

Leander Independent School District

Vista Ridge High School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Top 25% Student Progress

Postsecondary Readiness



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	7
Curriculum, Instruction, and Assessment	8
Family and Community Involvement	9
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
Goal 1: College and Career Ready: Students exit our system college and career ready	15
Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success	19
Goal 3: Student Learning Behaviors: Students own their learning	33
Goal 4: Whole Student: Students are healthy, safe and engaged	37
System Safeguard Strategies	39
Addendums	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

Vista Ridge High School located in Leander ISD serves 2,111 students. The demographics for Vista Ridge are 61% Caucasian, 22% Hispanic, 8% Asian, 6% African American and 3% other. 10% of the student population is served by Special Education Services with 18% of students being on free and reduced lunch. 1.4% of students are English Language Learners. 78% of students are involved in extracurricular activities. For the 2014-2015 school year VRHS placed top 10 for the Lone Star Cup.

Demographics Strengths

- Biology EOC scores were above 80% across all subgroups.
- Algebra scores for African American and Hispanics were above 80%.
- Utilized Ranger Time tutorials daily for all students.
- All EOC retesters were identified and the students were notified they needed to retake the test.
- EOC interventions provided for all students that needed it during Ranger Time.
- EOC teachers identify students who are at risk of failing the STAAR and interventions were provided for these students daily during Ranger Time.
- During EOC testing students that are absent are contacted to attend school to take the test.
- 7th in Lone Star Cup.

Demographics Needs

- Math Eco Dis gap for Met Standard grew from 5.2% to 11.1%.
- Gap between ELL and non ELL increased significantly. (Math 6.6%, Reading 43.6%, Science 18.6%, Social Studies 61.1%)
- UIL Participation for Eco Dis students is not increasing at the same rate as the growth of the population of Eco Dis.
- Reading SPED scores were below 60% (46%) and is a system safeguard.
- Math SPED scores were below 60% (56%) and is a system safeguard.

- SPED graduation rate for 4 year and 5 year plan was below standard (83% & 88%) and triggered a system safeguard.
- ELL participation was below 95% (92%) and triggered a system safeguard.

Student Achievement

Student Achievement Summary

State test results reflect 92% of Vista Ridge students meeting or exceeding the states expectation for satisfactory standard on all 5 End of Course Exams. College and career readiness standard was met with 85% of graduates meeting the state standard. VRHS received 4 Distinction designations in ELA, Math, Top 25 % Student Progress and Postsecondary Readiness. VRHS offers 27 AP courses and 18 Pre-AP courses. From the graduating class of 2014, approximately 57% of our graduates went on to four-year universities, with another 39% attending two-year colleges. VRHS also offers dual credit through Austin Community College which allows juniors and seniors the opportunity to earn college credit while in high school. The graduation rate for VRHS is 99%.

Student Achievement Strengths

- Level 3 Advanced STAAR results increased in all subjects and all students increased 5.5%.
- Number of students taking Advanced Courses and Dual Credit increased from 41.2 to 47.6.
- Number of students in an AP course increased from 687 to 746.
- 46% of graduating seniors received a 3 or better on an AP Exam according the equity and excellence indicator.
- According to TEA 85% of students met the college and career readiness standard.
- Total of 161 scholars honored through the AP Program.
- 84 students earned AP Scholar Award
- 31 students qualified with AP Scholar with Honor Award.
- 46 students qualified for the AP Scholar with Distinction Award.
- 6 students qualified for the National AP Scholar Award.
- 98% passing rate for all students enrolled in a Pre-AP and AP course.

Student Achievement Needs

- Significant drop in SPED STAAR scores in Math, Social Studies and Reading.
- African American STAAR scores in Reading and Social Studies are areas of concerns.
- Increase students sitting for AP exams.
- Need to increase the percentage of juniors taking the ACT and SAT test.
- Need to increase and target our subgroups for dual credit and AP offering on campus.

School Culture and Climate

School Culture and Climate Summary

Overall student's survey responses reflected that students feel safe on campus. Vista Ridge has both proactive and reactive disciplinary practices. Vista Ridge is improving on discipline strategies to decrease the economically disadvantaged infractions. This was done by creating safety assessments for VRHS's students in need and following through with an action plan if the situation deemed appropriate. For the last 4 years VRHS was declared a No Place for Hate Campus and continues to ensure anti-bullying and tolerance education reaches students.

School Culture and Climate Strengths

- 95.5% attendance rate which was the highest in the district.
- Decreased economically disadvantaged referral rate by 8% from 42% to 34%
- Students with five plus infractions went down 2%.
- Increase in student ownership of clubs and organizations.
- Safety assessment, safety plan put in place for any student at risk
- Healthy BMI went up in fitness gram 2%
- 96% of students surveyed agree/strongly agree that they feel safe in the classroom.
- 90% of students surveyed agree/strongly agree that they feel safe on campus outside of the classroom.
- Parent survey results state that 86% believe the campus provides a safe and supportive learning environment for their child.
- Student survey shows that 80% of students agree/strongly agree that collaboration is utilized.
- Expect Respect began at VRHS to address concerns about sexual assault and harassment.

