

Leander Independent School District
Rouse 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rouse High School has experienced steady growth for the past three years. Specifically, student enrollment has grown from 1847 students in the 2011-12 school year to 2336 students in the 2014-15 school year. Even with steady enrollment growth, Rouse continues to monitor student attendance and has maintained an attendance rate above or around 95%. The needs of our diverse student populations are served through various programs and support services. Rouse will continue to implement intervention strategies for our high-stake populations, in the areas of At-Risk, ELL, and Special Education, to address behavior and academic needs.

Demographics Strengths

- Sub-population percentages have been stable over the last 4 years.
- Percentage of discipline referrals for sub-population groups are similar to percentage of demographic sub-population groups, with the exception of Economically Disadvantaged students and students receiving Special Education Services.
- Sheltered Instruction classes are provided for ELL students.
- Four year graduation rate is 96.6% for all students (96.7% African American, 100% Hispanic, and 95.7% White).

Demographics Needs

1. 41.7% of students receiving Special Education services are Hispanic. Hispanics represent 29% of the student enrollment at Rouse.
2. Almost half of the students at Rouse are considered “At-Risk.”
3. Two sub-population groups were over-represented in discipline referrals. Students receiving Special Education Services committed 23.5% of the offenses reported in discipline referrals, when only 11% of students received Special Education Services. 48% of the total student population who received discipline referrals were At-Risk, and 87.5% of offenses reported in discipline referrals were committed by At-Risk students.
4. Four year graduation rate for Special Ed students is 88.6%

5. Create opportunities for general education and ELL teachers to work together to ensure joint ownership for ELL student achievement.
6. The attendance rate for the 2014-15 school year dipped below 95%, with a population increase of 204 students. This is in comparison to an attendance rate of 96% in 2013-14, with a slight increase in the student population.

Student Achievement

Student Achievement Summary

Data was evaluated from various state and district assessments, results, and performance measurements to identify the strengths and needs. Data indicates that Rouse High School is persistently advancing, and in some cases exceeding expectations, in Level III performance on the STAAR end-of-course exams of both Economically Disadvantaged and non-Economically Disadvantaged students. The data also illustrates significant enrollment and AP performance gains of Advance Placement students. In the area of needs, data shows that performance growth for Special Education students, specifically in the areas of Math and ELA, and for ELL students in ELA, remain a primary focus. The data also reveals that performance results in SAT, ACT, and AP courses, although continually showing progress, are areas that increasing student performance and participation remains a goal.

Student Achievement Strengths

- Gain of 4% (from 15% to 19.4%) on Level III performance in all tested areas for Econ Dis and Non-Econ students.
- Econ Dis showed progress in Level III performance on all test (1.4%), despite almost 100 additional Econ Dis test takers from the previous to current year (2013-2014: 734 to 2014-2015: 825)
- Overall increase in all sub-pop Level III performance in all tested areas, with a range of 2-9 percent increases.
- Significant gains in science Level III performance of all sub-populations (2-9 percent), and in social studies for most sub-populations.
- SPED students increased performance in social studies at Level III (32%).
- Exceeded District Safeguards of 60% in Social Studies (77%) and Science (83%).
- Overall passing rate for students enrolled in Pre-AP and AP courses increased from 95% to 98%.
- Passing rate for Eco-dis students enrolled in Pre-AP and AP courses increased from 89% to 94%.
- Number of students taking an AP Exam increased from 512 to 618.
- Number of AP Exams given increased from 719 to 946.
- Percentage of students scoring a 3, 4 or 5 on an AP Exam increased 3%.

Student Achievement Needs

1. Data indicates a significant gap in performance of SPED students, and a need to closely monitor and increase SPED student performance in math, science, and reading.
2. Continue to decrease the performance gap of Eco Dis and Non-Eco Dis students in all subjects to or below 15%, as outlined by district goal.
3. Increase Level III performance in Reading (14.0%) and in Math (9.2%).

4. STAAR data reflects a need for increased performance of SPED students who are not meeting satisfactory. SPED STAAR performance in Reading was 61% and 56% in Math. We did not meet the state accountability safeguard standard of 60% for Math.
5. STAAR data reflects a need for increased performance of ELL students who are not meeting satisfactory. ELL STAAR performance in Reading was 56%. We did not meet the state accountability safeguard standard of 60% for Reading.
6. Increase the number of students meeting TSI.
7. Insignificant increase in performance for Level III African Americans in overall subject areas indicate need to review performance data of African American students in all subject areas.
8. Need to improve the percentage of 12th grade students meeting the college-ready benchmark on SAT (32%) & ACT (45%).
9. Need to improve the percentage of 11th grade students meeting the college-ready benchmark on the PSAT (46%).
10. Increase student participation on the AP Exam. 37% of the students enrolled in AP courses did not take the AP Exam.
11. Decrease the gap between Eco Dis and Non-Eco Dis students enrolled in pre-AP and AP courses. The current gap is 13%.
12. Closely monitor Eco Dis participation in Extra-Curricular Courses, and promote more participation in UIL activities.

School Culture and Climate

School Culture and Climate Summary

Students at Rouse High School describe the campus culture and climate as instructionally challenging, supportive, safe, and responsive as well as a place where they can reach their full potential. Education and prevention programs have been designed to address bullying, tobacco, alcohol, and other drugs. Clubs and organizations on campus help promote and support these programs. Based on data, there was a decrease in student attendance and an increase in truancies and tardies. Though student numbers have increased in the Coalition of Clubs, there is still a need to design campus activities that promote student participation and increase the number of students involved in campus clubs and organizations.

