

Leander Independent School District

Rutledge Elementary

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress



Mission Statement

Every Rutledge leader will embody the seven habits at home, school and in the community. Ranchers will be empowered, passionate life-long learners and independent thinkers who contribute to our global society.

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	12
Family and Community Involvement	15
School Context and Organization	17
Technology	19
Comprehensive Needs Assessment Data Documentation	22
Goals	24
Goal 1: College and Career Ready: Students exit our system college and career ready	24
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success	28
Goal 3: Student Learning Behaviors: Students own their learning	30
Goal 4: Whole Student: Students are healthy, safe and engaged	33
Addendums	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

- As of snapshot day 2014, Rutledge had 766 enrolled students. Average enrollment per grade level is 124 with average of about 6 sections per grade level.
- White is our largest ethnicity at 399. Hispanic/Latino and Asian both have about 150 each. There are no other significant subpopulations. Approximately 23 native languages are represented on our campus. With our culturally diverse community, we have many students who travel with their families to their home countries during the school year.
- Special populations: Roughly 8% of the campus is economically disadvantaged. They are fairly well distributed across all grade levels with incoming third graders having the highest population. 11% of the population is Limited English Proficient, incoming first graders and third graders represent the highest LEP population. 8.5% qualify for some type of special education services. Incoming first and fourth graders represent the highest special education population. (Incoming kindergarten is not represented in the 2014 data but is projected to have a large percentage of students with special needs.) QUEST 91 (even distribution across grades), PACE math 167 (high percentage at incoming grade 3), PACE LA 103 (higher at incoming grades 2 and 3), Dyslexia 15 (even distribution), SRP 26 (even distribution).
- On average, 5 students a month enroll and five a month withdraw.

Demographics Strengths

- Campus goal of parents responding agree or strongly agree to the statement, "The campus provides opportunities to enrich my knowledge as a parent to best assist my student" was met. (Increased from 78% to 84%. Goal was 82%.)
- Highly involved parents with multicultural diversity and high education levels in the home. Many homes speak more than one language.

Demographics Needs

1. Due to an increase in the population of students identified with special needs at a young age, there is a need for training of teachers in strategies as well as opportunities to meet the needs of all students.

Student Achievement

Student Achievement Summary

- Rutledge earned a performance distinction for Student Progress and showed strong gains on all 4 indicators in the state accountability system. RES surpassed the standard for performance safeguards by a strong margin in all areas. Student achievement on STAAR rose significantly in all areas except STAAR writing.
- 100% of fifth graders met standard on STAAR by final administration of reading.
- LEP students outperformed non-LEP students in met standard on STAAR in all areas except math where scores were within 5-10% points of non-LEP. We need to concentrate on raising advanced scores in all areas.
- DRA scores are trending in a positive direction except at kindergarten. 98% of students were on or above level by end of 5th grade according to DRA.
- We plan to continue focus on setting and tracking goals and using data to drive decisions for intervention and challenge.

Student Achievement Strengths

STAAR

- Campus goal for 83% of fourth grade ELLs to meet or exceed ELL progress measure was met. Increase in reading from 75% met/0% exceeded to 25% met/75% exceeded and writing from 100% met and 0% exceeded to 50% met and 50% exceeded.)
- Met campus goal to increase Special Education students meeting standard on reading to 70%. Actual increases: reading from 60% to 71%, in science from 38% to 71%.
- Increase in STAAR scores in all grade levels of reading met standard and advanced. All grade levels of reading exceeded the district average in both met standard and advanced.
- Increase in STAAR scores in science met standard.
- Significant increase in STAAR math scores - from 70% met in grade 3 to 91%, from 71% met in grade 4 to 91%, from 84% met in grade 5 to 95%.
- Increase in number of students reaching advanced levels in math - from 22% in grade 3 to 28, from 24% in grade 4 to 37% and from 0% in grade 5 to 32%. *In 2014, some fifth grade students took the sixth grade test. This may have impacted the advanced scores for 2014.
- Increase in number of students scoring advanced on writing at grade 4.
- The gap between economically disadvantaged students and non-disadvantaged students is less than 10% in both reading and science. (Math TBD)

DRA

- 88% of students were reading at or above grade level by the end of 2nd grade. This is a significant increase from the prior two years.
- First grade DRA scores at EOY were higher than prior year and were well above district average.
- Second grade DRA scores showed an increase from 86% at BOY to 88% at EOY of students on level, were well above district average and showed an

increase from prior year.

- Third grade DRA scores showed an increase from 75% at BOY to 80% at EOY of students on level and an increase from the prior year.
- Fourth grade DRA scores showed an increase from 73% at BOY to 86% at EOY of students on level, were well above district average and showed an increase from the prior year.
- Fifth grade DRA scores showed an increase from 72% at BOY to 98% at EOY of students on level, were well above district average, and showed an increase from the prior year.

Benchmarks

- Campus goal of increasing average benchmark scores on math benchmark 2 was met at:
- Kindergarten - increase from 66% to 80%, 2nd Grade - increase from 16% to 51%, 4th grade - increase in PACE from 30% to 41%, 5th grade - increase in non-Pace from 6% to 17%.

Teacher Feedback

- Language Arts: Staff have lots of resources and deep knowledge of teaching literacy. Literacy Partners volunteers are a huge asset.
- Math: Implementation of Bridges has been effective and students have stronger conceptual knowledge and use varied strategies to solve problems. Data tracking tools are in place. Benchmark 1 showed strong increases across the board/Benchmark 2 was not as strong.