School Culture and Climate Needs

- Students involved in UIL activities decreased by 1.5%
- Attendance although the highest in the district went down from 95.6 to 95.5
- Below district goal of 80% participation in UIL.
- Eco-Dis did not reach the goal of 31% infraction rate.
- Further education on how to track progress of learning goals.
- 76% of parents surveyed feel their child receives the support needed when he/she is struggling academically.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Student ownership was a focus for the campus which was measured by active and structured participation of all teachers through mini-instructional rounds and the portfolio process. Teachers were asked to reflect and grow throughout the entire year by concentrating on providing students with multiple opportunities to process, reflect, collaborate, and hold students accountable for their learning. Through observations and professional development teachers were incorporating AVID, WICOR and best practices into their lesson plans on a daily basis.

Curriculum, Instruction, and Assessment Strengths

- WICOR is implemented in learning walks and teacher portfolios that directly connect to the 7 Learning Behaviors.
- Teachers utilize essential questions in their classroom to guide ownership of learning.
- Time is provided for Collaborative Team Learning to provide opportunities for collaboration.
- AVID strategies are utilized campus wide for best practices in classrooms.
- Professional Development is aligned with AVID best practices and teacher feedback, which is addressed by a teacher feedback committee.
- All teachers attended at least one mini-round to view classroom and had their classroom viewed at least once.

Curriculum, Instruction, and Assessment Needs

- Continue to improve on student ownership of the learning process.
- Continue to improve regarding clearly defined roles when students are involved in collaboration in the classroom.
- Increase accountability within collaborative groups by providing training on Kagan strategies.
- Continue to provide Professional Development regarding instructional strategies pertaining to WICOR/AVID strategies.
- Lenovo technology roll out will require significant support from IS and training for teachers.
- Allow teachers more opportunities to attend mini rounds
- Provide more training on quality essential questions.

Family and Community Involvement

Family and Community Involvement Summary

Overall the community completed surveys positively; however, only 189 parents responded. The community felt informed; however, teacher communication is one area that needs improvement. VRHS offers multiple opportunities for parents to receive information that is important to their students' college and career readiness success. For example, informative parent nights are held, Naviance communication is utilized to inform parents of important dates, and the expectation is that faculty members communicate within 24 hours to address parent concerns.

Family and Community Involvement Strengths

- SAFE Team- members of community and parents come up and actively monitor campus for safety concerns.
- Student led conferences - 9th grade students held parent conferences to present their plans for the future, where they want to go to college, what they are doing in class.
- Parent volunteers - active participation from parents coordinating volunteers to help aide office staff, faculty and the school as a whole.
- Campus Site Based Planning committee - active participation in the committee by parents to help make decisions for the campus
- AVID parent nights
- Teacher Websites - Teachers are required to maintain a website to communicate with the parents and students
- Meeting times - Principal will set times for parent meetings at a time that is most beneficial for the most parents to be able to come to them.
- Open House - hold a time that parents can come to meet the teachers of their students.
- FAFSA college parent nights
- Advanced Program night
- Weekly Insider
- Parent and student surveys
- Parents gave feedback that the first person they see when they walk in is very welcoming.
- PTSA support for teachers and providing community education about bullying and Expect Respect.
- Active booster clubs that support extracurricular activities.
- 88% of parents surveyed agree/strongly agree that the campus encourages parent/community involvement.
- 86% of parents surveyed agree/strongly agree that the campus provides an environment that is inviting for parents and families.

Family and Community Involvement Needs

- Teachers communicating with parents and students in a timely manner.
- Teachers inputting their grades in a timely manner.
- Attendance for our evening events is lower than desired.
- Increase community involvement.
- Membership for PTSA - 129 members total.
- Updating teacher websites in a timely manner.
- Mean average of parent survey was below district averages.

Technology

Technology Summary

This past year Vista Ridge rolled out one to one devices for all teachers and December of 2015 all freshman will receive a one to one device. During this transition Vista Ridge implemented professional development and support resources to support implementing technology in the classroom.

Technology Strengths

- Teachers were provided wireless access with technology training to prepare for a future roll out of one to one technology for instructional use.
- There is a process in place for providing professional development for technology to assist/train staff.
- Student access to technology is readily available before and after school.
- Each department has a technology liaison to assist with issues and training as needed.
- Professional development is teacher facilitated by departments in order to support specific needs.

Technology Needs

- Continue to provide professional development and growth opportunities for teachers regarding technology.
- Empower teachers to attempt new things in the realm of technology in a safe environment to "fail forward."
- Continue to provide technology for our students to support instruction and learning.
- Continue using Google Classroom to transform VRHS communication culture and support teachers going green.

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
- 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
- Texas Assessment of Knowledge and Skills (TAKS), Exit Level, including all applicable versions
- Progress of prior year TAKS failers
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or PLAN assessment data
- 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
- Migrant 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
- Homeless 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- Community surveys and/or other feedback


Support Systems and Other 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
- Other additional data

Goals

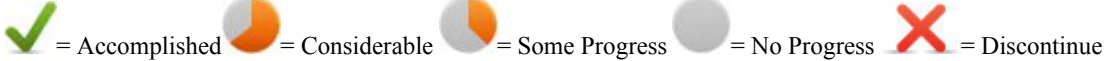
Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 1: 72% of Juniors will take the ACT and/or SAT by June 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Conduct direct advertising through English 3 classes.	ACT Campus Coordinator, College and Career Transition Coordinator	All English 3 classes receive school day ACT information and instructions			
Funding Sources: 199 - General Funds					
2) Utilize College Coach in calling parents of students who qualify for fee waivers.	College and Career Transition Coordinator, College Coach	Students will be identified through Naviance data. College Coach will keep a record of contacts made			
Funding Sources: 199 - General Funds					
					


