

Leander Independent School District
Reagan 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Curriculum, Instruction, and Assessment	9
Family and Community Involvement	11
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: College and Career Ready: Students exit our system college and career ready	16
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success	19
Goal 3: Student Learning Behaviors: Students own their learning	21
Goal 4: Whole Student: Students are healthy, safe and engaged	23
System Safeguard Strategies	26
Addendums	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

- As reported through the Texas Academic Performance Report (TAPR) of 2014, Ronald Reagan Elementary reports 962 students. Currently each grade level has 7 classrooms across K, 1st, 3rd, 4th, with 2nd and 5th sitting at 6.
- 12% of our students are economically disadvantaged. 5% of our students receive LEP services, 8% of our students receive special education services, and 16% of our students receive gifted and talented services through our Quest program. Our student ethnic distribution in the (TAPR) reports 57% White, 24% Hispanic, 10% Asian, 5% Two or more races, 3% African-American, and .4% Pacific Islander.
- The campus employs 69 teachers, 18 paraprofessionals, 1 counselor, 1 nurse, and 2 administrators.
- Based on the Texas Education Agency 2015 Accountability Summary, Reagan Elementary Met Standard in all areas, including Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness.
- Academic concerns with the Eco Dis population appear pronounced in 4th and 5th grade. Specific to note is 5th grade science as that is almost a 20% gap and 50% of the 14 students did not pass. In addition 4th grade has concerns hovering around the 10% gap mark and then it widens to near 20% in 5th. So the overall gap discrepancy in Reading between those grade levels might need attention.
- SPED is also an area of interest especially as we examine a co-teaching model to help support instruction.
- LEP appears to be strong with a point of weakness in 4th grade writing.

Demographics Strengths

GAP (3rd Grade Student #s - **21 Eco Dis** / 130 Non-Eco Dis) (4th Grade Student #s - **16 Eco Dis** / 128 Non-Eco Dis)

- 3rd Grade Reading (Eco Dis - 100% / Non-Eco Dis- 95%) for a -5% Gap (reverse gap)
- 3rd Grade Math (Eco Dis - 33Raw / Non-Eco Dis - 34Raw) for a **1pt Raw Gap**
- 4th Grade Math (Eco Dis - 30Raw / Non-Eco Dis - 33Raw) for a 3% Gap
- ON ALL Reading tests ECO DIS over all was 92% - 45 out of 49)

ELL or LEP (3rd Grade Student #s - **10 LEP** / 141 Non-LEP) (4th Grade Student #s - **6 LEP** / 133 Non-LEP)

- 3rd Grade Reading (LEP - 90% / Non-LEPs - 95%) for a 5% Gap

- 3rd Grade Math (LEP - 33Raw / Non-LEP 34Raw) for a **+1pt Raw Gap**
- 4th Grade Reading (LEP 83% / Non-LEP 83%) for a **0% Gap**

SPED

- 3rd Grade Reading (SPED 67% or **8 of 12 students** / Non-SPED 97% or 135 of 139 students)
 - Obviously improvement is needed but the physical # of students also plays a factor in clarifying percentages
- 5th Grade Reading (SPED 57% or 8 of 14 students / Non-SPED 99% or 137 of 139)
 - Obviously improvement is needed but the physical # of students also plays a factor in clarifying percentages

NOTE - SPED reading instruction in 3rd and 5th may be a strength based on physical #s. It would be interesting to note inclusion structures.

Demographics Needs

GAP (4th Grade Student #s - **16 Eco Dis** / 126 Non-Eco Dis) (5th Grade Student #s - **14 Eco Dis** / 140 Non-Eco Dis)

- 4th Grade Reading (Eco Dis - 75% / Non-Eco Dis 85%) for a 10% Gap
- 4th Grade Writing (Eco Dis - 69% / Non-Eco Dis 80%) for a 11% Gap
- 5th Grade Science (Eco Dis - 57% / Non-Eco Dis 85%) for an 18% Gap
- 5th Grade Reading (Eco Dis - 79% / Non-Eco Dis 96%) for a 17% Gap
- 5th Grade Math (Eco Dis - 27raw / Non-Eco Dis 35raw) for a 8pt Raw Gap

ELL or LEP (4th Grade Student #s - **6 LEP** / 138 Non-LEP)

- 4th Grade Writing (LEP - 67% / Non-LEP 79%) for a 12% Gap

SPED

- SPED is interesting percentages as the numbers are low - indicators call need to 4th grade writing at 17% (6 tests)

Student Achievement

Student Achievement Summary

This school year we continued to qualify as "Met Standard" based on the Texas Education Agency 2015 Accountability Summary. We met target scores in all four performance indexes.

