

International Leadership of Texas
Lancaster High
2021-2022 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

Vision

Our vision is to see our community filled with graduates making a positive impact on our local and global community. We see our school as a safe, encouraging, and visionary campus where we help student to see their value and potential and work daily to allow them opportunities to honor both.

Value Statement

Others Before Self

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022	18
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022	23
Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022	27
Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022	32
Goal 5: The percent of teacher retained annually will increase from 76% to 80% by June 2022	34
Goal 6: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.	38
Campus Funding Summary	39
Addendums	41

Comprehensive Needs Assessment

Demographics

Demographics Summary

International Leadership of Texas – Lancaster Desoto High School is an open enrollment public charter school serving 9th, 10th, 11th, and 12th grade students. This will be the fourth year of the campus. The projected enrollment based on parent completion of intent to return is 285 students.

Student Demographics

Female - approximately 60%

Male - approximately 40%

Hispanic - approximately 38%

Black - African American - approximately - 53%

White - approximately 5%

Two or More approximately 2%

International Leadership of Texas Lancaster Desoto High School is an open-enrollment public charter high school. We have capacity for a total of 340 students.

Demographics Strengths

Demographic Strengths

International Leadership of Texas – Lancaster Desoto High School is a school of choice that pulls students from a wide geographic area in the southern Dallas area. This equates to creating a diverse student population that aligns firmly with our mission of building leaders in the international community.

Campus Diversity well represented at LDHS

We have a diverse staff ranging from local area residents, Chinese, Colombian, Thailand, other parts of Texas. Aligns well with the mission of international community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Need increased diversity to staff **Root Cause:** Less intentional focus on this when opening school

Problem Statement 2 (Prioritized): Feeder school in Lancaster, but HS in different city of Desoto **Root Cause:** Not many locations available for temp facilities in either city

Problem Statement 3 (Prioritized): Increase student Percentages in Meets and Masters Category **Root Cause:** Closing gaps in learning, students more fidelity to Mandatory Tutoring

Student Learning

Student Learning Summary

	Spring 2021 STAAR EOC, English I			
	Total Students	Approaches	Meets	Masters
ILTexas Lancaster-Desoto HS	71	40.85%	15.49%	2.82%

	Spring 2021 STAAR EOC, English II			
	Total Students	Approaches	Meets	Masters

ILTexas Lancaster-Desoto HS	51	62.75%	43.14%	0%
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	Spring 2021 STAAR EOC, Algebra I			
	Total Students	Approaches	Meets	Masters

ILTexas Lancaster-Desoto HS	70	75.71%	28.57%	7.14%
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	Spring 2021 STAAR EOC, Biology			
	Total Students	Approaches	Meets	Masters

ILTexas Lancaster-Desoto HS	72	63.89%	23.61%	4.17%
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	Spring 2021 STAAR EOC, US History			
	Total Students	Approaches	Meets	Masters
ILTexas Lancaster-Desoto HS	30	86.67%	56.67%	33.33%

Student Learning Strengths

Algebra 1 Students scored 20% points above next highest scoring HS

Summer testing retakes for EOC yielded higher percentage passing than last testing in 2019

Social Studies and Biology EOC scores held steady amidst COVID-10 gap

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase student Percentages in Meets and Masters Category **Root Cause:** Closing gaps in learning, students more fidelity to Mandatory Tutoring

Problem Statement 2 (Prioritized): Attendance low at 96.47% pre COVID - 98% goal **Root Cause:** Distinction from tardy and absence, After School Discipline not consistent enough, Attendance Committee meeting earlier

Problem Statement 3 (Prioritized): Need increased teacher to teacher observation tool **Root Cause:** Not structured into flow as common procedure

Problem Statement 4 (Prioritized): Need increased diversity to staff **Root Cause:** Less intentional focus on this when opening school

Problem Statement 5 (Prioritized): Need more consistent, reliable RYG form **Root Cause:** Old Google Forms confused with new, and need reliable spreadsheet access

Problem Statement 6 (Prioritized): multiple teachers teaching high number of preps, and even cross curricular **Root Cause:** Need increased enrollment for increased staffing -

Problem Statement 7 (Prioritized): Parent Feedback: need increased parent participation **Root Cause:** Advertising, and Time constraints for families

Problem Statement 8 (Prioritized): Increase Leadership Traits in Action with more events/opportunities on and off campus **Root Cause:** Time restraints (5:30) limit to being on campus, and lack of intentional focus to this

