

**Leander Independent School District**  
**Leander High School**  
**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.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	9
Curriculum, Instruction, and Assessment .....	12
Family and Community Involvement .....	14
Technology .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	18
Goal 1: College and Career Ready: Students exit our system college and career ready .....	18
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success .....	27
Goal 3: Student Learning Behaviors: Students own their learning .....	31
Goal 4: Whole Student: Students are healthy, safe and engaged .....	37
System Safeguard Strategies .....	40
Addendums .....	41

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Leander HS has continued to grow over the past few years. Student enrollment went from 1943 in 2012-13 to 1995 in 2013-14 to 2090 last school year (2014-15) with projections to exceed 2200 for the 2015-16 school year. While continuing to grow, Leander HS has maintained a steady attendance rate of 94%. This year the campus is aiming for 95% attendance across the campus. With the growth of our student population, we proudly continue to serve and support various programs that meet the needs of our diverse student groups such as our ELL, SpEd, Eco-dis and At-Risk populations. It is our ultimate goal to propel all students to reach their fullest potential and we do so by simultaneously supporting programs that add enrichment and college readiness.

### Demographics Strengths

- English 2 STAAR EOC - SPED Met Standard increased 12% from 27.78 to 39.53.
- Biology STAAR EOC - LEP Met Standard increased 23% from 66.67 to 89.47.
- Algebra 1 STAAR EOC - LEP Met Standard increased 31% from 37.5 to 68.42.
- US History STAAR EOC - Eco Dis Advanced increased 20% from 21.1 to 41.94.
- Graduation rate for all student in 2014-15 is 97.4%

### Demographics Needs

1. Reading scores indicate a need for revision of support and interventions with our Sped and ELL student population groups (SpEd: 43% and ELL: 44%).
2. Math scores indicate a need for revision of support and interventions with our Sped and ELL student population groups (SpEd 60% and ELL62%).
3. English 1 STAAR EOC - LEP Met Standard decreased 18% from 26.67 to 0.
4. English 2 STAAR EOC - Eco Dis Met Standard decreased 10% from 79.47 to 69.02.
5. Biology STAAR EOC - SPED Met Standard decreased 11% from 88 to 76.92.
6. Algebra 1 STAAR EOC - Eco Dis Met Standard decreased 10% from 82.64 to 72.56 and Advanced increased 8% from 13.89 to 5.49.

7. US History STAAR EOC - SPED Met Standard decreased 22% from 92.31 to 70.83.
8. Attendance - Students on Free Lunch decreased from 92.1% to 91.71%.

# Student Achievement

## Student Achievement Summary

Data from various assessments (content common assessments, district, state and national) were analyzed to assess strengths and needs for Leander HS. State standardized tests reflect increased advanced achievement in some areas while indicating a need for growth and improvement in others. Specifically our economically disadvantaged, Hispanic, and Special Education student population groups reflect the need to target our strategies for improvement. Knowing that attendance is key when improving student achievement, Leander HS's data also reflects a need to improve the attendance rate of our economically disadvantaged students. Scores in advanced programs such as IB and AP courses show steady gains across all content areas.

## Student Achievement Strengths

### Social Studies

- US History STAAR EOC overall Advanced results increased from 28% to 42% and for Eco Disadvantage from 21.1% to 31.06%.
- AP Human Geography results increased from 2.22 to 2.48.
- AP Macroeconomics results increased from 2.15 to 2.86, the highest it has been in five years.
- AP US Government and Politics results increased from 2.20 to 2.67, also the highest it has been in five years.

### Science

- Biology STAAR EOC scores were from 18.38% to 27.88% on commended scores.
- Biology STAAR EOC in Black/African American commended scores went from 4.76% to 26.09%
- AP Biology scores increased from 2.66 to 3.00.
- AP Chemistry scores increased from 2.75 to 2.80.
- AP Environmental Science scores went from 2.38 to 3.44

### English

- Leander HS outperformed the State average on the EOC I 79% to 63%.
- Leander HS outperformed the State average on the EOC II 81% to 66%.
- Our SPED indicator increased for our EOC II from 27% to 39%.

## Math

- Algebra 1 STAAR EOC overall Advanced results increased from 5% to 8%.
- Algebra 1 STAAR EOC Met Standard for SpEd increased from 51.72% to 54.05% and Commended SpEd from 0% to 2.7%
- Algebra 1 STAAR EOC Met Standard for LEP increased from 37.5% (8 kids) to 68.42% (19 kids).

## CCR

- We had an increase in AP scholars from 66 to 89. We had 2 National AP Scholars up from 0 the year before.
- We increased the number of AP exams given from 885 to 915, and there was an increase in passing rate from 53% to 56%.
- There was an increase in IB retention for 10th graders remaining in IB as 11th graders from 56% to 67%.

## **Student Achievement Needs**

Leander High School continues to address the number of students who graduate on the Recommended and Distinguished Plan. We are reviewing processes and systems to address the performance of our students across all disciplines.