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

Performance Objective 2: Increase the AP and Dual Credit course participation rate for Juniors from 56% to 58% and for Seniors from 53% to 55% by Fall 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Request additional sections of Dual Credit classes for 2015-2016 school year.	College and Career Transition Coordinator	Request submitted to Austin Community College prior to deadline			
Funding Sources: 199 - General Funds					
2) Continue to use data (AP potential, enrollment numbers, endorsements/graduation plans) during course selection process.	Counselors, Director of Counseling	Data will be available to counselors prior to course selections. Course selections will be entered into ITCCS			
Funding Sources: 199 - General Funds					
3) Maintain current AVID recruitment strategies.	Dean of Instruction, Counselors, AVID Teachers	Student selection rubrics will be used to evaluate students with attention given to economic status and academic preparedness			
Funding Sources: 199 - General Funds					
					

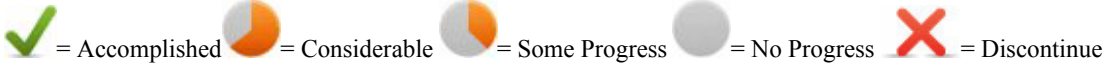
Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 3: 50% of seniors will complete the FAFSA by March 15, 2016.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Economics teachers will present FAFSA lesson provided by district.	Economics Teachers, Counselors, College and Career Transition Coordinator	Each senior will receive information on FAFSA during the school day			
Funding Sources: 199 - General Funds					
2) Counselors and College and Career Transition Coordinator will provide FAFSA assistance for parents and students at 3 FAFSA events.	Principal, Counselors, College and Career Transition Coordinator	Attendance at FAFSA events and the number of FAFSA submissions			
Funding Sources: 199 - General Funds					
					

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






Performance Objective 4: At least 72% of graduating Vista Ridge students will enroll in College in the fall immediately after graduation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Counselors and College and Career Transition Coordinator will meet with all seniors individually to identify future plans and provide support.	Counselors and College and Career Transition Coordinator	Documentation of every senior's plan			
Funding Sources: 199 - General Funds					
2) Vista Ridge College Coach will meet with students that need additional support for post graduation plans offering personalize support and resources.	Dean of Instruction, Counselors, College and Career Transition Coordinator	Meeting notes, students' submitted applications			
Funding Sources: 199 - General Funds					
3) Provide learning opportunities for students through college visits and campus/district college fairs.	Principal, Dean of Instruction, Counselors, College and Career Transition Coordinator, AVID teachers	College visit attendance through Naviance, number of opportunities provided			
Funding Sources: 199 - General Funds					
					

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






Performance Objective 1: Increase End of Course scores in Special Education Reading from 46% to 56%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Increase inclusion support in Special Education English Language Arts classes (increase sections).</p>	<p>Inclusion teachers, English 1 and 2 (general education and resource) teachers, Special Education Lead, Intervention Specialist, Department Administrator, Assistant Principals</p>	<p>Benchmark tests, 6 weeks assessments, End of Course data, Eduphoria, Individual Educations Plans, progress reports</p>			
Funding Sources: 224 - IDEA Special Education Funds					
<p>System Safeguard Strategies</p> <p>2) Restructure Special Education study lab and increase sections.</p>	<p>Inclusion teachers, English 1 and 2 (general education and resource) teachers, Special Education Lead, Intervention Specialist, Department Administrator, Assistant Principals</p>	<p>Benchmark tests, 6 weeks assessments, End of Course data, Eduphoria, Individual Educations Plans, progress reports</p>			
Funding Sources: 224 - IDEA Special Education Funds					

<p align="center">System Safeguard Strategies</p> <p>3) Utilize AVID strategies across all classes.</p>	<p>Inclusion teachers, English 1 and 2 (general education and resource) teachers, Special Education Lead, Intervention Specialist, Department Administrator, Assistant Principals, Principal, Dean of Instruction</p>	<p>Benchmark tests, 6 weeks assessments, End of Course data, Eduphoria, Individual Educations Plans, progress reports, Learning walks, Instructional/mini Rounds</p>			
<p align="center">Funding Sources: 199 - General Funds</p>					
<p align="center">System Safeguard Strategies</p> <p>4) Increase English Language Arts teacher participation in Instructional Rounds and professional development.</p>	<p>English 1 and 2 (general education and resource) teachers, Special Education Lead, Intervention Specialist, Department Administrator, Assistant Principals, Principal, Dean of Instruction</p>	<p>Benchmark tests, 6 weeks assessments, End of Course data, Eduphoria, Individual Educations Plans, progress reports, learning walks data, mini-rounds data</p>			
<p align="center">Funding Sources: 199 - General Funds</p>					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					






