

Leander Independent School District
Steiner Ranch Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



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

Steiner Ranch Elementary is located in the southern perimeter of the Leander Independent School District; the school opened its doors 21 years ago. Steiner Ranch began the 2014-2015 school year with 642 students and peaked in May with 659 students. Student mobility is low, averaging around 7%. Few Steiner Ranch students (6.8%) meet the federal criteria for economic disadvantage; eighteen percent of SRE students are classified 'at-risk'. Ethnic and racial diversity at Steiner Ranch is limited, over 70% of Steiner students are white, with many fewer students of Hispanic, African-American and Asian descent. Few Steiner students (4%) are English language learners. Just over ten percent of Steiner Ranch students have been identified as eligible for Special Education services (this percentage includes 'Speech Only' students); almost one-fourth of SRE students meet requirements for inclusion in LISD's gifted and talented program.

Eighty-one percent of Steiner Ranch Elementary's 51 professional staff are white, and all but one are female. Eighty percent of SRE staff have more than 6 years of public school teaching experience; mean experience is 9.8 years.

Steiner Ranch Elementary's 'identity' as a campus serving one of Austin's wealthiest neighborhoods will likely be significantly challenged in the next few years. Nearly 1000 apartment units have been recently built or are under construction in the immediate area, and average rents (although on the high side compared to other Austin suburban areas) will undoubtedly attract more diversity to the neighborhood.

- Current student enrollment 622
 - White/Caucasian 72%
 - Hispanic 13%
 - Asian 8%
 - African-American 2%
 - Two or more races 5%
 - Economically Disadvantaged 6.8%
 - Non-economically Disadvantaged 93.2%
 - English Language Learners (ELL) 4.0%
 - At-Risk 18.2%

- Current staff 66
 - White/Caucasian 81%
 - Hispanic 9%
 - Asian 7%
 - Two or more races 3%
 - Male 2%
 - Female 98%
- Definite Gaps evident in 2015 STAAR Level III Advanced Performance data (gaps of particular concern highlighted):

	All Subjects	Reading	Math	Writing	Science
Campus	36.1%	46.8%	39%	20.2%	21.7%
White	35.5%	46.4%	59%	18.5%	21.3%
Hispanic	19.3%	28.6%	22%	11.8%	0%
Economically Disadvantaged	0%	0%	11%	0%	0%
ELL	0%	0%	22%	0%	0%
Special Education (includes Speech Only)	9.5%	15.4%	4%	0%	0%

Although total numbers of these subpopulations can be quite small, the persistence of performance gaps across grade levels and subjects suggests differences in equitable access to the curriculum and to academic success.

Demographics Strengths

The Steiner Ranch attendance zone is home to just over 15,000 people; area demographic studies describe the average resident in this master-planned community as a college-educated white-collar worker in their middle thirties with a median annual income of over \$100,000. Median home sale price in the Steiner neighborhood exceeds \$300,000, and 'disposable' income in the area exceeds the national average. The percentage of single-family home residents far exceeds the percentage of residents living in multi-family housing, and most single-family home residents own (rather than rent) their home. As in the Steiner Ranch neighborhood, student and faculty mobility are low at Steiner Ranch Elementary, with most recent percentages at 7% and 9%, respectively.

- Population in attendance zone 15,000
- Median Income \$100,000
- Median home price \$300,000
- Student mobility 7%

Staff mobility 9%

Parent involvement at Steiner Ranch Elementary is extremely high, with parents volunteering for classroom assistance, after-school clubs/activities and special events. The SRE PTA undertakes several fundraisers every year that collectively raise tens of thousands of dollars - the PTA Board and general membership devote these funds to classroom teacher support and to the improvement of the SRE campus. Steiner Ranch parents are acknowledged to be invaluable partners in the education of SRE students as college- and career-ready global citizens.

Demographics Needs

Although the primary mission of Steiner Ranch Elementary is to secure student success for every child given to our care, the campus community functions as a strong anchor in the Steiner neighborhood culture. The opportunity to represent the leading edge of welcome and acceptance to community change is one that Steiner Ranch Elementary educators cannot afford to miss.

As the Steiner Ranch neighborhood becomes more ethnically and economically diverse, the challenge will be for the parent and teacher communities to view the change as a positive one. As the Steiner Ranch student community acquires a heterogeneity more like that of Austin itself, SRE teachers (and those that support SRE success) will need to add new skills and learning to their already-considerable professional portfolios.

- Growth in attendance zone since 2000 271%
- Projected growth in people per square mile by 2019 9%

Student Achievement

Student Achievement Summary

Steiner Ranch 2015 Accountability Summary:

2015 Accountability Rating - MET STANDARD. Index scores exceeded target scores in every case, with ranging from 26 points exceeding in Index 3 to 45 points exceeding in Index 4. See addendum "Analysis of 2015 STAAR Results" for in-depth analysis.

- Index 1: 95 (Target score = 60)
- Index 2: 50 (Target score = 30)
- Index 3: 54 (Target score = 28)
- Index 4: 57 (Target score = 12)

Distinction Designations - NONE EARNED

PERFORMANCE RELATIVE TO SCHOOLS IN 2015 TEA CAMPUS COMPARISON GROUP

- Attendance Rate **Q2**
- Greater Than Expected Student Growth in English Language Arts (ELA) **Q2**
- Grade 3 Reading Performance **Q3**
- Grade 4 Reading Performance **Q2**
- Grade 4 Writing Performance **Q2**
- Grade 5 Reading Performance **Q2**
- Grade 5 Science Performance **Q3**

State System Safeguards:

- Performance Rates: 100%
- Participation Rates: 100%*

*The participation rate for economically disadvantaged students on Reading STAAR will be monitored, as the group size is very small and absences in that subgroup are at times of concern

2014-2015 DRA Grades K - 5

78% of SRE students made at least one-year's growth, with ranges extrapolated from LISD beginning-, middle-, and end-of-year DRA expectations. 22% of SRE students made less than one-year's growth, with these percentages ranging from a low of 13% in second grade to a high of 39% in kindergarten.

Student Achievement Strengths

- The performance of SRE non-economically disadvantaged students on 2015 Reading STAAR exceeded non-economically disadvantaged LISD average.
- SRE 2015 Reading performance exceeds LISD averages at Phase 1, Level 2 and Level 3. SRE 2015 Reading performance is projected to exceed LISD averages at Phase 2, Level 2 and Level 3. SRE 2015 Reading performance is projected to exceed LISD averages at Final Recommended Standard at Level 2 and Level 3.
- SRE STAAR Reading performance exceeds predictions based on 2014-2015 DRA data: students performed better on reading STAAR than teacher-administered reading inventories predicted.
- Gender gaps in 3/4/5 Level III Reading performance not statistically significant.

Student Achievement Needs

- Distinction Campus Outcomes: 0 of 6 eligible indicators in the Top Quartile! Given that distinctions represent comparison of SRE Level III performance relative to "schools like SRE", there are definitely opportunities here for improvement. Initial thoughts include a careful revisit of Bloom's Higher-Order Questions, coupled with conscious extension of question wait-time to improve Level III performance.
- Although met-standard performance is conquerable, Level III performance of SRE economically-disadvantaged students consistently lags behind that of their less-disadvantaged classmates. (It is worth noting that the ED subgroup size is quite small.)
- There is a sizable gender gap in 2015 Level III STAAR Science scores: Girls' Level III performance is nearly 11 percentage points lower than that of boys. Lengthening teachers' question wait-time to at least 5 seconds is going to be key in closing this gap. Given these results, we expect to find a similar trend in STAAR math performance.