## Social Studies

1. US History STAAR EOC Met Standard for Eco Disadvantage dropped from 94.5% to 91.67% and for Sped from 92.31% to 70.83%.
2. AP World History results decreased from 2.71 to 2.57.
3. AP US History results decreased from 2.77 to 2.45.

## CCR

1. Graduating seniors meeting TSI was only 50% and only 55% completed FAFSA.

## Science

1. Biology STAAR EOC Economically Disadvantaged dropped from 92.57% to 90.31%
2. Biology Special Ed Indicator dropped from 88% to 76.32%

## English

1. Eco-dis indicator dropped for the EOC II from 79% to 69%.
2. SPED indicator dropped for the EOC I from 34% to 31%.

## Math

1. Algebra 1 STAAR EOC Met Standard for Eco-Dis decreased from 82.64% to 72.56%.
2. Algebra 1 STAAR EOC Commended scores for Eco-Dis decreased from 13.89% to 5.49%.



## School Culture and Climate

### School Culture and Climate Summary

Overall, LHS stakeholders report a very positive climate and culture. Just as there are some specific areas we can celebrate that are considerable strengths, there exists a few areas where opportunities for growth stand out. It is important to note that the staff at LHS are exerting incredible efforts to ensure students are successful and continuing to grow in their progress. In order to have students thrive academically we must ensure there is a safe and welcoming environment for all stakeholders. Our attempts to cultivate this type of school are abundantly evident in the programs in place. Whether it be the C2 student coalition, our continued designation of being a No Place for Hate campus, or our highly attended student-focused events and extra curricular opportunities, LHS is considered a family of learners!

Data that supports these statements are provided below. It is pulled from the 2014-15 climate surveys and discipline reports. The 2013-14 and 2012-13 reports were also analyzed in order to detect trends, patterns, and to provide a more well rounded perspective.

### School Culture and Climate Strengths

Strengths derived from climate surveys: LHS either is on target or surpasses the district averages in most areas. When looking at each group of stakeholders details emerge.

#### Students

Specific strengths

- 91% of respondents feel safe on campus grounds (outside the classroom).
- 94.5% of respondents feel safe within their classrooms.
- 90% of respondents feel there is one or more adult on campus who listen and respond to their needs and concerns.

#### Staff

76% of our staff responded, an increase of 5% from prior year.

Overall score was 389 of 500 (3.89 or 5.00) The report identifies that climate is favorable and stakeholders are invested when an organization scores a 375 or higher.

Specific strengths are:

- Employee development 428/500
- Supervision 419/500
- Employee engagement 412/500

### **Parents**

- 88% of respondents feel LHS has an inviting and welcome environment.
- 87% of respondents feel informed, included and welcome to participate in parent organizations on campus.
- 90% of respondents feel informed about their child's academic progress.

### **School Culture and Climate Needs**

After reviewing the various reports and pieces of data, our needs show as follows:

Students feeling safe on campus needs to increase. Even more than that, however we need to increase our percentage of respondents. In 2013-14 1274 students completed the survey. In 2014-15 717 participated. In order to capture a more accurate pulse from our most valuable stakeholders, we need to develop ways to make this happen.

Additionally, when looking at overall discipline reports, there are increased infractions in a few other areas as well. Student infractions involving aggressive behavior increased by approximately 30%. Considering multiple codes that relate to this area, there were 53 incidents reported in 2014-15 compared to the 41 reported in 2013-14. When looking at this information, there is a need for students to develop soft skills such as conflict resolution and improved communication.

While also analyzing the discipline data, it was noted that there was a 20% increase in infraction counts for the incoming freshmen compared to the prior year. I recommend we revitalize the Prof. Comm. AP visits in which campus expectations are reviewed the first six weeks.

Lastly, number of infractions increased within our SpEd and EOD populations. Our number of infractions more than doubled with SpEd students, going from 11.5% of total infractions in 2013-14 to 24% in 2014-15, for a total increase of 12.5%. We also went from 38% of total infractions involving EOD students in 2013-14 to 54% in 2014-15. That's a total increase of 16%. Administration needs to examine ways we can decrease both of these student population groups receiving infractions.

Staff are most concerned with the feedback provided to them. In the climate survey, it was our lowest ranking area at 377 out of 500. This year needs to be

devoted to a strategic plan to incorporate a great amount of specific feedback on job performance, implementation of initiatives, as well as effectively communicating expectations. Steps are already being taken as administration reviews and revises observation feedback forms (with input from campus leadership). Further steps will be identified in the planning area of this document.

Parents are most concerned with opportunities for their children to participate in community service projects. 30.44% expressed this concern and this is an increase from the 25.81% in 2013-14. Combine this with a substantial increase in discipline infractions coded as vandalism (from 8 documented incidents in 2013-14 to 24 in 2014-15), LHS needs to instill a greater sense of service among our students. In working with our campus organizations, to include but not limited to C2, we will meet the parent and student needs in this area through increased opportunities for community service and campus beautification projects.

Another aspect of parent feedback came from a meeting that Mr. Graham had with several LHS parents. In the meeting, parents request that LHS staff work to impart a greater level of initiative (soft skill) with our students. We are currently accepting ideas on how to drive this area of focus.

