

La Academia de Estrellas Charter School  
Campus Improvement Plan  
2017-2018



**Mission:** The mission of La Academia de Estrellas is to be a premier public charter school where students become life-long learners who actively participate in their own learning, remain engaged in the educational process and show mastery of the TEKS objectives at each grade level.

**Vision:** We believe that a strong educational foundation is the key to success for all students. In order for learning to occur, the school environment must be safe and nurturing. All students do not learn in the same way or at the same rate, nor do they all start at the same place. Therefore, instruction must be tailored to the needs of the students, and should provide opportunities that take the learner beyond the classroom walls. Furthermore, students need to play an active role in their own learning, participating willingly in a risk-free environment, guided by nurturing, knowledgeable and effective Teachers.

*Performance Goals Approved by Governing Board: October 25, 2017*



## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**SCHOOL YEAR 2017-2018**

**Data and Information Sources Reviewed:**

1. Special Programs Report (TXEIS SY2018)	20. Computer inventory
2. 2017 PBMAS	21. Observational data
3. 2016 TAPR	22. Professional Development Needs Assessment / Surveys
4. 2016 School Report Card	23. Appraisal data
5. 2017 TEA System Safeguards Report	24. Staff Turnover Report
6. STAAR Data Compiled by Mr. Tuck	25. Interview Records
7. Personnel retention	26. STAAR Data
8. Staff rosters and assignments	27. TEKS Resource System
9. Texas Educator Certificates	28. TPRI
10. Staff Climate Surveys	29. AIMS Web
11. Attendance Records	30. RenLearn
12. Parent Surveys	31. Istation
13. Sign-in documents from various activities	32. Eduphoria-Unit and Benchmark Assessments
14. Parent input from Fruit with Families meetings	33. Master Calendar
15. Parent input from Parent Advisory Meetings	34. SuccessMaker (implemented in grades 6-8 January 2017)
16. Duty Schedules	35. Curriculum and Instruction Guide
17. Master Schedule	36. District and Campus Handbooks
18. Safety Plan	37. Rtl data
19. Code of Conduct	38. Equity data provided by TEA