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

Performance Objective 2: Increase End of Course Reading scores in Economically Disadvantaged students from 77% to 85%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Increase of AVID and Kagan strategies across general education English Language Arts classes.</p>	<p>Instructional coach, English 1 and 2 teachers, Intervention Specialist, Department Administrator, Assistant Principals, Dean of Instruction, Principal</p>	<p>Benchmark tests, 6 weeks assessments, End of Course data, Eduphoria, Individual Education Plans, Learning walks, Instructional/mini Rounds</p>			
Funding Sources: 199 - General Funds					
<p>System Safeguard Strategies</p> <p>2) Specifically targeting small group and WICOR (Writing, Inquiry, Collaboration, Reading) strategies in the English Language Arts classroom.</p>	<p>Instructional coach, English 1 and 2 teachers, Intervention Specialist, Department Administrator, Assistant Principals, Dean of Instruction, Principal</p>	<p>Benchmark tests, 6 weeks assessments, End of Course data, Eduphoria, Individual Education Plans, Learning walks, Instructional/mini Rounds</p>			
Funding Sources: 199 - General Funds					
<p>System Safeguard Strategies</p> <p>3) Meet with all English 1 and 2 Collaborative Teams and discuss End of Course interventions that are targeted during Ranger Time.</p>	<p>Instructional coach, English 1 and 2 teachers, Intervention Specialist, Department Administrator, Assistant Principals, Dean of Instruction, Principal</p>	<p>Benchmark tests, 6 weeks assessments, End of Course data, Eduphoria, Individual Education Plans</p>			
Funding Sources: 199 - General Funds					
<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 3: Increase End of Course Reading scores in African American students from 76% to 86%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Utilize Ranger Time for targeted interventions.</p>	<p>English 1 and 2 teachers, Intervention Specialist, Department chair, Instructional Coach</p>	<p>End of Course scores, Benchmark test scores, 6 weeks assessments, Eduphoria Data, Progress reports</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p>System Safeguard Strategies</p> <p>2) Identify African American bubble students, and increase AVID/Kagan strategies throughout ELA classes.</p>	<p>Instructional coach, English 1 and 2 teachers, Intervention Specialist, Department Administrator, Dean of Instruction, Principal</p>	<p>End of Course scores, Benchmark test scores, 6 weeks assessments, Eduphoria Data, Progress reports, Learning walks, Instructional/mini Rounds</p>			
<p>Funding Sources: 199 - General Funds</p>					
<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 4: Increase End of Course scores in Special Education Math from 54% to 64%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p align="center">System Safeguard Strategies</p> <p>1) Increase inclusion support in Special Education Math classes while decreasing student/teacher ratio.</p>	<p>Inclusion teachers, Math teachers, tracking teachers, Special Education Team Lead, Intervention Specialist, Department Administrator, Principal, Dean of Instruction</p>	<p>Progress monitoring via tracking teachers, progress reports, 6 week assessments, Individual Education Plan progress, End of Course scores</p>			
Funding Sources: 224 - IDEA Special Education Funds					
<p align="center">System Safeguard Strategies</p> <p>2) Restructure Special Education study labs and increase sections.</p>	<p>Inclusion teachers, Math teachers, tracking teachers, Special Education Team Lead, Intervention Specialist, Department Administrator, Principal, Dean of Instruction</p>	<p>Progress monitoring via tracking teachers, progress reports, 6 week assessments, Individual Education Plan progress, End of Course scores</p>			
Funding Sources: 224 - IDEA Special Education Funds					

<p align="center">System Safeguard Strategies</p> <p>3) Increase Resource Math/inclusion teacher participation in Instructional/mini Rounds.</p>	<p>Inclusion teachers, Math teachers, tracking teachers, Special Education Team Lead, Intervention Specialist, Department Administrator, Principal, Dean of Instruction</p>	<p>Progress monitoring via tracking teachers, progress reports, 6 week assessments, Individual Education Plan progress, End of Course scores, Instructional/mini rounds data</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p align="center">System Safeguard Strategies</p> <p>4) Create resource Math/inclusion teacher Ranger time intervention class.</p>	<p>Inclusion teachers, Math teachers, tracking teachers, Special Education Team Lead, Intervention Specialist, Department Administrator, Principal, Dean of Instruction</p>	<p>Progress monitoring via tracking teachers, progress reports, 6 week assessments, Individual Education Plan progress, End of Course scores</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p align="center">System Safeguard Strategies</p> <p>5) Special Education Team Lead will observe Special Education/inclusion classes weekly.</p>	<p>Special Education Team Lead, Special Education teachers, Intervention Specialist, Math teachers</p>	<p>Progress monitoring via tracking teachers, progress reports, 6 week assessments, Individual Education Plan progress, End of Course scores</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

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






Performance Objective 5: Increase US History End of Course scores in African American students from 79% to 89%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Increase of AVID/Kagan strategies across all Social Studies classes.	Instructional coach, US History teachers, Intervention Specialist, Department Administrator, Dean of Instruction, Principal, Assistant Principals	Comparison of End of Course scores, Benchmark exams, 6 weeks assessments, Progress reports, learning walks, mini-rounds			
Funding Sources: 199 - General Funds					
2) Identify African American bubble students and assign Ranger Time intervention classes.	Instructional coach, US History teachers, Intervention Specialist, Department Administrator, Dean of Instruction, Principal, Assistant Principals	Comparison of End of Course scores, Benchmark exams, 6 weeks assessments, Progress reports, Ranger Time attendance			
Funding Sources: 199 - General Funds					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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






