

La Academia de Estrellas Charter School  
Charter and Campus Improvement Plan  
2018-2019



**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: August 20, 2018*

## Acknowledgements

The charter and campus administrative teams of La Academia de Estrellas Charter School extend their gratitude to all of our staff members, parents, students board members who contributed to the development of the 2018-2019 Campus Improvement Plan. This plan was created through the efforts of several teams who offered input and feedback throughout the process. Our Comprehensive Needs Assessment (CNA) teams each studied specific facets of our learning community over the course of the 2017-2018 school year, offering a great deal of insight into our practices, beliefs, operations, and perceptions based on various sources of data. Our Staff Advisory Committee (SAC) met several times over the 2017-2018 school year to offer feedback, share ideas and concerns, and gather information for the teams they represented. The SAC met four times with charter and campus leaders and discussed topics ranging from school lunches to staff retention and incentive bonuses. Some of what these teams learned and ideas they shared has become part of our Campus Improvement Plan.

### La Academia de Estrellas Governing Board

President	Brian McGovern
Vice-President	Catalina Lechuga
Secretary	Marta Jourdan

### La Academia de Estrellas Charter and Campus Leadership

Superintendent	Lorraine Mantei
ECC Principal	Rebecca Hutchens
K-4th Principal	Ivelisse Centeno
5th-8th Principal	Kemlyn Stephens

### Campus Needs Assessment Facilitators

Demographics	Jennifer Rentas
Student Achievement	Holly Bolduc
School Culture and Climate	Kemlyn Stephens
Staff Quality, Recruitment, and Retention	Richard Tuck
Curriculum, Instruction, and Assessment	Jerica Visalli
Family and Community Involvement	Rosina Castillo
School Organization	Fernando Hernandez
Technology	Daniel Ramirez

### Staff Advisory Committee Members

Kindergarten	Deborah Pleasant
1st Grade	Dolores Abousaid
2nd Grade	Oscar Duran
3rd Grade	Michelle Rodriguez
4th Grade	Holly Bolduc
5th Grade	Ben Lugo
6th Grade	Wes Ward
7th Grade	Ray Turner
8th Grade	Adam Linnell
Elementary Specials	Earnest Turner
Middle School Electives	Jeanette Odom