- Index 1: Student Achievement-88
- Index 2: Student Progress-48
- Index 3: Closing Performance Gaps-49
- Index 4: Postsecondary Readiness-48

Overall, 3rd grade has performed well. Considering reading data, it is interesting that the scores in 3rd and 5th are in the 90s but there is a noticeable dip to 84% in 4th grade. In addition, 4th grade writing is barely above District average causing some need to examine ELA in 4th and the relationship vertical above and below them. In addition, the 82% in science is also a concern as that is the District average and we have never not scored above, so that needs to be considered further.

Student Achievement Strengths

Reading

- 3rd Grade at 95% on STAAR (LISD-87) (STATE-77) Advanced - 34%
- Eliminated Gap in 3rd to -5%
- 5th Grade at 95% on STAAR (LISD-91) (STATE-78) Advanced - 39%

Math

- 3rd - 5th in mid 30s for raw STAAR scores elevating us above LISD avg.
- Based on raw scores provided by TEA, 3rd grade gap between economically disadvantaged and non-economically disadvantaged is 1, 4th grade gap is 3 and 5th grade gap is 8.

STAAR Performance Index 1,3 and 4 exceeded by 20 point or more...most notable is the 48 in Index 4 (Postsecondary Readiness)

Student Achievement Needs

Writing

- 79% in 4th Grade

Reading

- 84% in 4th Grade - As a whole, 4th grade ELA Instruction needs attention

Science

- 82% Passing in 5th

School Culture and Climate

School Culture and Climate Summary

Reagan Elementary's strength lies within its culture and climate as indicated through employee engagement surveys as well as parent feedback. The lowest score of 385 is outside of the typical 'good' range indicating the strength especially in the development and engagement of employees utilizing a specific mission/vision of the school. Some notable perceptions of parents indicate the around 20% of the respondents to our parent feedback survey indicate that we do not provide enrichment to the expected level inside or outside of the school.

School Culture and Climate Strengths

- According to UT Employee Engagement Survey, Reagan scored above the typical range of 325-375 in every aspect except pay and benefits which is not controllable at the campus level. All other areas scored well above the typical range with a 404.
- Scored Highest in the areas of Strategic, Employee Engagement, and Employee Development
- Lowest Score was a 385 - well above the typical range indicating culture and climate strengths

School participates in No Place For Hate and utilizes a collaborative problem solving model to address student behaviors based on Ross Greene's work reducing behavior referrals from 90 to 78 for the year.

School Culture and Climate Needs

- Parent Survey indicates that 17% of respondents feel that their child does not get the enrichment/advancement opportunities when appropriate.
- Parent Survey indicates that 20% of respondents feel that the campus does not provide information to support child's learning, behavior needs or enhancements of talents (enrichment, career exploration, tutoring)
 - Noting that the commonality of the two items above are enrichment/challenge/advancement

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Students at Reagan should expect to be exposed to differentiated, innovative teaching daily. This mission should provide them with a higher sense of engagement through discourse and integration of a blended model of learning (utilizing technology and non-technology instructional approaches).

We utilize Tweet Walks in conjunction with weekly challenges to spot and share SLBs (we hashtag them with #SLB1 and so on respectively to help generate conversation, understanding, and new ideas. We chose two SLBs to focus on for measurement this year: Student Engagement & Learning Targets.

After assessing the Learning Target data, it suggests that a majority of students can tell you the why and how to engage in the performance task but they struggled to identify when they reached the criteria for success. With Engagement/Collaboration, the data could suggest that learners are in small groups collaborating, interacting and engaging in discourse about their learning, however, the experience wasn't connected, meaningful, or relevant to them.