Student Achievement Needs

STAAR

- Decrease of 4% in STAAR writing met standard. (Similar drop in state and district average.)
- Decrease from 22% to 20% in number of students reaching advanced level in STAAR science.
- Decrease in percentage of special education students meeting standard in writing from 67% to 60%.
- Gap between economically disadvantaged students and non-disadvantaged students in percent meeting advanced level is above 15% - reading 18%, writing 13%, science 15%.
- Writing composition scores - 14% of students scored a 7 or 8 on personal narrative composition. 3% scored a 7 or 8 on expository composition. This is below the district average. 30% and 39%, respectively, scored a 4 on these compositions. 25% and 21% scored a 5.
- Grades 3 and 4 math show a significant gap between economically disadvantaged students meeting standard (67% and 70% respectively) and non-economically disadvantaged students meeting standard (91% at both grades). Advanced scores show a similar gap.

DRA

- Goal of 90% of students on level by end of second grade was not reached. (Increased from 84.5% to 87.8% and was amongst the top scores in district.)

- Kindergarten end of year DRA scores were below district average and showed a drop from beginning of year to end of year and a drop from prior year. (74%)
- First grade DRA scores showed a drop from beginning of year to end of year. (87%)
- Third grade DRA end of year scores were tied with district average.

Benchmarks

- Campus goal of increasing average benchmark scores on math benchmark 2 was not met at:
- 1st grade - decreased from 66% to 61%, 3rd grade decreased from 19% to 15% and from 65% to 50% in PACE, 4th grade increased from 11% to 15% and did meet PACE goal, 5th grade met goal in non-PACE but decreased from 42% to 41% in PACE.

Teacher Feedback

- Language Arts: Students need to have multiple opportunities for extended written response. Grade level expectations for independent reading, guided reading, writing, phonics and spelling need to be set and agreed upon. Use of DRA and TPRI to monitor progress and delve deeper into instruction can be strengthened. Schoolwide system in place for using data and tracking progress is needed. Teachers need training in using tools for providing interventions. Ongoing time to discuss phonics and Sitton spelling is needed. Student handwriting needs to be efficient and legible.
- Math: Need more resources (or better understanding of current resources) to bridge gap for struggling students and to challenge above level students.

Prioritized Needs

1. Ongoing PD in use of DRA/TPRI and the data as a component of intervention and challenge.
2. Training to meet needs of population of primary learners with specialized needs (including students not identified for any special programs.)
3. Explicit instruction on tools and resources to reach higher literacy levels in kindergarten and first grade.
4. PD on active engagement and discourse including questioning strategies and problem based learning.
5. PD to strengthen writing and use current resources. (Calkins)

School Culture and Climate

School Culture and Climate Summary

- Rutledge is a Leader in Me campus and will be in its third year of implementation of this leadership journey in 2015-2016. The school culture promotes leadership in all areas. Rutledge aims to become a Lighthouse school for The Leader in Me process in the next 12-18 months. Students have meaningful leadership roles across the campus. We have a student lighthouse team and will be forming a parent lighthouse team to support the teacher lighthouse team on our journey toward leadership.
- Attendance has remained stable for the past 5 years. 2015 attendance was 96.5%.
- Discipline referrals show a strong and steady decline since implementation of the Leader in Me.
- Campus received a designation as a "No Place for Hate" in 2014 and students participate in C2 club.

School Culture and Climate Strengths

Health and Safety

- Scores for male students on FitnessGram indicated 77% have a healthy BMI. This was an increase from prior year and exceeded district and campus goal. Campus goal was 75% for both genders.
- Campus discipline referrals dropped from 230 in 2013-2014 to 149 in 2014-2015. Infraction rate dropped from 0.31 to 0.20. This is a downward trend for two years now and is the lowest since 2009-2010.
- Campus implemented new procedures for emergency drills and provided emergency backpacks for each campus teacher.
- Campus completed activities to earn continuing distinction as "No Place for Hate."
- Campus hosts a running club and ukelele club and choir.
- Campus conducted Healthy Lifestyle events over the course of the year including a Health and Fitness Night, My Lunch Rocks, and field day with health and fitness activities.

HB 5

- Exemplary Rating in Fine Arts, Wellness and PE, Gifted and Talented, and Dropout Prevention.
- Recognized Rating in 21st Century Workforce and 2nd Language Acquisition.

Teacher Feedback

- Rutledge is physically and mentally inviting with a supportive environment. We have diverse cultures and genuine respect for all. The campus has clear and high expectations and is safety oriented. Teachers report they are working hard but the work is meaningful. There is a positive learning energy on campus.

School Culture and Climate Needs

Parent Survey

- Campus goal of parents responding agree or strongly agree to the statement, "The campus provides opportunities for students to participate in community service projects" increased from 65% to 72% but goal was 75%.
- Campus goal of parents responding agree or strongly agree to the statement, "My child gets the support needed for enrichment when appropriate" increased from 77% to 78% but goal was 90%.

FitnessGram

- Scores for female students on FitnessGram indicated 73% have a healthy BMI. This was an increase from the prior year but did not meet campus goal of 75% for both genders or district goal of 79% for females.
- Overall attendance rate of 96.5% did not meet campus goal of 97%.