Performance Objective 6: Increase US History End of Course scores in Special Education students from 68% to 80%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Create dedicated Special Education inclusion support in all Social Studies classes.</p>	<p>Instructional coach, all Social Studies teachers and Social Studies inclusion teachers, Department administrator, Assistant Principals, tracking teachers, Special Education Team Lead, Principal, Dean of Instruction</p>	<p>Progress through tracking teacher data, Benchmark test scores, 6 weeks assessments, Individual Education Plan progress goals, End of Course scores</p>			
Funding Sources: 224 - IDEA Special Education Funds					
<p>System Safeguard Strategies</p> <p>2) Restructure study labs for Social Studies with an increase use of AVID/Kagan strategies.</p>	<p>Instructional coach, all Social Studies teachers and Social Studies inclusion teachers, Department administrator, Assistant Principals, tracking teachers, Special Education Team Lead, Principal, Dean of Instruction</p>	<p>Progress through tracking teacher data, Benchmark test scores, 6 weeks assessments, Individual Education Plan progress goals, End of Course scores</p>			
Funding Sources: 224 - IDEA Special Education Funds					
<p>System Safeguard Strategies</p> <p>3) Special Education Team Lead will observe Special Education/inclusion classes weekly.</p>	<p>Special Education Team Lead, Special Education teachers, Intervention Specialist, Math teachers</p>	<p>Progress monitoring via tracking teachers, progress reports, 6 week assessments, Individual Education Plan progress, End of Course scores</p>			
Funding Sources: 199 - General Funds					

<p style="text-align: center;">System Safeguard Strategies</p> <p>4) Increase Inclusion teacher participation in Instructional/mini Rounds.</p>	<p>Inclusion teachers, Math teachers, tracking teachers, Special Education Team Lead, Intervention Specialist, Department Administrator, Principal, Dean of Instruction</p>	<p>Progress monitoring via tracking teachers, progress reports, 6 week assessments, Individual Education Plan progress, End of Course scores, Instructional/mini-rounds data</p>			
<p>Funding Sources: 199 - General Funds</p>					
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					


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

Performance Objective 7: Increase US History End of Course scores in Economically Disadvantaged students from 86% to 90%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Increase of AVID/Kagan strategies across general education Social Studies classes, specifically targeting small group and WICOR strategies.</p>	<p>Instructional coach, Social Studies teachers, Intervention Specialist, Department Administrator, Assistant Principals, Dean of Instruction, Principal</p>	<p>End of Course scores, Benchmark exams, 6 weeks assessments, progress reports, learning walks, instructional/mini rounds</p>			
Funding Sources: 199 - General Funds					
<p>System Safeguard Strategies</p> <p>2) Meet with US History Collaborative Team and discuss End of Course interventions that will utilize Ranger Time intervention support targeting bubble students.</p>	<p>Instructional coach, Social Studies teachers, Intervention Specialist, Department Administrator, Assistant Principals, Dean of Instruction, Principal</p>	<p>End of Course scores, Benchmark exams, 6 weeks assessments, progress reports, Ranger Time attendance</p>			
Funding Sources: 199 - General Funds					
<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 8: Increase Math End of Course scores in African American students from 83% to 88%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
System Safeguard Strategies					
1) Identify bubble students for proactive Ranger Time intervention classes.	Algebra teachers, Instructional coach, Department Administrator, Intervention Specialist	Benchmark exams, 6 weeks assessments, progress reports, End Of Course scores			
Funding Sources: 199 - General Funds					
2) Targeted AVID/Kagan strategies for all Math classes.	Instructional coach, Social Studies teachers, Intervention Specialist, Department Administrator, Assistant Principals, Dean of Instruction, Principal	End of Course scores, Benchmark exams, 6 weeks assessments, progress reports, learning walks, instructional/mini rounds			
Funding Sources: 199 - General Funds					
					