So, I wonder if the lack of success criteria understanding has a relevant impact on the fact that the data suggests that students may not be connected to a meaningful learning experience. The inverse could be possible as well - I wonder if the experience was more meaningful, relevant and connected the success criteria would be easier to understand and articulate.

Curriculum, Instruction, and Assessment Strengths

- We increased our Tweet Walk SLB sharing from 416 to 638. We then pull up 'hashtagged' tweets to further discussions about the SLBs.
- Out of the 87% of rooms visited the following strengths were identified:
 - Learning Targets as measured from (lowest)0 - 2(highest) range
 - 71% of students could articulate the 'why' they are learning at a 2
 - 59% of students could articulate how they are to perform task to get to the Target at a 2
 - Engagement/Collaboration as measure from a (lowest) 0 - 2 (highest)
 - 63% of students were engaged in discourse focused on ideas, thinking, reasoning and/or learning at a (2 score)
 - 71% of students were processing and reflecting on learning in small groups or pairs (2 score)
 - 68% of students were engaged in experiences designed for interaction and collaboration (2 score)

Curriculum, Instruction, and Assessment Needs

- Although 'Tweet Walk' sharing of SLBs and instruction increased we need to incorporate this more in our PLC this year.

- Out of the 87% of rooms visited the following weaknesses were identified:
 - Learning Targets (same measurement as above)
 - 59% could articulate and share what the target was but only add a 1 implying a partial/limited understanding
 - 51% at a 1 (partial/limited) and 17% at a 0 (little to no understanding) when it came to the Success Criteria of achieving the target
 - Engagement/Collaboration
 - 39% scored a 1 (limited/partial) in the area of engaging in meaningful learning experiences that are interesting, relevant and/or connected to the learner.

Family and Community Involvement

Family and Community Involvement Summary

Reagan staff works hard to maintain a family environment which engages its families to participate. We work at this through fostering a strong sense of community through a strong PTA, utilizing community helpers, and setting up systems to encourage parents to participate in the school experience.

There still is a need to increase the amount of participation in PTA, which has been increasing over the last two year, along with getting some new faces in the building. It appears the community would like to see more opportunities for enrichment through after school activities and service projects. In addition, close to ever 1 out of 3 people would like to see more enrichment on how to assist them with their child's academic/socio-emotional needs.

Family and Community Involvement Strengths

- Student-led Conferences
- Watch D.O.G.S. Night & Volunteer Days
- Strong Involved PTA
- PALS
- Ready, Set, Teach Program
- Strong Volunteer Base

Community Survey Results

- 90% report that campus encourages involvement
- 95% report that campus makes them feel welcome to participate in parent/teacher groups
- 89% report that the campus is an inviting environment for them

Family and Community Involvement Needs

- Volunteers are often the same people
- Promoting more involvement with PTA

Community Survey Results

- Only 127 respondents to survey on a campus of 900+ students
- Only 64% believe that there are adequate opportunities for service projects
- Only 69% believe that the campus provides knowledge/enrichment for parents regarding assistance with their child's academic and socio-emotional needs

Technology

Technology Summary

Reagan is a flagship for technology. The school has focused on training and learning the tools so that we can better support our students. We have worked directly with Google and ITS to pilot and train on new technologies to infuse into our curriculum. In addition, teachers are utilizing GAFE (Google Apps For Education) to collaborate and plan creating transparency and efficiency in planning. We are excited to experiment with innovative teaching practices using some of these tools to engage and differentiate learning.

Technology Strengths

- Partnership with Google Austin, YouTube, and piloting new Google Apps for Education (GAFE) products
- Utilize GAFE - specifically 'Drive' tools to plan, curate, and collaborate among colleagues
- Use of social media (Twitter) to share instruction, ideas, and promote professional learning communities
- Utilizing ITS to help train focus on curriculum with technology supporting
- Utilizing technology is infused into our vision, mission, and culture

Technology Needs

- Broader and more frequent integration of BYOT
- A monthly focus on technology modeling within curriculum & instruction
- Continued training and support through ITS, SXSWedu, and TCEA

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc

- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- 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
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: Increase EOY DRA scores by 5% to at or above grade levels in K-5 as measured by DRA EOY Assessments.