Teacher Feedback

- There is a need for school wide, consistent behavioral expectations in common areas. Student absences and tardiness continue to be a concern.

Prioritized Needs

1. Develop challenge/enrichment structures in core content areas (specifically math.)
2. Develop school wide behavioral expectations and procedures.
3. Develop school wide routines for transitions and dismissal.
4. Increase student ownership/leadership.
5. Parent/teacher/student collaboration regarding attendance and tardiness.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

2014-15 concluded the tenth year for Rutledge Elementary. Many teachers have been with the school since it opened. Rutledge has 42 professional teaching staff members. 2 are male/40 are female. 36 are white and 5 are Hispanic. 100% are certified in the appropriate teaching area. Teacher turnover is low. Average years of teaching experience overall is 12.7. The median and mode are identical at 14 years and 6 years, respectively. Average years of experience within Leander ISD is 6.4.

Teacher absences tend to be on Friday with Monday and Thursday following. Most staff miss between 5 and 10 days of work during the school year.

Staff Quality, Recruitment, and Retention Strengths

- Staff are very experienced with significant longevity at the campus.
- 100% of teaching staff are trained in The Leader in Me process.
- Applicant pool for job openings is significant and highly skilled.
- Reasons for staff leaving include promotion to another position within the district and staying home to care for a child.

UT Engagement Survey

- 31% of the staff have earned a master's degree.
- Dimension 1: Work Group - all scores well above 3.75 (threshold for determining positive perceptions.)
- Dimension 2: Accommodations - Physical Environment all scores 3.75 or higher.
- Dimension 3: Organization - all scores 3.75 or higher except one at 3.73 (every employee is valued.)
- Dimension 4: Information - Information systems and External Communication both have all scores above 3.75 (Internal communication scores were primarily in the average range.)
- Dimension 5: Personal - all scores for engagement, development, climate/atmosphere, climate/ethics and climate/fairness are 3.75 or higher except basic trust (3.65 average range) and treated fairly (3.63 average range.)

Teacher Feedback

- The Leader in Me builds commitment and personal ownership for the school.

Staff Quality, Recruitment, and Retention Needs

UT Engagement Survey

- Dimension 2: Accommodations - scores on Pay indicate dissatisfaction, scores on Benefits fall within average range.
- Dimension 5: Personal - Job satisfaction scores fell mainly in the average range with work environment supporting a balance between work and personal life and amount of work asked to do falling in the dissatisfied range.

Teacher Feedback

- Staff needs to continue to build relationships as there was a significant change in campus leadership (principal, IC and counselor) at beginning of 2014. Team building/opportunities for teachers to spend time together to sharpen the saw are important.

Prioritized Needs

1. Develop a plan to increase job satisfaction/build teams on campus to sharpen the saw.
2. Continue to train all staff in The Leader in Me and provide ongoing opportunities to reflect on and make ubiquitous.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our focus on curriculum and instruction has led to increased rigor, especially in the target curricular area of math. Teachers have worked to increase rigor, engagement and discourse in all areas. Students and teachers report high levels of engagement and understanding of what they need to learn. We have a need to increase goal setting and tracking. We will continue to work on systems to increase engagement and student to student discourse. We will continue to focus on math with implementation of new curriculum and ways to differentiate for all levels of learners. We also need to strengthen vertical alignment in English Language Arts.

Curriculum, Instruction, and Assessment Strengths

UT Engagement Survey - SLB Section

- Teacher responses on SLB survey were above district average in all areas.
- Teachers responding agree or strongly agree to the statement:
- My students seek and receive help when they are struggling to learn: 95%
- My students understand the daily learning targets: 92%
- My students seek opportunities to collaborate with other students to enhance their learning: 92%
- My students find value/meaning in their learning: 89%

Student SLB Survey

- Students responding agree or strongly agree to the statement:
- I understand what I am learning in class and why it's important to me: 98%
- I regularly assess if I am learning the daily learning target: 93%
- I am excited and actively participate in class learning activities: 96%.

Rigor Engagement and Discourse

- Campus developed a common definition for rigor, engagement and discourse and conducted multiple professional development activities to strengthen these areas.
- Dr. Molina provided two partial days in intensive training to principal, assistant principal, instructional coach and two teachers.
- PLC discussions/PD have led to stronger systems for student discourse.
- Quality of discourse has increased over the year/systems in place to scaffold student conversations to lead to Higher Order Thinking. (HOT)

- Classroom arrangements lend themselves to discourse.
- Bridges resource assists in developing mindset for rigor and discourse.

The Leader in Me

- Students conduct student led conferences each nine weeks.
- Students have found their voices. (This is Habit 8.)
- Strong and committed Lighthouse Team - teacher team and student team.

Curriculum, Instruction, and Assessment Needs

UT Engagement Survey - SLB Section

- Campus goal for percentage of teachers responding agree or strongly agree to the statement, "My students demonstrate evidence of their achievement of learning targets," stayed virtually the same (86.36 to 86.48). Did not meet goal of 90%.
- Teachers responding agree or strongly agree to the statement:
- My students seek deeper learning when they need to be challenged further in their learning: 59%
- My students set learning goals and track their progress toward those goals: 73%
- My students assess their progress on achieving learning targets: 81%
- My students seek opportunities to be actively engaged in their learning: 84%

Student SLB Survey

- Students responding agree or strongly agree to the statement:
- Campus goal for percentage of students responding agree or strongly agree to the SLB survey statement, "I regularly assess if I am learning the daily learning target," increased from 89% to 93% but did not meet goal of 95%.