## 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 2018-2019**

**Data and Information Sources Reviewed:**

<ol style="list-style-type: none"><li>1. Special Programs Report (TXEIS SY2018)</li><li>2. Longitudinal data<ul style="list-style-type: none"><li>o STAAR</li><li>o PBMAS</li><li>o TAPR</li><li>o School Report Card</li><li>o TEA Systems Safeguards Report</li><li>o TPRI</li><li>o TEMI</li><li>o ITBS</li><li>o ISIP</li></ul></li><li>3. Progress monitoring data</li><li>4. Personnel retention</li><li>5. Staff rosters and assignments</li><li>6. Texas Educator Certificates</li><li>7. Staff Climate Surveys</li><li>8. Attendance Records</li><li>9. Parent Surveys</li><li>10. Sign-in documents from various activities</li><li>11. Parent input from Fruit with Families meetings</li><li>12. Parent input from Parent Advisory Meetings</li></ol>	<ol style="list-style-type: none"><li>13. Duty Schedules</li><li>14. Master Schedule</li><li>15. Safety Plan</li><li>16. Code of Conduct</li><li>17. Computer inventory</li><li>18. Observational data</li><li>19. Professional Development Needs Assessment / Surveys</li><li>20. Appraisal data</li><li>21. Staff Turnover Report</li><li>22. Interview Records</li><li>23. TEKS Resource System</li><li>24. RenLearn</li><li>25. Unit and Benchmark Assessments</li><li>26. Master Calendar</li><li>27. SuccessMaker (implemented in grades 6-8 January 2017)</li><li>28. Curriculum and Instruction Guide</li><li>29. District and Campus Handbooks</li><li>30. Equity data provided by TEA</li></ol>
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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>	Low student mobility rate Reputation for serving high-needs student well Smaller than average core classes in grades 6th-8th	Disproportionate number of males to females in special education Absence of a gifted and talented program	Continue refinement of truancy prevention program Establish a timeline for the implementation of a gifted and talented program. Determine what measures will be employed to identify gifted and talented students.
<b>Student Achievement</b>	<u>According to STAAR 2018 data:</u> 90% of 8th grade students achieved a performance level of approaches grade level or higher in math 67% of 8th grade students achieved a performance level of approaches grade level or high in social studies (increase of 16%) The percentage of students achieving a performance level of meets grade level increased in 4 out of five subjects	<u>According to STAAR 2018 data:</u> Approximately 3 in 10 students receiving special education services achieved a performance level of approaches grade level or higher Fewer than 60% of 4th and 7th grade students achieved a performance level of approaches grade level or higher in writing Fewer than 25% of 5th and 8th grade students achieved a performance level of meets expectations or higher in science	Provide access to tools that assist teachers in generating appropriate and challenging IEP goals based on well-written and comprehensive PLAAPs. Continue social studies and ELAR instructional support using contracted instructional coach from Region 10 ESC with a goal of increasing achievement in both subjects and moving students from one performance level to the next Employ instructional assistants and additional special education teachers to reduce the student to staff ratio and to facilitate small group, targeted instruction Provide professional development for instructional teams, focusing on improved writing instruction Provide professional development for identified teachers, focusing on improved instructional practices in social studies Provide online and other resources for interventions, progress monitoring, and differentiated/targeted instruction
<b>School Culture and Climate</b>	The majority of students report feeling safe and cared for The majority of parents have a positive opinion about LAE MS staff reported improved morale	Governing board visibility and understanding is low Collaborative opportunities (including peer classroom observations) are lacking Increased teacher/staff recognition is desired Communication regarding outcome of disciplinary action is lacking in elementary school Parents not knowledgeable about how to support their students academically	Increase board visibility/understanding by: Inviting board members to attend various events; posting meeting minutes; posting up-to-date board bios/pictures on the website and bulletin board Increase opportunities for collaboration among teachers by providing coverage for peer observations Implement teacher & support staff member of the six weeks Join Region 10's Teacher of the Year program Add the use of On Course for Elementary student management and discipline Increase parental skill in providing academic support by: training parents to use online grade book providing academic workshops, including Concilio and LAE developed programs ensuring that positive parent contacts are made by teachers and administrators
<b>Staff Quality/ Professional Development</b>	The overall staff survey results were positive Staff attrition at the end of 2017-18 was low Staff are committed to the goals of the charter	We hire a number of inexperienced teachers We lack experienced mentors to support new teachers	Improve interview and selection process using Haberman Star Teacher pre-screeners and interview process Implement revised novice teacher support and mentoring practices for 2018-2019 Increased rigor of mentor training Increase mentor compensation due to increase in expectations

			<p>Increased time for novice teachers in program (1-3 years)</p> <p>Develop expectations for novice teachers in program</p> <p>Increased expectations of mentors</p>
<b>Curriculum, Instruction, Assessment</b>	<p>Instructional assistants implement small group instruction throughout all grade levels</p> <p>Designated curriculum/instructional support is readily available for teachers</p> <p>Ability to respond quickly to instructional needs</p> <p>Variety of online intervention and instructional tools are available and utilized</p>	<p>Inconsistent implementation of backward design (alignment and rigor)</p> <p>Overidentification of English learners as students in need of academic intervention, specifically in reading</p> <p>Lack of interventions focused on development of English language proficiency</p> <p>Lack of consistency in approach to identifying and providing academic interventions</p> <p>Lack of data systematic analysis to determine effectiveness of intervention and instructional tools</p>	<p>Provide ongoing PD, support and follow-up to ensure consistent implementation of backward design</p> <p>Review teacher-made and locally-created assessments for direct alignment to instructional objectives / lessons (TEKS)</p> <p>Implement use of EL proficiency intervention tool</p> <p>Systematically review data from all sources to make informed decisions regarding instruction and procurement of materials</p> <p>Examine implementation of current curriculum for consistency and fidelity</p>
<b>Family and Community Involvement</b>	<p>Communication (English and Spanish)</p> <p>Safe and welcoming environment</p> <p>Ongoing opportunities for parent involvement (volunteering, Fruit with Families, Family Fun Night, parent academies, Concilio)</p> <p>Collaboration with community groups (DPD, Concilio)</p>	<p>Lack of opportunity for families to connect with one another and with teachers</p> <p>Family involvement decreases as students age/grade increases</p> <p>Ineffectiveness of paper communication</p>	<p>Increase opportunities for parents to connect with one another and with teachers/staff</p> <p>Increase middle school parent involvement</p> <p>Examine additional ways to communicate electronically with families</p> <p>Implement a Parents on Patrol (POP) for the Fall of 2018</p>
<b>School Context and Organization</b>	<p>Master schedule and staffing generates a low staff-student ratio in core classes</p> <p>Additional instructional support is available</p> <p>Data compiled from staff survey in the area of school organization</p>	<p>Staff has little input into the scheduling process</p> <p>Communication breakdown between some admin./office staff</p> <p>Middle school students expressed concern about school lunch</p>	<p>Develop streamlined communication process to ensure effective and reliable communication between administrators and office staff</p> <p>Conduct follow-up meetings/surveys with middle school students regarding changes to school lunch</p>
<b>Technology</b>	<p>All students have access to laptops on a rotating basis</p> <p>Each classroom equipped with interactive whiteboard</p> <p>Google classroom available for all teachers</p> <p>Teacher survey data was collected</p>	<p>Limited understanding and use of available technology</p> <p>Limited technical experience of students in an academic setting</p> <p>Outdated client machines that don't reliably connect to current network infrastructure</p>	<p>Develop and provide relevant PD based on survey results</p> <p>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</p> <p>Replace outdated client machines with more reliable equipment</p>