Currently

Kinder - 89%

1st - 85%

2nd - 83%

3rd - 84%

4th - 68%

5th - 84%

Summative Evaluation: Utilizing SRP and K-2 (ELA District Support) to help train on the administration and management of guided reading daily for struggling learners...(Sept 16th - Early Release Initial Training)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Provide professional development regarding a blended literacy program to include Leander Reads, Read-Aloud, Google Drive, Guided Reading and technology to all instructional staff	SRP, Teachers, IC, Principal, AP	PLCs Discussions, Tweet Walks, Social Media Guided Discussions, Tweet Challenges via Memos (The Raylander with PLN (Personal Learning Networks) integration Tweet Chats, Team Meetings focused on Literacy, Tech Matrix			
2) Focus on 3-5 Guided Reading Groups as modeled by Fountas & Pinnell involving leveled readers including parent training via GoPro or MoveNote trainings sent via Insiders. Providing Team Meeting for exposure - a day for training, setting up groups, and planning implementation.	SRP, Teachers, IC, Principal, AP	PLC Discussions, Tweet Walks, Social Media Guided Discussions, Tweet Challenges via Memos (The Raylander with PLN (Personal Learning Networks) integration Tweet Chats, Team Meetings focused on Literacy			
3) Commitment to Guided Reading Groups/Sitton Spelling daily in K-5 including utilizing the lit. library with leveled readers.	SRP, Teachers, IC, Principal, AP	PLCs Discussions, Tweet Walk Evidence & Data, Benchmarks, DRA data, STAAR results, Observations			
System Safeguard Strategies	Principal, AP, IC, Teachers, SRP, SPED	Benchmarks, STAAR data, DRA data, TPRI, Commitment Document Comparisons to campus/class data			
4) Creating 'Reagan Team Commitments to Campus Goals (CIP)' to align district/campus/team goals to instructional practices as seen in data. (System Safeguard - SPED Goals by Grade Level 3-5)					
5) Re-evaluating testing results in grades 3-5 randomly by SRP to determine validity of DRA results and increase odds for consistent and accurate measurement.	Principal, AP, IC, SRP, Teachers	Narrowing discrepancy of teacher assessment and SRP assessment of DRA results. MOY results assessed on struggling readers assessed by teacher & reviewed SRP to see if the results match expectations.			


 = 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 the percentage of students passing 4th grade reading and writing by 5% as measured by the STAAR assessment.

Currently,
 Reading - 85%
 Writing - 80%


Summative Evaluation: Utilizing SRP and K-2 (ELA District Support) to help train on the administration and management of guided reading daily for struggling learners...(Sept 16th - Early Release Initial Training). 4th grade teachers to attend Leander Write Lite

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus hosting Leander Writes Lite (LWL) to provide after school on-site training opportunities. In addition, a targeted focus on ELA in PLCs.	District Staff, IC, Principal, AP, SRP	Attendance to LWL. PLC Discussions. STARR Scores. Tweet Walks.			
2) Instructional staff will utilize DRA data to group students according to instructional needs during small group instruction.	Teachers, SRP, IC	Benchmarks, DRA data			
System Safeguard Strategies 3) Creating 'Reagan Team Commitments to Campus Goals (CIP)' to align district/campus/team goals to instructional practices as seen in data. (System Safeguard - SPED Goals by Grade Level 3-5)	Principal, AP, IC, Teachers, SRP, SPED	Benchmarks, STAAR data, DRA data, TPRI, Commitment Document Comparisons to campus/class data			
4) Creation of PLC time that systemically focuses on ELA data for instructional improvements.	Principal, AP, IC, Teachers	Common Assessments, DRAs, STAAR			
5) Formation of ELA Vertical Teams to analyze data and align writing curriculum across grade levels.	Principal, IC, AP, Team Leaders, Teachers	Development of Action Plans Daily writing across grade levels			
					

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

Performance Objective 1: Reduce the gap between Eco-Dis and Non Eco-Dis to 6% or less in 4th grade reading. Currently, the gap is 10%.