The Leader in Me

- Student ownership of learning targets, goals and leadership binders is limited.
- Goals are not updated regularly and consistently.

Prioritized Needs

1. System for setting and tracking goals (TLiM coach, leadership binders, time designated for PLCs.)
2. In depth training to facilitate teacher knowledge and understanding in using the resources available (including language arts.)
3. Campus wide development in Molina's Rigor, Engagement and Discourse (RED) protocol.

4. Development in higher order thinking skills and questioning strategies.
5. Focused learning walks with teams of teachers to focus on campus goals and a method to share learning across campus (specialists should have opportunities to collaborate across district.)

Family and Community Involvement

Family and Community Involvement Summary

Rutledge Elementary is a warm and inviting community with high parental involvement. Parents have a strong focus on rigor and challenge for students. Our focus on the 7 Habits/Leader in Me engages homes and families and has a strong focus on community service. We will continue to extend this process and increase the home connection. Weekly Rancher Roundup is student led and welcome to parents. Rancher News highlights school and community activities.

WatchDOGS have a strong presence on campus but can be strengthened. PTA is actively involved, and we have a strong community of volunteers who support our school in a variety of ways. School spirit is strong, and Rutledge is an anchor to the Avery Ranch community.

Family and Community Involvement Strengths

- Parent and student attendance at events is generally high.
- We have significant numbers of volunteers - parents and Hill Country Bible Church.
- PTA is very supportive of the school and raises large amounts of funds for programs.
- School conducted several evening opportunities for parent involvement including: Math Night, Open Mic Night, High School/College Night, QUEST parent meetings, Curriculum Night, PTA meetings, Leader in Me information night.
- Parent teacher conferences were conducted in the fall. Student led conferences occurred at home at the conclusion of the second and third nine weeks. Student led conferences were held at school at the conclusion of the school year.
- School-wide Leadership Day was well attended with over 100 parents in attendance. Feedback was very positive.
- Kindergarten offers multiple opportunities for parents to be involved in their students' learning.
- Parent and Community Involvement scored Recognized in House Bill 5 designation.
- International Fair is completely volunteer led and supported and celebrates the cultural diversity of our campus.

Parent Survey

- Safe and supportive environment (3.54% above district average.)
- Set and track goals (6.86% above district average.)
- Encourages parent/community involvement.
- Feel informed.
- Inviting for parents/families.

Teacher Feedback

- Parents are supportive and volunteer. Parent volunteers help make The Leader in Me part of the routine.

Family and Community Involvement Needs

Parent Survey

- Only 70% of parents chose agree or strongly agree when asked about opportunities to enrich knowledge as a parent to assist student with academic and social-emotional needs. This is below the district and down from prior year.
- Only 72% of parents chose agree or strongly agree when asked about opportunities for students to participate in community service projects. This is well above the district and an increase from prior year, however.
- Only 78% of parents chose agree or strongly agree when asked about support needed for enrichment/advancement. This is similar to district score and prior year score.

Prioritized Needs

1. School systems in place to challenge high achieving students and communicate challenge/ways to assist to parents.
2. School systems to facilitate communication with parents who are not fluent English speakers.
3. Increase parent support/understanding of 7 Habits and importance of school attendance and behavioral expectations.

School Context and Organization

School Context and Organization Summary

We have a large population of students who have individualized learning needs. In 2014-15, we had two full time teachers to provide instructional services to 77 students who are Limited English Proficient. In 2015, we will have 2.5 teachers to serve LEP students. The school provides one full time teacher to assist 15 students identified with characteristics of dyslexia, 1.5 full time teachers to assist 26 students struggling with reading, 1 full time teacher to assist 91 students identified as gifted and talented (QUEST). The school has one full time speech therapist to serve 55 students and one full time ESLE teacher and one full time ELE teacher to serve 14 early childhood students. The school has one full time SCSS teacher and two full time inclusion/resource teachers to serve 47 students. The school conducts regular meetings to discuss students at risk of failure and to assess response to interventions. Rutledge has a clearly delineated process for reviewing student progress and discussing interventions.

School Context and Organization Strengths

- ELLs are performing well compared to native English speakers. Teachers at each grade level are trained in ESL.
- RtI system is in place, understood and followed with fidelity.
- All special programs teachers are highly qualified and well trained and have multiple years of experience. They provide information and support for classroom teachers.

School Context and Organization Needs

Teacher Feedback

- Need systems in place for tracking progress toward goals and differentiating (specifically in math.)
- Need common time for differentiation.

Prioritized Needs

1. Develop a school wide organized system for managing and tracking data and monitoring progress of all students in order to guide instruction (including intervention/challenge.)
2. Master schedule that allows for specialists to provide support and allows for uninterrupted teaching - flex time is used as intended.

3. Teacher training on how to implement the system for goal setting and tracking progress.
4. Teachers need tools to monitor progress and to provide interventions/challenges to students who need them.

Technology

Technology Summary

Technology use at the campus is not robust and a regular part of the school day. Hardware is aging. Students have widespread access to devices at home and are able to participate in BYOT but have a tendency to view the devices they bring from home as games rather than devices for learning.

Staff report they need more professional development in ways to manage and use technology on a regular basis to transform teaching and learning.