School Culture and Climate

School Culture and Climate Summary

Spring 2015 perceptual survey data indicate that a clear majority of Steiner Ranch students rate their teachers and learning environment very highly (see addendum for supporting data). Students believe themselves to be engaged in their learning, feel supported in their learning by their teachers, and consider themselves safe within and outside the classroom. One out of eight SRE students surveyed does not feel sufficiently challenged by the instruction in their classroom.

2015 Perceptual data collected from parents (see attached addendum) echo students' perceptions of SRE as a safe, nurturing environment. However, the perception of insufficient instructional rigor is considerably stronger in the parent data, with one out of three SRE parents surveyed indicating the belief that their child is not appropriately academically challenged.

2015 Teacher reviews of Steiner administrators are slightly mixed, with most respondents affirming the competence and dedication of the SRE principal and assistant principal.

School Culture and Climate Strengths

Survey statements receiving the five highest percentages of agreement in 2015 student perceptual data are (Percentage "Agree" plus "Strongly Agree") :

- 99.3% I understand what I am learning in class and why it's important to me
- 96.3% I am excited and actively participate in class learning activities
- 94.7% I feel safe in my classroom
- 94.4% I regularly assess if I am learning the daily learning target
- 92.2% I get the help I need when I'm struggling to learn in class

Survey statements receiving the five highest percentages of agreement in 2015 parent perceptual data are (Percentage "Agree" plus "Strongly Agree"):

- 98.57% The campus encourages parent/community involvement.
- 97.14% The campus makes me feel informed, included and welcome to participate in campus-based parent/teacher groups.
- 95.72% The campus provides an environment that is inviting for parents and families.
- 95.71% The campus provides a safe and supportive learning environment for my child
- 94.29% The campus provides me with adequate and timely communications.

The percentage of family attendance at school events is extremely high, and SRE has dozens of dedicated volunteers who donate their time and energy to the

school weekly. The Steiner Ranch PTA is very active and works closely with the campus principal to support school initiatives.

Spring teacher surveys indicate continued commitment to Professional Learning Communities. The "C Squared" anti-bullying program functions well under the joint direction of the assistant principal and guidance counselor.

School Culture and Climate Needs

The Spring 2015 parent survey data below identifies the statements below are of most concern to parents. Parents echoed these same concerns about instructional rigor when speaking with LISD senior staff about the qualities/actions most desired of a new Steiner Ranch principal. The PTA Board affirmed the improvement of instructional rigor to the campus principal as a wish for the 2015-2016 school year in the August and September Board meetings.

Percentage "Agree" plus "Strongly Agree":

- 70.15% My child gets the support needed for enrichment/advancement when appropriate.
- 70.15% The campus provides opportunities for students to participate in community service projects.
- 85.07% The campus has a system in place to help my child set academic goals and track progress.
- 87.14% The instructional resources provided are effective in helping my child master learning expectations.
- 94.28% The campus keeps me informed about my child's academic progress

Students echoed a similar sentiment about instructional rigor in 2015 student perceptual data, placing the following statement at lowest percentage of "Agree" plus "Strongly Agree":

- 87.1% I feel challenged to learn as much as I can in class.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All Steiner Ranch Elementary professional staff meet Highly Qualified requirements for their teaching assignment. 75% of the SRE faculty have 8+ years of experience, with average tenure just over 10 years. There is little mobility among the Steiner Ranch Elementary staff (8% this year), and many of the SRE teachers and staff live in the school's attendance zone. Four new teachers and three instructional assistants were hired for the 2014-2015 school year, and all but one have previous teaching experience. Steiner Ranch's long-time instructional coach transferred to another LISD campus this summer, and SRE was fortunate to have hired an experienced LISD teacher as the new IC.

Staff Quality, Recruitment, and Retention Strengths

All but one of the Steiner Ranch staff completed their required summer staff development hours, with many accumulating far in excess of the hours required. Teacher turnover is low at Steiner Ranch, and SRE teachers are as a whole passionate about their students and the profession. All but one Steiner Ranch instructional aides are certified elementary teachers. Despite its somewhat remote geographical location, Steiner Ranch is fortunate that its good reputation consistently draws highly qualified teacher applicants to its doors.

Steiner Ranch's instructional coach is new to the position and to the campus. Her energy and considerable aptitude for the job provide a just-in-time opportunity to revisit the campus vision for instructional rigor and challenge.

Staff Quality, Recruitment, and Retention Needs

Of the four new teachers hired at Steiner Ranch Elementary this year, two of them will serve on the third grade team. One of the new hires has 8 years of previous teaching experience, and the other teacher is new to teaching this year. The third grade team leader is doing a fine job of shepherding the new hires and orienting them to "The Leander Way", but the newness of these two new hires to LISD and to this third grade team will necessitate additional support from campus administration.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Steiner Ranch is a high-performing non-Title campus with a long history of success. SRE will continue to meet its obligation to provide equitable access to all students to a guaranteed and viable curriculum. Steiner Ranch will align all classroom practice to state and district expectations via collaborative planning around the LISD curriculum documents. Time will be allotted during duty hours for teachers to plan in grade level and vertical teams to ensure rigor and appropriate challenge for every SRE student. Steiner Ranch teachers worked diligently last year with new math TEKS and LISD's new math resource BRIDGES – this year will provide opportunities to move towards greater proficiency with both. Last year's campus problem statement focused on applying mathematical understandings to solve authentic, multifaceted problems at varying levels of complexity. Additional attention will be given this year to higher-order questioning and longer question wait time. Monthly RTI meetings will continue each month to evaluate the effectiveness of instructional interventions effectiveness, to ensure that struggling students are provided appropriate just-in-time assistance when needed. Teachers will continue to meet in PLC groups twice a month, as a cross-level task force works this year to create a schedule for more frequent extended planning time.

SLB DATA DRIVING OUR GOALS:

- Data from Spring 2015 Student Perceptual Survey suggest that students would welcome more instructional rigor in the classroom:
 - 12.3% of students "Disagree" or "Strongly Disagree" with the statement "I feel challenged to learn as much as I can in class."
- Data from Spring 2015 Parent Perceptual Survey affirm the sentiment:
 - 29.85% of parent respondents "Disagree" or "Strongly Disagree" with the statement "My child gets the support needed for enrichment/advancement when appropriate."

Curriculum, Instruction, and Assessment Strengths

SRE students posted strong 2015 results relative to the four STAAR indices:

- performance exceeded the target by 35 points
- performance exceeded the target by 20 points
- performance exceeded the target by 26 points
- performance exceeded the target by 45 points

SRE students perceive classroom instruction to be engaging and relevant:

- 99% of students reported on the 2015 spring survey that they understand what they are learning and why it is important.
- 96% of students reported on the 2015 spring survey that they are excited and participate actively in class.

Curriculum, Instruction, and Assessment Needs

SLB Data from Spring Perceptual Surveys:

- 12.3% of students "Disagree" or "Strongly Disagree" with the statement "I feel challenged to learn as much as I can in class."
- 29.85% of parent respondents "Disagree" or "Strongly Disagree" with the statement "My child gets the support needed for enrichment/advancement when appropriate."