Summative Evaluation: Utilizing SRP and K-2 (ELA District Support) to help train on the administration and management of guided reading daily for struggling learners...(Sept 16th - Early Release Initial Training). Teachers to attend Leander Write Lite

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers use DRA and TPRI data to form intervention groups, track data, set goals and assist students with ownership of learning.	Teachers, IC, Principal, AP, SRP	Benchmarks, PLCs Discussions			
2) Commitment to Guided Reading Groups/Sitton Spelling daily in K-5 including utilizing the lit. library with leveled readers.	SRP, Teachers, IC, Principal, AP	PLCs Discussions, Tweet Walk Evidence & Data, Benchmarks, DRA data, STAAR results, Observations			
System Safeguard Strategies 3) Formation of PLCs and focus on reading instruction	Principal, AP, IC, Teachers	PLCs common assessments, STAAR data, Benchmarks			
					

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

Performance Objective 2: Reduce the gap between Eco-Dis and Non Eco-Dis to 10% or less in 5th grade reading. Currently, the gap is 17%


Summative Evaluation: Utilizing SRP and K-2 (ELA District Support) to help train on the administration and management of guided reading daily for struggling learners...(Sept 16th - Early Release Initial Training). Guided Reading Focus in monthly PLCs and 'Tweet Walk' sharing for soft accountability and generating discussion in PLCs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Creating 'Reagan Team Commitments to Campus Goals (CIP)' to align district/campus/team goals to instructional practices as seen in data. (System Safeguard - SPED Goals by Grade Level 3-5)</p>	Principal, AP, IC, Teachers, SRP, SPED	Benchmarks, STAAR data, DRA data, TPRI, Commitment Document Comparisons to campus/class data			
<p>System Safeguard Strategies</p> <p>2) Creating ELA Vertical Teams to discuss and share Guided Reading implementation, strategies and management across K-5.</p>	Team Leaders, Principal, AP	Benchmarks, STAAR data, DRA data, TPRI			
<p>3) Creation and focus on ELA in PLCs</p>	Principal, AP, IC, Teachers	Common assessments, benchmarks, STAAR data			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Utilizing Social Media (Twitter) to share instruction (Tweet Walk Challenges) to build discussions for sharing at PLC Meetings. Quantitatively, we need to spread out which SLB we are focusing on (Tweet Challenges) through our weekly newsletter (Raylander) as assigned by IC/Principal.






Summative Evaluation: Designing a systemic way to attach weekly Newsletter (Raylander) to include a specific SLB as the focus of the week through (Tweet Challenges). Then a follow up at PLC meetings.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Review the established Reagan Vision/Mission (Collaboration, Student-centered, Family, Innovation) in conjunction with District initiatives (learning model, 7 SLBs, 10 Ethical Principles, Graduate Profile) to direct decisions regarding Literacy Commitments, Bridges Integration, and Collaboration through 21st century collaboration tools.	Principal, AP, IC	PLC discussions, Vertical Teams			
2) Creating and administering a survey by teacher to gather data from community to analyze by school, grade, and teacher the satisfaction of parents in relation to student learning behaviors in actions.	Principal, AP, IC, teachers	Survey results - BOY - MOT - EOY improvements			
3) Utilizing weekly newsletter 'Raylander' to issue specific SLBs for tweeting and focus. These are to be spread out and attached to articles posted in newsletter to help.	Principal	PLC discussions, # of tweets done			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: Increase student active engagement through a blend of technology and traditional instructional models as evidenced by 'Tweet Walks,' PLC discussions, and School Improvement Visits (Problem Statement).