Rutledge earned a rating of Acceptable in the Digital Learning component of House Bill 5 and plans to develop a campus technology steering committee to deepen understanding of how to use technology to improve teaching and learning.

Technology Strengths

Technology Use Survey

- Rutledge students report using their own devices more frequently than the district as a whole. Parents report students have devices at home. Economic demographic will support BYOT.

Teacher Feedback

- Librarian is very knowledgeable about technology integration and regularly provides opportunities for students to use technology in meaningful ways.
- Technology support staff is knowledgeable and helpful and maintains equipment in good shape at all times. There is very little down time because the support was there.
- Teachers report using software on a regular basis in Daily 5 centers. (Many are student selected from menu provided by teacher.)

CWEIC Feedback

- Students are savvy with technology and frequently use at home.
- Great improvements from a few years ago/willing to try new things.

Technology Needs

- Technology infrastructure is older and not always reliable.
- Internet speed has wide variations and impacts plans.

Student Technology Use Survey

- 45% of students in grades 3-5 report they use the internet for school work every day or a few times a week. (District average 56%)
- 30% of students in grades 3-5 report they use their own technology device for school work every day or a few times a week. (District average 29%)
- 42% of students in grades 3-5 report they use a school device for school work every day or a few times a week. (District average 59%)
- 24% of students in grades 3-5 report they use their LISD Google account for school work every day or a few times a week. (District average 43%)

STaR Chart/HB 5

- STaR Chart Trends over time show a declining pattern of technology use from a high in 2009-2010 to lows in the past two years.
- Teaching and Learning - all 6 categories score in the developing (2) range. Categories include patterns of classroom use, frequency/design of instructional setting using digital content, content area connections, TA TEKS implementation, student mastery of TA TEKS, and online learning.
- Educator Preparation and Development - content of professional development scored in advance (3) range. All other areas scored in developing range. These include professional development, capability of educators, access to PD, levels of understanding of patterns of use and PD for online learning.
- Leadership, Administration and Instructional Support - communication and collaboration scored in the advanced range. All others scored developing. These include leadership and vision, planning, instructional support, budget and leadership and support for online learning.
- Infrastructure for technology - Internet access/connectivity/speed, LAN and distance learning capacity scored in advanced range. Students per computer, and technical support scored in the developing range.

Teacher Feedback

- With only one lab, it is booked full all year and difficult to get in with students. (Patterns of use tend to show it is booked but not always occupied.)
- Teachers need professional development with time to explore and use tools on: the tools available to them (hardware, Outlook, Google) and ways to fully and authentically integrate technology into lessons (Conscious effort to incorporate technology TEKS into curriculum reported by teacher leaders this summer.)
- Hardware is older and not always reliable.
- We need a clearly articulated campus vision for technology use.

CWEIC Feedback

- Need a tech campus leadership team and campus vision for tech use.
- Students need to be involved in solving real world problems through use of technology.
- Teachers need skills to fully utilize new technology template with limited numbers of devices and different types of devices.
- Some equipment is outdated and there are connectivity issues/slow devices.
- Need to dedicate time for teacher learning to use technology in a meaningful way.

Prioritized Needs

1. Campus tech team of leaders to work on vision and grade level expectations for TA TEKS.
2. Campus wide vision that is in line with district vision.
3. Specific training for staff in Goole tools.
4. Just in time learning to meaningfully integrate technology into lessons.
5. EUS include technology integration.
6. Positively reinforce technology use - guidelines clearly shared with parents, support for securing devices, meaningful use shared with parents, technology showcases.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data


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

Goals

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

Performance Objective 1: By the end of 2015-16 school year, the percentage of students reading at or above grade level at grade 2 will increase from 88% to 90%.

Summative Evaluation: DRA


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will administer the DRA2 with fidelity and engage in collegial conversations that include instructional coach and/or SRP teachers to ensure that each student will receive reading instruction at the appropriate level.	Teachers, Instructional Coach, SRP teachers	Training in DRA administration completed for all staff members by end of September Team planning documents include analysis of DRA2 data and plans to differentiate instruction			
	Funding Sources: 199 - General Funds				
2) Teachers will regularly use running records between DRA administrations to monitor reading progress.	Teachers, SRP teachers, Instructional Coach	Teachers will maintain data notebooks of ongoing student progress and update a minimum of each nine weeks Students will track progress on reading goals and update a minimum of each nine weeks			
	Funding Sources: 199 - General Funds				
3) Provide training in ESL strategies so that at least 50% of instructional staff will be ESL certified within 3 years. ESL teachers will provide targeted professional development to language arts teachers in grades 3-5.	ESL teachers, Principal	District Benchmarks ELL progress measure TELPAS Teacher surveys			
	Funding Sources: 199 - General Funds				
4) Utilize volunteers to maintain organization of campus leveled book room. Put system in place to refresh books on an annual basis.	SRP teacher, Principal	Learning walks, DRA/TPRI, District benchmarks			
	Funding Sources: 199 - General Funds - \$1500.00				
5) Students will participate in small group reading instruction with a balanced literacy approach.	Principal, Classroom Teachers, SRP teachers, Instructional Coach	Learning walks, DRA/TPRI, District benchmarks			
	Funding Sources: 199 - General Funds				
					

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

Performance Objective 2: Rutledge Elementary will score in the recognized or exemplary range on all House Bill 5 measures.