Problem Statement 9 (Prioritized): Greater focus on Core Class Tutorial rather than LOTE tutorials **Root Cause:** EOC Emphasis, LOTE important, need to made equally

urgent

Problem Statement 10 (Prioritized): Increased Advanced Academics Offerings Needed (Dual Credit and AP) **Root Cause:** Staffing Restraints

Problem Statement 11: Practice more Restorative and Culturally Responsive Systems **Root Cause:** Not enough training for teachers and administration

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION, & ASSESSMENT

We will utilize the TEKS Resoure Systems for scope and sequence and assessments, which tightly aligns with our state standards. We also have incorporated the use of Chromebooks (1 to 1 students), Google Classroom, and other technology based apps to enhance 21st century skills. Teachers utilize daily formative assessment and common summative assessments to measure student achievement and growth. Teachers develop instruction and assessment at a more rigorous level to mirror our Pre-AP level expectation and to adequately prepare our students for the rigor of EOC. We have increased the number of offerings of Dual Credit and AP Courses.

Assessments are derived from TEKS RS and teachers are planning with the end in mind - focused on state standards. All students attend Leadership class to focus on leadership skills, mentoring, character education, community service and remediation/enrichment. Curriculum developed by district staff, leadership team and campus staff. Plato online resources used to support classroom instruction, augment summer school and provide opportunities to expand curriculum and increase college readiness.

We utilize Lead4Ward as tool to focus on high leverage TEKS and methods of formative assessment to check for understanding.

We utilize Data from our Summative Assessments every 6 week cycle to determine what students have learned, what they still need to learn, and what are we going to do when they do not know it.

We have embedded days within the academic calendar to review data, and plan accordingly for data driven instruction.

STAFF RECRUITMENT & RETENTION

Hiring teachers and staff utilizing Fast Track Applications within Skyward sytem, Virtual job fairs as presented from our HR department and Talent Acquistion. Red, Yellow, Green Communication system to allow teachers to reach out for support.

SCHOOL ORGANIZATION

Master Schedule supports teacher collaboration and input into decision making process by grouping grade level and content area teachers into specific learning communities. Each PLC is headed by a GLA (Grade Level) or Lead (Content Area) that promotes problem solving and decision making. Questions are encouraged and forwarded to GLA/Principal Meeting and responses are communicated to staff in informal and formal ways including the Sunday Messasge to Staff. Committees are formed to find solutions and take action.

Students are educated using the Core Leadership traits in unique Leadership course where all staff particpates, further encouraging students to be leaders, solving problems and implementing solutions.

"Triage" is a formal meeting and structure to partake in collaborative action to support students academically and behaviorally - also by using data from the Skyward system - any failing grades, and disciplinary referral report.

TECHNOLOGY

Teachers are issued lap top computers and students are issued Chromebooks. Teachers have access to a variety of instructional software and websites including Google Classroom, Skyward, Study Island, TEKS Resource System and PLATO.

FLOCABULARY

To help support students in increasing achievement in classroom, formative assessment, and summative assessment, we will be utilizing this technological resources for additional support. Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum.

School Processes & Programs Strengths

Dedication of staff to provide multiple, additional learning opportunities for students.

PBIS - Positive Behavioral Interventions and Supports continue to develop and formalize (Level 0,1,2,3 Rewards Systems, SLANT, De Leon Dollars, Teach Like a Champion Posters)

Eagle Academy and Mandatory Tutoring as space and tool to help students master their content where def

Increased level of Clubs and Organizations - Student led and some performance based for parents and community

Red, Yellow, Green communication upward communication tool to support needs of teachers

Teachers and staff included in decision making - opportunities to develop processes and what they look like to achieve desired goals

Campus focused squarely on improving student achievement. There is a sense of urgency and strong commitment to this in the forms of mandatory tutoring, Eagle Academy, and engaging lessons and activities.

FLOCABULARY

To help support students in increasing achievement in classroom, formative assessment, and summative assessment, we will be utilizing this technological resources for additional support. Flocabulary is a learning program for all grades that uses educational hip-hop music to engage students and increase achievement across the curriculum.