Attendance is another focus for LHS. Although our attendance rate increase from 93.8 to 94.3% the campus is still trying to improve attendance across the campus to 95%.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Several of the strategies for incorporating the Student Learning Behaviors on our campus were successful. Specifically, the new improved Learning Walk form, which was also used in our Mini Rounds process, brought emphasis to the SLB's and allowed for more dialogue between teachers and also gave teacher feedback related to the SLB's. There are a couple of areas that we need to improve on that will bring more campus knowledge and understanding of the SLB's. The campus is also shifting to the use of an electronic portfolio system.

### **Curriculum, Instruction, and Assessment Strengths**

Leander High School focused on improving curriculum, instruction and assessment through many strategies.

- Our staff did a good job of using their INB's in any staff development we conducted. They could refer to it throughout the year and brought it to conferences with their portfolio administrators.
- Learning Walks were used effectively and focused on the SLB's along with the components of WICOR.
- Mini-Rounds were a huge success with all teachers signing up to go on rounds in other classrooms and having a group discussion following the rounds. We also participated in External Instructional Rounds to receive feedback and modify our Problem of Practice.
- The training that was given to Department Heads and Collaborative Team Leaders this year proved to be more effective as we met more regularly and discussed the SLB's at each meeting.
- Team leaders developed a lesson design template to improve instructional planning within our collaborative teams which consist of SLBs and differentiated instruction.
- Individual teachers attend learning walks and debrief the Problem of Practice as well as evidence of student learning behaviors.
- Instructional Rounds were conducted on SLBs with an emphasis on SLB 1 (Learning Targets) and SLB 5 (Engagement and Collaboration).

### **Curriculum, Instruction, and Assessment Needs**

1. The teachers capacity matrix was useful in having teachers choose an area to focus on, however, it was not revisited frequently enough nor was specific professional development provided in all of the chosen areas in an ongoing manner.
2. Learning Walks were not done regularly in the Spring Semester. The campus is working to improve systems that will support more frequent walkthroughs.

3. The campus will provide professional development that will address the SLBs throughout the year. The goal is to improve teacher understanding in turn increasing student understanding.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Survey Data for Leander HS was positive and demonstrated a sense of family and community. LHS saw an increase in parent involvement on campus, but we need to continue to provide incentives to increase parent participation in school events and in volunteering. The principal will continue to communicate with students and parents using Twitter to increase excitement about LHS events. The principal will continue to send monthly Insiders to families to keep them informed and celebrate student and campus successes. The LHS College Coach will design informal sessions for parents to attend to learn more about college-preparedness topics for the 2015-16 school year.

### **Family and Community Involvement Strengths**

Leander High School prides itself for its family and community involvement. This year there is a push to partner with community, parents and various stakeholders to strengthen our LHS community. Below are some of the activities that highlight community and family involvement:

- PTSA involvement in campus activities increased the 2014-15 school year.
- A Food Pantry for students with need was established and routinely stocked by the PTSA.
- We increased the number of teachers who became members of our PTSA.
- We increased communication concerning events on campus and other relevant information with parents and students using Naviance.
- Participation in informational sessions such as PRIDE night, Advanced Programs Night, and grade level specific nights increased.
- Parent volunteers regularly assist in the front office, during testing times and at other school sponsored events.
- There was an increase in communication with students and parents using social media such as Twitter.
- LHS was approached by a local church to partner with us by donating needed school supplies for students with a financial need.
- According to the HB5 Student and Family Engagement survey, LHS received an Exemplary score.

### **Family and Community Involvement Needs**

1. The principal implemented Coffee Talks for parents to meet with her in an informal setting. Participation was not high this first year, but we will continue to communicate these events to parents to increase attendance.
2. The campus will continue to update the campus website on a consistent basis to provide our parents and community with current and relevant information.
3. The principal will continue to send monthly Insiders to families and students to build partnership and increase community and family involvement.

# Technology

## Technology Summary

Leander HS was the pilot high school for mLISD for the 2014-2015 school year. The district provided support to assist with the marketing, deployment logistics, and student and teacher training for mLISD. An increase of student and teacher usage of technology was evident this school year. For the 2015-2016 school year the campus will implement mLISD for grades 9 - 11. The LHS technology support team provided the initial trainings and continuous professional development for the district initiative. LHS continues to lead and model in the integration of BYOT into classrooms across all disciplines.

## Technology Strengths

Leander High School was selected as the pilot campus for mLISD.

- LHS technology staff and Instructional Coach provided relevant and differentiated training throughout the spring semester to our staff on using technology in their classrooms.
- There was an increase in teachers utilizing Google Classroom and other applications to promote student academic success and allowing students to organize their learning.
- A district technology facilitator was assigned to LHS full-time for the spring semester to assist with mLISD implementation and deployment. T
- The campus also implemented Students as Leaders which allowed students to provide tech support to students and teachers. This implementation led to a course that students can now take for high school credit.