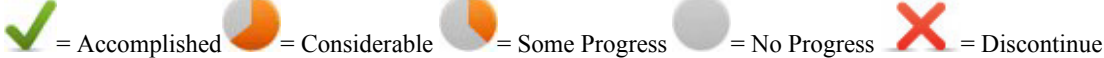
Summative Evaluation: Google Training on 'Classroom' as well as Google Apps for Education (GAFE) Tools at Google in Summer PD. Hosting an open GooCamp (Google EdCamp) to learn and share from others. Consider instituting a Tech Tuesday to share as well as a consistent focus in PLCs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Formation of Technology Vertical Team	Principal, Team Leader, Teachers	Integration of technology into instruction			
2) Reviewing #ReaganRays stream to view and discuss #LISDtw and #SLB 1-7 student learning behaviors.	Principal	PLC discussions, reviewing tweets in individual teacher profiles			
3) Utilizing weekly newsletter 'Raylander' to issue specific SLBs for tweeting and focus to be discussed at PLCs for face to face meetings regarding active engagement.	Principal, AP, IC	PLC discussions, # of tweets surrounding engagement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: Continue with Collaborative Problem Solving model for students who struggle with socio-emotional behaviors resulting in a reduction of referrals from 78 (currently) to 68.


Summative Evaluation: Continue collaboration with SCSS in combination with Ross Greene's collaborative discipline report. Re-establish and train on Crisis Response Team & Love & Logic.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Formation of 'Behavioral Response Team'	Principal, AP, SCSS Teacher	Reduction of referrals, lower incidence of calls			
2) SAMA Verbal De-escalation Training	Principal, AP, SCSS Teacher	Reduction of referrals, lower incidence of calls			
3) Classroom Lessons on 'Expected/Unexpected Behaviors along with 'How big is your problem?'		Use of 5 point scales for reflection, reduction of referrals, lower incident of calls			
					

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


Performance Objective 2: Reagan will meet the 3 requirements for Year 4 of No Place for Hate (NPH) as indicated by the Anti-Defamation League. This will be measured through maintaining the incident of bullying at 0 and reducing the non-bullying cases to 10 or less.

Summative Evaluation: Continue focusing on meeting the NPH requirements as well as revisiting bullying procedures and communication.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Complete 3 school activities focuses on NPH ideals and principles.	Principal, Assistant Principal, Librarian, Counselor, Teachers	Completion of events... Dot Day - September (acceptance) 2 other days to be determined later in the year Reduction of Bullying Cases			
2) Signing of The Resolution of Respect by students and staff	Principal, Assistant Principal, All Staff	Completion of Resolution Reduction of Bullying Cases			
					

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					
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	4	Creating 'Reagan Team Commitments to Campus Goals (CIP)' to align district/campus/team goals to instructional practices as seen in data. (System Safeguard - SPED Goals by Grade Level 3-5)
1	2	3	Creating 'Reagan Team Commitments to Campus Goals (CIP)' to align district/campus/team goals to instructional practices as seen in data. (System Safeguard - SPED Goals by Grade Level 3-5)
2	1	3	Formation of PLCs and focus on reading instruction
2	2	1	Creating 'Reagan Team Commitments to Campus Goals (CIP)' to align district/campus/team goals to instructional practices as seen in data. (System Safeguard - SPED Goals by Grade Level 3-5)
2	2	2	Creating ELA Vertical Teams to discuss and share Guided Reading implementation, strategies and management across K-5.

Addendums

122 RONALD REAGAN ELEMENTARY
Campus Demographic Summary
2015 - 2016 School Year
Principal: STEVEN CRAWFORD

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
60	12.5	0	0	3

Grade	Total	%
EE	6	0.7%
KG	133	15.1%
01	144	16.3%
02	130	14.7%
03	152	17.2%
04	165	18.7%
05	153	17.3%
Campus Total	883	

Ethnicity		
ASIAN	111	12.6%
BLACK	17	1.9%
HISPANIC/LATINO	202	22.9%
AMERICAN INDIAN	1	0.1%
TWO OR MORE RACES (MULTI)	50	5.7%
HAWAIIAN OR PACIFIC ISLANDER	3	0.3%
WHITE	499	56.5%