Summative Evaluation: House Bill 5 rating - Currently in recognized or exemplary range in all categories except Digital Learning. Digital Learning is Acceptable.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Form a technology vision team that will meet on a regular basis and develop a vision of technology integration for the campus to include: just in time training, expectations for tech use at each grade level, and BYOT procedures.	principal, technology teacher leader	Team formed and first meeting held by end of September. Action plan developed by team by end of October. Teacher responses on STAR chart will advance one level in the areas of classroom patterns of use, design of instructional setting using digital content, and content area connections will move to advanced or target.			
2) Attend Digital Leadership conference and utilize learning to strengthen technology use on the campus.	principal, librarian	Conference attendance Add components to vision team action plan by end of first semester.			
3) Create a collaborative group to share technology resources across the campus for times when teachers need 1:1 (students:devices).	assistant principal	Cooperative formed by end of September Ongoing use of collaborative reviewed each nine weeks Teacher responses on STAR chart will advance one level in the area of classroom patterns of use			
4) Identify and promote with staff the LISD curricular technology embedded lessons. (TL4)	Principal, Curriculum Facilitator, Instructional Coach, Campus Librarian and Campus Tech	Lesson plans/curriculum maps			
5) Identify and promote teachers learning the SBEC Technology Applications Standards. (EP3)	Principal, Curriculum Facilitator, Instructional Coach, Campus Librarian, Campus Tech	Lesson plans/curriculum maps STAR chart			

<p>6) Information for parents will be shared through multiple formats so that parents can be active participants in student learning. Venues for parent information will include: Academically focused parent nights, parent access to academic support websites (Bridges), home access to district student website, teacher websites, school math website, The Leader in Me parent informational meetings/events, campus newsletter, leadership binders/learning journals student led conferences, parent/teacher conferences (at least one annually).</p>	Principal, Lighthouse Team, Math and ELA Vertical Teams	Events scheduled and record of attendance Feedback from parents/community regarding events			
Funding Sources: 199 - General Funds - \$500.00					
					

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

Performance Objective 3: By the end of 2016, 90% or higher of fourth grade students will meet or exceed standard on STAAR writing.


Summative Evaluation: Current baseline: Met standard - overall 86% and economically disadvantaged 67%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Develop a writing team to review STAAR writing samples and look for patterns or trends in expository writing samples. Share plus/delta of trends with all grade level teams.	Principal, IC, Literacy Curriculum Teacher Leader	Minutes of team meeting Plus/delta created and distributed Lesson plans/curriculum maps Benchmarks STAAR			
Funding Sources: 199 - General Funds					
2) Campus will read Chapter 7 "Write Critically" of The Fundamental Five by Sean Cain and Mike Laird and develop plans to write critically on a regular basis in at least one subject.	Principal, Assistant Principal, IC	Lesson plans/curriculum maps reflect critical writing component Rubrics for writing Benchmarks STAAR			
Funding Sources: 199 - General Funds					
3) Conduct focused team learning walks to have teachers observe writers workshop in other classrooms. Use district look fors on learning targets and engagement/discourse/challenge for discussions.	Principal, Assistant Principal, IC	Scores from district protocol Benchmarks STAAR writing			
					

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

Performance Objective 1: By the end of 2015-16 school year, the gap between advanced STAAR scores for the overall population of students and students who are economically disadvantaged on math, reading, writing and science will be less than 12%.

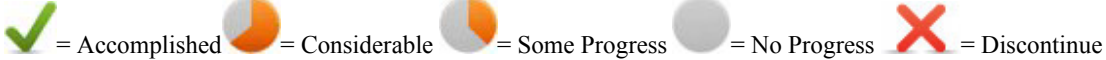
Summative Evaluation: STAAR scores - Currently: math gap is 15%; reading gap is 17.8%; writing is 12.9%; science is 15.3%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Create a student leadership matrix with look fors in the areas of engagement and discourse.	principal and assistant principal, instructional coach, teachers	Matrix created and agreed upon by grade level teams by end of September Teachers report percentage of students at each level on the matrix at conclusion of each nine weeks.			
Funding Sources: 199 - General Funds					
2) Build a master schedule so that students can receive direct instruction from classroom teachers and support from specialists for specific targeted needs.	principal and assistant principal, special programs teachers	Schedule built and adjusted as needed Progress updates from special programs teachers each nine weeks			
Funding Sources: 199 - General Funds					
3) Teachers will identify students who are economically disadvantaged, at risk, learning disabled, dyslexic, or an English language learner (list from registrar). They will use support systems such as the Learning Lab, mentor program, literacy partners, and Watch D.O.G.S. to provide additional interventions/challenge in order to be successful.	Instructional Coach, Special Education/Special Programs Teachers, Classroom Teachers, Principal, Counselor	District Benchmarks, STAAR, Campus Common Assessments, RtI Progress Monitoring Forms			
Funding Sources: 199 - General Funds					
4) Effectively use designated team time to plan for differentiated instruction to challenge learners.	IC, Team leaders, Special Programs teachers	Benchmarks STAAR			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 2: By the end of 2015-16 school year, the gap between met standard STAAR scores in math for the overall population of students and students who are economically disadvantaged will be less than 15%.