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>● Low student mobility rate</li> <li>● Reputation for serving high-needs student well</li> <li>● Smaller than average core classes in grades 6th-8th</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of truancy prevention procedures</li> <li>● Disproportionate number of males to females in special education</li> <li>● Absence of a gifted and talented program</li> </ul>	<ul style="list-style-type: none"> <li>● Identify a truancy prevention facilitator and establish procedures for truancy prevention</li> <li>● Continue to monitor instructional practices to ensure the needs of ALL students are addressed</li> <li>● Establish a timeline for the implementation of a gifted and talented program.</li> <li>● Determine what measures will be employed to identify gifted and talented students.</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>● More than 80% of 3rd - 5th grade students achieved a performance level of approaches grade level or higher in math</li> <li>● 77% of 5th grade students achieved a performance level of approaches grade level or higher in science</li> <li>● 80% of 8th grade students achieved a performance level of approaches grade level or higher in reading</li> </ul>	<ul style="list-style-type: none"> <li>● 1 in 10 students receiving special education services achieved a performance level of approaches grade level or higher</li> <li>● 47% of 4th and 7th grade students achieved a performance level of approaches grade level or higher in writing</li> <li>● 47% of 8th grade students achieved a performance level of approaches grade level or higher in social studies</li> </ul>	<ul style="list-style-type: none"> <li>● Employ instructional assistants and additional special education teachers to reduce the student to staff ratio and to facilitate small group, targeted instruction</li> <li>● Provide professional development for instructional teams, focusing on improved writing instruction and calibrated scoring</li> <li>● Provide professional development for identified teachers, focusing on improved instructional practices in social studies</li> <li>● Provide online and other resources for interventions, progress monitoring, and differentiated/targeted instruction</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>● The majority of students report feeling safe and cared for</li> <li>● The majority of students report that rules and consequences are clear</li> <li>● The majority of students report that teachers have high expectations of them</li> <li>● Long-term staff report feeling a strong sense of community</li> <li>● Most staff agree that our school actions match our mission and vision</li> </ul>	<ul style="list-style-type: none"> <li>● Students report feeling less safe in hallways and restrooms and that bullying increases as students progress in grade levels</li> <li>● Students indicate that many of them do not put forth effort when instruction is not interesting</li> <li>● Staff report that collaboration between special education and general education teachers is lacking</li> <li>● Staff express a lack of support from administration when dealing with unruly students</li> <li>● A less than desirable percentage of staff indicate that they would not recommend working at LAE to others</li> <li>● Staff expressed that the social and emotional needs of students are not adequately met by the counseling staff</li> </ul>	<ul style="list-style-type: none"> <li>● Increase opportunities for collaboration between special education and general education teachers</li> <li>● Ensure that all teachers communicate behavior expectations for hallways and restrooms, and reinforce through the year</li> <li>● Increase teacher understanding of how to engage students from poverty through professional learning opportunities, including a school-wide book study (<i>Engaging Students with Poverty in Mind</i> by Eric Jensen)</li> </ul>
<b>Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>● We have a negative equity gap as reported by the state</li> <li>● The overall staff survey results were positive (&gt;3)</li> <li>● Our staff attrition rate is lower than other charter schools in the area</li> </ul>	<ul style="list-style-type: none"> <li>● We hire a number of inexperienced teachers</li> <li>● We lack experienced mentors to support new teachers</li> <li>● We have a higher than desirable staff attrition rate</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate and adjust our new teacher support and mentoring practices for 2018-2019</li> </ul>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>● The benchmarks and Renaissance Learning data are strong predictors for passing STAAR</li> <li>● Use of benchmark data to drive instruction</li> <li>● Implementation of backward design in creation of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>● STAAR scores decline beginning in 6th grade, and then again in 8th grade</li> <li>● Rigor of local assessments</li> <li>● Ensuring instruction and local assessment rises to the level of rigor on STAAR</li> <li>● 51% of students achieved a performance level of “Approaches Grade Level” in STAAR social studies, which is 26% below the state</li> </ul>	<ul style="list-style-type: none"> <li>● Provide direct support for writing and social studies instruction (Region 10 instructional coaching contract)</li> <li>● Examine RtI data related to the length of time students spend at T1, T2, and T3 relative to their academic progress and interventions</li> <li>● Ensure “apples-to-apples” comparison from year to year by using the same assessment tools</li> <li>● Examine implementation of current curriculum for consistency and fidelity</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>● Communication (English and Spanish)</li> <li>● Safe and welcoming environment</li> <li>● Community Service Projects (schoolwide and in Grades Kindergarten – 8)</li> <li>● Ongoing opportunities for parent involvement (volunteering, Fruit with Families, Family Fun Night, parent academies, Concilio)</li> <li>● Collaboration with community groups (DPD, Concilio)</li> </ul>	<ul style="list-style-type: none"> <li>● Limited number of fathers or father figures are involved in school</li> <li>● Parent involvement decreases as students age/grade increases</li> <li>● Lack of opportunity for parents to connect with one another and with teachers</li> <li>● Lack of parent participation in parent surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Increase opportunities for parents to connect with one another and with teachers/staff</li> <li>● Develop and implement effective parent surveying for higher participation rates</li> <li>● Increase middle school parent involvement</li> <li>● Increase father/father figure involvement</li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>● Master schedule and staffing generates a low staff-student ratio in core classes</li> <li>● Additional instructional support is available</li> <li>● Embracement of RTI process</li> <li>● Parental Volunteer Program</li> <li>● Leadership (principal and assistant principal) more involved in instruction (i.e. lesson plans)</li> </ul>	<ul style="list-style-type: none"> <li>● Low staff participation and support of extracurricular activities</li> <li>● Lack of consistent and accurate attendance documentation in Middle School</li> <li>● No data related to staff input regarding school operations</li> <li>● Lack of a truancy prevention plan</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance in the Middle School needs to be taken regularly</li> <li>● Administration of surveys to gather perception of various staff groups and their level of input related to school operations</li> <li>● Development and implementation of truancy prevention plan</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>● All students have access to laptops on a rotating basis</li> <li>● Each teacher is assigned a laptop for instructional planning and use in the classroom</li> <li>● Each classroom equipped with interactive whiteboard</li> <li>● Google classroom available for all teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Limited data to determine PD to support integration of instructional technology</li> <li>● Limited understanding and increased use of available technology</li> <li>● Limited technical aptitude of students</li> <li>● Outdated client machines that don’t reliably connect to current network infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>● Administer surveys to instructional staff to determine technology proficiency and professional development needs</li> <li>● Develop and provide relevant PD based on survey results</li> <li>● Increase opportunities to use technology in classrooms to allow students to develop the technical skills required to compete in the global workforce of the future</li> </ul>

## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified Teachers.
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for Teachers, Principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality Teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include Teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**Governing Board Performance Goal #1:** Increase student achievement as measured on the STAAR and reported through the state accountability system.