## **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. At least 75% of all students will achieve the performance level of “approaches grade level” or higher on the STAAR assessments.
  2. At least 40% of all students will achieve the performance level of “meets grade level” or higher on the STAAR assessments.
  3. At least 15% of all students will achieve the performance level of “masters grade level” or higher on the STAAR assessments.
  4. Develop a plan for identification and service of gifted and talented students, to be implemented in 2018-2019.

**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	10/5/2018	1/25/2019	5/10/2019
<u>ELAR:</u> 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>Tier 4 Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Writing Pathways (previously purchased)</li> <li>TEKS Resource System (FSP \$5600)</li> </ul>	8/22/2018 - 5/30/2019	<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 Writing (4th/7th)</li> </ul>	1,2			
<u>Science/Soc. Studies:</u> Students will complete a minimum of one grade appropriate writing assignment per six weeks. (Focus will be on content and grammar, with emphasis on only one or two conventions at a time)	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Tier 4 Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System (FSP \$5600)</li> <li>STEMscopes (IMA \$6160)</li> <li>Social Studies Weekly (IMA \$10,140 - 3yrs.)</li> </ul>	8/22/2018 - 5/30/2019	<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>Benchmarks</li> <li>Unit Assessments</li> <li>STAAR Writing (4th/7th)</li> <li>STAAR Science (5th/8th)</li> <li>STAAR Soc. Studies (8th)</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>TEKS Resource System (FSP \$5600)</li> </ul>	8/22/2018 - 5/30/2019	<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			
A checklist (or rubric) will be used by teachers and students to evaluate student writing.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>TEKS Resource System (FSP \$5600)</li> </ul>	8/22/2018 - 5/30/2019	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Walk through and formal observations</li> <li>Vertical meetings notes/agendas</li> </ul>	<ul style="list-style-type: none"> <li>Writing Benchmarks</li> <li>Unit Assessments</li> <li>STAAR (4th/7th)</li> </ul>	1,2			
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 \$32,000, FSP \$40,775)	8/9/2018-7/31/2019	<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			
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 (FSP \$5600)</li> <li>STEMscopes (IMA \$6160)</li> <li>Making Content Comprehensible for English Learners (SIOP) (previously purchased)</li> </ul>	8/22/2018 - 5/30/2019	<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			
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 (FSP \$5600)</li> <li>STEMscopes (IMA \$6160)</li> <li>Learning A-Z (Title I \$3624)</li> <li>Kamico (previously purchased)</li> <li>STAAR Released tests (freely available)</li> <li>ECS STAAR Master (IMA \$18,825)</li> </ul>	8/22/2018 - 5/17/2019	<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			