Although Steiner Ranch Met Standard on 2015 STAAR, SRE earned no Distinction Designations:

PERFORMANCE RELATIVE TO SCHOOLS IN 2015 TEA CAMPUS COMPARISON GROUP

- Attendance Rate **Q2**
- Greater Than Expected Student Growth in English Language Arts (ELA) **Q2**
- Grade 3 Reading Performance **Q3**
- Grade 4 Reading Performance **Q2**
- Grade 4 Writing Performance **Q2**
- Grade 5 Reading Performance **Q2**
- Grade 5 Science Performance **Q3**

Quartiles highlighted in red above offer definite opportunities for improvement in Level III performance.

2015 STAAR Index 3: CLOSING PERFORMANCE GAPS CALCULATIONS REPORT

STAAR Weighted Performance Rate Gap between economically disadvantaged and White Student Subpopulations

- Reading 60 points
- Writing 31 points
- Science 33 points

Family and Community Involvement

Family and Community Involvement Summary

Steiner Ranch Elementary is fortunate to have a high level of parent and PTA support. Parents independently and through PTA generously support the mission of the school through the donation of their time and monetary resources. Parents are considered to be integral partners in the school improvement process at Steiner Ranch and are provided varied opportunities to be involved. Communication tools already effective will be continued this year: Facebook, campus website links, teacher websites, and the electronic SRE Insider sent to all parents. A new opportunity this year for parents and community members to connect to the campus mission and improvement process will be during the monthly Coffee With the Principal – a time where school news, education updates from TEA, etc. will be shared. The Site-Based Committee will meet monthly with the principal to review progress towards the attainment of the campus goals articulated in the Campus Improvement Plan.

Family and Community Involvement Strengths

Strengths evident in Spring 2015 parent survey data:

- 99% agreement - The campus encourages parent/community involvement.
- 98% agreement - The campus makes me feel informed, included and welcome to participate in campus-based parent/teacher groups
- 96% agreement - The campus provides an environment that is inviting for parents and families.

High participation in parent-community school activities/projects:

- Outdoor Classroom/School Garden
- Math Pentathlon
- Destination Imagination
- Watch D.O.G.S.

Family and Community Involvement Needs

The Steiner Ranch PTA has expressed a concern that many involved parents do not join the PTA, believing themselves to be neighborhood 'outsiders'. PTA has undertaken the challenge this year to change that perception to one where all parents to be welcome. The Steiner Ranch staff also recognizes our obligation to readily welcome every child and family that walks through our doors and to provide all with meaningful opportunities to participate in the life of the school. Bulleted family & community involvement needs:

- SRE PTA reports that the percent of PTA membership among SRE families does not reflect the consistent high numbers of parent volunteer sign-ins on daily campus logs.
- Diversity present among/within SRE parent volunteers and PTA membership rosters will fluctuate in response to trending diversity within student population.

Technology

Technology Summary

The purposeful integration of technology into instruction at Steiner Ranch Elementary on the cusp between Bloom's Knowledge and Comprehension stages. Levels of understanding and implementation vary widely across the staff:

- Average understanding among teachers is 'situational', with specific technology tools associated with specific instructional situations. While there are a few 'early adopters', SRE has not yet reached the point where teachers put technology to innovative use in the planning and implementing of high-interest, high-level instruction.
- Those technology tools/uses already mastered are commonly viewed as disconnected, with each of equal – and unrelated - importance.

Campus STaR chart scores (district goal is greater than or equal to 16):

- Teaching & Learning = 15
- Educator Preparation = 14
- Infrastructure = 14
- Leadership = 13

Technology Strengths

Technology tools used/mastered by some staff:

- Go Noodle
- Google Classroom
- Google Docs

In 2014-2015, PTA purchased iPads for all teachers and sent 7 teachers to the TCEA annual conference in Austin.

Students used iStation and Think Through Math extensively last year, are perceived to have appropriate technology skills/knowledge and abide by the LISD Acceptable Use guidelines.

Technology Needs

Teachers will be afforded opportunities this year to move into Bloom's Application level of technology integration.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- AEIS longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data


- Budgets/entitlements and expenditures data

Goals

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

Performance Objective 1: Increase number of Distinctions earned for Quartile 1 performance relative to TEA Campus Comparison Group from 0 in 2015 to 3 in 2016.

Summative Evaluation: 2016 Texas Education Agency Distinction Designation Summary

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Steiner Ranch Elementary faculty will undertake the study and implementation of higher-order questioning strategies and increased wait-time in core subjects to elicit divergent thinking and student dialogue.	Classroom Teachers Instructional Coach Campus Administrators	Average campus percentage of teacher questions at Bloom's "Application" or higher recorded in walkthrough observations will increase 25% between September and March.			
		Average percentage of student classroom assignments/tasks presenting cognitive demand/difficulty at Bloom's "Application" or higher will increase 25% between September and March.			
Funding Sources: 199 - General Funds					
2) Principal will hold monthly coffee with interested parents & community members to provide opportunity to share performance data and facilitate discussions about school improvement.	Principal	Agenda & sign-in sheets			
	Funding Sources: 199 - General Funds				
3) Literacy Night & Math Night	Principal Instructional Coach SRP Teacher	Agenda & Sign-In Sheets			
	Funding Sources: 199 - General Funds				
					

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

Performance Objective 2: STAAR Postsecondary Readiness Index 4 indicator will increase from 56% to 66% in the All Student group.


Summative Evaluation: TEXAS EDUCATION AGENCY 2016 Index 4: Postsecondary Readiness Calculation Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Steiner Ranch SRP teacher will provide one hour of campus-based staff development once per month to all SRE teachers on best-practice strategies to: 1. accelerate the progress of students reading below grade level as measured by DRA, and 2. increase percentages of students exceeding expectations as measured by DRA.	SRE SRP teacher SRE instructional coach SRE administrators	1. 15% decrease in K-5 students failing to make one-year's progress in reading proficiency, as measured by DRA. 2. 15% increase in K-5 students exceeding one year's progress in reading proficiency, as measured by DRA. 3. STAAR Postsecondary Readiness Index 4 indicator increase to 66% or better.			
Funding Sources: 199 - General Funds					

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

Performance Objective 1: Increase STAAR weighted performance rate on Index 3 from 54% in 2015 to 60% in 2016.

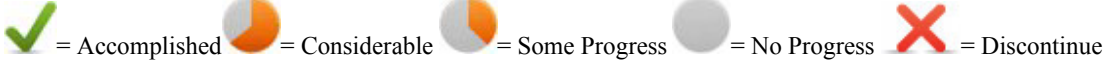
Summative Evaluation: TEXAS EDUCATION AGENCY 2016 Index 3: Closing Performance Gaps Calculation Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Ensure that classroom teachers have accurate list of all students coded in PEIMS as "economically disadvantaged". Grade levels will use one planning period per month to compare performance of economically disadvantaged students on classroom assessments and survey instruments of to that of non-economically disadvantaged students. Principal will attend these planning periods.	Campus registrar Classroom teachers Instructional coach Campus administrators	Diminished gap between performance of economically disadvantaged and non-economically disadvantaged students, as measured by classroom assessment and reading proficiency metrics.			
Funding Sources: 199 - General Funds					
2) The ACADEMICS CADRE is one of four SRE faculty working groups this year. The group has been given this charge: DESIGN & PRESENT A PLAN TO IDENTIFY AND MONITOR DATA SOURCES TO DRIVE TARGETED SRE SCHOOL IMPROVEMENT. This cadre will meet once a month to study current/recent student performance data, with particular attention given to gaps in 'met standard' and 'advanced level' performance.	Academics Cadre members Instructional Coach Campus Administrators	Weighted performance rate on 2016 STAAR Index 3 greater than or equal to 60% .			
Funding Sources: 199 - General Funds					
					

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

Performance Objective 2: Increase STAAR Index 3 weighted performance rate for Economically Disadvantaged students in all tested subjects by 15%.