School Culture and Climate Strengths

- Number of students in Coalition of Clubs has increased to 100.
- Campus earned No Place for Hate recognition for 2014-15 school year.
- Bullying education and prevention curriculum was presented on RNN (campus broadcast journalism news program)
- Student survey showed that 93.2% of students feel safe on the campus outside the classroom. The district average was 93.3%.
- Student survey showed that 92.5% of students feel they have adults on campus who listen and respond to their needs. The district average was 91.7%.
- There is an established campus emergency plan in place with drills conducted monthly.
- The percent of students with 5+ discipline infractions decreased from 6.2% to 5.4%.
- Programs in place for education on tobacco, alcohol, and other drugs. Campus has a student drug free club (RADD) which meets regularly and plans activities. Campus participates in the Shattered Dreams program.
- The number of referrals for violent/aggressive behaviors decreased.

School Culture and Climate Needs

1. Attendance dropped from 95.2% to 94.6%. The district average was 95.8%
2. Referrals for skipping/leaving class increased from 134 to 208.
3. Referrals for excessive tardies increased from 17 to 77.
4. Referrals for tobacco increased from 22-39.
5. Percentage of students participating in extra-curricular (UIL eligible) courses decreased from 75.5% to 73.1%. District goal is 81%.
6. Develop a consistent plan for educating the students on the district ethical principles.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Collaborative teams were tasked with planning lessons, sharing best practices, and assessing student learning through data-based reflection shared with the team and in individual portfolios. Teachers developed common lessons that included high yield strategies as well as a Team Problem of Practice and action plan to target areas of need. Evidence shows that there is a need for collaborative teams to focus more time on reflection and assessment of student learning. There is also a need to develop a plan for portfolio share-outs to give teachers the opportunity to share, review, and reflect their learning through team and individual portfolio presentations. Survey and observation results shows that there is a continued need for professional development on next steps in Learning Targets, collaboration, and rigor. Instructional Rounds and Learning Walks have continued to be an effective tool for campus-wide improvement and a vehicle for defining and assessing the Campus Problem of Practice.

Curriculum, Instruction, and Assessment Strengths

- Collaborative Teams developed 10 common lesson plans using high yield strategies that showed evidence of student engagement, collaboration, and rigor. Each team included data-based reflection on the lessons.
- Collaborative Teams created a Team Problem of Practice and action plan that included reflection of EOC data, AP data, and summative/formative assessments. Individual teachers created an Individual Problem of Practice and action plan that included the review and reflection of Learning Walk feedback, observation feedback, student surveys, and personal reflection.
- Individual teachers conducted six Learning Walks of other teachers and participated in Collaborative Team Learning Walks outside their content area.
- Instructional Rounds were conducted on the SLBs with a focus on SLB #1 (Learning Target) and SLB #5 (engagement and collaboration) based on results of previous year's Instructional Rounds, faculty and student surveys, and Learning Walk feedback.
- Staff development for the year focused on Learning Targets, collaboration, and rigor based on feedback from Instructional Rounds and Learning Walks. Teacher share-out sessions were included to allow teachers and staff to share instructional strategies and best practices. Teachers were also provided opportunities to attend out-of-district professional development presented by groups such as College Board, AVID, NMSI, etc.
- Learning Walk data showed over 90% of classrooms have implemented Learning Targets. Based on student survey data, 92.5% of students know and understand what they are learning and why it is important.

Curriculum, Instruction, and Assessment Needs

1. Collaborative Teams need to ensure that weekly meetings include review of student progress, lesson plan adjustment, and goals to increase student learning.

2. Develop a plan for portfolio share-outs. Collaborative Team meetings and individual conferences were used to share feedback from Learning Walks, lesson planning, student surveys, and team/individual problem of practice. However, we did not get to the full portfolio share-out at the end of the year where teachers had the opportunity to share their reflections with department members.
3. Continue to focus on student self-assessment of learning. Based on student survey data, 79.2% of students regularly assess if they are learning the daily Learning Target.
4. Design on-going professional development that targets SLB #1, #3, and #5. Data collected during Instructional Rounds, Learning Walks, and formal observations showed the need for continued professional development to advance staff learning on Learning Targets, collaboration, and rigor.

Family and Community Involvement

Family and Community Involvement Summary

Data and parent surveys illustrate that Rouse High School has strong family and community involvement. Parents are welcome members of the RHS learning community. Current programs and events provide resources and information regarding students' academic needs. Additional programs in the areas of students' personal and social development are needed. Current parent participation shows we are reaching only a fraction of our parents. A plan needs to be put in place to provide multiple ways of gaining access to information. Additional effort in partnering with community organizations would be beneficial to both students and the community.

Family and Community Involvement Strengths

- Student-Led Parent Conferences were conducted.
- Parent Information Nights were held including: Knowledge for College Night, Grade Level Information Nights, Advanced Programs Night, and AVID Parent Night. 77% of parents feel that the campus provides opportunities to enrich their knowledge regarding academic and social-emotional needs of their students.
- Availability of College Coach to reach out to parents and students in order to inform, educate, and support college admissions.
- FAFSA and College Application workshops for parents and students.
- Parent Volunteers assisted with day to day operations and during beginning of year and testing. School Clubs promote community involvement. 79% of parents agree that the campus encourages parent/community involvement.
- Translation of Parent Correspondence in Spanish.
- Campus and Teacher Websites post current information and calendars.
- Insider & Phone Messenger systems are in place for weekly informational updates. 84% of parents agree that the campus provides them with adequate and timely communications.
- Naviance is utilized by the Counselors, DOI, and Transition Coordinator to communicate with parents and students.
- Partnership with Chick-fil-A to promote student/community relations and leadership.
- Opportunity for collaboration such as the Site Based Committee which includes faculty, parent, and community members. 79% of parents surveyed feel that the campus keeps them informed, included, and welcomed to participate in campus activities.
- 85% of parents feel that the campus provides an environment that is inviting for parents and families.