## Technology Needs

1. The campus will need to continue to provide on-going training and support to returning and new staff on integrating technology in their instruction and classroom.
2. The campus will continue to educate students on the appropriate usage of technology while at school and home.
3. Teachers need assistance developing processes to manage technology usage in the classroom.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- STAAR End-of-Course 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

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



- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Response to Intervention (RTI) student achievement data
- Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) graduates data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

### **Employee Data**

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

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

**Performance Objective 1:** 78% of students taking an AP course will take the AP exam (76% in 2015).

**Summative Evaluation:** 2016 AP exam data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Promote benefits of taking the AP exam once the course is completed through parent presentations, AP Ambassadors and AP teachers.  Promote the new Texas law that AP exam scores of 3, 4, 5 will receive college credit from Texas public universities.	Dean of Instruction	Analyze 2016 AP exam data			
2) Work with students and parents who qualify for free/reduced lunch to ensure their awareness of the reduced cost of taking an AP exam. Provide applications to students who have the potential to qualify for free/reduced lunch.	Dean of Instruction	Analyze 2016 AP exam and AP course enrollment data that includes economically disadvantaged information.			
<b>System Safeguard Strategies</b> 3) Decrease the gap in students taking advanced courses who are economically disadvantaged and non-economically disadvantaged. This will be done using AP Potential, Advanced Program Night presentations and AP Ambassadors.	Dean of Instruction	Analyze 2015-16 course enrollment and 2016-17 course selection.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

**Performance Objective 2:** Increase retention of pre-IB 10th graders to take IB courses in 11th grade to 70% (was 67% in 2015).


**Summative Evaluation:** Course enrollment data from 2015 compared to 2016

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) IB Ambassadors will promote IB program to students and parents.  IB socials will take place for pre-IB and IB students.  Pre-IB prof. comm. presentations by the IB Coordinator to increase awareness of IB components.	IB Coordinator	Compare IB course enrollment from 2015-2016			

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

**Performance Objective 3:** Increase the % of AP exams meeting criteria (3,4, or 5) from 56% to 60%.

**Summative Evaluation:** Analysis of 2016 AP exam scores

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Utilize PRIDE time to promote AP course study groups and additional tutorial time.  Ensure AP teachers collaborate, share best practices and analyze data to track student progress and drive instruction and remediation.	Dean of Instruction	Analysis of assessments  Collaborative team meeting agendas  AP exam scores			
					

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

**Performance Objective 4:** Increase the percentage of students graduating in 2015 meeting TSI standard from 50% to 55%.


**Summative Evaluation:** 2016 TSI passing rate for graduating seniors

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) LHS will become a TSI testing site to increase access for students.  Provide E4 and Math courses specific to TSI support for students. Remediation during PRIDE time will also be provided.  Senior Seminar during PRIDE time will be for students who have met TSI.	Dean of Instruction & Transition Coordinator	2016 TSI passing rate			

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

**Performance Objective 5:** Increase the % of students graduating in 2016 completing FAFSA from 55% to 60%.






**Summative Evaluation:** 2016 FAFSA completion data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Promotion of FAFSA to students and parents will take place through Naviance in the second semester. FAFSA assistance will be provided through district and campus sessions during the school day and on the weekends. Utilize parents who have completed the FAFSA to share information with other parents at parent meetings such as PTSA.	Counselors, Transition Coordinator, Dean of Instruction	Increase in % of graduating seniors who complete the FAFSA.			
2) Promotion of FAFSA to students and parents with our Austin Community College Partners in educating on the benefits and completion process through Economics & Government Classes.	Counselors, Transition Coordinator, Dean of Instruction	Increase % of FAFSA Completion			
					

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


**Performance Objective 6:** Increase participation of graduating seniors taking SAT 64% to 68% and ACT from 28% to 32%

**Summative Evaluation:** 2016 Graduating Senior SAT & ACT Participation Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) ACT during the school-day will be April 19, 2016.</p> <p>Students eligible for free/reduced lunch will be met with to get a fee waiver and register for the SAT and/or ACT.</p> <p>Registration deadlines will be communicated to parents and students through emails and announcements. Support will be available to help students register.</p>	<p>Transition Coordinator, Counselors, Dean of Instruction</p>	<p>2016 Graduating Senior SAT &amp; ACT Participation Data</p>			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>					

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

**Performance Objective 7:** Increase Direct To College percentage from 56% to 60%.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Application boot-camps will be held on campus for seniors. College admission reps will be available for students to receive help on college essays, completing the applications, scholarships and other college-going information.	Transition Coordinator	Increase in percent of students completing 4-year college applications.			
2) College Coach will work with students to complete the college-going process: application, testing, transcripts, financial aid, scholarship.	Transition Coordinator and College Coordinator	Increase in % of students completing 4 year college applications			
3) Counselors will meet with students each year to update their 4 year plans and provide guidance on course selection to promote students graduating on RHSP and DAP.	Counselors	Increase in students graduating under RHSP and DAP			
					



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

**Performance Objective 8:** Infuse technology into instruction using mLISD as a tool for learning.


**Summative Evaluation:** Track student participation rate; teacher lesson planning documents to monitor use of technology for instruction.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Train teachers on "Turn It In" and monitor teacher and student usage on a monthly basis.	Dean of Instruction, Librarian	Increased use of Turn It In resource.			
2) Provide technology professional development for teachers on an on-going basis through Lion University sessions and Tech Tuesdays.  Teachers will be surveyed on the technology topics they would like covered.	Instructional Coach, Dean of Instruction, Administrators	Increased use of technology across all courses.			
					