Summative Evaluation: TEXAS EDUCATION AGENCY 2016 Index 3: Closing Performance Gaps Calculation Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) STAAR Information Night for parents and interested community members	Principal	Agenda & Sign-in sheet			
Funding Sources: 199 - General Funds					
2) The PLC CADRE is one of four SRE faculty working groups this year. The group has been given this charge: DESIGN & PRESENT A PLAN FOR A MASTER SCHEDULE TO INCLUDE EXTENDED/CONTINUOUS PLANNING TIME WITHIN THE SCHOOL DAY FOR GRADE LEVELS & DEPARTMENTS. The purpose of school day PLC time is to afford teachers time with campus principal and instructional coach to focus on increasing high levels of student performance on all measures. This cadre will meet once a month to evaluate extended planning schedules currently in use at other LISD elementary schools and will propose a workable schedule to SRE faculty in the spring.	PLC CADRE members Campus principals Campus instructional coach	Increase STAAR Index 3 weighted performance rate for Economically Disadvantaged students in all tested subjects by 15%.			
Funding Sources: 199 - General Funds					
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Increase percentage of students answering agree or strongly agree from 89.4% to 94% or more on the EOY district survey as it pertains to SLB 6 (I know my learning goals and track my progress throughout the year.)


Summative Evaluation: 2016 Student Perceptual Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Student-Led Conferences	Principal	Schedule of visits			
2) The SRE Culture CADRE is one of four SRE faculty working groups this year. The group has been given this charge: DISCUSS/DESIGN/PRESENT A PROPOSAL TO BRING THE LEADER IN ME PROGRAM TO SRE. The SRE faculty has chosen Covey's Leader in Me program as an over-arching strategy to empower students in part to record personal and academic goals, and monitor their own progress toward them. The cadre will meet monthly to study the LIM model, review relevant campus data and to build an early spring presentation for the SRE school and PTA community.	CULTURE Cadre members Instructional Coach Campus Principals	Complete proposal ready by April 1, 2015 Funding Sources: 199 - General Funds			
					

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

Performance Objective 1: Increase the percentage of students answering "Agree" or "Strongly Agree" to from 87.7% to 95% or more on the EOY Student Perceptual Survey statement "I feel challenged to learn as much as I can in class."


Summative Evaluation: 2016 Student Perceptual Survey

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Steiner Ranch Elementary faculty will undertake the study and implementation of higher-order questioning strategies and increased wait-time in core subjects to elicit divergent thinking and student dialogue.	Classroom Teachers Instructional Coach Campus Administrators	Average campus percentage of teacher questions at Bloom's "Application" or higher recorded in walkthrough observations will increase 25% between September and March. Average percentage of student classroom assignments/tasks presenting cognitive demand/difficulty at Bloom's "Application" or higher will increase 25% between September and March.			
2) Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, Curriculum Facilitator, Instructional Coach, Campus Librarian and Campus Tech	Collaborative Team and Dept. Agendas			
					

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


Performance Objective 2: Decrease 2015-2016 recorded incidents of physical aggression in Kinder and First Grade by 30% compared to the 42 incidents recorded in those grade levels in 2014-2015.

Summative Evaluation: School - Date Range Infraction Student List

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) SRE faculty heard an overview of the Leader in Me program during 2015 Returning Teacher Week. The Covey regional representative will present a a more detailed explanation of the program in October 2015. The Culture & Climate campus cadre will prepare a proposal for the PTA to support SRE's request for funds to formally begin the program.	Instructional Coach Campus Administration	30% reduction by 1 June 2015 in incidents of physical aggression in grades K and 1 for the 2015-2016 SY. Principal and AP will monitor incremental progress monthly.			
2) SRE's No Place for Hate® initiative to empower the whole school community to tackle prejudice, bullying and intergroup conflict is our C2 student group. The assistant principal and school counselor work together to plan for and lead this group.	Assistant principal, Guidance counselor	20% reduction by 1 June 2015 in incidents of physical aggression/bullying in grades 2-5 for the 2015-2016 SY. Principal and AP will monitor incremental progress monthly.			
Funding Sources: 199 - General Funds					
3) SRE professional support staff will partner with district general ed and SpEd support staff to offer a series of short staff development sessions to SRE primary teachers. Sessions will focus on a small set of research-based, high-yield strategies for SRE primary teachers to utilize as RtI Tier I responders to challenging student behavior.	Campus principals Campus guidance counselor, SCSS teacher, SpEd lead teacher, ELE teacher District autism specialist and gen ed behavior coach	50% reduction in office referrals/calls for discipline assistance in grades K-2 by January 30.			
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					
					

2015-2016 Site-Based Advisory Committee

Committee Role	Name	Position
Administrator	Catherine Robinson	Principal
Administrator	Rebecca Rainey	Assistant Principal
Non-classroom Professional	Nikki Aguirre	Instructional Coach
Non-classroom Professional	Mary Ellen Santerre	Counselor

Addendums

107 STEINER RANCH ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: CATHERINE ROBINSON

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
45	10.4	4	1	0

Grade	Total	%
EE	6	1.0%
PK	20	3.2%
KG	79	12.7%
01	95	15.2%
02	89	14.3%
03	95	15.2%
04	114	18.3%
05	125	20.1%
Campus Total	623	

Economically Disadvantaged		
N	579	92.9%
Y	44	7.1%

Students with Disabilities		
N	566	90.9%
Y	57	9.1%

At Risk Students		
N	436	70.0%
Y	187	30.0%

Ethnicity		
ASIAN	56	9.0%
BLACK	17	2.7%
HISPANIC/LATINO	102	16.4%
AMERICAN INDIAN	1	0.2%
TWO OR MORE RACES (MULTI)	34	5.5%
HAWAIIAN OR PACIFIC ISLANDER	2	0.3%
WHITE	411	66.0%