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

Performance Objective 9: Increase English Language Learners participation rate from 92% to 95%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Communicate and orient parents to the requirements of End of Course exam(s) through web links, emails, all calls, and letters home.</p>	<p>English Language Learner teacher, Counselors, Intervention Specialist, Principal</p>	<p>End of Year survey, student attendance</p>			
<p>Funding Sources: 199 - General Funds</p>					
<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 10: Increase Special Education 4 year graduation rate from 65% to 83%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Targeted interventions for Senior Special Education attendance.</p>	<p>Special Education Team Lead, Sped ADPS, tracking teachers, Assistant Principals</p>	<p>Increased attendance in Senior Special Education population</p>			
<p>Funding Sources: 224 - IDEA Special Education Funds</p>					
<p>System Safeguard Strategies</p> <p>2) Review Senior Special Education graduation plans individually with student to create goals.</p>	<p>Special Education Team Lead, Counselors, Assistant Principals</p>	<p>Documentation of every student's plan.</p>			
<p>Funding Sources: 224 - IDEA Special Education Funds</p>					
<p>System Safeguard Strategies</p> <p>3) Improved procedures for Special Education Credit Recovery.</p>	<p>Special Education Team Lead, Credit Recovery teacher, Credit Recovery Supervisor, Assistant Principals</p>	<p>Completion rate of credit recovery courses</p>			
<p>Funding Sources: 224 - IDEA Special Education Funds</p>					
<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 11: Increase Special Education 5 year extended graduation rate from 83% to 88%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
<p>System Safeguard Strategies</p> <p>1) Targeted intervention for Senior Special Education attendance.</p>	<p>Special Education Team Lead, Sped ADPS, tracking teachers, Assistant Principals</p>	<p>Increased attendance in Senior Special Education population</p>			
<p>Funding Sources: 224 - IDEA Special Education Funds</p>					
<p>System Safeguard Strategies</p> <p>2) Review Senior Special Education graduation plans individually with student to create goals.</p>	<p>Special Education Team Lead, Counselors, Assistant Principals</p>	<p>Documentation of every student's plan</p>			
<p>Funding Sources: 224 - IDEA Special Education Funds</p>					
<p>System Safeguard Strategies</p> <p>3) Improved procedures for Special Education Credit Recovery.</p>	<p>Special Education Team Lead, Credit Recovery teacher, Credit Recovery Supervisor, Assistant Principals</p>	<p>Completion rate of credit recovery courses</p>			
<p>Funding Sources: 224 - IDEA Special Education Funds</p>					
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: Teachers will utilize quality essential questions producing awareness and connections to better aide students' ownership of learning. This will be measured by 100% of teachers demonstrating their understanding of Seven Learning Behaviors as evidence through the portfolio process creating a reflection page.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Back-to-School Professional Development with a focus on specific AVID strategies to include modeling processing and reflective teaching strategies.	Content Teachers, AVID teachers, Principal, Dean of Instruction	Meeting Agendas, Campus Data, Surveys			
	Funding Sources: 199 - General Funds				
2) Collaborative Team template to capture team minutes to include a reflection on and implementation of WICOR strategies and essential questions.	Dean of Instruction, Collaborative Team Leads, Department Heads, Use team minutes to verify	Meeting Agendas			
	Funding Sources: 199 - General Funds				
3) Instructional Rounds Problem of Practice has an intentional focus on the implementation of processing (WICOR) strategies and essential questions.	Principal, Dean of Instruction, Assistant Principals, Instructional Rounds Team / A full day of instructional rounds to occur once in the fall and once in the Spring	Meeting Agendas, Faculty Meetings, Instructional Rounds Sessions			
	Funding Sources: 199 - General Funds				
4) Mini Rounds during planning period once each semester.	Principal, Dean of Instruction, Assistant Principals, Collaborative Teams	Meeting Agendas, Faculty Meetings, Instructional Rounds Sessions			
	Funding Sources: 199 - General Funds				

5) Departments and Collaborative Teams intentionally learn, plan, and implement WICOR/Kagan strategies and essential questions into instruction.	Department Heads, Collaborative Teams Leads, Dean of Instruction, AVID teachers, AVID Site Team Use Collaborative Team Minutes/Dept Meetings	Meeting Agendas, Campus Data, Surveys			
Funding Sources: 199 - General Funds					
6) Administration will create a timeline for administration to actively participate in learning walks to measure WICOR strategies and essential questions.	Assistant Principals, Dean of Instruction, Principal	Learning Walk Forms			
Funding Sources: 199 - General Funds					
7) Elicit student surveys once a semester during Ranger Time that measures a link between the student learning behaviors and essential questions pertaining specifically to student ownership.	Department heads, Collaborative team leads, Dean of Instruction, all teachers, Assistant Principals, Principals	70% completion of student surveys			
Funding Sources: 199 - General Funds					
					

Goal 3: Student Learning Behaviors: Students own their learning






Performance Objective 2: Based on the Campus Student Learning Behavior Data Summary under Engagement/Collaboration VRHS's rating was a 1.554 for students engaged in discourse with others focused on ideas, thinking, reasoning and of learning, and this should increase to 1.654.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Back-to-School Professional Development with a focus on specific KAGAN strategies to include modeling processing and reflective teaching strategies.	Content Teachers, AVID teachers, Principal, Dean of Instruction	Meeting Agendas, Campus Data, Surveys			
Funding Sources: 199 - General Funds					
2) Collaborative Team template to capture team minutes to include a reflection on and implementation of WICOR strategies and essential questions.	Dean of Instruction, Collaborative Team Leads, Department Heads, Use team minutes to verify	Meeting Agendas			
Funding Sources: 199 - General Funds					
3) Instructional Rounds Problem of Practice has an intentional focus on the implementation of meaningful structured collaboration.	Principal, Dean of Instruction, Assistant Principals, Instructional Rounds Team / A full day of instructional rounds to occur once in the fall and once in the Spring	Meeting Agendas, Faculty Meetings, Instructional Rounds Sessions			
Funding Sources: 199 - General Funds					
4) Departments and Collaborative Teams intentionally learn, plan, and implement WICOR/Kagan strategies and essential questions into instruction.	Department Heads, Collaborative Teams Leads, Dean of Instruction, AVID teachers, AVID Site Team Use Collaborative Team Minutes/Dept Meetings	Meeting Agendas, Campus Data, Surveys			
Funding Sources: 199 - General Funds					

5) Send administrators and a group of teachers to KAGAN professional development in the fall.	Principal, Dean of Instruction, Instructional Coach, Faculty	Attendance			
Funding Sources: 199 - General Funds					
6) Mini Rounds during planning period once each semester.	Principal, Dean of Instruction, Assistant Principals, Collaborative Teams	Meeting Agendas, Faculty Meetings, Instructional Rounds Sessions			
Funding Sources: 199 - General Funds					