Family and Community Involvement Needs

1. Provide programs which support parents and community in the areas of parenting as well as students' personal and social development.

2. Develop resource materials to provide support for parents unable to attend informational meetings.
3. Build community partnerships to increase opportunities for student service projects.

Technology

Technology Summary

Through evaluating data, it is clear that Rouse High School staff and students are embracing BYOT, and Rouse technology support team is providing continuous professional development opportunities for staff. Rouse High School will focus on utilizing technology and resources to advance the pedagogy of implementing TEKS based technology strategies to design real-world applications and educational experiences for students. Through the implementation of mLISD, students will have increased opportunities to engage in gathering new knowledge and skills, and build deeper meaning and collaborative opportunities to explore what they learn in meaningful and innovative ways. In order to support each student, the data indicates there is a need to provide students with increased access to digital content, resources and devices to support anytime/ anywhere learning. In addition, the data illustrates there is a need to provide teachers with necessary supports to effectively integrate technology into their classrooms as a transformative teaching and learning tool.

Technology Strengths

- On-going staff development for technology integration in the classroom is provided to teachers. Opportunities for sustained, relevant and timely staff development in a variety of formats (i.e. Google Classroom, Educate).
- WIFI has been upgraded to accommodate increased usage of technology in the classroom.
- BYOT embraced by the majority of teachers on campus.
- Campus technology leadership team has been established to articulate and support the vision for campus technology improvement.
- 16 Lenovo Carts, each housing 32 Lenovo Laptops, were made available to teachers for classroom instruction.
- Document projectors are available to all teachers.
- 90% of all textbooks have on-line resources
- Library and RAID labs are open before and after school for students to access technology.
- Students have access to campus resources that are relevant to technology, instructional tools, and services. These resources allow students and teachers to collaborate, construct knowledge and provide solutions to real-world problems using research-based strategies; which allows students to effectively communicate in a variety of formats for diverse audiences.
- Teachers and administrators utilize data management systems such as Eduphoria, LINQ, L3D, and ITTCS to gather data daily to support decision making.

Technology Needs

1. Need opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.
2. On campus instructional support/coaching for teachers and continued professional development opportunities to support technology as a tool.

3. Digital Citizenship training for faculty and students with a focus on cyber safety and bullying.
4. Develop expectations for teachers' utilization for technology and as an instructional tool.
5. Timely technical assistance for faculty and students to support teaching and learning.
6. Plan for mitigating lost/stolen/damaged devices as we move to 1:1 Lenovos.

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

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
- AEIS longitudinal data
- AYP longitudinal data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- 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
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments 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
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

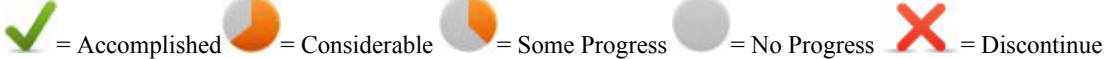
- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Increase the percentage of students meeting Level III Advanced Performance measure (all subjects/all tests combined measure) on STAAR from 19.4% to 20.4%.


Summative Evaluation: 2016 STAAR scores combined measure

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Collaborative Teams will develop lessons using high yield strategies that show evidence of student engagement, collaboration, and rigor. Teachers will assess student learning through lesson reflection and shared data at weekly team meetings.	Principal, Assistant Principals, and Dean of Instruction	2016 STAAR Scores, Learning Walks, and teacher portfolios			
2) Collaborative Teams will explore campus STAAR data, including Quintile analysis of TEKS, to determine areas of strength and areas needing improvement. Teachers will develop a Team Problem of Practice and action plan based on the data review.	Principal, Assistant Principals, and Dean of Instruction	2016 STAAR Scores, Learning Walks, and teacher portfolios			
					

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

Performance Objective 2: Increase the percentage of students taking Pre-AP or AP courses from 56% to 57% for the all student group and from 43% to 46% for Eco-Dis students.


Summative Evaluation: 2015-16 Pre-AP and AP course enrollment data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Use AP Potential data from PSAT scores as a tool to identify students and encourage enrollment in advanced courses. Use selected criteria to enroll incoming 9th graders in advanced courses. Track data on students identified through AP Potential and their performance on the AP exam.	Dean of Instruction, counselors, and AP teachers	2015-16 Pre-AP and AP course enrollment data; AP Potential and 2016 AP scores			
2) Educate parents and students about the benefits of participating in advanced courses during scheduled student/parent programs such as incoming 9th grade orientation, Advanced Program night, and Knowledge for College night. Provide parents and students with the RHS AP booklet describing all available AP courses. Show the campus produced video, highlighting AP courses, during class registration for students in grades 9-11.	AP teachers, AP students, and Dean of Instruction	2015-16 Pre-AP and AP course enrollment data			
3) Provide support to students in advanced courses through campus initiatives (AVID, Kagan, and SIM strategies, tutorials, study groups, and Advocate placements).	Dean of Instruction and teachers	2015-16 Pre-AP and AP course enrollment data			
4) Provide materials to parent to assist in working with their child.					
					

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

Performance Objective 3: Increase the percentage of students scoring 3, 4, or 5 on the AP exam from 50% to 52%. Increase the AP exam testing rate from 63% to 65% for students enrolled in AP courses.