Gender		
FEMALE	320	51.4%
MALE	303	48.6%

Gifted and Talented		
N	514	82.5%
Y	109	17.5%

English Language Learners		
N	584	93.7%
Y	39	6.3%

Students in Bilingual Program		
N	623	100.0%



Students in ESL program		
N	584	93.7%
Y	39	6.3%

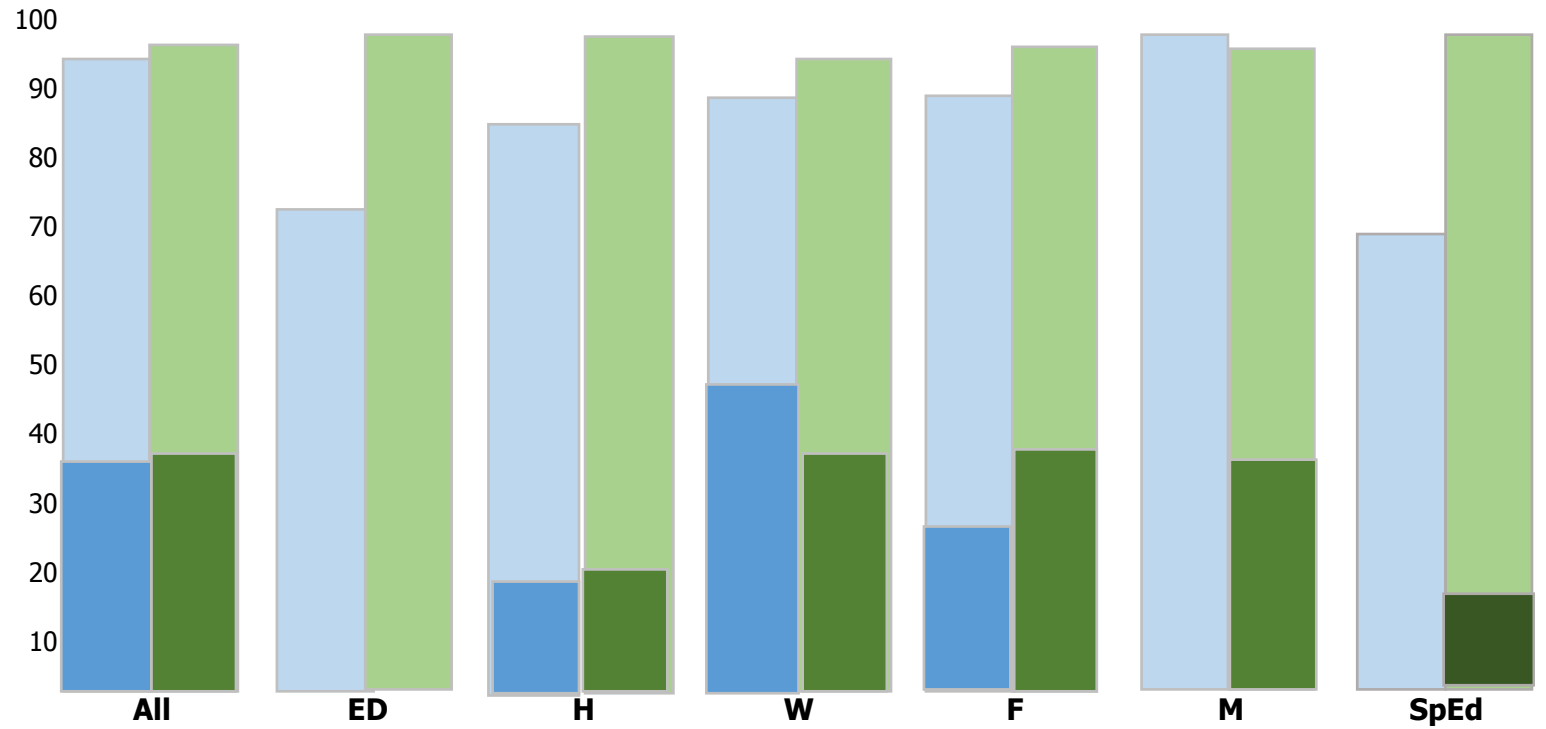
STR (107)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student Ownership of Learning	Increase the percentage of students answering "strongly agree" or "agree" from 89% to 95% to the following survey questions by 2015: "I know my learning goals and track my progress throughout the year" (Baseline 2014 = 89% of students "Strongly Agree/Agree).	NOT MET. Although performance is strong, the stated goal was not met as the percentage of students answering agree and strongly agree rose from 89% to 89.4%. See attached evidence.	Review data with staff at beginning of year, facilitate team/whole group reflection. Grade levels will submit short plan to principal for improvement.
Eliminating the Achievement Gap	Plan for intervention / challenge	Each student will make at least one year's worth of growth in Reading, as measured by each individual students' EOY DRA (Baseline 2014 = Kinder 91%, 1st grade 95%, 2nd grade 87%, 3rd grade 83%, 4th grade 87%, 5th grade 89%).	NOT MET. DRA data shows that this goal was not met. Percentages declined or remained static at all grade levels.	Review data with staff at beginning of year, facilitate team/whole group reflection. Grade levels will revisit/revise STR LA commitments.
	Essential learning aligned to TEKS	Students will achieve 80% or higher on district benchmarks in Math (Baseline 2014 = 3rd grade 65%, 72%; 4th grade 68%, 78%; 5th grade 65%, 79%) and in Science (Baseline 2014 = 3rd grade 74%, 80%, 87%, 80%; 4th grade 75%, 88%, 81%, 81%; 5th grade 89%, 91%, 88%, 87%).	NOT MET. 2015 MATH benchmark data shows that this goal was not met, though there were close approximations in some cases. 2015 SCIENCE benchmark data shows that progress has been made, with only one out of 12 possible data points falling short of the standard. See attached evidence.	Review data with staff at beginning year - celebrate successes and reflect on opportunities for continued growth. Campus staff will focus more closely this year on asking more higher-order questions and lengthening question wait time.
College and Career Readiness	Plan for intervention / challenge	Increase the percentage of students achieving Advanced level III Performance on Science STAAR from 25% to 35% or greater (Baseline 2014 = 25%) and maintain the percentage of students achieving 95% or greater for Met Standard on Science STAAR (Baseline 2014 = 95%).	NOT MET. STAAR data shows that Level III performance was 3% points short of goal. Percentage Met Standard was 2% points short of goal.	Effective instructional practices will be continued, coupled with greater focus on higher-order questioning & longer question wait time.

STR (107)		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	Increase the percentage of students answering "strongly agree" or "agree" from 96% to 98% by 2015 to the statement: "I feel safe in my classroom" (Baseline 2014 = 96%) and increase the percentage of students answering "strongly agree" or "agree" from 95% to 98% to the statement "I feel safe on campus" (Baseline 2014 = 93%).	NOT MET. Goals not met: 1.2 percentage point loss on first indicator and .5 gain on second indicator. It is difficult to determine the cause of small fluctuations at the top of the curve.	STR will continue anti-bullying and C2 programs to reinforce students' perceptions of the campus as safe. PLC time will switch from flex period to afterschool to improve quality of student supervision.

STAAR Reading - 3rd Grade	% Met Standard		% Level III	
	2014	2015	2014	2015
All Students	91.49%	97.96%	39.36%	39.8%
Economic Disadvantage	75%	100%	0%	0%
Asian	100%	100%	50%	60%
Black/African American	76.92%	100%	7.69%	0%
Hispanic	83.33%	100%	16.67%	26.67%
Two or More Races	94.03%	100%	46.27%	50%
White	91.84%	96.97%	48.98%	39.39%
Female	91.11%	98.08%	28.89%	40.38%
Male	100%	97.83%	0%	39.13%
LEP	0%	100%	0%	0%
Special Ed Indicator	71.43%	100%	0%	18.18%