Summative Evaluation: STAAR scores - Currently: grade 3 overall met 91%; economically disadvantaged met 67%; grade 4 overall met 91%; economically disadvantaged met 70%; grade 5 overall met 95%; economically disadvantaged met 93%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Participate in math pilot for universal screening in kindergarten and first grade.	Principal, Instructional Coach, Math Curriculum Specialist, District Math Specialist	Common assessments Progress monitoring forms			
Funding Sources: 199 - General Funds					
2) Use data reports from the close of each testing window to determine goal achievement. Use these reports to drive instruction for intervention and challenge.	Instructional Coach (IC) Classroom Teachers Special Programs Support Specialists Special Education Teachers	District Benchmarks DRA/TPRI STAAR Campus Common Assessments			
3) Use the RtI process to track and monitor struggling students by setting RtI goals and monitoring progress while providing interventions.	Assistant Principal RtI team Classroom Teachers Principal	District Benchmarks STAAR Campus Common Assessments RtI Progress Monitoring Forms			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: By end of year survey, the percentage of teachers responding agree or strongly agree to the statement, "My students seek deeper learning when they need to be challenged further in their learning," will increase from 59% to 65%.


Summative Evaluation: UT Engagement Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct a minimum of 4 focused learning walks with each grade level team, instructional coach and campus administration. Learning walks will include the look fors developed by teams to examine discourse, engagement, and goal setting.	principal, assistant principal, grade level team leaders	Focused learning walks scheduled Teams agree on look fors Data gathered and discussed in teams Results shared with faculty as a whole			
	Funding Sources: 199 - General Funds				
2) Students will conduct student led conferences a minimum of 3 times per year. Students and teachers will collaborate about goals and strategies to reach these goals prior to the conference.	Principal, Classroom Teachers	Conferences conducted Parent survey questions regarding communication about intervention and challenge			
	Funding Sources: 199 - General Funds				
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: By the end of the year survey, the percentage of students responding agree or strongly agree to the statement, "I regularly assess if I am learning the daily learning target," will increase from 93.2% to 96%.


Summative Evaluation: Student survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct a minimum of 4 focused learning walks with each grade level team, instructional coach and campus administration. Learning walks will include the SLB protocol for learning targets.	principal, assistant principal, grade level team leaders	Focused learning walks scheduled Teams agree on look fors Data gathered and discussed in teams Results shared with faculty as a whole			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 3: By the end of year survey, the percentage of teachers responding agree or strongly agree to the statement, "My students set learning goals and track their progress toward those goals," will increase from 73% to 80%.


Summative Evaluation: UT Engagement Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) The campus, each grade level, and each classroom will set and track 1-3 goals. Tracking will be prominently displayed and teams of students will collect and update data on a regular basis.	Principal, lighthouse team, teachers	Campus goals displayed and team formed to track progress by end of September. Grade level and classroom level goals displayed by end of first nine weeks. Progress toward goals will be announced each nine weeks at Rancher Roundup and in parent newsletter.			
			Funding Sources: 199 - General Funds		
2) Students will participate in Drop Everything and Lead time once per week. During this time, they will track progress on individual, class and grade level goals and determine steps needed to reach goals.	Principal, lighthouse team, teachers	Student leadership binders (data notebooks) will show ongoing progress updates			
			Funding Sources: 199 - General Funds - \$5500.00		
3) Develop an action plan and system for ongoing training for all staff (to include new staff) in use of the 7 Habits for Happy Kids.	Lighthouse Team, Principal, Teacher Leader in Me Trainers	New staff training conducted in fall of 2015 Ongoing booster shots in The Leader in Me 6 times per year			
			Funding Sources: 199 - General Funds - \$1000.00		
					

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

Performance Objective 1: By the end of 2015-16 school year, at least 79% of students will have a healthy BMI score on the Fitnessgram.

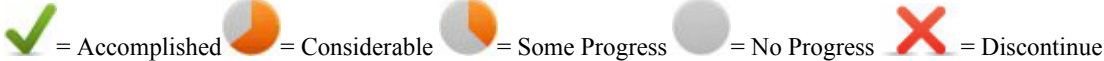
Summative Evaluation: Fitnessgram - 2015 77% of males have a healthy BMI and 73% of females.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) A) Physical Education (PE) staff will administer FG test annually and communicate results to parents. B) CATCH (Coordinated Approach to Child Health) Team will analyze campus FG reports for campus and compare it to district FG report and Texas Academic Performance Reports (TAPR) data	PE staff, CATCH team	FG test administered Data analyzed and disseminated to CATCH team, staff and community			
Funding Sources: 199 - General Funds					
					

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

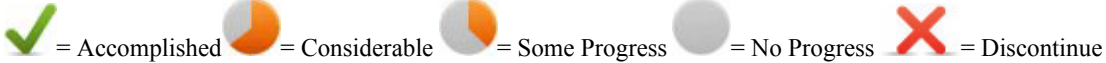
Performance Objective 2: By the end of the 2015-16 school year, each student at Rutledge will have completed an act of community service and the campus as a whole will have recorded 1000 acts of community service for the school year.

