS and examine 2014-2015 math data to make instructional adjustments	Administration, Instructional Coach, Math Teacher Leader, Instructional Staff	Heat Maps & Grade Level Agendas			
Funding Sources: 199 - General Funds					
					

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






Performance Objective 2: Increase number of economically disadvantaged students meeting passing standards in all subjects of STAAR by at least 5% by June 2016.

Summative Evaluation: 2015 Baseline STAAR Met Standard Level II

3rd Grade: R=95%, M=84%

4th Grade R=88%, W=44%, M=63%


5th Grade: R=92%, M=64%, Sci=57%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Identify students that are economically disadvantaged with instructional staff to review academic history and to determine any academic or emotional area of need.	Campus Registrar, Administration, & Instructional Staff	Campus Rosters & Grade Level Agendas			
Funding Sources: 199 - General Funds					
2) Instructional staff will utilize data tools to identify and analyze student performance to provide intervention.	Administration, Instructional Coach, & Instructional Staff	RTI Agendas & Grade Level Agendas			
Funding Sources: 199 - General Funds					
3) Instructional staff will utilize data tools to identify and analyze student performance particularly of students who did not meet passing standards on the state assessment	Administration, Instructional Coach, and Instructional Staff	Quintile Data, Student Performance Data			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Utilizing campus look-for's, at least 50% of classroom visits will observe students engaging in discourse with each other in one or more settings- pairs, groups, whole class- focused on ideas, thinking, reasoning, and using strategies aligned to the learning target by June 2015.

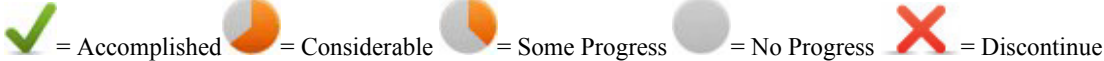
Summative Evaluation: Spring 2015 SLB Walk Through Data 44%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide staff development on student to student discourse based on Dr. Molina's research and training materials	Administration, Instructional Staff	Meeting Agendas			
Funding Sources: 199 - General Funds					
2) With instructional staff, examine campus problem statement to improve or identify classroom "look-fors" regarding student discourse.	Administration, Instructional Coach, Instructional Staff	Campus Look-fors			
Funding Sources: 199 - General Funds					
3) With instructional staff, discuss beliefs and barriers centered around the purpose of student discourse in the learning.	Administration, Instructional Coach	Small Group Monthly Meetings			
Funding Sources: 199 - General Funds					
4) Instructional staff will visit classrooms to observe student discourse and ownership of learning to consider implications in own classroom environment.	Administration, Instructional Coach, Instructional Staff	Small Group Monthly Meetings			
Funding Sources: 199 - General Funds					
5) Instructional Leadership Team will model strategies with technology to assist teachers with facilitating student ownership in the classroom.	Administration, Instructional Coach, Technology Teacher Leader	Google Classroom			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 1: 90% of families will strongly agree/agree to the following statement "My child is able to talk about the 7 habits at home"


Summative Evaluation: Spring 2016 Family Survey: Establishing baseline in Year One

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All staff will participate in 7 Habits Signature Training 4.0 to learn about each of the 7 habits.	Administration	Staff Development Agenda			
	Funding Sources: 199 - General Funds - \$13000.00				
2) All staff will participate in "Launching Leadership" and "Creating Culture" training to determine instructional strategies to embed the 7 habits into each child's instructional day.	Administration	Staff Development Agenda			
	Funding Sources: 199 - General Funds - \$11140.00				
3) Administration will communicate information about Leader in Me to community through monthly communication, bulletin boards, and family meetings	Administration and Lighthouse Team	Leader in Me Evidence Binder			
	Funding Sources: 199 - General Funds				
4) Each grade level will create a plan to introduce the 7 habits to students throughout the year.	Lighthouse Team Members, Instructional Staff	Staff Development Agenda & Ongoing Conversations			
	Funding Sources: 199 - General Funds				
5) Students in grades 3-5 will utilize a daily agenda to include information about the 7 habits.	Instructional Staff	Leader in Me Evidence Binder			
	Funding Sources: 199 - General Funds				
6) Students will participate in monthly assemblies centered around the 7 habits and student learning.	Lighthouse Team Members	Monthly Assembly Calendar			
	Funding Sources: 199 - General Funds				
					

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


Performance Objective 2: 95% 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 2016.