**Objective(s):**

1. Student achievement measure will increase by 20%, from 67% to 80%.
2. At least 40% of students receiving special education services will achieve the performance level of “approaches grade level” or higher on the reading STAAR.
3. At least 60% of all students will achieve the performance level of “approaches grade level” or higher on the writing STAAR
4. At least 60% of all students will achieve the performance level of “approaches grade level” or higher on the social studies STAAR.

No Progress	Some Progress	Considerable Progress	Completed	Discontinue

**Summative Data and Information:** STAAR Assessments, State Accountability Summary and System Safeguards, Charter School Framework, TAPR, PBMAS, TELPAS, TPRI

**Formative Review Dates**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Title I Schoolwide Components	Formative Review Dates		
							01/31/2018	03/09/2018	06/01/2018
Students will publish writing at least twice per six weeks in grades K-3, 5-6, and 8. Students will produce authentic writing weekly in grades 4 and 7.	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Pathways</li> <li>• TEKS Resource System</li> </ul>	10/1/2017-5/30/2018	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walk through and formal observations</li> <li>• Student work samples</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Benchmarks</li> <li>• Unit Assessments</li> <li>• STAAR (4th/7th)</li> </ul>	1,2			
Teachers will present a variety of anchor charts depending upon writing genre for student reference.	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Pathways; TEKS Resource System</li> </ul>	10/1/2017-5/30/2018	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walk through and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Benchmarks</li> <li>• Unit Assessments</li> <li>• STAAR (4th/7th)</li> </ul>	1,2			
Provide training on how to holistically score essays based on the STAAR writing rubric for 4th and 7th grades.	<ul style="list-style-type: none"> <li>• Curriculum Coordinators/ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Region 10 consultant</li> </ul>	10/18/2017-11/9/2017	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Student essays</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Benchmarks</li> <li>• Unit Assessments</li> <li>• STAAR (4th/7th)</li> </ul>	1,2			
Teachers use a writing checklist (or rubric) to evaluate and provide formal feedback on student writing.	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Pathways: TEKS Resource System</li> </ul>	10/1/2017-5/30/2018	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walk through and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Benchmarks</li> <li>• Unit Assessments</li> <li>• STAAR (4th/7th)</li> </ul>	1,2			
Curriculum Coordinators/ Instructional Coaches will provide follow up and ongoing training for instructional staff in the area of writing and use of the checklist/rubric as needs are identified through data review, needs assessments, etc.	<ul style="list-style-type: none"> <li>• Curriculum Coordinators/ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Pathways</li> <li>• TEKS Resource System</li> <li>• Region 10 consultant</li> </ul>	10/18/2017-4/30/18	<ul style="list-style-type: none"> <li>• Weekly schedule</li> <li>• Agenda</li> <li>• Sign-In</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Benchmarks</li> <li>• Unit Assessments</li> <li>• STAAR (4th/7th)</li> </ul>	1,2,4			
Collaborate with teachers of other contents to increase writing across the curriculum.	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Pathways</li> <li>• TEKS Resource System</li> </ul>	10/1/2017-5/30/2018	<ul style="list-style-type: none"> <li>• Team meeting agenda/notes</li> <li>• Vertical team meeting agenda/ notes</li> <li>• Sign in documents</li> <li>• Displays</li> <li>• Observations</li> <li>• Student work</li> <li>• Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Classroom observations</li> </ul>	1,2			
Improve monitoring of writing skills development through the use of a writing portfolio system that includes samples from BOY, MOY, and EOY in grades K-8th.	<ul style="list-style-type: none"> <li>• Classroom Teachers</li> <li>• Curriculum Coordinators/ Instructional Coaches</li> <li>• Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Folders for portfolios</li> <li>• Crates for portfolios</li> </ul>	9/11/2017-5/25/2018	<ul style="list-style-type: none"> <li>• Assessment calendar</li> <li>• Collections</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Benchmarks</li> <li>• Unit Assessments</li> <li>• STAAR (4th/7th)</li> </ul>	1,2,9			
Employ instructional assistants at 4th and 7th grade to assist with writing instruction.	<ul style="list-style-type: none"> <li>• Human Resources Department</li> <li>• District and Campus Administrators</li> </ul>	(Title I \$140,000)	8/8/2017-7/31/2018	<ul style="list-style-type: none"> <li>• Personnel records</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Benchmarks</li> <li>• Unit Assessments</li> <li>• STAAR (4th/7th)</li> </ul>	1,2,9			