New Teachers are assigned a mentor for the first year

Unpacking Bias and Systemic Racism Conference Info - Conference and Professional Development for Admin And Teachers

Additional Training for Teachers and Admin to be more culturally responsive and fair

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need more consistent, reliable RYG form **Root Cause:** Old Google Forms confused with new, and need reliable spreadsheet access

Problem Statement 2 (Prioritized): multiple teachers teaching high number of preps, and even cross curricular **Root Cause:** Need increased enrollment for increased staffing -

Problem Statement 3 (Prioritized): Feeder school in Lancaster, but HS in different city of Desoto **Root Cause:** Not many locations available for temp facilities in either city

Problem Statement 4 (Prioritized): Need increased teacher to teacher observation tool **Root Cause:** Not structured into flow as common procedure

Problem Statement 5 (Prioritized): Attendance low at 96.47% pre COVID - 98% goal **Root Cause:** Distinction from tardy and absence, After School Discipline not consistent enough, Attendance Committee meeting earlier

Problem Statement 6 (Prioritized): Increased Advanced Academics Offerings Needed (Dual Credit and AP) **Root Cause:** Staffing Restraints

Problem Statement 7: Practice more Restorative and Culturally Responsive Systems **Root Cause:** Not enough training for teachers and administration

Problem Statement 8: Space Concerns in Building - 95% of teachers float in building class to class instead of them having their own room **Root Cause:** 4 year extension into lease within DC3 building

Perceptions

Perceptions Summary

- Servant Leadership is our mantra - we are here to serve our students and families first and foremost. Their customer experience is a main priority.
- We are driven by our mission of preparing students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body, and character.
- Our business and Campus Vision is to grow every student - each day, each second, each interaction represents an opportunity to move our children forward academically, and with their language, and leadership skills.
- We are the models of the 3 B's - Be on Time, Be Responsible, and Be Respectful
- Relationship building and counseling more of a restorative discipline practice as a conflict resolution method.
- Close relationships with families overall - small enough campus size where this is a bit easier and seamless.
- Teachers believe in one another at our campus, and they love the family environment created. I believe they do feel safe and have a sense of belongingness. They have all invested time in the students both in and outside of class time. They are part of a lot of after school activities with the kids. More can be implemented next year. The GLA is there to help each teacher as well as a mentor to new staff. There are plenty of PD classes available for all and we collaborate often concerning class strategies and lesson planning

Parent Perspective:

Positive accessibility to administration and staff to communicate on all matters

Community Connection:

Mr. Martin from GeekLetes Company - sees large goal from community perspective to increase students customer service skills, professionalism, and soft skills development (eye contact, dialogue, receiving critical feedback, communication)

Internships available for students in this gaming engineering sector

Would love to link with campus club/organization

Perceptions Strengths

Teachers and staff are firmly dedicated to our mission, constructed our vision of growth, and practice our motto of "Others Before Self" each day.

Close connection to families - small enough campus to have individual relationships with our families.

Mission, vision, 3 B's, visible on campus

Teachers supportive of one another

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent Feedback: need increased parent participation **Root Cause:** Advertising, and Time constraints for families

Problem Statement 2 (Prioritized): Increase Leadership Traits in Action with more events/opportunities on and off campus **Root Cause:** Time restraints (5:30) limit to being on campus, and lack of intentional focus to this

Priority Problem Statements

Problem Statement 1: Feeder school in Lancaster, but HS in different city of Desoto

Root Cause 1: Not many locations available for temp facilities in either city

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: Need increased teacher to teacher observation tool

Root Cause 2: Not structured into flow as common procedure

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Increase Leadership Traits in Action with more events/opportunities on and off campus

Root Cause 3: Time restraints (5:30) limit to being on campus, and lack of intentional focus to this

Problem Statement 3 Areas: Student Learning - Perceptions

Problem Statement 4: Increase student Percentages in Meets and Masters Category

Root Cause 4: Closing gaps in learning, students more fidelity to Mandatory Tutoring

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: Need more consistent, reliable RYG form

Root Cause 5: Old Google Forms confused with new, and need reliable spreadsheet access

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Problem Statement 6: multiple teachers teaching high number of preps, and even cross curricular

Root Cause 6: Need increased enrollment for increased staffing -

Problem Statement 6 Areas: Student Learning - School Processes & Programs

Problem Statement 7: Attendance low at 96.47% pre COVID - 98% goal

Root Cause 7: Distinction from tardy and absence, After School Discipline not consistent enough, Attendance Committee meeting earlier