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

Performance Objective 1: Increase overall attendance rate from 95.5 to 96.5.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Identify and communicate with the student body all available clubs, organizations, and extra-curricular activities that they can join. Try and get every student to join a club.	Assistant Principals, teachers/coaches	UIL participation rate increases, number of Ranger Time clubs created with their attendance rosters			
2) This year we are starting the GET REAL/Grit program which identifies highly influential students and trains them to be positive leaders and gain positive decision making skills.	Principal, Assistant Principals, Counselors, Dean of Instruction, teachers	Retention of student participation, student surveys			
3) Contact schools in the 1st quartile about how and why their attendance rate is so high.	Assistant Principals	Implementation of strategies learned from other campuses that improves our overall attendance, increase in attendance rate			
4) Offer and advertise an incentive program based on a raffle system that gives student a chance to win with every week of perfect attendance.	Assistant Principals, Prevention Dropout Specialist	Overall attendance rate improves			
5) Continue to utilize A2A and increase closing conferences at a higher rate.	Assistant Principals, Prevention Dropout Specialist	Overall attendance increases, increase in percentage of conferences closed			
6) Monitor and enforce parking lot supervision of students trying to leave campus.	Parking lot attendant, SRO, Assistant Principals	Overall attendance increases, decrease in referrals for leaving campus without proper permission			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 2: Decrease Economically Disadvantaged student infraction's percent from 34% to 28%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Utilize Ranger Time to develop meaningful relevant connections to help increase attendance and decrease disciplinary infractions	Ranger Time Coordinator, Assistant Principals, teachers, counselors, Dean of Instruction, Principal	Attendance and discipline data			
Funding Sources: 199 - General Funds					
2) Student clubs and organizations reach out to include new students.	Club sponsors and officers, Ranger Time Coordinator, Assistant Principals	Student surveys			
Funding Sources: 199 - General Funds					
3) Utilize alternative discipline plans for students who have multiple infractions or who are not responding to current disciplinary measures.	Assistant Principals, Counselors, Principals	Reduction in number of students with multiple discipline infractions			
Funding Sources: 199 - General Funds					
4) Implement a GET REAL/Grit program that will train students in leadership and positive decision making skills.	Principal, Assistant Principal, Dean of Instruction, Counselors, Teachers	Students in this group have a low number of discipline infractions			
Funding Sources: 199 - General Funds					
5) GET REAL training will be utilized to help administrators and teachers develop leadership qualities in high risk students.	Assistant Principals, Principal, Teachers, Counselors	Surveys, participation attendance, decrease in disciplinary infractions			
Funding Sources: 199 - General Funds					
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Increase inclusion support in Special Education English Language Arts classes (increase sections).
2	1	2	Restructure Special Education study lab and increase sections.
2	1	3	Utilize AVID strategies across all classes.
2	1	4	Increase English Language Arts teacher participation in Instructional Rounds and professional development.
2	2	1	Increase of AVID and Kagan strategies across general education English Language Arts classes.
2	2	2	Specifically targeting small group and WICOR (Writing, Inquiry, Collaboration, Reading) strategies in the English Language Arts classroom.
2	2	3	Meet with all English 1 and 2 Collaborative Teams and discuss End of Course interventions that are targeted during Ranger Time.
2	3	1	Utilize Ranger Time for targeted interventions.
2	3	2	Identify African American bubble students, and increase AVID/Kagan strategies throughout ELA classes.
2	4	1	Increase inclusion support in Special Education Math classes while decreasing student/teacher ratio.
2	4	2	Restructure Special Education study labs and increase sections.
2	4	3	Increase Resource Math/inclusion teacher participation in Instructional/mini Rounds.
2	4	4	Create resource Math/inclusion teacher Ranger time intervention class.
2	4	5	Special Education Team Lead will observe Special Education/inclusion classes weekly.
2	6	1	Create dedicated Special Education inclusion support in all Social Studies classes.
2	6	2	Restructure study labs for Social Studies with an increase use of AVID/Kagan strategies.
2	6	3	Special Education Team Lead will observe Special Education/inclusion classes weekly.
2	6	4	Increase Inclusion teacher participation in Instructional/mini Rounds.
2	7	1	Increase of AVID/Kagan strategies across general education Social Studies classes, specifically targeting small group and WICOR strategies.
2	7	2	Meet with US History Collaborative Team and discuss End of Course interventions that will utilize Ranger Time intervention support targeting bubble students.
2	8	1	Identify bubble students for proactive Ranger Time intervention classes.

Goal	Objective	Strategy	Description
2	9	1	Communicate and orient parents to the requirements of End of Course exam(s) through web links, emails, all calls, and letters home.
2	10	1	Targeted interventions for Senior Special Education attendance.
2	10	2	Review Senior Special Education graduation plans individually with student to create goals.
2	10	3	Improved procedures for Special Education Credit Recovery.
2	11	1	Targeted intervention for Senior Special Education attendance.
2	11	2	Review Senior Special Education graduation plans individually with student to create goals.
2	11	3	Improved procedures for Special Education Credit Recovery.

