



# 2021-2022 League City Elementary Strategic Plan

*Based on Responsive Strategic Planning*

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## Clear Creek ISD Mission Statement

The mission of the Clear Creek Independent School District, the visionary leader igniting learning for all, is to ensure each student achieves, contributes and leads with integrity in a safe and nurturing environment distinguished by authentic relationships, service before self and the spirit of exploration.

## Statements of Belief

We believe:

- everyone deserves to be physically and emotionally safe.
- each child's voice deserves to be heard.
- strength of character is a hallmark of growth and learning.
- trust, compassion, and respect are essential to positive relationships.
- parents, community and school have a shared responsibility for the education of youth.
- there is a collective moral imperative to invest in each person's capacity for growth and excellence.
- determination, perseverance and resilience lead to achievement.
- inclusivity creates unity.
- service before self, strengthens community.
- an innovative mindset is essential for future success.

# Core Values, Parameters, and Objectives

## Core Values

- Trustworthiness: Act with honesty in all that you do
- Respect: Value yourself and others
- Responsibility: Own your choices
- Fairness: Play by the rules and consider the needs of others
- Caring: Be kind to others
- Citizenship: Work to improve your school, community, and country.

## Parameters

- We will stand firm in our commitment to each student.
- We will focus decisions on what is best for students.
- We will base decisions on facts and data.
- We will treat each person with dignity and respect.
- We will sustain a culture of inclusion and collaboration.
- We will model what we expect.
- We will compromise neither excellence nor integrity.

## Objectives

- Each student will discover and actualize his or her academic, social and personal potential.
- Each student will embrace his or her unique talents to contribute to humanity.
- Each student will develop the leader within.
- Each student will exemplify integrity while actively learning, serving and leading.

# Strategies

We will foster a safe and nurturing environment.

We will design and implement learning experiences that inspire student achievement, agency and growth.

We will cultivate social and emotional capacity and a commitment to service before self.

We will expand the organization's capacity to accomplish our strategic intent.

We will ensure our community, parents, staff and students exercise shared ownership of our mission.

# Health + Safety

We will foster a safe and nurturing environment.

# Action Plan: Implement COVID-19 mitigation strategies in order to provide a safe learning environment

## BELIEF

We believe that implementing health and safety protocols will mitigate risks and maximize the opportunity for in-person learning.

## THEORY OF ACTION

If we **design intentional strategies** related to healthy habits and **implement these interventions**, then **students and staff will be able to engage** in academic, extracurricular and social school opportunities.

### If we act successfully on our belief, in the short term we will see...

- Improved attendance rates for students resulting from COVID19 positives and quarantines.
- Consistent implementation of COVID19 mitigation measures.
- Campus Goal: Continue social distancing procedures throughout the school as well as highly encourage masks which will be available upon request.

### ...and in the long term we will see...

- Increased campus-wide health and safety practices.

# Literacy Development

We will design and implement learning experiences that inspire student achievement, agency, and growth.



# Action Plan: Clarity for stakeholders regarding literacy instruction

## BELIEF

We believe that we need a shared understanding of how to support reading achievement in order to better support our students.

## THEORY OF ACTION

If we create **opportunities and provide resources that bring clarity** to all stakeholders, then we will have a **shared understanding for how to support each student** to be a successful reader.

### If we act successfully on our belief, in the short term we will see...

- Deeper understanding of how to plan developmentally appropriate lessons with scaffolds and interventions for ALL types of learners in the ELA classroom.
- Campus Goal: We have added interventionists and built-in intervention time to the master schedule.

### ...and in the long term we will see...

- Better readers in our school.

# Engaging 1st Time Instruction

We will design and implement learning experiences that inspire student achievement, agency, and growth.

# Action Plan: Commit to data-informed learning experiences that lead to proficiency and growth

## BELIEF

We believe that knowing and understanding each student is essential to helping them succeed.

## THEORY OF ACTION

If we collectively commit to **using data to inform instructional decisions**, then we will ensure **learning and growth for each student**.

### If we act successfully on our belief, in the short term we will see...

- Structures and systems to effectively implement PLCs on campus.
- Increase the use of common formative and summative assessments in PLCs to plan data-informed learning experiences.
- Connect Robotics, Coding and Computational Thinking into curriculum. (RCC)

### ...and in the long term we will see...

- Individual student growth in all academic areas.