Problem Statement 7 Areas: Student Learning - School Processes & Programs

Problem Statement 8: Need increased diversity to staff

Root Cause 8: Less intentional focus on this when opening school

Problem Statement 8 Areas: Demographics - Student Learning

Problem Statement 9: Parent Feedback: need increased parent participation

Root Cause 9: Advertising, and Time constraints for families

Problem Statement 9 Areas: Student Learning - Perceptions

Problem Statement 10: Increased Advanced Academics Offerings Needed (Dual Credit and AP)

Root Cause 10: Staffing Restraints

Problem Statement 10 Areas: Student Learning - School Processes & Programs

Problem Statement 11: Greater focus on Core Class Tutorial rather than LOTE tutorials

Root Cause 11: EOC Emphasis, LOTE important, need to made equally urgent

Problem Statement 11 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Other additional data

Goals

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 1: LDHS will go from 51.43% Meets to 60% Meets on English 1 EOC by June 2022





LDHS will go from 54.484% Meets to 60% Meets on English 2 EOC by June 2022

Targeted or ESF High Priority

Evaluation Data Sources: Based off 2020 Benchmark data (due to no STAAR/EOC Data COVID-19)

Strategy 1 Details	Reviews			
<p>Strategy 1: Mandatory Tutoring from Teacher - before school, after school, and Saturday two or more times a week with targeted students</p> <p>Strategy's Expected Result/Impact: Increased achievement and mastery of content</p> <p>Staff Responsible for Monitoring: Principal, GLA's, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Peer to Peer Tutoring - Strategic Mentors to lend support to students who are struggling. Eagle to Eagle Mentoring.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and mastery of content.</p> <p>Staff Responsible for Monitoring: Principal, GLA's</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 461 - Campus Activity - \$100</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strategic use of NWEA MAP assessment tool to obtain student achievement data to build and guide targeted instruction.</p> <p>Strategy's Expected Result/Impact: Increased achievement through data driven instruction and results from MAP</p> <p>Staff Responsible for Monitoring: Principal, GLA, Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilization of STAAR/EOC aligned "Measuring Up" Books to help prepare students for state testing.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and mastery of content</p> <p>Staff Responsible for Monitoring: Principal, GLA, Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilization of Destiny E-Library for students at school and at home</p> <p>Strategy's Expected Result/Impact: Increased level of literacy, achievement, and mastery of content - Reading Competition, D.E.A.R. - with incentive and rewards system</p> <p>Staff Responsible for Monitoring: GLA, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 461 - Campus Activity - \$100</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Students will utilize the online forum Study Island as a tool for support with remediation, support instruction, and close gaps in achievement.</p> <p>Strategy's Expected Result/Impact: Increase student Achievement</p> <p>Staff Responsible for Monitoring: Principal, GLA's, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 3</p> <p>Funding Sources: - 211 - Title I School Improvement - \$2,500</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist campus teachers, administrators, and support staff to strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.</p> <p>Strategy's Expected Result/Impact: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal, GLA's, ELAR Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III - \$1,500</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 2: Feeder school in Lancaster, but HS in different city of Desoto Root Cause: Not many locations available for temp facilities in either city</p>
<p>Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>
Student Learning
<p>Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>
<p>Problem Statement 6: multiple teachers teaching high number of preps, and even cross curricular Root Cause: Need increased enrollment for increased staffing -</p>
School Processes & Programs
<p>Problem Statement 2: multiple teachers teaching high number of preps, and even cross curricular Root Cause: Need increased enrollment for increased staffing -</p>
<p>Problem Statement 3: Feeder school in Lancaster, but HS in different city of Desoto Root Cause: Not many locations available for temp facilities in either city</p>

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 2: By June of 2022, 100% of EL, SPED, Eco Disadvantaged, students will increase one level from, did not meet to approaches, approaches to meets, meets to masters.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR/EOC Benchmarks

Strategy 1 Details	Reviews			
<p>Strategy 1: Coordination with EL Department to set up expert professional development for teachers and implementation of research based strategies to help EL learners continue to grow in their achievement and mastery of content.</p> <p>Strategy's Expected Result/Impact: EL learners will experience increased academic achievement and mastery of content</p> <p>Staff Responsible for Monitoring: Principal, GLA, Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 6 - School Processes & Programs 2</p> <p>Funding Sources: - 263 - Title III - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increased use of Instructional Aide with pull out/small group support</p> <p>Strategy's Expected Result/Impact: Increased academic growth, and student mastery of content</p> <p>Staff Responsible for Monitoring: Principal, GLA, Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$500</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>
Student Learning
<p>Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>
<p>Problem Statement 6: multiple teachers teaching high number of preps, and even cross curricular Root Cause: Need increased enrollment for increased staffing -</p>

School Processes & Programs





Problem Statement 2: multiple teachers teaching high number of preps, and even cross curricular **Root Cause:** Need increased enrollment for increased staffing -

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2022

Performance Objective 3: By June of 2022, we will reach 100% of students obtaining credit for their English courses.