		<ul style="list-style-type: none"> <li>Measuring Up &amp; Measuring Up Live (Title I \$4200)</li> <li>Newsela (IMA \$6500)</li> <li>Certiga Navigate (FSP \$2828)</li> </ul>							
Implement Interactive Science Notebooks in grades Kindergarten-8th and Social Studies Notebooks in grades 2nd-8th.	<ul style="list-style-type: none"> <li>Classroom Teachers</li> <li>Tier 4 Teachers</li> <li>Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Region 10 Training</li> <li>Composition Notebooks (FSP \$1500)</li> </ul>	11/12/2018-5/30/2019	<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			
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>ECS STAAR Master;</li> <li>Measuring Up</li> <li>Certiga Navigate</li> </ul>	8/22/2018	<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			
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>Tier 4 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>SuccessMaker Program (Title I \$14,000)</li> </ul>	8/22/2018-5/30/2019	<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 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>Renaissance Learning (Title I \$6850), TPRI Tango (FSP \$2840), Istation (IMA \$7850), TEMI</li> </ul>	8/28/2018-5/30/2019	<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>Learning A-Z, TPRI, Read Well (previously purchased), Measuring Up Workbooks and Measuring Up Live, Newsela</li> </ul>	8/29/2018-5/30/2019	<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>Reading Applications Teacher, (Title I \$69,000)</li> <li>Reading Applications Instructional Assistant (Title III \$32000),</li> <li>Math Applications Teacher (FSP \$60,500)</li> </ul>	8/22/2018-5/30/2019	<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>Compensation for IA's (SCE \$347,375; Title I \$166,250; Title III \$38,418)</li> <li>PT intervention pull-out (Title III \$17,709)</li> </ul>	8/22/2018-5/30/2019	<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 (FSP \$1500)</li> </ul>	8/14/2018-5/31/2019	<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 (EL) 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>Stipends (Title III \$5000)</li> <li>Materials (FSP \$1000)</li> </ul>	6/3/2019-6/27/2019	<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 systematic language program for selected EL students (beginning and intermediate)	<ul style="list-style-type: none"> <li>Curriculum Coordinators/ Instructional Coaches</li> <li>Business Manager</li> <li>LPAC Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Language intervention program - Language Power (Title III \$2500)</li> <li>Rosetta Stone (Title III \$95)</li> <li>Language for Learning (previously purchased)</li> <li>Tutoring services (SCE \$1500)</li> </ul>	9/10/2018-5/30/2019	<ul style="list-style-type: none"> <li>Program rosters, data reports</li> </ul>	<ul style="list-style-type: none"> <li>OLPT (IPT), TELPAS</li> </ul>	1,9,10			
Provide additional support for large electives classes	<ul style="list-style-type: none"> <li>Middle School Principal</li> <li>Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>(SCE \$42,730)</li> </ul>	8/22/2018-5/30/2019	<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			
Monitor the use of multiple forms 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 (Title I \$2000)</li> <li>Renaissance Learning (IMA Accelerated Math \$6000; Title I Accelerated Reading \$2466)</li> <li>Istation</li> <li>SuccessMaker</li> <li>TPRI</li> <li>TEMI</li> <li>Splash Math (Title I \$2160)</li> <li>All-in Learning (Title I \$3850)</li> </ul>	8/22/2018-5/30/2019	<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			
Enable efficient monitoring of data for students in the LPAC and/or RtI 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 (Title I \$1583 RtI; Title III \$3325 ELL)</li> </ul>	8/22/2018-5/30/2019	<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			
Establish a gifted and talented committee to include members of the CNA demographics committee.	<ul style="list-style-type: none"> <li>Superintendent</li> <li>CNA Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	9/11/2018-6/27/2019	<ul style="list-style-type: none"> <li>Committee agenda, sign-in, and notes</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	1,2,			
Establish a timeline for the implementation of a gifted and talented program (with an academic focus) using backward design.	<ul style="list-style-type: none"> <li>Superintendent</li> <li>G/T Committee</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	9/11/2018-1/11/2019	<ul style="list-style-type: none"> <li>Timeline</li> <li>Committee agenda, sign-in, and notes</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	1,2			
Determine nomination and screening process for identification of gifted and talented students.	<ul style="list-style-type: none"> <li>Superintendent</li> <li>G/T Committee</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	9/11/2018-1/11/2019	<ul style="list-style-type: none"> <li>G/T plan</li> <li>Committee agenda, sign-in, and notes</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	1,2,8			
Determine method and schedule by which gifted and talented students will be served. (including identifying staff and required training)	<ul style="list-style-type: none"> <li>Superintendent</li> <li>G/T Committee</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	1/14/2019-3/8/2019	<ul style="list-style-type: none"> <li>G/T Plan</li> <li>Committee agenda, sign-in, and notes</li> <li>Schedules</li> <li>PD enrollment / certificates</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	1,2,3,4			
Identify and procure assessment and instructional resources for serving gifted and talented students.	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Principals</li> <li>G/T Committee</li> <li>Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>	11/1/2018-6/28/2019	<ul style="list-style-type: none"> <li>Purchasing records</li> <li>Committee agenda, sign-in, and notes</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	1,2,8			
Perform screening tasks and assemble committee to identify gifted and talented students in accordance with strategies/actions above.	<ul style="list-style-type: none"> <li>Superintendent</li> <li>Assigned staff</li> <li>Charter Assessment Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Iowa Assessments (FSP \$100)</li> <li>Other assessment tools (TBD)</li> </ul>	1/14/2019-4/30/2019	<ul style="list-style-type: none"> <li>Screening documents</li> <li>Committee agenda, sign-in, and notes</li> </ul>	<ul style="list-style-type: none"> <li>G/T roster</li> </ul>	1,2			