Increase student exposure to hands-on science lab experiences to 6 per grading period in 2nd-8th grade; 3 per grading period in K-1st grade.	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Science Lab</li> <li>TEKS Resource System</li> <li>STEMScopes</li> </ul>	10/1/2017-5/30/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Walk through and formal observations</li> <li>Student work samples</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Science Benchmarks</li> <li>STAAR (5th/8th)</li> </ul>	1,2			
Enhance acquisition of vocabulary through a systematic vocabulary instructional approach to emphasize “tier 2” words (may include scaffolding, interactive word walls, etc.)	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Key Vocabulary List</li> <li>TEKS Resource System</li> <li>STEMScopes</li> <li>Social Studies Alive</li> <li>Making Content Comprehensible for English Learners (SIOP)</li> </ul>	8/22/2017-5/30/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> <li>Student work samples</li> </ul>	<ul style="list-style-type: none"> <li>Weekly/Bi-weekly Vocabulary Quizzes</li> <li>Unit Assessments</li> <li>STAAR Benchmarks</li> <li>STAAR</li> </ul>	1,2			
Students will complete a minimum of one grade appropriate writing assignment in science and social studies per six weeks.	<ul style="list-style-type: none"> <li>Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>STEMScopes</li> <li><i>Making Content Comprehensible for English Learners (SIOP)</i></li> </ul>	10/1/2017-5/30/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> <li>Student work samples</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Unit Assessments</li> <li>STAAR Benchmarks</li> <li>STAAR</li> </ul>	1,2			
Increase opportunities for vertical collaboration, data review and instructional planning between K-8th teachers, ensuring a bridge between 5th and 6th grades.	<ul style="list-style-type: none"> <li>Principals</li> <li>Curriculum Coordinators/ Instructional Coaches</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>STEMScopes</li> <li>Learning A-Z</li> <li>Kamico</li> </ul>	10/1/2017-5/30/2018	<ul style="list-style-type: none"> <li>Vertical team agendas/sign-ins</li> <li>Six week plans</li> <li>Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>Quizzes</li> <li>Unit Assessments</li> <li>STAAR Benchmarks</li> <li>STAAR</li> </ul>	1,2			
Provide early exposure and opportunities for interaction with STAAR formatted questions for social studies and science in grades 3 through 8.	<ul style="list-style-type: none"> <li>Curriculum Coordinators/ Instructional Coaches</li> <li>Social Studies and Science Teachers</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>STEMScopes</li> <li>Learning A-Z</li> <li>Kamico</li> <li>STAAR Released tests</li> <li>ECS STAAR Master</li> <li>Measuring Up</li> <li>Newsela</li> </ul>	9/15/2017-4/30/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>STAAR Benchmarks</li> <li>STAAR (5th/8th)</li> </ul>	1,2			
Provide Science Summer Camp to entering 5th and 8th grade students to build background for grade level science concepts.	<ul style="list-style-type: none"> <li>Summer Camp Staff</li> <li>Curriculum Coordinators/ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>STEMScopes</li> <li>Science A-Z</li> <li>Kamico</li> </ul>	5/15/2018-8/3/2019	<ul style="list-style-type: none"> <li>Science camp rosters</li> <li>Science camp lessons</li> <li>Science camp observations</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Vocabulary quizzes</li> <li>Science Benchmarks</li> <li>STAAR (5th/8th)</li> </ul>	1,2			
Implement Interactive Science and Social Studies Notebooks in grades Kindergarten-8.	<ul style="list-style-type: none"> <li>Teachers</li> <li>K-4<sup>th</sup> Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Region 10 Training,</li> <li>Composition Notebooks</li> </ul>	10/15/2017-5/30/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Student notebooks</li> <li>Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>STAAR Benchmarks</li> <li>STAAR 5th/8th</li> </ul>	1,2			
End-of-year science and social studies assessments that parallel 5th and 8th grade STAAR will be created and administered to 3rd-7th grade students (5th grade will not take science due to science STAAR).	<ul style="list-style-type: none"> <li>Curriculum Coordinators/ Instructional Coaches</li> <li>Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Released STAAR tests</li> <li>Eduphoria (TEKS Bank)</li> <li>Science A-Z</li> <li>STEMScopes</li> </ul>	5/1/2018-5/30/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> <li>Student assessment</li> </ul>	<ul style="list-style-type: none"> <li>EOY Assessments</li> </ul>	1,2			
Provide assessment preparation materials targeted toward readiness and supporting standards for all grade levels/subjects assessed with STAAR.	<ul style="list-style-type: none"> <li>Business Manager</li> <li>Curriculum Coordinators/ Instructional Coaches</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>211: ECS STAAR Master; Measuring Up</li> </ul>	8/1/2017	<ul style="list-style-type: none"> <li>Purchasing receipts</li> <li>Lesson plans</li> <li>Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>STAAR Benchmarks</li> <li>STAAR</li> </ul>	1, 9			
Align social studies TEKS by grades 4, 5, 6, 7, and 8 to help prepare students for readiness standards.	<ul style="list-style-type: none"> <li>Curriculum Coordinators/ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System</li> <li>Region 10</li> <li>TEKS</li> </ul>	6/1/2017-6/30/2018	<ul style="list-style-type: none"> <li>Adjusted pacing guides for each grade level</li> </ul>	<ul style="list-style-type: none"> <li>Social Studies Assessment</li> <li>STAAR (8th)</li> </ul>	1,2			
Incorporate Computer-Assisted Learning in Reading and Math Applications classes and for Special Education students.	<ul style="list-style-type: none"> <li>Math Applications Staff</li> <li>Reading Applications Staff</li> <li>Special Education</li> </ul>	<ul style="list-style-type: none"> <li>SuccessMaker Program (Title I \$xx,xxx)</li> </ul>	9/1/2017-5/31/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom Observations</li> <li>Data Reports</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Benchmarks</li> <li>STAAR</li> <li>Online Progress</li> </ul>	1,9,10			