Targeted or ESF High Priority

Evaluation Data Sources: Report Cards, Skyward Weekly grade Reports, Eagle Academy records, Mandatory Tutoring records

Strategy 1 Details	Reviews			
Strategy 1: Mandatory tutoring and General tutoring offerings for students Strategy's Expected Result/Impact: increased achievement and support to mastery of content Staff Responsible for Monitoring: Principal, GLA, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$2,500	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Student Learning
Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring





Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022

Performance Objective 1: LDHS will go from 38.24% Meets to 46% meets on Algebra 1 STAAR EOC by June 22

Targeted or ESF High Priority

Evaluation Data Sources: Based off 2020 Benchmark data (due to no STAAR/EOC Data COVID -19)

Strategy 1 Details	Reviews			
<p>Strategy 1: Mandatory Tutoring from Teacher - two times a week with targeted students Strategy's Expected Result/Impact: Increased achievement and mastery of content Staff Responsible for Monitoring: Principal, GLA's, and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Effective use of Imagine Math (online math resource) - 2 lessons mastered per week Strategy's Expected Result/Impact: Student growth, achievement, and mastery of content Staff Responsible for Monitoring: Principal, GLA, Math Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1, 10 - School Processes & Programs 6 Funding Sources: - 211 - Title 1-A - \$5,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Peer to Peer Tutoring - Strategic Mentors to lend support to students who are struggling. Eagle to Eagle Mentoring. Strategy's Expected Result/Impact: Increased student achievement and mastery of content. Staff Responsible for Monitoring: Principal, GLA's Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 461 - Campus Activity - \$100</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Strategic use of NWEA MAP assessment tool to obtain student achievement data to build and guide targeted instruction. Strategy's Expected Result/Impact: Increased Student Achievement Staff Responsible for Monitoring: Principal, GLA, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$10,000	Formative			Summative
	Nov	Jan	May	June
Strategy 5 Details	Reviews			
Strategy 5: Utilization of STAAR/EOC aligned "Measuring Up" Books to help prepare students for state testing. Strategy's Expected Result/Impact: Increased student achievement and mastery of content Staff Responsible for Monitoring: Principal, GLA, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Student Learning
Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Problem Statement 10: Increased Advanced Academics Offerings Needed (Dual Credit and AP) Root Cause: Staffing Restraints
School Processes & Programs
Problem Statement 6: Increased Advanced Academics Offerings Needed (Dual Credit and AP) Root Cause: Staffing Restraints





Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 15% to 30% by June 2022

Performance Objective 2: By June of 2022, we will reach 100% of students obtaining credit for their Math courses.

Targeted or ESF High Priority

Evaluation Data Sources: Report Cards, Skyward Weekly grade Reports, Eagle Academy records, Mandatory Tutoring records

Strategy 1 Details	Reviews			
<p>Strategy 1: Mandatory Tutoring from Teacher - two times a week with targeted students Strategy's Expected Result/Impact: Increased achievement and mastery of content Staff Responsible for Monitoring: Principal, GLA's, and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Peer to Peer Tutoring - Strategic Mentors to lend support to students who are struggling. Eagle to Eagle Mentoring. Strategy's Expected Result/Impact: Increased student achievement and mastery of content. Staff Responsible for Monitoring: Principal, GLA's Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2, 3 - Student Learning 1 - School Processes & Programs 3 Funding Sources: - 461 - Campus Activity - \$100</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Strategic use of NWEA MAP assessment tool to obtain student achievement data to build and guide targeted instruction. Strategy's Expected Result/Impact: Data driven results through MAP data - higher student achievement Staff Responsible for Monitoring: Principal, GLA, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$10,000</p>	Formative			Summative
	Nov	Jan	May	June

Strategy 4 Details	Reviews			
Strategy 4: Utilization of STAAR/EOC aligned "Measuring Up" Books to help prepare students for state testing. Strategy's Expected Result/Impact: Increased student achievement and mastery of content Staff Responsible for Monitoring: Principal, GLA, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
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



Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Feeder school in Lancaster, but HS in different city of Desoto Root Cause: Not many locations available for temp facilities in either city
Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Student Learning
Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
School Processes & Programs
Problem Statement 3: Feeder school in Lancaster, but HS in different city of Desoto Root Cause: Not many locations available for temp facilities in either city

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 1: Strategic placement of students who are not yet deemed college ready through SAT, TSI, or other college ready measure. All Seniors will be placed in College Ready Math, College Ready English by the end of 2022.