Summative Evaluation: 2016 AP exam scores from College Board and cumulative data from district on AP enrollment and College Board AP exam participation numbers

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will review the AP Instructional Planning reports from the spring exam administration to target areas for improvement. Teachers will meet during collaborative team times to discuss vertical alignment between Pre-AP and AP courses. Staff development opportunities and resources will be provided for Pre-AP and AP teachers.	Dean of Instruction	2016 AP scores from College Board			
2) Students will be given the opportunity to participate in AP study groups during Advocate. Teachers will offer targeted AP review sessions prior to the AP exam during Advocate, before/after school, and Saturday sessions.	Dean of Instruction and AP teachers	2016 AP scores from College Board			
3) Dialogue with parents and students to improve course enrollment, retention, and testing rates through AP classes, Advocate, and Advanced Program night. Inform students and parents of the new state law (Fall of 2016) which will award college credit at Texas state universities for students scoring a 3+ on an AP exam.	Dean of Instruction, counselors, and AP teachers	Cumulative data from district on AP course enrollment and College Board AP exam participation numbers			
4) Inform parents and students of AP exam registration dates in December to allow time to plan for exam costs. Provide information and applications to students who are eligible for the Free/Reduced Lunch program to help them qualify for reduced AP exam fees.	Dean of Instruction	College Board AP exam participation numbers			
5) Information translated into Spanish					
					

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

Performance Objective 4: At least 64% of students will meet the College Ready Graduation criteria (up from 61.2%).


Summative Evaluation: District College and Career Readiness Summary Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Counselors will meet yearly with all students to update 4-year graduation and endorsement plans. Presentations will be given in Professional Communications/AVID classes to raise awareness of graduation requirements, TSI, AP, ACC, and articulated courses.	College and Career Transition Coordinator and counselors	District College and Career Readiness Summary Report			
2) Educate parents and students about the benefits of participating in advanced courses during scheduled student/parent programs. Utilize Naviance as a tool to promote College and Career Readiness at all four grade levels.	College and Career Transition Coordinator, Dean of Instruction, and counselors	District College and Career Readiness Summary Report			
3) Information translated into Spanish					
					

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

Performance Objective 5: Increase the percentage of 11th grade students who will meet the college-ready benchmark on the PSAT from 45.7% to 47%. Increase the percentage of 12th grade students who will meet the college-ready benchmark on the SAT from 45% to 48% and on the ACT from 45.2% to 47%.

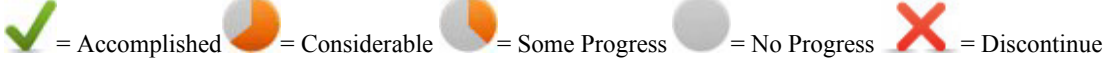
Summative Evaluation: Data from the 2015 PSAT test and 2015-16 score reports from the SAT and ACT exams.

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 the PSAT exam. PSAT, SAT, and ACT prep sessions will be offered on I-Choose days during Advocate.	Dean of Instruction	Data from the 2015 PSAT test and 2015-16 score reports from the SAT and ACT exams.			
2) Communicate to students and parents the free PSAT, SAT, and ACT resources available on the LISD Academic Readiness website.	Dean of Instruction	Data from the 2015 PSAT test and 2015-16 score reports from the SAT and ACT exams.			
					

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

Performance Objective 6: Increase SAT performance in Critical Reading (from 516 to 518), Mathematics (from 522 to 524), and Writing (486 to 488). Increase the composite score on the ACT from 22.4 to 22.5.


Summative Evaluation: 2015-16 score reports from the SAT and ACT exams.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Review performance data from the yearly College Board SOAS report and develop an action plan to address areas targeted for improvement. Review PSAT score reports with students in January and help them access the Khan Academy link for SAT support.	Dean of Instruction	2015-16 score reports from the SAT and ACT exams			
2) Offer ACT testing for 11th graders during the school day in April. Offer a full length practice PSAT and SAT exam (Saturday sessions) prior to the PSAT in the fall and the SAT in the spring.	Dean of Instruction and Assistant Principal in charge of ACT testing	2015-16 score reports from the SAT and ACT exams			
					

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

Performance Objective 7: At least 82% of students will complete a FAFSA form (up from 79%).






Summative Evaluation: 2016 FAFSA completion data (Apply Texas Counselor Suite)

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) 1) College and Career Transition Coordinator and Guidance Counselors will work with Government and Economics teachers to present a district developed FAFSA lesson to seniors.	College and Career Transition Coordinator, counselors, and teachers	2016 FAFSA Completion data			
2) College and Career Transition Coordinator and Guidance Counselors will provide FAFSA assistance for parents and students at scheduled FAFSA events.	College and Career Transition Coordinator and Counselors	2016 FAFSA Completion data			
3) Information translated into Spanish					
					

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

Performance Objective 8: At least 72% of seniors will enroll in college in the fall after graduation (up from 64%).


Summative Evaluation: National School Clearinghouse (NSC) report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Offer students opportunities for assistance on FAFSA, college applications, CCR checklists, and TSI completion. Provide dates and registration deadlines for SAT and ACT exams. Schedule visits from college representatives during Advocate.	Teachers, Counselors, Dean of Instruction, and CCTC	National School Clearinghouse report			
2) Provide communication opportunities for parents and students outlining the necessary steps to be College and Career Ready such as transcript checks, Kick-off to College presentations, parent nights, Senior Transition Day, CCR bulletin board, college planning checklists, graduation meetings, CCR parent links, senior survey, and Naviance.	CCTC, Counselors, and Dean of Instruction	National School Clearinghouse report			
3) Partner with the Austin Chamber of Commerce and Austin Community College in the Direct-to-College Enrollment 70% Achievement Plan.	College and Career Transition Coordinator	National School Clearinghouse report			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 9: Increase the percentage of students who meet or exceed progress on the Student Progress Performance indicator from 45% to 55% in Reading and from 36% to 45% in Mathematics.