	Teachers				Monitoring				
Use a variety of progress monitoring tools, differentiated by grade clusters, to monitor reading and math progress at prescribed intervals.	<ul style="list-style-type: none"> <li>Math and ELAR Teachers</li> <li>Special Education Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>211: Renaissance Learning, TPRI, Istation, TEMI</li> </ul>	8/29/2017-5/31/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> <li>Data reports</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Benchmarks</li> <li>STAAR</li> <li>Online Progress Monitoring</li> </ul>	1,9,10			
Use intervention resources, differentiated by student, in order to meet individuals at their instructional levels and accelerate their learning with the goal of progressing toward or exceeding their assigned grade levels.	<ul style="list-style-type: none"> <li>Math and ELAR Teachers</li> <li>Special Education Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>211: Learning A-Z, Number Worlds, TPRI, Read Well, Measuring Up Workbooks and Measuring Up Live, Newsela</li> </ul>	8/29/2017-5/31/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Classroom observations</li> <li>Data reports</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Benchmarks</li> <li>STAAR</li> <li>Online Progress Monitoring</li> </ul>	1,9,10			
Provide additional support class for students in grades 6-8 not meeting the STAAR standard and performing 2+ years below grade level in reading and/or math.	<ul style="list-style-type: none"> <li>Reading Applications Staff</li> <li>Math Applications Staff</li> <li>Middle School Principal</li> <li>Middle School Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>211: Reading Applications Teacher,</li> <li>263: Reading Applications Instructional Assistant,</li> <li>420: Math Applications Teacher and Math Applications Instructional Assistant</li> </ul>	8/22/2017-5/31/2017	<ul style="list-style-type: none"> <li>Personnel records, class rosters, master schedule</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Benchmarks</li> <li>STAAR</li> <li>Online Progress Monitoring</li> </ul>	1,9,10			
Reduce staff-student ratio during ELAR and math instruction by providing two Instructional Assistants for each grade level (K-5 <sup>th</sup> ) to ensure that targeted, small group and individual instruction is possible in these subjects.	<ul style="list-style-type: none"> <li>Human Resources Manager</li> <li>Superintendent</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>420 (SCE) and 211: Compensation for IA's</li> </ul>	8/8/2017-6/1/2018	<ul style="list-style-type: none"> <li>Personnel records, master schedule</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Benchmarks</li> <li>STAAR</li> <li>Online Progress Monitoring</li> </ul>	1,9,10			
Facilitate collaboration between PK and Kindergarten Teachers in an effort to support early literacy and numeracy and continuity between PK and Kindergarten. (Co-planning, visits, etc.)	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Elementary Principal</li> <li>Early Childhood Campus Principal</li> <li>K-2 Curriculum Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Class coverage</li> </ul>	8/8/2017-5/31/2018	<ul style="list-style-type: none"> <li>Agenda</li> <li>Meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>Improved TPRI scores</li> </ul>	1,7			
Provide summer school programs to at-risk (ELL) students to bridge summer learning loss and to support reading and English language acquisition.	<ul style="list-style-type: none"> <li>Curriculum Coordinators/ Instructional Coaches</li> <li>Principals</li> </ul>	<ul style="list-style-type: none"> <li>263: Summer school stipend</li> </ul>	6/5/2017-6/29/2017	<ul style="list-style-type: none"> <li>Summer school rosters</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Benchmarks</li> <li>STAAR</li> <li>Online Progress Monitoring</li> </ul>	1,9,10			
Provide Rosetta Stone online language program for selected ELL students (beginning and intermediate)	<ul style="list-style-type: none"> <li>Curriculum Coordinators/ Instructional Coaches</li> <li>Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>263: Rosetta Stone subscription</li> </ul>	8/22/2017-5/31/2018	<ul style="list-style-type: none"> <li>Rosetta Stone rosters, data reports</li> </ul>	<ul style="list-style-type: none"> <li>OLPT (WMLS-R), TELPAS</li> </ul>	1,9,10			
Provide additional support for large electives classes and for vocational education class.	<ul style="list-style-type: none"> <li>Middle School Principal</li> <li>Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>420 (SCE): Compensation for IA</li> </ul>	8/22/2017-5/31/2018	<ul style="list-style-type: none"> <li>Master schedule, class rosters</li> </ul>	<ul style="list-style-type: none"> <li>Unit Assessments</li> <li>Benchmarks</li> <li>STAAR</li> <li>Online Progress Monitoring</li> </ul>	1,9,10			
Use multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Eduphoria</li> <li>Renaissance Learning</li> <li>Istation</li> <li>SuccessMaker</li> <li>TPRI</li> <li>TEMI</li> <li>Splash Math</li> </ul>	8/22/2017-5/31/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Observations</li> <li>Intervention plans</li> <li>RTI documentation</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarks</li> <li>Grades</li> <li>Unit tests</li> <li>STAAR</li> </ul>	1, 4, 8			