Evaluation Data Sources: SAT Measure, Skyward Scheduling, TSI testing, Transcripts

Strategy 1 Details	Reviews			
<p>Strategy 1: 100% of sophomores and eligible freshman will take the TSI test to determine eligibility for Dual Credit courses</p> <p>Strategy's Expected Result/Impact: Greater opportunity and number of students participate in Dual Credit</p> <p>Staff Responsible for Monitoring: Principal, Counselor, GLA's</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>
Student Learning
<p>Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 2: Increase the number of students participating with AP courses by 25% - 43 students participated with AP 2019-2020 by June 2021.

Evaluation Data Sources: Course Selection Sheets, Skyward Report





Strategy 1 Details	Reviews			
<p>Strategy 1: More advertisement over the summer for AP courses, highlight successes through social media to encourage greater participating with AP courses</p> <p>Strategy's Expected Result/Impact: More students enrolling in AP courses and eligible to test and score 3, meeting CCMR criteria</p> <p>Staff Responsible for Monitoring: Principal, GLA, Teacher, Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>	Formative			Summative
	Nov	Jan	May	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>
Student Learning
<p>Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring</p>

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 3: Increase the number of college field trips from 1 to 3

Strategy 1 Details	Reviews			
Strategy 1: Work with Academic Success Program on recommendations for colleges to visit with Junior and Sophomore Classes Strategy's Expected Result/Impact: Increased desire from students to participate in dual credit Staff Responsible for Monitoring: Principal, Counselor, GLA Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 8 - Perceptions 2 Funding Sources: - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 8: Increase Leadership Traits in Action with more events/opportunities on and off campus Root Cause: Time restraints (5:30) limit to being on campus, and lack of intentional focus to this
Perceptions
Problem Statement 2: Increase Leadership Traits in Action with more events/opportunities on and off campus Root Cause: Time restraints (5:30) limit to being on campus, and lack of intentional focus to this

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 4: 11th Grade students participate with SAT PREP courses and SAT Testing in the 20-21 school year.

Evaluation Data Sources: Enrollment to Course through ASP

Strategy 1 Details	Reviews			
Strategy 1: Work with HQ and ASP to coordinate setting up classes for our Junior class, and preparation for SAT testing Strategy's Expected Result/Impact: Increased preparation and in scores for SAT Staff Responsible for Monitoring: Principal, GLA, Teacherrs Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 211 - Title 1-A - \$5,000	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Student Learning
Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring





Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2022

Performance Objective 5: The percent of CCMR students that meet the requirement for College Ready will increase from 64% to 67% in 2021.

Targeted or ESF High Priority

Evaluation Data Sources: TSIA, ACT, SAT, Dual Credit

Strategy 1 Details	Reviews			
Strategy 1: Provide digital resources including but not limited to Computer Hardware, Computer Software, Peripherals, and industry based tools. Strategy's Expected Result/Impact: Increased academic performance and Certifications in CTE and Science Classes Staff Responsible for Monitoring: Associate Principals, Content Leads and Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Student Learning 9	Formative			Summative
	Nov	Jan	May	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 9: Greater focus on Core Class Tutorial rather than LOTE tutorials Root Cause: EOC Emphasis, LOTE important, need to made equally urgent

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022

Performance Objective 1: Increase the number of students attending tutoring for LOTE classes by 25% by June 2022.

Evaluation Data Sources: Tutoring Schedule and Logs from LOTE Teachers





Strategy 1 Details	Reviews			
<p>Strategy 1: Tutoring Schedules more visible for students and families, utilize Remind 101 for students for greater communication with students</p> <p>Strategy's Expected Result/Impact: Increased effort and understanding of LOTE support opportunities</p> <p>Staff Responsible for Monitoring: Principal, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development with classroom management for LOTE teachers - will support greater efficiency for classroom teachers, and in turn greater student achievement</p> <p>Strategy's Expected Result/Impact: will support greater efficiency for classroom teachers, and in turn greater student achievement</p> <p>Staff Responsible for Monitoring: Principal, GLA</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 4</p> <p>Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Student Learning
Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Problem Statement 3: Need increased teacher to teacher observation tool Root Cause: Not structured into flow as common procedure
School Processes & Programs
Problem Statement 4: Need increased teacher to teacher observation tool Root Cause: Not structured into flow as common procedure

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022

Performance Objective 2: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2022.