Summative Evaluation: Index 2 on the 2016 TEA Accountability report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus Literacy Team will develop activities to promote reading and writing in all classes (such as reading time during Advocate and root, prefix, or suffix lessons on RNN).	Dean of Instruction and campus reading specialist	Index 2 on the 2016 TEA Accountability report			
2) Algebra I and English I & II Collaborative Teams will explore campus STAAR data, including Quintile analysis of TEKS, to determine areas of strength and areas needing improvement. Teachers will share best practices, develop lessons using high yield strategies, and assess student learning at weekly team meetings.	Campus administrators	Index 2 on the 2016 TEA Accountability report			
					

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

Performance Objective 1: Raise the percentage of SPED and ELL students performance in math, science, and reading by an additional 15-20 percent of students showing progress at and/or beyond satisfactory standards.


Summative Evaluation: 2016 STARR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Use RTI and ELPS specific strategies to track student performance and measure their instructional performance in targeted areas of development as outlined in RTI and ELPS strategies.	Teachers, Counselors, Administrators, and Case Managers.	2016 STARR Performance Results			
2) Review student IEP's to ensure that we are addressing their learning needs based on performance data and teacher feedback.	Teachers, Student Support Services, Administrators, and Case Managers.	2016 STARR Performance Results Noted Growth in Student Progress from Teacher Feedback 6 Weeks Grades			
3) Increase literacy efforts across all disciplines to impact student comprehension and writing skills.	Teachers, Administrators, Student Support Staff, Instructional Aides and Coaches	2016 STARR Results			
					

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

Performance Objective 2: Maintain and grow the performance of Eco-Dis Level 3 students in Algebra 1 and English II on the EOC exam, and increase Level 1 and Level 2 performance of Eco-Dis students in Algebra 1 and English II by at least 5% and/or 100 score points.


Summative Evaluation: 2016 STARR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Design lessons that increase rigor and discourse in student learning.	Teachers, Administrators, Instructional Coach	2016 STAAR Performance			
2) Create systems and/or processes, such as data notebooks, that increase student self performance tracking.	Teachers, Instructional Coach	2016 STAAR Performance Progress and 6 Week Grading Periods			
					

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

Performance Objective 3: Decrease the performance gap of Eco-Dis and Non-Eco Dis students in all subjects by at least 15%.

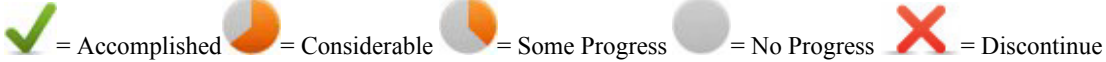
Summative Evaluation: 2016 STARR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Create differentiated instruction that is learner centered and tiered with various instructional strategies to meet individual student needs.	Teachers, Administrators, Instructional Support Staff	2016 STAAR Results			
2) Create assessments that are tied to rigorous instruction and targeted standards (TEKS). Use data from assessments to drive instructional design, instructional interventions such as re-teaching, and increase rigor.	Teachers, Administrators, Instructional Support Staff	2016 STAAR Results			
					

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

Performance Objective 4: Increase enrollment of Eco-Dis students in pre-AP and AP courses, by lowering the percentage gap between Non-Eco Dis and Eco-Dis students from 13% to 10%.






Summative Evaluation: 2015-2016 Pre-AP and AP enrollment data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Counselors and teachers will identify students with pre-AP and AP potential. Counselors will specifically focus on their Alpha Splits, looking for students in regular courses, identified as Eco-Dis, performing at 90% or above in core classes in the first 6 weeks. Teachers and counselors will work together to encourage Eco-Dis students performing at this standard to enroll in pre-AP or AP courses.	Counselors, Teachers, Administrators	Pre-AP/AP enrollment data for 2015-2016			
					

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

Performance Objective 5: Increase the STAAR passing rate for ELL students in reading (56% in 2015) and for SPED students in math (56% in 2015) to at least 60% to meet the state accountability safeguard standards. Increase the STAAR passing rate for SPED students in reading from 61% to 65%.


Summative Evaluation: 2016 STARR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Differentiated instruction and use of Learning Targets that increase assessment and data for teacher and student progress monitoring.</p>	Teachers, Administrators, Student Support Staff	2016 STAAR Data			
<p>System Safeguard Strategies</p> <p>2) Direct focus on Student Learning Behaviors to design instruction that optimizes various learning styles.</p>	Teachers, Administrators, Student Support Staff	End of Year Student Survey, Assessment of Professional Learning Communities			
<p>System Safeguard Strategies</p> <p>3) Continued professional development on Continuous Improvement strategies and processes.</p>	Teachers, Administrators, Student Support Staff	Assessment of Continuous Improvement Data on staff attending training on Instructional Rounds for 2015-2016. Teacher Portfolio Data and Learning Walks.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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

Performance Objective 6: Increase the overall performance of African American students in Level 3 by 1% in ELA, math, and science; and, by at least 3% in social studies (9.6% drop in SS from 2014 to 2015).


Summative Evaluation: 2016 STARR Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Targeted instruction and assessments on objectives/TEKS that students most struggle with.	Teachers, Administrators, Instructional Support Services	2016 STAAR Results			
2) Creating formal and informal, and pre and post assessments that produce data utilized to drive instruction.	Teachers, Administrators	2016 STAAR Results			
					

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

Performance Objective 7: Continue to increase the number of Eco-Dis advantage students enrolled in extra-curricular activities from 17.1% (2014-2015 data) to 18.6% or higher.


Summative Evaluation: District 2015-2016 High School Measures Summary; 2015-2016 Campus Extra-Curricular Activities Enrollment Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Present more opportunities for students and parents to learn about extra-curricular programs and activities in school.	Administrators, Teachers, Counselors	2015-2016 Extra-Curricular Activity Enrollment Data			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: 100% of RHS teachers both independently and in collaboration with PLC's will share, review, and reflect upon SLB's in a variety of formats.