Monitor the use of student data to inform instructional and intervention decisions and to close the achievement gap.	<ul style="list-style-type: none"> <li>Principals</li> <li>Assistant Principals</li> <li>Curriculum Coordinators/ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>Eduphoria</li> <li>Renaissance Learning</li> <li>Istation</li> <li>SuccessMaker</li> <li>TPRI</li> <li>TEMI</li> <li>Splash Math</li> <li>All-in Learning</li> </ul>	8/22/2017-5/31/2018	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Observations</li> <li>Intervention plans</li> <li>RTI documentation</li> </ul>	<ul style="list-style-type: none"> <li>Benchmarks</li> <li>Grades</li> <li>Unit tests</li> <li>STAAR</li> </ul>	1, 4, 8			
Improve monitoring of data for students in the LPAC (PK-8th) and/or RtI (PK; 5th-8th) process using an online system for tracking accommodations, assessment history, interventions, and LPAC/RtI status.	<ul style="list-style-type: none"> <li>Compliance &amp; Accountability Coordinator</li> <li>Campus administrators</li> <li>RtI administrators</li> </ul>	<ul style="list-style-type: none"> <li>Edugence</li> </ul>	2/22/2017-5/31/2018	<ul style="list-style-type: none"> <li>Edugence RtI</li> <li>Edugence ELL</li> </ul>	<ul style="list-style-type: none"> <li>Increased level of compliance with LPAC requirements</li> <li>Increased efficiency and detail in RtI documentation</li> </ul>	1,8			

**Governing Board Performance Goal #2:** Ensure the effectiveness of teachers by providing ongoing development and support.

**Objective(s):**

1. Improve LAE's New Teacher Support and Mentoring practices.
2. Determine teachers' professional development needs based on student achievement and T-TESS data and teacher identified needs.
3. Provide access to professional development as determined in objective 2.
4. Hire and provide incentives to certified teachers for difficult-to-staff areas.

No Progress	Some Progress	Considerable Progress	Completed	Discontinue

**Summative Data and Information:** STAAR Assessments, State Accountability Summary and System Safeguards, Charter School Framework, TAPR, PBMAS, TELPAS, TPRI, Online Progress Monitoring Data, TTESS, Teacher Attrition Rate