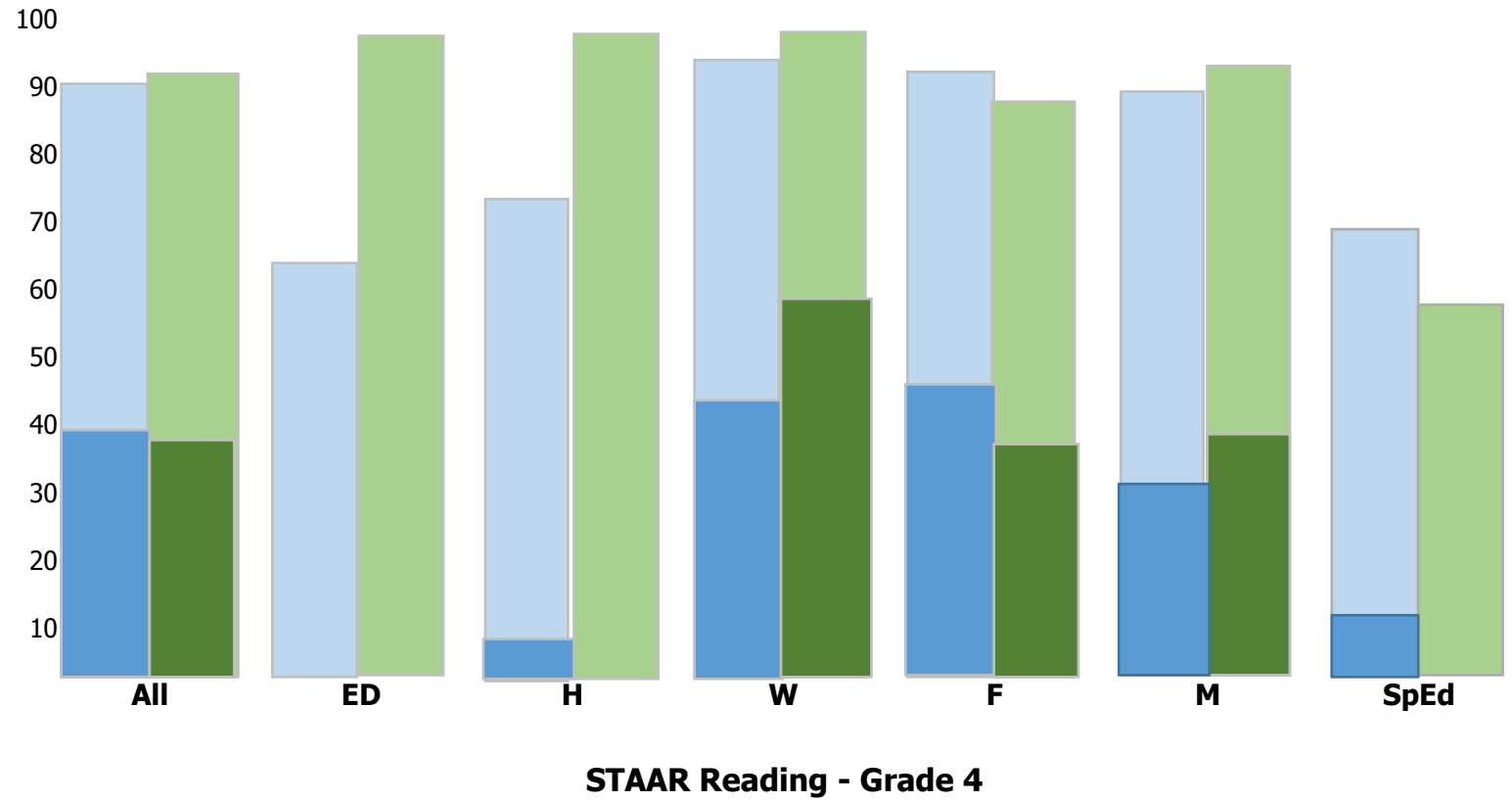
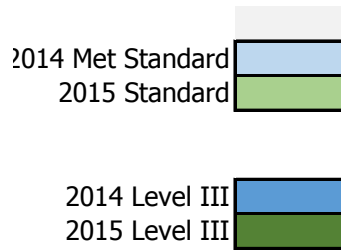
2014 Met Standard 
 2015 Standard 

2014 Level III 
 2015 Level III 

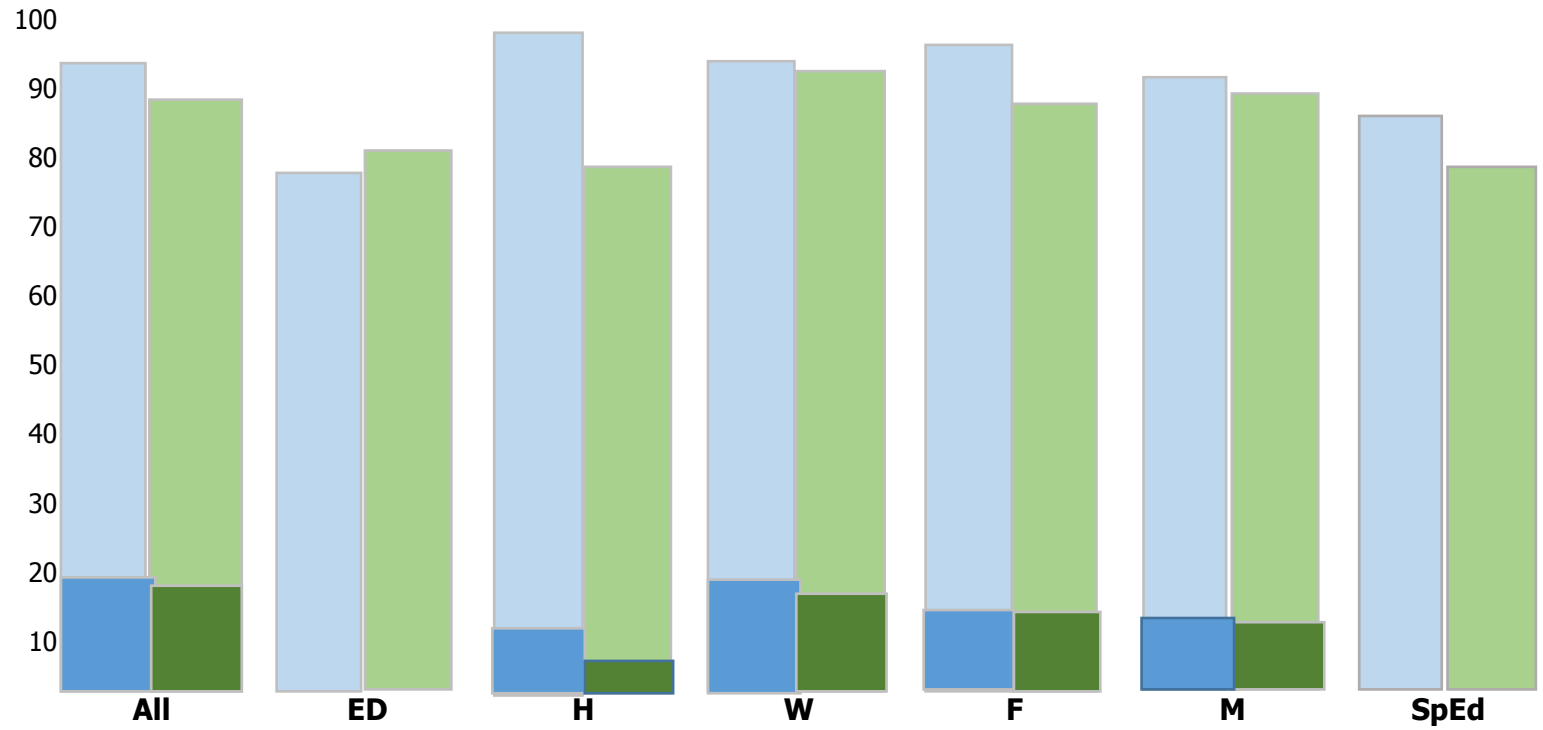
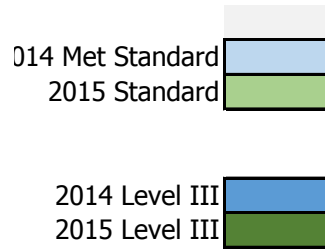