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

**Performance Objective 9:** Increase the % of 11th grade students who will meet the college ready benchmark on PSAT from 45.4% to 48%. Increase the percentage of 12th grade students who will meet the college ready benchmark on the SAT from 45% to 50%, and ACT from 41% to 45%.


**Summative Evaluation:** Data from 2015 PSAT test and 2015-2016 SAT and ACT score reports.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Math and English teachers will teach PSAT prep lessons prior to PSAT test.  PSAT elective will be offered to students who show potential to do well on PSAT NMSQT.	Dean of Instruction, PSAT team teachers	Increased performance on PSAT.			
<b>System Safeguard Strategies</b> 2) Students and parents will be given SAT and ACT information concerning benefits of taking the tests and registration information.  On-line test prep resources will be shared with parents and students.  11th and 12th grade students who qualify for free/reduced lunch who have not taken the ACT or SAT will be met with individually to assist with registering.	Counselors, Transition Coordinator, Dean of Instruction	Increase in SAT and ACT performance			
					

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

**Performance Objective 1:** Decrease the overall GAP between the Econ Disadvantage/At Risk students and All Students from 8% to 6%.


**Summative Evaluation:** 2016 Index 1: Student Achievement Data Table

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) PRIDE Time will continue to meet five days a week. However, the structure of the passing period is being modified so that attendance may be more effectively monitored, especially with the STAAR EOC remediation students.	All Faculty and Staff	Increased attendance rate during PRIDE Time.			
2) All teachers will identify their Econ Disadvantage students at the beginning of the year so that they are aware of who they are and may closely monitor their progress.	All teachers and Administration	Increase in course passing rates.			
3) Collaborative Teams will include a SMART Goal that is specific to the GAP and the CIP.	CT Leaders and Administration	Goal is written and discussed during CT meetings.			
<b>System Safeguard Strategies</b> 4) All collaborative teams/courses will complete a minimum of three Lesson Design Templates per semester that will address the campus problem of practice and WICOR and system safeguards.	Administration, Department Heads, Collaborative Team Leads	Lessons are posted/shared in Google Docs			
5) Teacher/Student Mentoring Program - Pairing teachers with students for mentoring where they will be meeting together (minimum once per month) to review grades, behavior issues, check in and update on any other issues to allow these at risk students to connect to and build a relationship with an adult staff member.	Administration, Teacher/Student Mentor Coordinator	Increase in student participants course passing rate, attendance, standardized exams and a decrease in referrals and overall negative behavior.			
					

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

**Performance Objective 2:** Decrease the overall Reading GAP between the Econ Disadvantage students and All Students from 11% to 6%.


**Summative Evaluation:** 2016 Index 1: Student Achievement Data Table

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Establish consistency and create expectations for the English PRIDE Time remediation lessons.	English DH and Administration	Lesson Plans and expectations. Increase in the number of STAAR English failures that pass during the fall and spring retesting.			
2) PRIDE Time will continue to meet five days a week. However, the structure of the passing period is being modified so that attendance may be more effectively monitored, especially with the STAAR EOC remediation students.	All Faculty and Staff	Increased attendance rate during PRIDE Time.			
3) All teachers will identify their Econ Disadvantage students at the beginning of the year so that they are aware of who they are and may closely monitor their progress.	All teachers and Administration	Increase in course passing rates.			
4) Collaborative Teams will include a SMART Goal that is specific to the GAP and the CIP.	CT Leaders and Administration	Goal is written and discussed during CT meetings.			
<b>System Safeguard Strategies</b> 5) All collaborative teams/courses will complete a minimum of three Lesson Design Templates per semester that will address the campus problem of practice and WICOR and system safeguards.	Administration, Department Heads, Collaborative Team Leads	Lessons are posted/shared in Google Docs			
<b>System Safeguard Strategies</b> 6) Reading across the curriculum. Teachers will be purposeful in requiring content specific reading when designing lesson plans.	Teachers, Collaborative Team Leads, Department Chairs, Administration	There is a reading component in every lesson.			
					