**Formative Review Dates**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Title I Schoolwide Components	01/31/2018	03/09/2018	06/01/2018
Evaluate LAE's current new teacher support and mentoring practices.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Compliance Coordinator</li> <li>● Members of Teacher Quality CNA Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Surveys (Google Forms)</li> <li>● <i>Inspiring Teachers Mentoring Program</i></li> </ul>	9/19/2017 - 2/28/2018	<ul style="list-style-type: none"> <li>● Survey results</li> <li>● Meeting agendas</li> <li>● Meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>● Revised new teacher support and mentoring practices</li> </ul>	1,3,4			
Research best practices for new teacher support and mentoring.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Compliance Coordinator</li> <li>● Members of Teacher Quality CNA Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Educational Leadership</i> magazine</li> <li>● Books (need spending code)</li> <li>● Internet</li> <li>● Region 10</li> </ul>	9/19/2017 - 2/28/2018	<ul style="list-style-type: none"> <li>● Research findings</li> <li>● Meeting agendas</li> <li>● Meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>● Revised new teacher support and mentoring practices</li> </ul>	1,3,4			
Revise LAE's new teacher support and mentoring practices based on findings, monitoring impact by examining T-TESS data and staff survey results. (to be implemented 2018-2019)	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Compliance Coordinator</li> <li>● Members of Teacher Quality CNA Focus Group</li> </ul>	<ul style="list-style-type: none"> <li>● Printing</li> <li>● Preparation materials</li> </ul> <p>Funding source: State \$2000</p>	3/1/2018 - 6/29/2018	<ul style="list-style-type: none"> <li>● New Teacher Support and Mentoring Handbook</li> <li>● Training agendas</li> <li>● Training sign-in</li> <li>● Professional development calendar</li> </ul>	<ul style="list-style-type: none"> <li>● TTESS from one year to next</li> <li>● Student achievement data</li> <li>● Observation notes</li> <li>● Survey results</li> </ul>	1,3,4			
Provide signing bonuses for new hires in hard-to-staff areas.	<ul style="list-style-type: none"> <li>● Human Resources Manager</li> <li>● Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>● 255: Funds for signing bonus</li> </ul>	8/31/2017	<ul style="list-style-type: none"> <li>● Payroll documentation</li> </ul>	<ul style="list-style-type: none"> <li>● 100% staffed with no bilingual exception or ESL waiver required</li> </ul>	1, 3, 5			
Conduct regular teacher surveys to identify PD needs; conduct surveys to determine teacher perception of effectiveness of support they are receiving.	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Curriculum Coordinators/ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● Surveys</li> <li>● Google</li> <li>● PD360</li> <li>● Region 10</li> <li>● Texas Gateway</li> </ul>	8/15/2017 - 4/30/2018	<ul style="list-style-type: none"> <li>● Survey results</li> <li>● PD Feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>● Improved TTESS ratings</li> <li>● Improved STAAR results</li> </ul>	1, 2, 3,4			
Develop PD opportunities that meet needs expressed through staff surveys and input using PD 360, Region 10 resources, mentor Teachers, outside workshops.	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Curriculum Coordinators/ Instructional Coaches</li> <li>● Compliance Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>● 255:</li> <li>● Surveys</li> <li>● Google</li> <li>● PD360</li> <li>● Region 10</li> <li>● Texas Gateway</li> </ul>	8/1/2017- 4/30/2018	<ul style="list-style-type: none"> <li>● Meeting Agendas</li> <li>● Sign-Ins</li> <li>● Feedback forms</li> </ul>	<ul style="list-style-type: none"> <li>● Improved TTESS ratings</li> <li>● Improved STAAR results</li> <li>● PD Calendar</li> </ul>	1, 2, 3, 4			

Provide regular and ongoing actionable feedback to individuals and groups in order to improve instructional practices.	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Assistant Principals</li> <li>● Curriculum Coordinators/ Instructional Coaches</li> </ul>	N/A	8/22/2017 5/31/2018	<ul style="list-style-type: none"> <li>● Observations</li> <li>● TTESS</li> <li>● Meeting minutes</li> <li>● Agendas</li> <li>● Lesson plans</li> </ul>	<ul style="list-style-type: none"> <li>● Benchmarks</li> <li>● Grades</li> <li>● Unit Tests</li> <li>● STAAR</li> </ul>	1, 4, 8			
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**Governing Board Performance Goal #3:** Increase stakeholder involvement and input (students, parents, community, and staff).

- Objective(s):**
1. Increase stakeholder input through effective use of annual surveys.
  2. Increase involvement of fathers or father figures through specific targeted activities.
  3. Work to increase partnerships with community and business members.