STAAR Reading - Grade 3

STAAR Reading - 4th Grade	% Met Standard		% Level III	
	2014	2015	2014	2015
STEINER	93.75%	94.26%	41.07%	40.16%
Economic Disadvantage	66.67%	100%	0%	0%
Asian	100%	100%	62.5%	64.29%
Hispanic	76.47%	100%	11.76%	0%
Two or More Races	100%	100%	37.5%	26.67%
White	96.2%	100%	45.57%	60%
Female	94.83%	91.86%	53.45%	38.37%
Male	92.59%	95.52%	27.78%	41.79%
First Year of Monitoring	100%	92.73%	33.33%	38.18%
LEP	25%	100%	0%	0%
Special Ed Indicator	71.43%	60%	14.29%	0%

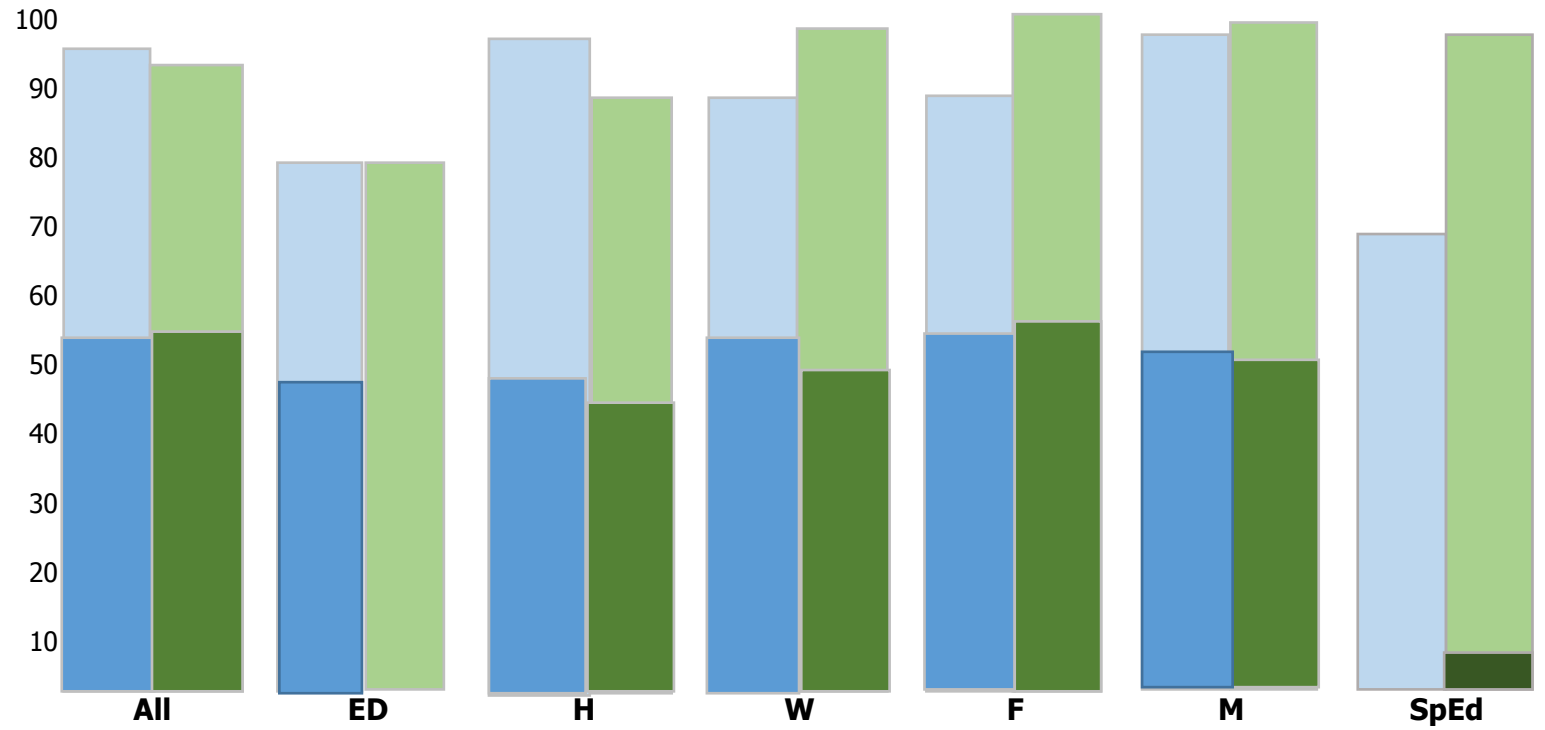
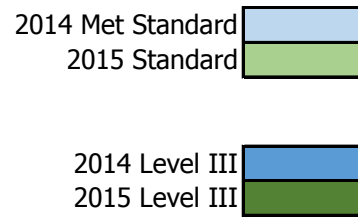


STAAR Writing - 4th Grade	% Met Standard		% Level III	
	2014	2015	2014	2015
STEINER	96.67%	92.04%	21.67%	20.35%
Economic Disadvantage	80%	83.33%	0%	0%
Asian	100%	100%	50%	50%
Hispanic	100%	82.35%	14.29%	11.76%
White	96.43%	95%	20.24%	18.75%
Female	98.48%	91.38%	22.73%	22.41%
Male	94.44%	92.73%	20.37%	18.18%
LEP	100%	100%	0%	0%
Special Ed Indicator	87.5%	85.71%	0%	0%



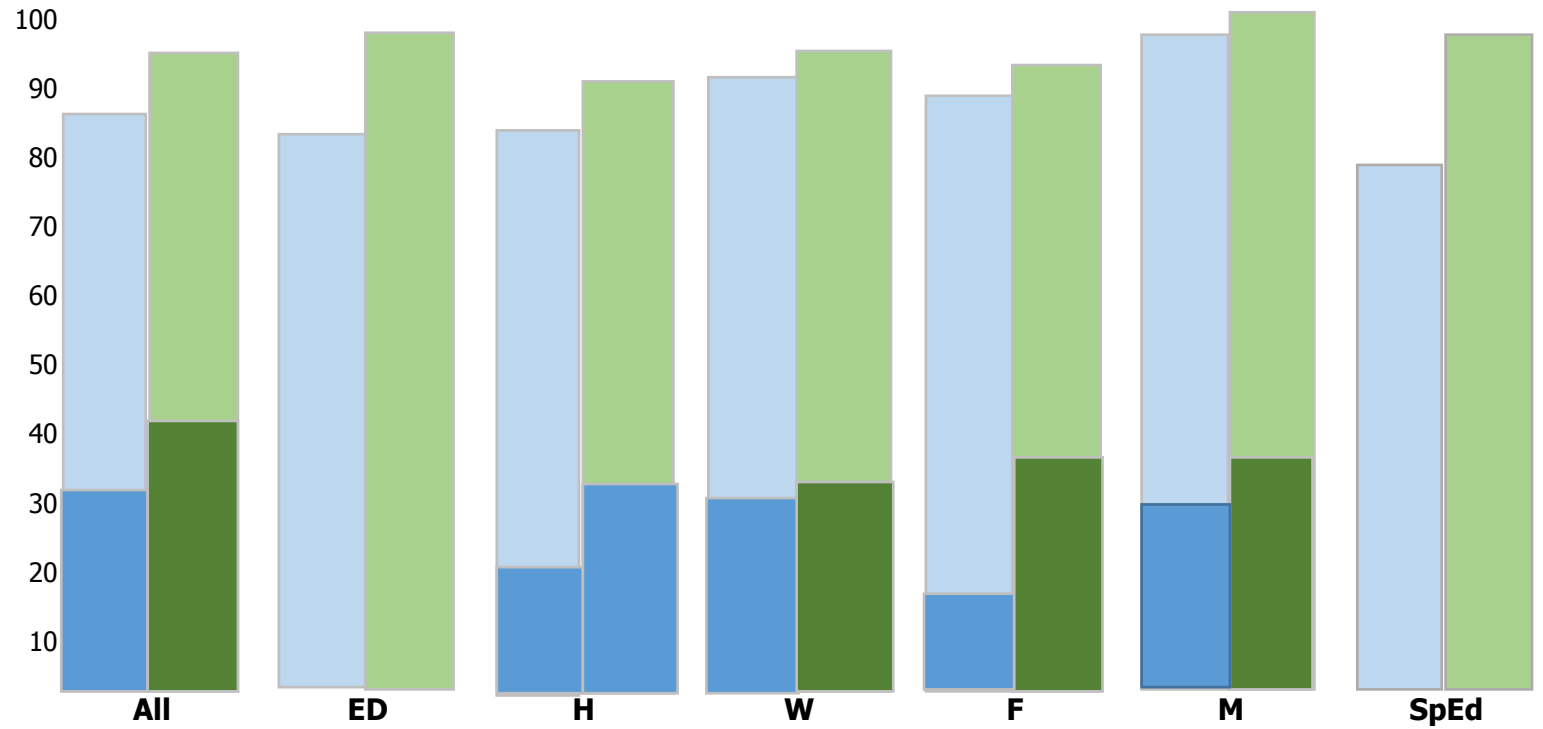
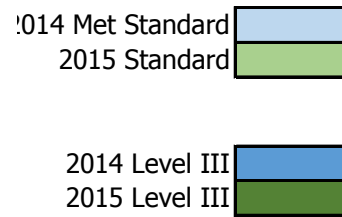
STAAR Writing - Grade 4