Addendums

**003 VISTA RIDGE HIGH SCHOOL
Campus Demographic Summary
2015 - 2016 School Year
Principal: PAUL JOHNSON**

Teaching Staff				
Total	Average Years Experience	New to District	New to Profession	New to Campus
144	13.2	15	2	6

Grade	Total	%
09	604	26.8%
10	576	25.5%
11	549	24.3%
12	527	23.4%
Campus Total	2,256	

Economically Disadvantaged		
N	1,808	80.1%
Y	448	19.9%

Students with Disabilities		
N	2,022	89.6%
Y	234	10.4%

At Risk Students		
N	1,130	50.1%
Y	1,126	49.9%

Ethnicity		
ASIAN	190	8.4%
BLACK	123	5.5%
HISPANIC/LATINO	520	23.0%
AMERICAN INDIAN	5	0.2%
TWO OR MORE RACES (MULTI)	80	3.5%
HAWAIIAN OR PACIFIC ISLANDER	4	0.2%
WHITE	1,334	59.1%

Gender		
FEMALE	1,129	50.0%
MALE	1,127	50.0%

Gifted and Talented		
N	1,842	81.6%
Y	414	18.4%

English Language Learners		
N	2,224	98.6%
Y	32	1.4%

Students in Bilingual Program		
N	2,256	100.0%

Students in ESL program		
N	2,224	98.6%
Y	32	1.4%

VRHS (003)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Learning objective	Based off student, parent and teacher feedback, the use of effective essential questions that allows students to process, reflect, make meaningful connections and articulate the learning target is needed. This will be measured by 100% of teachers demonstrating their understanding of SLBs as evidenced through the portfolio process.	Met. Every teacher shared and submitted EOY portfolio displaying 3 lessons with WICOR/SLBs.	Continue to monitor essential questions through learning walks and the portfolio process.
	Student ownership of learning Collaboration (Student) Supportive learning environment	At least 90% of parent, student, and teacher surveys will respond agree/strongly agree on the student ownership of learning questions. In addition, timely data analysis with evidence and feedback from instructional rounds and mini-instructional rounds will be reviewed.	Not Met. Through instructional rounds an increase of essential questions were viewed to help support student ownership. Through the student ownership survey the average score was 86.3% for agree/strongly agree.	Continue to train our teachers to incorporate student ownership in the classroom and educate students on what that is exactly.

VRHS (003)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Eliminating the Achievement Gap	Supportive learning environment	Increase VR Reading Sped Scores from 56% to 70%.	Not Met. Decreased to 46% due to change in modified test requirements.	Create a better relationship with SPED support and create a master schedule that benefits SPED inclusion.
	Assessment of / for learning	Increase VR Math Sped scores from 66% to 70%.	Not Met. Decreased to 54% due to change in modified test requirements.	Create a better relationship with SPED support and create a master schedule that benefits SPED inclusion.
	Data analysis and goal setting	Increase VR African American Reading scores from 76% to 80%.	Not Met. Remained the same at 76%.	English teachers need to familiarize their individual student's SEs.
	Plan for intervention / challenge	Increase VR Eco Dis Reading scores from 78% to 82%.	Not Met. Decreased to 77%.	English teachers need to familiarize their individual student's SEs and target those students in class and advocate period.
	High yield strategies	Increase VR Eco Dis Math scores from 79% to 83%.	Not Met. Increased to 80%.	Continue with strong reactive and proactive interventions.
		General population retesters for Algebra 1 (25%) will increase to 50% passing.	Met. Increased to 60%.	Continue with reactive intervention.
		General population retesters for Eng 1 (36%) will increase to 50% passing.	Met. Increased to 68%	Continue with reactive intervention.
		General population retesters for Eng 2 (47%) will increase to 50% passing.	Met. Increased to 67%	Continue with reactive intervention.
		Increase VR Sped Eng I EOC participation from 93% to 95%.	Met. Increased to 95%	Continue to increase communication to parents through Naviance
		Increase VR Sped Eng II EOC participation from 93% to 95%.	Met. Increased to 95%	Continue to increase communication to parents through Naviance

VRHS (003)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Eliminating the Achievement Gap (Continued)		Increase VR African American EOC participation from 94% to 95%.	Met. Increased to 97% Rdg and 100% Math	Continue to increase communication to parents through Naviance
		Increase VR Sped Algebra EOC participation from 93% to 95%	Met. Increased to 95%	Continue to increase communication to parents through Naviance
		All EOC tests will achieve or maintain at least a 20% advanced score.	Met. The average for all subjects was 20%. Biology 24%, Social Studies 33%, Math 11%, and English 16% combined.	Continue to communicate and support students enrolling in AP and Dual Credit courses.

VRHS (003)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
College and Career Readiness	Data analysis and goal setting Plan for intervention / challenge Student ownership of learning	Increase the percent of students taking the SAT and/or ACT from 61% to 75% by the start of their Senior year.	Not Met. We reached 68% which is an increase of 7%.	We want to encourage participation on the school day ACT test.
		Increase the percent of graduating Seniors who are TSI complete from 35% to 50% through SAT and ACT and up to 70% through the TSI assessment.	Not Met. 35% to 50% through SAT. 58% through TSI.	Reconsider the goals taking into consideration the number of special ed students who have not received college readiness instruction.
	Supportive learning environment	Increase the percent of 12th grade students filing for FAFSA from 47% to 50% by March 15, 2015.	Not Met. 38% by March 15 and ended the year at 52%.	Increase communication to promote FASA filing by March 15.
Focus on Whole Student	Supportive learning environment	Increase attendance rate from 95.6% to 96.1%.	Not Met. 95.5%	Continue using A2A and working with ADPS Sandy Scott. Closed 43% of our conferences on A2A.
		Decrease economically disadvantaged students discipline infraction percentage from 42% to 31%.	Not Met. 34%	8% decrease and continue restorative discipline.