No Progress	Some Progress	Considerable Progress	Completed	Discontinue

**Summative Data and Information:** Survey Data, Volunteer Hours, Documentation of Parent and Community Activities

**Formative Review Dates**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Title I Schoolwide Components	01/31/2018	03/09/2018	06/01/2018
Develop and distribute annual parent survey for each grade cluster (PK3-PK4, K-4th, and 5th-8th).	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Compliance and Accountability Coordinator</li> <li>● Office Managers</li> </ul>	Google Forms	11/13/2017-12/15/2018	<ul style="list-style-type: none"> <li>● Completed Surveys</li> <li>● Survey Data Reports</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent positive survey results</li> <li>● increased parental involvement</li> </ul>	1, 6			
Share and use the data from parent survey to make changes and improvements to school operations and programs, as appropriate.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Principals</li> <li>● Staff</li> <li>● Parent Advisory Committee</li> </ul>	Google Forms	1/8/2018-4/30/2018	<ul style="list-style-type: none"> <li>● Meeting agendas</li> <li>● Sign-in sheets</li> <li>● Operational and program plans</li> </ul>	<ul style="list-style-type: none"> <li>● Level of parental satisfaction and involvement</li> </ul>	1,6			
Develop and distribute annual student surveys.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Principals</li> <li>● Counselors</li> </ul>	Google Forms	4/2/2018 - 4/27/2018	<ul style="list-style-type: none"> <li>● Survey documents</li> <li>● Survey results</li> </ul>	<ul style="list-style-type: none"> <li>● Increased students satisfaction and engagement</li> </ul>	1			
Share and use the data from the student survey to make changes and improvements to school operations and programs as appropriate.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Principals</li> <li>● Staff</li> </ul>	Google Forms	5/1/2018 - 6/29/2018	<ul style="list-style-type: none"> <li>● Meeting agendas</li> <li>● Sign-in sheets</li> <li>● Operational and program plans</li> </ul>	<ul style="list-style-type: none"> <li>● Increased student satisfaction and engagement</li> </ul>	1			
Revise and distribute annual staff climate surveys (ECC, K-4th, and 5th-8th staff).	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● HR Coordinator</li> <li>● Principals</li> </ul>	Google Forms	1/8/2018 - 2/2/2018	<ul style="list-style-type: none"> <li>● Survey documents</li> <li>● Survey results</li> </ul>	<ul style="list-style-type: none"> <li>● Increased staff satisfaction and engagement</li> </ul>	1			
Share and use the data from the staff climate survey to make changes and improvements to school operations and programs as appropriate.	<ul style="list-style-type: none"> <li>● Governing Board</li> <li>● Superintendent</li> <li>● HR Coordinator</li> <li>● Principals</li> </ul>	Google Forms	2/2/2018 - 6/30/2018	<ul style="list-style-type: none"> <li>● Meeting agendas</li> <li>● Sign-in sheets</li> <li>● Operational and program plans</li> </ul>	<ul style="list-style-type: none"> <li>● Increased staff satisfaction and engagement</li> </ul>	1			
Increase opportunities for meaningful parent involvement at each campus through activities such as Parent Academies, learning activities during Fruit with Families, etc.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Campus Principals</li> <li>● Curriculum Coordinators/ Instructional Coaches</li> </ul>	Supplies	9/1/2017-6/30/2018	<ul style="list-style-type: none"> <li>● Meeting agendas</li> <li>● Sign-in sheets</li> <li>● Plans</li> </ul>	<ul style="list-style-type: none"> <li>● Increased parent involvement</li> </ul>	1,6,7			
Include specific pre-kindergarten instructional information for parents during monthly Fruit with Families events.	<ul style="list-style-type: none"> <li>● Early Childhood Campus Principal</li> <li>● Early Childhood Campus Lead Teachers</li> </ul>	Supplies	9/30/2017-5/30/2018	<ul style="list-style-type: none"> <li>● Meeting agendas</li> <li>● Sign-sheets</li> <li>● Plans</li> </ul>	<ul style="list-style-type: none"> <li>● Increased parent involvement</li> </ul>	1,6,7			

Maintain a portable library for parents of prekindergarten students so that parents may access quality literature to share with their children at home.	<ul style="list-style-type: none"> <li>• Early Childhood Campus Principal</li> <li>• Elementary Librarian</li> </ul>	15% Foundation School Funds for PK	9/30/2017-5/30/2018	<ul style="list-style-type: none"> <li>• Purchase orders / receipts</li> <li>• Library records (online checkout system)</li> </ul>	<ul style="list-style-type: none"> <li>• Increased parent engagement in literacy</li> </ul>	1, 6, 7			
Reach out to various community organizations/institutions (i.e., Concilio, Dallas Police Department, North Texas Food Bank, etc.) to explore partnering opportunities.	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Principals</li> <li>• Counselors</li> <li>• Curriculum Coordinators/ Instructional Coaches</li> </ul>	Supplies	9/30/2017-5/30/2018	<ul style="list-style-type: none"> <li>• Calendar of events</li> </ul>	<ul style="list-style-type: none"> <li>• Increased support from community</li> </ul>	1,10			