Utilize an online program to increase rigor in establishing IEP goals and monitoring their implementation.	<ul style="list-style-type: none"> <li>• Tier 4 Coordinator</li> <li>• Tier 4 Teachers</li> <li>• TAM Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• Goal Book Program (IMA \$7000)</li> </ul>	8/22/2018-6/28/2019	<ul style="list-style-type: none"> <li>• Goal Book reports</li> <li>• TAM documentation</li> <li>• ARD documentation</li> <li>• T4 progress reports</li> </ul>	<ul style="list-style-type: none"> <li>• Improved outcomes for Tier 4 students</li> </ul>	1,2,9			
Provide professional learning opportunities and ongoing support for improving the practice of backward design (beginning with the end in mind).	<ul style="list-style-type: none"> <li>• Curriculum Coordinators/ Instructional Coaches</li> <li>• Principals</li> <li>• Assistant Principals</li> <li>• Team Leaders</li> <li>• Vertical Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Resources for facilitation of training in this practice (i.e., professional books, external professional learning, etc.) (FSP \$2500)</li> </ul>	9/15/2018-5/31/2019	<ul style="list-style-type: none"> <li>• PD plans</li> <li>• PD Agenda / sign-in sheets</li> <li>• PD certificates / credits</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of backward design among instructional staff</li> </ul>	1,2,4			
Monitor implementation of backward design through observation and review of assessments/planning documents.	<ul style="list-style-type: none"> <li>• Curriculum Coordinators/ Instructional Coaches</li> <li>• Principals</li> <li>• Assistant Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Resources for implementing this practice (i.e., professional books, planning resources, etc.) (FSP \$2500)</li> </ul>	10/1/2018-5/30/2019	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Classroom observations</li> <li>• Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student achievement (unit tests, benchmarks, TPRI, STAAR, etc.)</li> </ul>	1,2			
Provide professional learning opportunities and ongoing support in the identification of learning challenges versus language acquisition for English learners.	<ul style="list-style-type: none"> <li>• Curriculum Coordinators/ Instructional Coaches</li> <li>• Principals</li> <li>• LPAC Facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Region 10 ESC (face-to-face and online learning center)</li> <li>• Texas Gateway</li> <li>• Sheltered Instruction resources (professional reading, instructional tools, external professional learning, etc.) (Title III \$500)</li> </ul>	8/22/2018-6/28/2019	<ul style="list-style-type: none"> <li>• PD plans</li> <li>• PD Agenda / sign-in sheets</li> <li>• PD certificates / credits</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of challenges EL's face and instructional strategies for meeting linguistic needs</li> </ul>	1,2,4			
Provide intense language support for English learners who are not progressing adequately in their English proficiency.	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Principals</li> <li>• G/T Committee</li> <li>• Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Online EL resources such as Rosetta Stone</li> <li>• Targeted language instructional resources such as Language Power</li> </ul>	8/22/2018-6/28/2019	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Classroom observations</li> <li>• Intervention plans/ logs</li> </ul>	<ul style="list-style-type: none"> <li>• Increased English proficiency for EL's</li> <li>• TELPAS</li> <li>• STAAR</li> </ul>	1,2,9			

**Governing Board Performance Goal #2:** Employ and retain effective teachers through ongoing development, support, and recognition.