STAAR Reading - 5th Grade	% Met Standard		% Level III	
	2014	2015	2014	2015
All Students	97.37%	95.49%	56.14%	56.39%
Economic Disadvantage	83.33%	83.33%	50%	0%
Asian	100%	92.86%	50%	92.86%
Black/African American	50%	100%	0%	0%
Hispanic	100%	88.24%	50%	47.06%
White	97.65%	96.77%	56.47%	51.61%
Female	95.08%	93.33%	57.38%	58.67%
Male	100%	98.28%	54.72%	53.45%
LEP	100%	33.33%	0%	0%
Special Ed Indicator	85.71%	80%	0%	10%



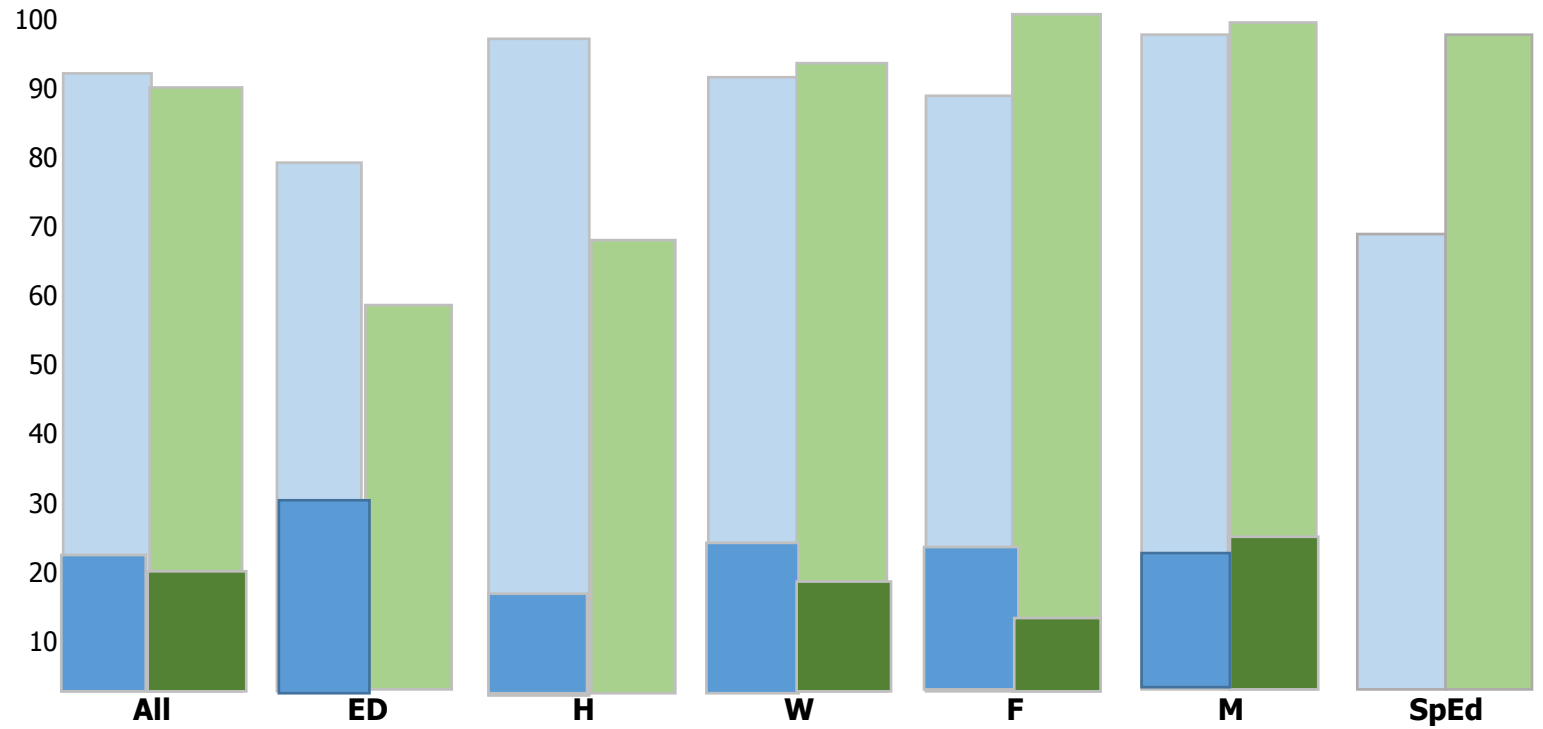
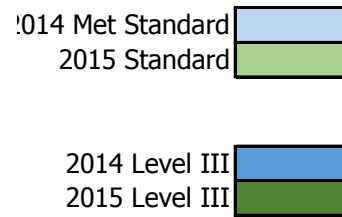
STAAR Reading - Grade 5

STAAR Math - 5th Grade	% Met Standard		% Level III	
	2014	2015	2014	2015
All Students	88%	97%	34%	44.00%
Economic Disadvantage	86%	100%	0%	0.00%
Asian	100%	100%	79%	79.00%
Black/African American				
Hispanic	81%	94%	23%	0%
White	88%	97%	33%	40.00%
Female	95%	96%	25%	44.00%
Male	94%	98%	24%	44.00%
LEP				
Special Ed Indicator	81%	90%	0%	0.00%



STAAR Math - Grade 5

STAAR Science - 5th Grade	% Met Standard		% Level III	
	2014	2015	2014	2015
All Students	94.69%	93.02%	24.78%	21.71%
Economic Disadvantage	83.33%	60%	33.33%	0%
Asian	100%	100%	25%	57.14%
Black/African American	50%	100%	0%	0%
Hispanic	100%	70.59%	18.18%	0%
White	94.12%	95.51%	25.88%	21.35%
Female	95%	90.14%	25%	16.9%
Male	94.34%	96.55%	24.53%	27.59%
LEP		66.67%		0%
Special Ed Indicator	50%	70%	0%	0%



STAAR Science - Grade 5