Summative Evaluation: teacher records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Form a vertical team to develop and support acts of community service across each grade level. This team will regularly share community service at weekly assemblies or on news broadcasts.	community service team chair, principal	Vertical teams formed by end of September Action plan developed by end of October Tracking of community service as a campus will be ongoing and updated a minimum of once per month			
Funding Sources: 199 - General Funds					
2) Conduct parent training in the 7 Habits of Happy Kids.	7 Habits trainers, Principal, Lighthouse Team	Training scheduled and survey reports of results			
Funding Sources: 199 - General Funds - \$1500.00					
3) Maintain status as No Place for Hate by completing activities designed to promote tolerance and understanding. Maintain Culture of Caring club and activities.	Counselor, C2 leaders	No Place for Hate Designation Membership in C2			
Funding Sources: 199 - General Funds - \$100.00					
4) Conduct activities in honor of Red Ribbon Week.	Counselor	Activities completed			
Funding Sources: 199 - General Funds - \$500.00					
5) Develop campus wide expectations for behavior in all common areas around the building. Provide support for systems to increase student ownership of behavior.	Principal, Assistant Principal, PBIS Team	Systems in place Universal use of common language Signs with expectations posted Data collection on expectations updated each nine weeks			
Funding Sources: 199 - General Funds					
					

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

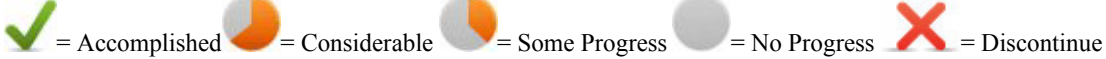
Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources that promotes the long-term development and success of the whole child.

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			
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					
					

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

Performance Objective 4: Increase average student attendance from 96.5% to 96.6% in the 2015-16 school year.

Summative Evaluation: Attendance records

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students will regularly track attendance in their leadership binders and set personal goals to improve attendance.	Classroom teachers	Tracking sheets completed Average attendance increases			
	Funding Sources: 199 - General Funds				
2) Overall attendance for each week will be reported in the campus newsletter. Reminders about attendance and information about the importance of good attendance will be shared regularly in school newsletter.	Principal Registrar	Newsletters Increased average attendance			
					

Addendums

**115 RUTLEDGE ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: ELIZABETH MOHLER**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
51	13.6	1	0	0

Grade	Total	%
EE	12	1.5%
PK	12	1.5%
KG	122	15.5%
01	146	18.5%
02	134	17.0%
03	132	16.7%
04	112	14.2%
05	119	15.1%
Campus Total	789	

Ethnicity		
ASIAN	161	20.4%
BLACK	25	3.2%
HISPANIC/LATINO	154	19.5%
AMERICAN INDIAN	3	0.4%
TWO OR MORE RACES (MULTI)	43	5.4%
WHITE	403	51.1%

Gender		
FEMALE	398	50.4%
MALE	391	49.6%

Economically Disadvantaged		
N	729	92.4%
Y	60	7.6%

Gifted and Talented		
N	680	86.2%
Y	109	13.8%

Students with Disabilities		
N	713	90.4%
Y	76	9.6%

English Language Learners		
N	706	89.5%
Y	83	10.5%

At Risk Students		
N	504	63.9%
Y	285	36.1%

Students in Bilingual Program		
N	789	100.0%

Students in ESL program		
N	706	89.5%
Y	83	10.5%

RUT (115)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
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.	Not met: increased from 86.36 to 86.48%	System in place for students to regularly assess learning target and track progress.
	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.	Not met: Increased to 93.2%	System in place for students to regularly assess learning target and track progress.
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.	Met: 84.11%	Continue to inform parents on a regular basis via electronic media, parent/teacher conferences and student led conferences.
	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%.)	Did not close gap in grades 3 and 4 but raised scores substantially in all areas: Grade 3 all 91%, eco dis 67%, Grade 4 all 91%, eco dis 70%, Grade 5 all 95%, eco dis 93%.	Continue to disaggregate data to monitor progress. Put in place systems to track advanced standard.
	High yield strategies	Increase the percentage of special education students meeting standard on Reading STAAR from 58% to 70%	Met: 70.8%	Continue campus plans to have 100% of students reading on level.
	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%.)	Met at Kinder, 2nd, 5th Not Met at 1st, 3rd and 5th.	Continue PLC meetings to track progress and determine challenge and intervention strategies.

RUT (115)

Reflection on 2014-2015 Campus Goals on a Page

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p>College and Career Readiness</p>	<p>Data analysis and goal setting</p>	<p>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%.</p>	<p>Not met: Increased to 88%</p>	<p>Continue to align vertically from kindergarten through grade 2 to provide balanced literacy and interventions</p>
	<p>High yield strategies</p>	<p>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.)</p>	<p>Met in all areas: Grade 3 28%, Grade 4 37%, Grade 5 32%.</p>	<p>Continue to align vertically from kindergarten through grade 2 to provide balanced literacy and interventions</p>
	<p>High yield strategies</p>	<p>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.)</p>	<p>Met: Reading 25% met and 75% exceeded, Writing 50% met and 50% exceeded.</p>	<p>Continue strategy to have at least 50% of staff at each grade complete ESL Academy.</p>

RUT (115)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
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%.	Not met: Increased from 65% to 72%	Continue to use 7 Habits processes to increase student leadership in community projects.
	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%.	Not met: Increased to 78.43%	Develop specific enrichment strategies for math and communicate to parents regularly. Pilot screening program for math grades K-1.
	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.	Met: 73,3% females and 76.7% males	Continue healthy lifestyles initiatives.
	Student ownership of learning	Overall attendance rate will increase from 95.5% to 97%	Met: 97%	Implement plan to address chronic absences or tardiness in a proactive manner.