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

**Performance Objective 3:** Increase the Reading SPED and ELL passing rate up to 50%.


**Summative Evaluation:** 2016 Index 1: Student Achievement Data Table

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p><b>System Safeguard Strategies</b></p> <p>1) Adding a fourth Sped English teacher position to the Sped staff. There is now one Sped English teacher per grade level.</p>	Sped Lead, Administration, Sped English team, English team	Increase in course and English STAAR EOC passing rates.			
<p><b>System Safeguard Strategies</b></p> <p>2) Additional inclusion support provided during English classes by subject specific certified teachers.</p>	Sped Lead	Increase in course and English STAAR EOC passing rates.			
<p><b>System Safeguard Strategies</b></p> <p>3) Basic Reading Improvement courses provided for students as determined by their ARD.</p>	Sped Lead and other staff members participating in ARD meetings.	Increase in course and English STAAR EOC passing rates.			
<p><b>System Safeguard Strategies</b></p> <p>4) Resource English classes offered at every level that will utilize Scholastic Action magazine articles to work on reading skills, ongoing QRI reading level assessments, ACCESS computer program, book studies and grammar focuses.</p>	Sped lead and classroom teacher	QRI assessments along with an increase in the course and English STAAR EOC passing rates.			
<p><b>System Safeguard Strategies</b></p> <p>5) ESL teachers will be providing STAAR specific testing strategies during the ESL Reading level 1 and 2 courses.</p>	ESL Reading Teachers	Increase in course and English STAAR EOC passing rates.			
<p>6) ACCESS computer program utilized for 1st year ESL students and some 2nd and 3rd year students depending on their reading level.</p>	ESL Teachers	Increase in course and English STAAR EOC passing rates.			
					

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

**Performance Objective 4:** Increase the schools overall attendance rate from 94.3% to 95%, while specifically targeting the students on free lunch to increase their attendance rate from 91.71 to 92.5%.


**Summative Evaluation:** Attendance rate for 15-16 school year

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) AP's will be provided a list of students on Free Lunch in their alpha at the beginning of the year so that we may target and address attendance issues before they become an issue.	Assistant Principals, Attendance Specialist	Improved attendance rates			
2) AP's will be provided with a list of students in their alpha with a high number of class period unexcused absences.	Assistant Principals	Improved attendance rates			
3) Monthly Attendance Awareness graphics and information will be emailed to the staff to education everyone on the effects and changes that we can all make.	Lead Assistant Principal	Emails are sent monthly			
					

### Goal 3: Student Learning Behaviors: Students own their learning

**Performance Objective 1:** 100% of LHS teachers will work independently and/or with PLC's to utilize the Lesson Design Template at least 3 times a semester in order to plan effective lessons that increase student ownership of learning.


**Summative Evaluation:** Learning Walk Data, Instructional Rounds Data, Lesson Design Template shared folder

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will lead campus-wide PD about how to effectively use the Lesson Design Template	Principal, AP's, DOI	Number and Quality of Lesson Design Templates in the shared drive.			
2) Teachers will plan for high levels of student driven inquiry in their weekly PLC's and as they work on the Lesson Design Template. (SLB 2)	All Instructional Staff, Principal, AP's, DOI	More evidence of SLB's in classroom learning walks.			
3) Lesson Design Templates will be dropped into a shared drive where other teams and administrators can access them and open the discussion about best practices.	ALL Instructional Staff, Principal, DOI, AP's	More evidence of SLB's in classroom learning walks and observations.			
					

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 2:** 90% (from 85%) of LHS students will know and understand what they are learning in class and why it's important. (SLB 1)

**Summative Evaluation:** Learning Walk data, Instructional Rounds data, and Student Survey Feedback


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Professional Development for teachers will be provided BOY and throughout the year on Essential Questions.	Principal, DOI, AP's	Learning walk data will tell us if Essential Questions are evident. Follow up conversations with teachers will help us gauge effectiveness or quality of essential questions.			
2) All teachers will submit either Individual Lesson Designs or Collaborative Team Lesson Designs that address the Essential Questions.	Principal, AP's, DOI	Quality of Essential Questions submitted in the Lesson Design shared folder.			
3) Students will be trained on the SLB's and specifically the EQ's during Pride Time twice per year.	Teachers, Principal, AP's DOI	Student Survey Feedback, LW data, Instructional Rounds Data			
					



**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 3:** 86% (from 82%) of LHS students will engage in challenging learning experiences during daily lessons. (SLB 5)


**Summative Evaluation:** Learning Walks data, Instructional Rounds data, Student Survey Feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Professional Development for teachers will be provided BOY and throughout the year on SLB's, Rigor, and Student Engagement.	Principal, DOI, AP's	Learning walk data will tell us if student engagement and rigor is evident.			
2) All teachers will submit either Individual Lesson Designs or Collaborative Team Lesson Designs that address strategies that foster student collaboration, engagement and rigor.	Principal, AP's, DOI	Quality of strategies submitted in the Lesson Design shared folder, classroom learning walks.			
					

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 4:** 100% of teachers will participate in Mini Instructional Rounds and will know how to look for evidence of the SLB's during classroom visits using the Learning Walk/Observation form that administrators use.


**Summative Evaluation:** Mini Rounds tracking process, Learning Walk data, and Instructional Rounds data.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will use Sign-up Genius which will ensure all teachers are participating in mini rounds.	DOI	SignUp Genius			
2) All administrators will be going on Mini Rounds with their department collaborative teams in order to foster quality instructional dialog throughout the year.	Principal, DOI, AP's.	Feedback gathered upon completion of each mini round.			
					

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 5:** Students will be trained on the Student Learning Behaviors during Pride Time in an effort to increase their knowledge of the SLB's and build more student ownership.