Economically Disadvantaged		
N	786	89.0%
Y	97	11.0%

Gender		
FEMALE	409	46.3%
MALE	474	53.7%

Students with Disabilities		
N	816	92.4%
Y	67	7.6%

Gifted and Talented		
N	706	80.0%
Y	177	20.0%

At Risk Students		
N	551	62.4%
Y	332	37.6%

English Language Learners		
N	842	95.4%
Y	41	4.6%

Students in Bilingual Program		
N	882	99.9%
Y	1	0.1%

Students in ESL program		
N	842	95.4%
Y	41	4.6%

RGN (122)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	High yield strategies	Utilizing social media to increase instructional sharing and Tweet Walks to build capacity/discussions surrounding the 7 SLBs. We will pull up # by SLB and use to discuss/debate student/teacher responses to improve the SLBs in the classroom. This will be partially measured by the quantifiable means of the # of instructional tweets as well as qualitatively through discussions.	Met SLB1,2,3,4,6,7 comparable in numbers. Overall - 13-14 - 416 SLB Tweet Shares / 14-15 638 Tweet Shares	Continue Tweet Walk Sharing and embed SLB tweets into PLCs for discourse in relation to team goals
	Lesson design Student ownership of learning Collaboration (Student)	Enhance Campus, District and world collaboration among students through the use of 21st century collaboration tools as measured by the incident of teacher's using Web 2.0 Tools through our social media sharing and discussions at team leader meetings. We will continue to provide PD to support our 2 day campus EDUCATE training and visit Google for further training.	Met - Evidenced in Tweets & new/continued partnership with Google	Utilizing the a tech component question in all PLC as well as starting Tech Tuesday
Eliminating the Achievement Gap	Data analysis and goal setting	Teacher use DRA and TPRI data to form intervention groups, track data, set goals and assist students with ownership of learning as measured by DRA assessments and recorded on DRA wall to meet the expectations of a year's growth. Target for years growth +3-5% (current 2013-14. K-84, 1-73, 2-87, 3-89, 4-81, 5-85) This is different from EOY expectations as the year's growth is set by what level they are at and moving them from that point. Not a blanket minimum like EOY expectations.	No - Insufficient Evidence to answer question. Wall was relocated and EOY data not collected	Forming a consistent data room that is protected and used in PLCs to continue with year's growth and no worry of student data displayed
	Lesson design			
	High yield strategies	Reduce the gap between Eco-Dis and Non Eco-Dis to 8% or less in Reading. Current gap is 13.5% as measured by STAAR.	Met - current 8% gap	Continue examining Gap in CIP and at PLCs
	Plan for intervention / challenge	Reduce the gap between Eco-Dis and Non Eco-Dis to 15% or less in math. Current gap is 24.8% as measured by STAAR.	Met Goal Estimation b/c raw scores only avg 4pts raw score gap	Continue Bridges Training and Math Focus in PLCs
College and Career Readiness	Assessment of / for learning	Increase End of Year DRA scores by 5% to at or above grade levels in 3rd and 4th as measured by DRA EOY assessments. Currently 3rd - 83% , 4th 76%	Not Met - 3rd - 84% , 4th 68%	Focus on Guided Reading and ELA in 4th Grade specifically and thru PLCs
	Plan for intervention / challenge High yield strategies	Increase the percentage of students passing 4th grade reading and writing by 5% as measured by the STAAR Assessment. Currently, Reading - 87% , Writing 77%	Not Met - 4th - Reading 84% Writing 79%	Focus on Guided Reading and ELA in 4th thru PLCs and Writers Workshop

RGN (122)		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	Continue with the Collaborative Problem Solving model for students who struggle with social-emotional behaviors resulting in a reduction of referrals from 90 to 75.	Not Met - 78 referrals	Continue collaboration with SCSS and Ross Greene's collaborative discipline approach. Revisit Love & Logic and continue No Place For Hate
	Learner engagement			
	Plan for intervention / challenge Collaboration (Student)	Reagan will meet the 3 requirements for Year 3 of No Place for Hate as indicated by the Anti-Defamation League. This will be measured through maintaining the incident of bullying at 0 and reducing the non-bullying cases to 15 or less.	Met	Continue - but wondering about adding an enrichment club component