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students attending tutoring and Eagle Academy support for LOTE classes Strategy's Expected Result/Impact: Increased growth in mastering Spanish and Chinese languages Staff Responsible for Monitoring: Principal, Teacher, GLA's Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 - Student Learning 1 Funding Sources: - 420 - State - \$1,000	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring
Student Learning
Problem Statement 1: Increase student Percentages in Meets and Masters Category Root Cause: Closing gaps in learning, students more fidelity to Mandatory Tutoring

Goal 5: The percent of teacher retained annually will increase from 76% to 80% by June 2022

Performance Objective 1: Increase number of professional development opportunities for teachers, service in headquarter level committees, and leading of session on PD/Data days 50% by June 2022

Evaluation Data Sources: Region 10 Website, Eduphoria Registration, Strive/Beginning of Year Goals

Strategy 1 Details	Reviews			
<p>Strategy 1: Coordinate with Professional Development dept for specific teacher needs - and suggestions Strategy's Expected Result/Impact: Capacity building for teachers, and greater efficiency to learning in classroom for students Staff Responsible for Monitoring: Principal, GLA, Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 6 - School Processes & Programs 2 Funding Sources: - 211 - Title 1-A - \$1,000</p>	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Whetstone Teacher Evaluation Tool to help provide timely teacher feedback for continue growth and teacher development. Including Teacher to Teacher.</p> <p>Circle 4 - Observations (1).png EVALUATION & PERFORMANCE MANAGEMENT Does your district have different rubrics for teachers, principals, and operations staff? All of them can live in Whetstone! All rubrics are customizable in Whetstone, and we make it easy to show the right rubrics to the right people so evaluation is a breeze.</p> <p>TIME-STAMPED NOTES Coaches use Whetstone's "Running Record" to capture what they're observing in the classroom second by second. Whether you call them literal notes, low-inference notes, or simply "notes," this tool will make it easy for you to identify critical moments during your observations to increase the impact of your coaching conversations.</p> <p>Circle 6 - Quick Feedback.png OBSERVATION & DEBRIEF TEMPLATES Capture in-the-moment observations on your laptop or mobile device using any number of observation forms or templates. Observation forms are completely customizable, so you can focus your observations on your school's specific needs.</p> <p>ACTION STEPS & GOALS Action Steps are bite-sized pieces of feedback teachers work on weekly or monthly. Whetstone's Action Step and Goal managers make it easy for coaches to assign and share action steps with teachers, as well as track mastery, allowing leaders to measure teachers' qualitative skill growth over time.</p>	Formative			Summative
	Nov	Jan	May	June

WEEKLY DATA MEETINGS

During Weekly Data Meetings (WDMs), instructional coaches help teachers identify student misconceptions and subsequently plan a re-teach lesson to help students master objectives. With Whetstone Meetings, schools can easily track every type of feedback meeting that occurs -- WDMs, O3s, 1:1s, or standard observation debriefs.

INSTRUCTIONAL COACHING REPORTS

Whetstone's Coaching Reports make it easy to see what action step each teacher across the school is working on, as well as what instructional skills they're struggling with. This helps instructional leaders deliver PD that is personalized to each teacher's individual growth needs.

EVALUATION REPORTING

Whetstone's Evaluation Reports make it easy for coaches, principals, HR managers, and data specialists to pull the evaluation data they need for end of year reporting.

TEACHER DEVELOPMENT TIMELINE/PORTFOLIO

Like your Facebook Feed, but for coaching! All coaching interactions over the school year roll up in a neat list to give teachers transparency into their professional growth and invest them in their place as a member of your school family.