Summative Evaluation: Data-based team reflection and portfolio share-out for feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) PLC's -- Provide teachers with the opportunity to collaborate during team planning period.	Principal, DOI, Assistant Principals	Team Reflection & Portfolio			
2) New-to-district faculty will participate in activities that introduce and encourage reflection on SLB's, Rigor, Learning Targets, and high-yield strategies.	DOI and Assistant Principals	Learning Walks, Portfolios, Instructional Rounds, Dialogue			
3) Collaborative teams will develop one student survey per semester and reflect on results with collaborative team.	Department Heads, Team Leads, DOI, and Assistant Principals	Team dialogue and self-reflection			
4) Campus administrative team will meet with each collaborative team monthly to discuss learning walk data, lesson plan design, and Team and Individual Problem of Practice.	Campus Principal, Administrative Team, and Leadership Team	Learning Walks, Portfolio, Instructional Rounds, Dialogue			
5) Teachers in collaboration with PLC's will share, review, and reflect upon at least 10 team lesson plans that include learning targets and purposeful student collaboration along with the other 7 learning behaviors.	Faculty and Administrative Team	Data-based team reflection and portfolio			
6) Provide opportunities for teachers to collaborate and mentor each other in using technology as a tool for high level student learning.	Principal, DOI, Assistant Principals	Team Dialogue and Reflection & Portfolio			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 2: 96% (from 94%) of RHS students will know and understand what they are learning in class and why it is important.


Summative Evaluation: Learning Walk Data and Student Survey Feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All teachers will practice continued sharing and reflection of Learning Targets in daily lessons.	Campus Principal and Administrative Team	Learning Walks, Instructional Rounds, Portfolios, and Dialogue			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 3: 85% (from 79%) of students will regularly self-assess if they are meeting the Learning Target.


Summative Evaluation: Student Survey Feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All teachers will practice continued sharing and reflection of Learning Targets in daily lessons.	Campus Principal and Administrative Team	Learning Walks, Instructional Rounds, Portfolios, and Dialogue			
2) Learning Targets will incorporate "look fors" in order to facilitate student self-assessment each class period.	Campus Principal and Administrative Team	Learning Walks, Instructional Rounds, Portfolios, Dialogue, and Student Surveys			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 4: 90% (from 85%) of Learning Targets are composed to elicit higher-order thinking to increase lesson rigor.


Summative Evaluation: Learning Walk Data and Student Survey Feedback

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) All teachers will practice continued sharing and reflection of Learning Targets in daily lessons.	Campus Principal and Administrative Team	Learning Walks, Instructional Rounds, Portfolios, and Dialogue			
2) Staff development activities will focus on creating Learning Targets that foster higher-order thinking.	DOI and Administrative Team	Learning Walks, Instructional Rounds, Portfolios, and Dialogue			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 5: 90% (from 88%) of RHS students will engage in challenging learning experiences during daily lessons.


Summative Evaluation: Learning Walk and Instructional Rounds Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Staff development activities will focus on creating Learning Targets that foster higher-order thinking.	DOI and Administrative Team	Learning Walks, Instructional Rounds, Portfolios, and Dialogue			
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 6: 85% (from 78%) of RHS students will engage in discourse with others focused on ideas, thinking, reasoning, strategies and/or learning.


Summative Evaluation: Learning Walk and Instructional Rounds Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Teachers will utilize Kagan, AVID, SIM and questioning strategies in order to promote student collaboration and discourse.	Campus Administrative Team	Learning Walks, Instructional Rounds, and Dialogue			
					

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

Performance Objective 1: At least 76% of secondary students will be enrolled in courses that have UIL or extra-curricular components (up from 73.1%).


Summative Evaluation: iTCCS Data Management System

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Identify programs with low participation and actively reach out to students and encourage them to join those programs.	Principal, Athletic Coordinator, and UIL Academic Sponsor	Increased number of students involved in programs			
2) Extra-Curricular and UIL programs will develop an announcement about their program for RNN	Principal, Athletic Coordinator, UIL Academic Sponsor, and RNN teacher	Increased number of students involved in programs			
3) Extra-curricular and UIL programs will set up a display at open house, class presentation nights, and Raider Camp and the coach/sponsor and students will talk about their programs.	Principal, Athletic Coordinator, and UIL Academic Sponsor	Increased number of students involved in programs			
4) Utilize parent and community outreach, The Rouse Union, to collaborate with parents on strategies to help increase attendance.	Principal, Athletic Coordinator, and UIL Academic Sponsor	Increased number of students involved in programs			
5) Educate parents and students about the benefits of participating in extra curricular/UIL courses during scheduled student/parent programs.	Principal, Athletic Coordinator and UIL Academic Sponsor	Increased number of students involved in programs			
					

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

Performance Objective 2: Increase average daily percent attendance from 94.6% to 95.1%.


Summative Evaluation: iTCCS Data Management System

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Utilize parent and community outreach, The Rouse Union, to collaborate with parents on strategies to help increase attendance.	All staff	Increased attendance and decreased behavior infractions.			
2) Perfect attendance incentive program each grading period.	All staff	Increased attendance.			
3) Counseling Program for those students that have outside barriers impeding attendance.	All staff	Increased attendance			
4) Provide lessons to students concerning ethical behaviors	All staff	Increased attendance and decreased behavior infractions.			
5) Tutorial help for students with academic problems.	All staff	Increased attendance			
					

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

Performance Objective 3: At least 98% of students will respond with strongly agree or agree to "I feel safe in my classroom" (up from 96.3%). At least 95% of students will respond with strongly agree or agree to "I feel safe on my campus outside of my classroom" (up from 93.2%).