**Summative Evaluation:** Learning Walk data, Instructional Rounds data, Student Survey Feedback.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) A presentation about the SLB's, or at least the targeted ones, will be presented in a Pride Time during the fall semester. Follow up questions will be generated to create dialog between the Pride Time teacher and her class.	Lead AP, Pride Time teachers	Student Feedback Survey			
					

**Goal 3:** Student Learning Behaviors: Students own their learning

**Performance Objective 6:** A team of teachers will meet regularly to plan and implement growth mindset strategies in their classes which will help foster students taking ownership in their learning.


**Summative Evaluation:** Pre and Post Survey Data among participating teachers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Growth Mindset Teachers will survey their classes pre and post growth mindset strategies so that evidence of growth can be collected.	Lead AP, Instructional Coach, volunteer teachers.	Student Survey Results			
					

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

**Performance Objective 1:** Increase the amount of community service projects our students are involved in. Create the green cord option for graduates that promotes community service to support this initiative.


**Summative Evaluation:** Improved favorable ratings on parent climate survey. Increased community partnerships. Increased hours of community service evident with graduates. Additional evidence through completion of campus beautification projects.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Increasing school events that involve community and students. Examples include but are not limited to- incoming freshman parent night, homecoming parade, school programs lip sync video, DJ's in the courtyard on Fridays.	Administration, organization sponsors, student leadership	Improvement as evidenced through the parent climate survey, as well as increased parent presence in our activities. with community organizations, increased numbers of campus beautification projects (based on what we learn from this year).			
2) Increase numbers of campus beautification projects with clubs and organizations.	Administration, organization sponsors, student leadership	Increase student involvement on campus initiatives (based on what we learn during this year).			
3) This strategy is intended to build a greater connection with out community and improve our students' involvement with service projects. We will accomplish this through increased promotion of organizations taking on these types of projects and by introducing the green service cord for hours obtained by seniors.	Administration, organization sponsors, student leadership	For this first year, we will develop a baseline measurement for which future years will be based upon. For example, this year we will promote and acquire documentation of community service and campus beautification projects by organizations and measure steady improvement in the coming school years.			
					

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

**Performance Objective 2:** Improve students' sense of safety of campus. This can be achieved through several means: 1.) Involve student groups such as C2 and Student Council in process. 2.) Continue our campus efforts in achieving our No Place for Hate designation 3.) Address issues that have surfaced through discipline- reduce referrals coded with aggressive behaviors including but not limited to fighting/mutual combat, assault, and physical aggression by 5%. Reduce referrals coded with vandalism by 10%.


**Summative Evaluation:** Evidence in decreased referrals in the aforementioned areas. Improved student climate survey results, both in overall student participation and those specific results associated with campus safety.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Promote student involvement in clubs and organizations to increase pride and ownership of the campus.	Administration, sponsors of student organizations	Decreased percentages of referrals in specific areas (vandalism- 10%, fighting/mutual combat, assault, and physical aggression- 5%).  Improved student participation of climate survey, especially in 10-12 grades, with a targeted focus on the associated prompts.			
					

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

**Performance Objective 3:** Implement phase two of the growth mindset project through an action study with percentage of staff and students to improve engagement.

**Summative Evaluation:** Data collected through BOY, MOY, EOY surveys, improved achievement as evidenced through common assessments and improved performance in passing rates for EOCs and course averages.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Weekly Growth Mindset strategies will be shared with the entire staff. Professional development will be provided on Growth Mindset to increase teacher implementation in the classroom.	Growth Mindset team, including administrators, instructional coach and teachers	Improved achievement as evidenced through assessment scores, course averages, and EOC/AP scores.			
					

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	3	Decrease the gap in students taking advanced courses who are economically disadvantaged and non-economically disadvantaged. This will be done using AP Potential, Advanced Program Night presentations and AP Ambassadors.
1	6	1	ACT during the school-day will be April 19, 2016. Students eligible for free/reduced lunch will be met with to get a fee waiver and register for the SAT and/or ACT. Registration deadlines will be communicated to parents and students through emails and announcements. Support will be available to help students register.
1	9	2	Students and parents will be given SAT and ACT information concerning benefits of taking the tests and registration information. On-line test prep resources will be shared with parents and students. 11th and 12th grade students who qualify for free/reduced lunch who have not taken the ACT or SAT will be met with individually to assist with registering.
2	1	4	All collaborative teams/courses will complete a minimum of three Lesson Design Templates per semester that will address the campus problem of practice and WICOR and system safeguards.
2	2	5	All collaborative teams/courses will complete a minimum of three Lesson Design Templates per semester that will address the campus problem of practice and WICOR and system safeguards.
2	2	6	Reading across the curriculum. Teachers will be purposeful in requiring content specific reading when designing lesson plans.
2	3	1	Adding a fourth Sped English teacher position to the Sped staff. There is now one Sped English teacher per grade level.
2	3	2	Additional inclusion support provided during English classes by subject specific certified teachers.
2	3	3	Basic Reading Improvement courses provided for students as determined by their ARD.
2	3	4	Resource English classes offered at every level that will utilize Scholastic Action magazine articles to work on reading skills, ongoing QRI reading level assessments, ACCESS computer program, book studies and grammar focuses.
2	3	5	ESL teachers will be providing STAAR specific testing strategies during the ESL Reading level 1 and 2 courses.