Summative Evaluation: Spring 2015 Student Survey 93% of students answered strongly agree/agree

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All students will participate in a grade level assembly to learn the definition of bullying and steps to report bullying.	Counselor	Campus Calendar			
	Funding Sources: 199 - General Funds				
2) In guidance lessons, students in grades 1-5 will participate in a school safety hot dot activity to identify areas students feel safe and not safe.	Counselor	Hot Dot Survey			
	Funding Sources: 199 - General Funds				
3) Utilizing a student coalition, organize activities to continue RPE's ability to be designated a "No Place for Hate" campus.	Counselor	Campus Calendar			
	Funding Sources: 199 - General Funds				
4) Vertical instructional team will review common area expectations for students and staff to ensure safe practices.	Assistant Principal, Instructional Staff	Discipline Referral Data			
	Funding Sources: 199 - General Funds				
5) Instructional Staff will continue to communicate weekly learning and campus events through teacher websites, twitter, and newsletters.	Instructional Staff	Communication			
	Funding Sources: 199 - General Funds				
					

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

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Fitnessgram results will be administered and analyzed	PE Teacher, Principal, Campus CATCH Team	Fitnessgram Test Results			
Funding Sources: 199 - General Funds					
2) Provide students with the required amount of moderate to vigorous physical activity in PE class	PE Teacher and Principal	Campus Class Schedule, PE Lesson Plans			
Funding Sources: 199 - General Funds					
3) Establish goals and objectives for a CATCH (Coordinated Approach to Child Health) plan using Fitnessgram, student performance, demographic and instructional data and recommendations from the district SHAC (School Health Advisory Council)	Campus CATCH Team	Evaluation of Campus CATCH Plan			
Funding Sources: 199 - General Funds					
4) PE Classes must provide the following: opportunity for enjoyable participation in physical activity, health education instruction and, a safe social-emotional environment.	PE Teacher	Student performance, Fitnessgram data, Campus CATCH Plan evaluation			
Funding Sources: 199 - General Funds					
5) Campus shall attempt to staff PE classes at a student to adult ratio of 45 to 1 or must develop a safety plan	Principal	Campus Class Schedule			
Funding Sources: 199 - General Funds					
					

Addendums

118 RIVER PLACE ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: NICOLINA PRINDLE

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
53	10.2	2	1	2

Grade	Total	%
EE	4	0.5%
KG	110	14.6%
01	124	16.5%
02	116	15.4%
03	124	16.5%
04	161	21.4%
05	114	15.1%
Campus Total	753	

Economically Disadvantaged		
N	666	88.4%
Y	87	11.6%

Students with Disabilities		
N	715	95.0%
Y	38	5.0%

At Risk Students		
N	545	72.4%
Y	208	27.6%

Ethnicity		
ASIAN	83	11.0%
BLACK	41	5.4%
HISPANIC/LATINO	134	17.8%
TWO OR MORE RACES (MULTI)	38	5.0%
HAWAIIAN OR PACIFIC ISLANDER	1	0.1%
WHITE	456	60.6%

Gender		
FEMALE	364	48.3%
MALE	389	51.7%

Gifted and Talented		
N	594	78.9%
Y	159	21.1%

English Language Learners		
N	727	96.5%
Y	26	3.5%

Students in Bilingual Program		
N	753	100.0%

Students in ESL program		
N	727	96.5%
Y	26	3.5%

RPL (118)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Essential learning aligned to TEKS	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)	DID NOT MEET GOAL: 21% of teachers answered strongly agree	1. Consider rewriting goal to include SLB data analysis tool. 2. Examine look-fors of campus problem statement to evaluate need to adjust to include SLB look-fors for learning target and rigor through engagement and discourse.
	Student ownership of learning			
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%)	DID NOT MEET GOAL Math: 28.1%	Continue goal.
	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:	DID NOT MEET GOAL 3rd-5th Grade: 21%	Continue goal.
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%)	MET GOAL: 2nd: 94% 3rd: 96% DID NOT MEET GOAL: Kinder: 88% 1st: 77%	1. Continue goal for grades K-3. 2. Kinder/1st: Evaluate timeframe for DRA level EOY to consider need for instructional adjustments
	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%)	MET GOAL: 4th: 67% 5th: 80%	Continue goal
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)	MET GOAL 93% SA/A	Consider goal for Leader in Me