**Objective(s):**

1. Hire and provide incentives to certified teachers for difficult-to-staff areas.
2. Implement and monitor LAE's New Teacher Support and Mentoring practices.
3. Determine and provide for teachers' professional development needs based on student achievement and T-TESS data and teacher identified needs.

<b>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</b>							<b>Formative Review Dates</b>		
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Title I Schoolwide Components</b>	10/5/2018	1/25/2019	5/10/2019
Implement LAE's revised novice 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>● Printing</li> <li>● Preparation materials</li> </ul> <p>FSP \$1000</p>	6/29/2018 - 6/30/2019	<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			
Monitor and evaluate LAE's revised novice teacher support and mentoring practices to ensure continuous improvement.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Compliance Coordinator</li> <li>● Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Google Forms and Docs</li> </ul>	8/22/2018-6/30/2019	<ul style="list-style-type: none"> <li>● Online Mentor/Mentee Folders</li> <li>● Documentation (observations, meeting notes, etc.)</li> <li>● Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Reduced staff attrition</li> <li>● Increased teacher effectiveness</li> </ul>	1,3,4			
Provide retention/recruitment bonuses for new hires in hard-to-staff areas (bilingual, ESL, special education)	<ul style="list-style-type: none"> <li>● Human Resources Manager</li> <li>● Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>● (Title II \$16,000)</li> </ul>	8/31/2018	<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			
Develop PD opportunities that meet needs expressed through staff surveys and input using 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>● Surveys</li> <li>● Google</li> <li>● Region 10</li> <li>● Texas Gateway</li> </ul>	8/1/2018-4/30/2019	<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 access to devices and professional learning to ensure relevant use of current technology resources.	<ul style="list-style-type: none"> <li>● Principals</li> <li>● Curriculum Coordinators/ Instructional Coaches</li> <li>● Technology Coordinator</li> <li>● Technology CNA Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Laptops</li> <li>● Classroom technology (interactive whiteboards, tablets, etc.)</li> </ul> <p>(IMA \$20,400)</p>	8/9/2018-4/30/2019	<ul style="list-style-type: none"> <li>● Purchasing records</li> <li>● Training</li> <li>● Meeting notes</li> <li>● Tech support emails</li> <li>● Surveys</li> </ul>	<ul style="list-style-type: none"> <li>● Increased use of technology during instruction</li> <li>● Increased student engagement</li> <li>● Increased teacher satisfaction with the work environment relative to tech availability and support</li> </ul>	1,4			

Improve interview and selection process using the Haberman Star Teacher pre-screeners and interview scoring rubric.	<ul style="list-style-type: none"> <li>• HR Coordinator</li> <li>• Superintendent</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Haberman training (as needed)</li> <li>• Haberman surveys (FSP \$300)</li> </ul>	1/7/2019-6/30/2019	<ul style="list-style-type: none"> <li>• Interview schedule</li> <li>• Personnel files</li> <li>• Haberman score sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teacher retention</li> <li>• Increased student engagement</li> <li>• Increased student achievement</li> </ul>	1,3,4,5			
Increase staff recognition by implementing a <i>Teacher of the Six-Weeks and Support Staff of the Six-Weeks</i> program.	<ul style="list-style-type: none"> <li>• Superintendent</li> <li>• Campus Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for awards (plaque, gift card etc.) (FSP \$1500)</li> <li>• Google forms (nominating/election)</li> </ul>	9/7/2018-5/30/2019	<ul style="list-style-type: none"> <li>• Nomination forms</li> <li>• Votes</li> <li>• Email communications</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teacher morale</li> <li>• Increased teacher retention</li> </ul>	1,3,5			
Join Region 10 ESC's Teacher of the Year program.	<ul style="list-style-type: none"> <li>• Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>• TBD</li> </ul>	3/1/2019-5/15/2019	<ul style="list-style-type: none"> <li>• Email communications</li> <li>• Written agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Increased teacher morale</li> <li>• Increased teacher retention</li> </ul>	1,3,5			

**Governing Board Performance Goal #3:** Increase stakeholder involvement and input (students, parents, community, governing board and staff).