Summative Evaluation: Student Survey Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Increase staff visibility in hallways before school, during passing periods, and after school.	Administrators and Teaching Staff	Increased student awareness of adult presence			
2) Provide education on actions a student should take to obtain assistance and intervention in response to bullying.	Administration, Counselors, Teachers	Completion of required training by October 23, 2015. Documentation from administration.			
3) Use established procedures for reporting and investigating an allegation of bullying	District	Follow district procedures for completing documentation.			
4) Provide support to a victim of bullying	Administration, Counselors, FST	Documentation of follow-ups made by Administration, Counselors, FST			
5) Red Ribbon Week	RRADD	Documentation from club sponsor			
6) Random searches by drug dog	Administration	Documentation of searches; Follow-up with parents			
7) Increase participation in C2	Club sponsor	EOY survey of club sponsors and students			
8) C2 will have representatives from all clubs on campus and students from all grade levels to further support diversity & inclusion	C2 Sponsor and sponsors of other campus clubs	EOY survey of club sponsors and students			
9) Bulletin Boards by Student Council, C Squared, RADD, and PALS promote tolerance, kindness, inclusion, and positive self-image.	Administration & club sponsors	Visibility of bulletin boards			
10) Earn "No Place for Hate" recognition	All staff	An award of "No Place for Hate"			
					

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

Performance Objective 4: Decrease the percentage of students with 5+ infractions to 4.5% (down from 5.4%).


Summative Evaluation: iTCCS Data Management System

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus discipline management plan	Assistant Principals	Discipline data			
2) Earn No Place for Hate recognition	C2 Sponsor, Assistant Principals	Designation earned from Anti-Defamation League			
3) Training of Assistant Principals in Restorative Discipline	Student Support Services, Assistant Principals	Training in October. Implement practices throughout the year.			
					

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

Performance Objective 5: Decrease the infraction rate per capita from 0.52 to 0.45.






Summative Evaluation: iTCCS Data Management System

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Campus discipline management plan	Assistant Principals	Discipline data			
2) Earn No Place for Hate recognition	C2 Sponsor, Assistant Principals	Designation earned from Anti-Defamation League			
3) Faculty help monitor hallways first 10 minutes of their respective Conference Period	Assistant Principals, Faculty	Discipline Data			
					

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

Performance Objective 6: Decrease the percentage of students participating in unsafe behaviors by 0.5% (down from 3.77%).






Summative Evaluation: iTCCS Data Management System, LINQ Reporting Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Anonymous Alerts	Assistant Principals, Guidance Counselors	Student Involvement			
2) Enhance district security camera system through addition of cameras and training of staff	Assistant Principals, Risk Management	Number of Cameras installed, Discipline Data			
3) Shattered Dreams	RADD sponsors and Assistant Principals	Student Involvement			
4) Red Ribbon Week	Assistant Principals, Counselors, RADD Sponsors	Student Involvement			
5) Random searches by drug dog	Student Support Services, Assistant Principals	Discipline Data			
6) Individual and Group Counseling Services by Chemical Abuse Prevention Program (CAPP) Counselor	CAPP Counselor	Discipline Data			
7) Voluntary drug testing	CAPP Coordinator	Student Participation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 7: Provide programs which support parents and community in the areas of parenting as well as students' personal and social development.


Summative Evaluation: Parent Survey Data

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Create parent outreach program that focuses on areas of attendance, student achievement, and life-long learning.	All staff	Growth in community and parental involvement and increased attendance			
2) Provide materials to parent to assist in working with their child.	All staff	Growth in community and parental involvement and increased attendance			
3) School meeting will be arranged at a time convenient for maximum parental involvement	Principal	Growth in community and parental involvement and increased attendance. Meeting Attendance			
4) Information translated into Spanish	All Staff	Growth in community and parental involvement and increased attendance. Meeting attendance.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 8: Build community partnerships to increase opportunities for student service projects.

Summative Evaluation: Student participation numbers

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Utilize parent and community outreach, The Rouse Union, to increase awareness for opportunities that allow students to give back to the community.	All staff	Increase in the number of students participating in service projects.			
2) Increase student involvement in Green Cord, a new community service organization beginning at Rouse for the 2015 school year. Students receive a service award for earning a specific amount of community service hours, as determined by their grade level.	Administrators, Counselors, Teachers	Number of participants and completion of required service hours for the 2015-2016 school year.			
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	5	1	Differentiated instruction and use of Learning Targets that increase assessment and data for teacher and student progress monitoring.
2	5	2	Direct focus on Student Learning Behaviors to design instruction that optimizes various learning styles.
2	5	3	Continued professional development on Continuous Improvement strategies and processes.

Addendums

004 ROUSE HIGH SCHOOL
Campus Demographic Summary
2015 - 2016 School Year
Principal: JOHN GRAHAM

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
163	9.8	36	13	8

Grade	Total	%
09	619	25.6%
10	633	26.2%
11	609	25.2%
12	554	22.9%
Campus Total	2,415	

Economically Disadvantaged		
N	1,781	73.7%
Y	634	26.3%

Students with Disabilities		
N	2,128	88.1%
Y	287	11.9%

At Risk Students		
N	938	38.8%
Y	1,477	61.2%

Ethnicity		
ASIAN	55	2.3%
BLACK	163	6.7%
HISPANIC/LATINO	704	29.2%
AMERICAN INDIAN	9	0.4%
TWO OR MORE RACES (MULTI)	74	3.1%
HAWAIIAN OR PACIFIC ISLANDER	8	0.3%
WHITE	1,402	58.1%