# Addendums

**001 LEANDER HIGH SCHOOL**  
**Campus Demographic Summary**  
**2015 - 2016 School Year**  
Principal: TIFFANY TERRELL-SPICER

<b>Teaching Staff</b>				
Total	Average Years Experience	New to District	New to Profession	New to Campus
142	12.9	35	9	4

Grade	Total	%
09	642	29.0%
10	600	27.1%
11	549	24.8%
12	424	19.1%
<b>Campus Total</b>	<b>2,215</b>	

<b>Economically Disadvantaged</b>		
N	1,407	63.5%
Y	808	36.5%

<b>Students with Disabilities</b>		
N	1,964	88.7%
Y	251	11.3%

<b>At Risk Students</b>		
N	877	39.6%
Y	1,338	60.4%

<b>Ethnicity</b>		
ASIAN	45	2.0%
BLACK	115	5.2%
HISPANIC/LATINO	730	33.0%
AMERICAN INDIAN	4	0.2%
TWO OR MORE RACES (MULTI)	77	3.5%
HAWAIIAN OR PACIFIC ISLANDER	5	0.2%
WHITE	1,239	55.9%

<b>Gender</b>		
FEMALE	1,091	49.3%
MALE	1,124	50.7%

<b>Gifted and Talented</b>		
N	1,780	80.4%
Y	435	19.6%

<b>English Language Learners</b>		
N	2,157	97.4%
Y	58	2.6%

<b>Students in Bilingual Program</b>		
N	2,215	100.0%

<b>Students in ESL program</b>		
N	2,157	97.4%
Y	58	2.6%

LHS (001)		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	At least 85% of teachers will respond (Strongly Agree and Agree) to the survey prompt "My students seek opportunities to be actively engaged in their learning." (Baseline = 78% Strongly Agree and Agree). At least 87% of students will respond (Strongly Agree and Agree) to the survey prompt "I am excited and actively participate in class learning activities." (Baseline = 83% Strongly Agree and Disagree).	Not met: teachers increased from 78% to 83%; Not met: students decreased from 83% to 82%	Increase teacher knowledge of the SLBs and set new goal of 88%. Improve student knowledge and understanding of SLBs. Aim for 87% again.
	Data analysis and goal setting			
	Collaboration (Student) Learner engagement	100% of teachers will use Interactive Notebooks (INB) as a professional development instructional tool. 85% of the teachers will show growth in one or more areas listed in our Teacher Capacity Matrix in the INBs.	Met: 100% used an INB; did not revisit the Teacher Capacity Matrix	Continue using INBs for portfolios while promoting optional electronic portfolios.
Eliminating the Achievement Gap	High yield strategies	Increase ELL English I & II passing rate from 50% up to 55%.	Not available until August from TEA	
	Supportive learning environment	Decrease the English I & II GAP from 9% to 5%	Not Met: 13% (E1 Gap - 14%, E2 Gap - 12%)	Identifying and providing interventions for students
	Learner engagement	Increase the attendance rate for students who qualify for Free lunch from 92.1% to 93.5% specifically targeting our low socio economic student population.	Not Met: 91.71%	Identifying students to target at BOY
	High yield strategies			
Supportive learning environment Plan for intervention / challenge	Increase SPED passing percentages from 59% in English I & II and Alg 1 to 60%.	Not Met: Alg. 1 - 50%; E1 - 28%; E2 - 40%	Identifying and providing interventions for students	

LHS (001)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<b>College and Career Readiness</b>	High yield strategies	80% of students taking an AP course will take the AP exam (74% in 2014).	Not Met: Increased from 74% to 76%	Promote new TX law that all exam scores of 3+ will receive college credit at TX public universities; utilize AP ambassadors to promote exams
	Supportive learning environment	Increase retention of pre-IB 10th graders to take IB courses in 11th grade to 60% (was 56% in 2014).	Met: IB retention was 67%	IB ambassadors and IB socials to promote retention
	Plan for intervention / challenge	Increase the % of AP exams meeting criteria (3,4, or 5) from 53% to 58%.	Not Met: Increased to 56%	Continue to promote vertical alignment
	Supportive learning environment	Increase the percentage of students graduating in 2015 meeting TSI standard from 68% to 72%.	Not Met: 50% of the 2015 graduates met TSI	LHS will become a TSI testing site to improve ease of students taking the test, promote prep resources to students and provide PRIDE time support
	Supportive learning environment	Increase the % of students graduating in 2015 completing FAFSA from 55% to 60%.	Not Met: 55% completed FAFSA	
	Supportive learning environment	Increase participation of graduating seniors taking SAT and/or ACT from 68.5 % to 73%.	Not available until July	ACT during the school day will be April 19, 2015 and continue to promote SAT to all juniors and seniors in the fall semester
<b>Focus on Whole Student</b>	Supportive learning environment Collaboration (Student)	Maintain LHS's designation as a "No Place for Hate" campus by meeting the criteria set by the Anti-Defamation League.	LHS is still a "No Place for Hate" Campus	