- Objective(s):**
1. Increase meaningful family involvement through specific, targeted activities.
  2. Work to increase partnerships with community and business members.
  3. Provide stakeholders face-to-face opportunities to meet with charter school leadership.
  4. Increase involvement and visibility of governing board members in school activities.

**Summative Data and Information:** Survey (staff, student, family) 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	10/5/2018	1/25/2019	5/10/2019
Develop and distribute annual surveys to students, parents, and staff, sharing data to make changes and improvements as appropriate.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Compliance and Accountability Coordinator</li> <li>● Office Managers</li> </ul>	<ul style="list-style-type: none"> <li>● Google Forms</li> </ul>	1/7/2019-2/28/2019	<ul style="list-style-type: none"> <li>● Completed Surveys</li> <li>● Survey Data Reports</li> </ul>	<ul style="list-style-type: none"> <li>● Increased parental involvement</li> <li>● Increased staff, student and parent satisfaction</li> </ul>	1, 6			
Increase opportunities for meaningful parent involvement at each campus through activities such as Parent Academies, Parents on Patrol (POP), 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> <li>● PTO</li> </ul>	<ul style="list-style-type: none"> <li>● Supplies (FSP \$1000)</li> </ul>	8/13/2018-6/30/2019	<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			
Reach out to various community organizations/institutions (i.e., Concilio, Dallas Police Department, North Texas Food Bank, etc.) in order to establish partnering opportunities.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Principals</li> <li>● Counselors</li> <li>● Curriculum Coordinators/ Instructional Coaches</li> </ul>	<ul style="list-style-type: none"> <li>● Concilio (FSP \$3000)</li> <li>● Supplies (FSP \$200)</li> </ul>	9/30/2018-5/30/2019	<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			
Increase communication to ensure awareness of opportunities to participate in SAC, PAC, Student Council, Governing Board Meetings, etc. at regular intervals.	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Principals</li> <li>● Group Sponsors</li> </ul>	<ul style="list-style-type: none"> <li>● Supplies</li> <li>● Training fees</li> <li>● Dues (FSP \$300)</li> </ul>	8/22/2018-5/30/2019	<ul style="list-style-type: none"> <li>● School website</li> <li>● Bulletin boards</li> <li>● Super's Site</li> <li>● Principals' weekly notes</li> <li>● Emails</li> </ul>	<ul style="list-style-type: none"> <li>● Increased participation by parents, students, and community members in campus groups and activities</li> </ul>	1,6			
Increase visibility of board members' bios and photos, as well as the meeting calendar, agenda, and minutes, in a ways that are accessible to stakeholders (website, flyers, messenger,, etc.)	<ul style="list-style-type: none"> <li>● Board members</li> <li>● Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>● School website</li> <li>● Bulletin boards</li> <li>● Super's Site</li> </ul>	8/22/2018-6/30/2019	<ul style="list-style-type: none"> <li>● Email documentation</li> <li>● Other communication documentation</li> <li>● School Messenger</li> <li>● School website</li> </ul>	<ul style="list-style-type: none"> <li>● Google mail</li> <li>● School Messenger</li> <li>● School website</li> </ul>	1,6			
Ensure that board members are invited to school events, including staff orientation, parent activities, and athletic/academic competitions, etc.	<ul style="list-style-type: none"> <li>● Superintendent</li> </ul>	<ul style="list-style-type: none"> <li>● Google mail</li> <li>● School Messenger (FSP \$2300)</li> <li>● School website</li> </ul>	8/22/2018-6/30/2019	<ul style="list-style-type: none"> <li>● Emails</li> <li>● Bulletin boards</li> <li>● Super's Site</li> <li>● Event sign-in sheets</li> </ul>	<ul style="list-style-type: none"> <li>● Increased board member attendance at school events</li> </ul>	1,6			