Gender		
FEMALE	1,190	49.3%
MALE	1,225	50.7%

Gifted and Talented		
N	2,017	83.5%
Y	398	16.5%

English Language Learners		
N	2,382	98.6%
Y	33	1.4%

Students in Bilingual Program		
N	2,415	100.0%

Students in ESL program		
N	2,382	98.6%
Y	33	1.4%

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p>Student Learning Behaviors</p>	<p>Lesson design</p> <p>Learning objective</p>	<p>100% of RHS teachers will develop at least (10) team lesson plans with data- based team reflection, and portfolio. PLC's will develop lessons using high yield strategies that show evidence of student engagement, collaboration, and rigor. Learning Targets will be clearly stated and describe the performance of understanding and criteria for success as measured through learning walk data, observations.</p>	<p>Yes, the goal was met. All RHS PLC's collaborated to develop 10 team lesson plans using high yield strategies. Learning Walk data shows over 90% classrooms have effectively implemented Learning Targets.</p>	<p>Will ask PLC's to develop lessons that include all behaviors with a focus on student engagement, collaboration, and rigor. Learning Targets will be clearly stated and woven throughout the lesson.</p>
	<p>Student ownership of learning</p> <p>High yield strategies</p>	<p>Students will gain awareness of student learning targets through teacher instruction and activities. 95% of RHS students will know and understand what they are learning in class, and why it's important to them. 85% of students will regularly assess if they are learning the daily learning target Students will be able to connect activities to the learning targets and use that knowledge to improve oral and written communication as measured through learning walk data and student surveys.</p>	<p>No, we did not meet the goal. Based on student survey data 92.5% of RHS students know and understand what they are learning & why it is important and 79.2% of students regularly self-assess.</p>	<p>Continue to use learning targets stated in student friendly language with a focus on student assessment and connection to learning.</p>

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p>Eliminating the Achievement Gap</p>	<p>Plan for intervention / challenge</p> <p>Essential learning aligned to TEKS</p>	<p>(1) Reduce the achievement gap between eco-dis and non-eco dis students on all STAAR tests to 5% or less. (2) Reduce the enrollment gap between eco dis and non-eco dis in Pre AP/AP courses to 10% or less.</p>	<p>(1) We did not meet the goal. All areas increased in overall gap. Biology was the only area with a gap below 5% at 1.6%. (2) Also, the enrollment gap between eco dis and non-eco dis in Pre AP/AP courses was 17%.</p>	<p>(1) Continue to utilize Advocate, tutorial buses, and other programs to strategically provide support to reduce the gap. (2) Also, continue to work on a 5% decrease in the gap between eco dis and non-eco dis students enrolled in Pre-AP/AP classes.</p>
	<p>Supportive learning environment</p> <p>Learner engagement</p>	<p>Reduce the achievement gap between African American and all students on STAAR tests by 5% points English 1, English 2, and Biology. Continue to reduce/close the gap in all subgroups.</p>	<p>Met in Biology -- 7%, met in English 1-- 5%, did not meet in English 2--less than 1% reduction in the gap.</p>	<p>Continue with an increased focus on improving performance of subgroups on English 2 STAAR.</p>
	<p>Data analysis and goal setting</p> <p>Lesson design</p>	<p>(1) Increase the number of SPED students demonstrating satisfactory performance on all STAAR assessments by 2% in U.S. History and Biology and by 5% in English 1, English 2, and Algebra 1. (2) Reduce the achievement gap between SPED and all students to 5% or less in U.S. History and Biology and by 5% points in English 1, English 2, and Algebra 1.</p>	<p>(1) Satisfactory performance of SPED students in US History increased from 58.3% to 82.5%. Other tested areas saw a decline in satisfactory performance. (2) Did not meet. Gap increased.</p>	<p>Provide more inclusion support in STAAR tested areas.</p>

District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
<p>College and Career Readiness</p>	<p>Bloom's taxonomy</p> <p>Lesson design</p>	<p>Increase the percentage of individual students enrolled in at least one Pre-AP and AP/Dual Credit course by at least 1% with an emphasis on under-represented populations. Maintain a 95% passing rate for all students and increase the passing rate for eco dis students to at least 90%. Increase the number of students meeting the Advanced Performance Measure (Level 3) on STAAR tests by 3%.</p>	<p>Percentage of students enrolled in at least one advanced course remained the same; however, the actual number of students enrolled in advanced classes increased. Met Goal-Advanced class passing rates: (97.7% all students) and (94.4% eco dis). Met Goal - 4.4% increase on students meeting Level 3 STAAR.</p>	<p>Continue with an emphasis on increasing the number of students meeting Level 3 on the STAAR test.</p>
	<p>High yield strategies</p> <p>Data analysis and goal setting</p>	<p>Increase the percentage of students taking the AP exam by at least 10%. Increase the percentage of students scoring 3, 4, or 5 on AP exams by 2%. Increase the percentage of 10th and 11th grade students meeting the college readiness benchmark on the PSAT by 5% with an emphasis on closing the gap between eco dis and all students.</p>	<p>Met Goal- 21% increase in student participation. Met - Percent of 3,4, or 5's increased from 47% to 50%. Not Met-10th grade college readiness (42.4% to 43.5%), Met-11th grade college readiness (38.9% to 45.7%)</p>	<p>Continue goal. Work on increasing college readiness for all students.</p>
	<p>Supportive learning environment</p> <p>Plan for intervention / challenge</p>	<p>Increase the percentage of seniors completing 4 year applications by 5%. The percentage of students enrolled in college in the fall after graduation will increase 1%. Increase the percentage of students meeting TSI by 5%.</p>	<p>Not Met. Dropped 8% from previous year. Met-2% increase in students enrolled in college. Not met-Dropped 18% from previous year (TSI measures included only SAT/ACT/TSI assessments)</p>	<p>Continue goal with revised expectations.</p>

RHS (004)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Focus on Whole Student	Supportive learning environment	Increase the current enrollment of 50 students in Coalition of Clubs (C2) to 200 students. Coalition of Clubs will have representatives from all clubs on campus and students from	Increased enrollment to 100 students.	Continue with same goal to increase numbers in all clubs.
	Collaboration (Student)	Earn No Place for Hate recognition for the 2014-2015 school year by meeting the criteria set by the Anti-Defamation League.	Met Goal/ Campus earned No Place for Hate recognition.	Continue with same goal.