INSTRUCTIONAL RESOURCE LIBRARY

When you identify a teacher's growth area, use Whetstone's resource suggestions to find and share videos, exemplars, and coaching plans targeted to individual's needs

Strategy's Expected Result/Impact: Teacher growth in pedagogy and practice - greater academic achievements for students

Staff Responsible for Monitoring: Principal, GLA, Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals

Problem Statements: Student Learning 3 - School Processes & Programs 4

Funding Sources: - 211 - Title 1-A - \$5,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 3: Need increased teacher to teacher observation tool **Root Cause:** Not structured into flow as common procedure

Problem Statement 6: multiple teachers teaching high number of preps, and even cross curricular **Root Cause:** Need increased enrollment for increased staffing -

School Processes & Programs





Problem Statement 2: multiple teachers teaching high number of preps, and even cross curricular **Root Cause:** Need increased enrollment for increased staffing -

Problem Statement 4: Need increased teacher to teacher observation tool **Root Cause:** Not structured into flow as common procedure

Goal 5: The percent of teacher retained annually will increase from 76% to 80% by June 2022

Performance Objective 2: Increase weekly check-in with Red Yellow Green Form to 100% weekly - communication of support needed for teachers by June 2022.

Evaluation Data Sources: RYG Spreadsheet - EVERY FRIDAY! 24 hour for Red, 48 for Yellow, and one week for Green, elevate to chain of command if more support needed





Strategy 1 Details	Reviews			
Strategy 1: Work with HQ to ensure proper setup of Google Form, sheets, and Timeline Requirement of Feedback Strategy's Expected Result/Impact: Better more effective support to teachers Staff Responsible for Monitoring: GLA, Principal Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	May	June
Strategy 2 Details	Reviews			
Strategy 2: Red Yellow Green Teacher support tool Teacher Completion every Wednesday, GLA response to Red in 24 hours, Yellow in 48, and Green 1 week. Principal follow up weekly. Strategy's Expected Result/Impact: Better communication from teacher and support for teachers Staff Responsible for Monitoring: Principal, GLA Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 3 - School Processes & Programs 4	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Need increased teacher to teacher observation tool Root Cause: Not structured into flow as common procedure
School Processes & Programs
Problem Statement 4: Need increased teacher to teacher observation tool Root Cause: Not structured into flow as common procedure

Goal 5: The percent of teacher retained annually will increase from 76% to 80% by June 2022

Performance Objective 3: Increase parental support and engagement to support teachers with 50% increase of PTO membership by June 2022.





Strategy 1 Details	Reviews			
Strategy 1: Increased opportunity for PTO to advertise beyond Sunday message, and Orientation, with increased meeting opportunities for parents including via Zoom Strategy's Expected Result/Impact: Greater membership to PTO Staff Responsible for Monitoring: Principal, GLA, Front Office Title I Schoolwide Elements: 3.2 Problem Statements: Student Learning 7 - Perceptions 1	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 7: Parent Feedback: need increased parent participation Root Cause: Advertising, and Time constraints for families
Perceptions
Problem Statement 1: Parent Feedback: need increased parent participation Root Cause: Advertising, and Time constraints for families

Goal 6: To improve the culture and climate of our campuses by the end of the 2021-2022 school year.

Performance Objective 1: Performance Objective 1: The culture and climate of our campuses will improve with the help of subject matter experts and specialized programs/resources aimed at improving the social emotional health of our students with a focus on safety and security from 50% to 75% by the end of the 2021-2022 school year.

Strategy 1 Details	Reviews			
Strategy 1: Bring in subject matter experts (such as but not limited to AIM for Success) and purchase resources (such as but not limit to purchasing kits for counselors) aimed an improving school safety (physical safety, cybersecurity, internet safety and addressing the social emotional health of our students). Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	May	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Funding Summary

420 - State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$1,000.00
Sub-Total					\$1,000.00
461 - Campus Activity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$100.00
1	1	5			\$100.00
2	1	3			\$100.00
2	2	2			\$100.00
Sub-Total					\$400.00
211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
1	1	3			\$10,000.00
1	1	4			\$5,000.00
1	2	2			\$500.00
1	3	1			\$2,500.00
2	1	1			\$10,000.00
2	1	2			\$5,000.00
2	1	4			\$10,000.00
2	1	5			\$5,000.00
2	2	1			\$10,000.00
2	2	3			\$10,000.00
2	2	4			\$5,000.00
3	1	1			\$1,000.00
3	3	1			\$5,000.00
3	4	1			\$5,000.00

211 - Title 1-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$1,000.00
4	1	2			\$1,000.00
5	1	1			\$1,000.00
5	1	2			\$5,000.00
Sub-Total					\$102,000.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$1,500.00
1	2	1			\$5,000.00
Sub-Total					\$6,500.00
211 - Title I School Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$2,500.00
Sub-Total					\$2,500.00
Grand Total					\$112,400.00

Addendums