# Budget Planning

We will expand the organization's capacity to accomplish our strategic intent.

# Action Plan: Identify spending options that will lead to a balanced budget

## BELIEF

We believe that a healthy financial plan supports effective teaching and learning.

## THEORY OF ACTION

If we **provide a balanced budget** to mitigate current shortfalls and proactively prepare for future budget challenges, then we can **maintain a strong financial position to support teaching and learning.**

### If we act successfully on our belief, in the short term we will see...

- Review expenditures to make sure aligned with current beliefs and goals.
- Review current campus expenditures in the areas of staffing, overtime, substitutes, extra curricular programming, and facilities.
- Campus Goal: Stay updated on funds and spending.

### ...and in the long term we will see...

- A multi-year financial plan that will lead to a balanced budget.

## Comprehensive Needs Assessment

**Students:** At LCE, 73% of our students come from economically disadvantaged homes. Our students are successful in many areas and we know it is necessary to offer experiences that they might not receive elsewhere. We offer after school clubs which include: Choir, Habitat, Robotics, Art club, Photography club, Running Club, Coding K-2, Coding 3-5, Kinder Science Club, a YMCA after school program, tutoring, STEM night, STEM activities on Early Release days, Curriculum night, CCHS PALS, CCHS TET students, Bigs in Blue, Lunch Bunch with the Counselors, Leaders make Readers, Kids Hope, Multicultural Night, Invention Showcase, RCC Showcases(2), Honor Student Council and Cardboard Challenge. Students have a desire to learn and be successful in academic and non-academic activities. Our students work hard and want to be successful, regardless of the severity of needs in their homes. They love being at school and know that it is a safe place for them to learn.

**Needs:** Our students at LCE have many needs. These include academic, social/emotional and basic needs. Interventions begin in September for ALL students. Those that need Tier 2/3 Intervention or extensions are met with during the school day during WIN time. Using data from previous years and teacher input, we create small groups where we can meet them at their level and push forward for progress. Each year we see progress and continue to push them to their grade level expectation.

**Staff:**

**Strengths:** With the implementation of Conscious Discipline, our staff members will teach to the whole child. We are all committed to helping our students be successful. Our teachers will reach out for additional learning opportunities that will help them improve their instruction and craft. Each year, our staff improves in communication with all parents, administration, etc. Through the use of technology and data tracking ideas, our teachers are in constant conversation with all stakeholders as to where our students are in their learning and what the students are working on to reach their goals. As we work on our Problem of Practice with the use of Blended Learning and PLC's, we are excited to see the progress from our students. Our staff believes that we will make all decisions based on what is best for our LCE Mustangs.

**Needs:** With the implementation of Blended Learning in the last 3 years and the work done with PLC's, we have redesigned our Professional Learning that we offer our teachers. Our math, science, literacy and technology instructional coaches use this time to discuss data, WIN intervention time, curriculum and upcoming assessments based on the unit. Teachers will need this time to design and create station work and tracking devices that students will use as they work through their TEKS. Our ELL coach, will be assisting our bilingual teachers with our ELD time and Bridging lessons. Through conversations with teachers, learning walks with Instructional specialists, and observations from administration, we know that this is an area that our bilingual teachers need support. We have also designed our Wednesday meetings to support professional learning as well. This learning will support our staff with curriculum, instructional practices, and using data protocols to design instruction based on student data and student work. Our instructional coaches are an integral part of this professional learning.

## **Parental Involvement:**

**Strengths:** Our LCE parents have become more involved each year and because of the pandemic, they are ready to get back into the school. Our teachers have stayed in close contact with parents for their support from home. Because we are a RCC school, we will hold two Showcases this year that will allow our parents to come in and celebrate the work in coding and Scratch. Two years ago, we incorporated a Homework Night twice a year that assisted our parents in helping their child with homework. We discovered that when reaching out to speak to parents about assisting their child, they were not sure how. This is something that we wish to bring back. We also offer a WatchDog program for our fathers, brothers or grandfathers. This has been very successful in the past. Through our YMCA after school program, we will also be able to offer parent activities and resource nights that will assist our families.

**Needs:** Our Mustang families work hard and some work multiple jobs during the school day. Our teachers will stay late at night so that they can meet with parents if there is a need for a conference. We make sure to provide our families with manipulatives or books to assist their child at home with homework. Our Mustang staff is open to making home visits, if necessary, to talk with parents. As an administrative staff, we complete all call outs, flyers, and emails in both languages.



# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES

**DISTRICT STRATEGY II:** We will provide support to meet the needs and aspirations of each student.

**PERFORMANCE OBJECTIVE II.1:** A systematic approach for instructional and behavioral supports for each student.

**OUTCOME(S):** By February 2022, each student's academic performance data will be reviewed by teacher teams and appropriate plans for support developed, documented, and acted upon.

ACTION STEPS	NEEDS ASSESSMENT	RESPONSIBLE	FUNDING SOURCE	TIMELINE	RESOURCES NEEDED	EVIDENCE OF MONITORING EVALUATION
Provide assistance to individual students needing additional academic support. ( <b>Targeted Support Schools.</b> )	Individual student data reports identifying strengths and weaknesses	Assistant Superintendent, Director of Assessment & Evaluation, Principal, Teacher	Local, State comp, Title I	August 2021 – May 2022	AWARE data, designated, time for data review, time for intervention, communication methods	Ongoing progress reports for each student
<b>Provide transition opportunities for students to different grade levels (including Pre-K),</b> different schools (including 5 <sup>th</sup> to 6 <sup>th</sup> grade and 8 <sup>th</sup> to 9 <sup>th</sup> grade) and special programs to general education classes. (Title I)	Student Assessment Data, Parent Involvement Data	Title I Principal, Teachers, Counselors	Title I	April 2021 – September 2022	Transition information, Ready Rosie Student and Parent meetings Campus visits	ESSA Compliance Documentation
<b>Coordinate and integrate federal, state and local services and programs</b> to meet individual needs and student achievement goals.	Student Assessment Data Strategic Planning Meetings	Title I Principal, Teachers Federal Programs	Local Title I, State Comp	August 2021 – June 2022	Intervention resources Funding Sources	Student performance data, SST

# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

**DISTRICT STRATEGY II:** We will provide support to meet the needs and aspirations of each student.

**PERFORMANCE OBJECTIVE II.3:** Each student will meet or exceed performance expectations on STAAR Reading, English/Language Arts, Writing, Mathematics, Science and Social Studies in tested grades.

**OUTCOME:** By June 2022 a minimum of 85% of students will show growth on STAAR Reading and Math.

<p><b>Use effective instructional reform strategies</b> to improve student passing on STAAR as follows:</p> <ul style="list-style-type: none"> <li>•3<sup>rd</sup> grade reading from 63% to 70%</li> <li>•3<sup>rd</sup> grade math from 57% to 70%</li> <li>•4<sup>th</sup> grade reading from 66% to 73%</li> <li>•4<sup>th</sup> grade math from 63% to 70%</li> <li>•4<sup>th</sup> grade writing from 66% to 70%</li> <li>•5<sup>th</sup> grade reading from 79% to 85%</li> <li>•5<sup>th</sup> grade math from 81% to 88%</li> <li>•5<sup>th</sup> grade science from 82% to 90%</li> </ul>	<p>Individual student data reports identifying strengths and weaknesses</p>	<p>Assistant Superintendents, Director of Assessment &amp; Evaluation, Principal, Teachers</p>	<p>Local, State comp, Title I</p>	<p>August 2021 – May 2022</p>	<p>AWARE data, designated, time for data review, time for intervention, communication methods</p>	<p>Ongoing progress reports for each student WIN</p>
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# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

<b>DISTRICT STRATEGY II:</b> We will provide support to meet the needs and aspirations of <b>each student</b> .						
<b>PERFORMANCE OBJECTIVE II.3:</b> Support so that <b>each student</b> receiving services through Limited English Proficient (LEP), At-Risk, Dyslexia, Special Education or Gifted and Talented Programs will be provided research-based instructional strategies to improve academic achievement.						
<b>OUTCOME:</b> By June 2022, students receiving services through Bilingual/ESL will show growth in academic achievement on each STAAR tested area or other appropriate measure.						
<b>Implement effective instructional strategies by highly qualified teachers</b> , including Sheltered Instruction strategies that will be used to address the needs of students identified as ELL.	Student assessment data	Director for ELL; Bilingual Coordinator	Local, Title I Title III	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , including leveled instructional groups (guided reading, guided math) that will be used to address the needs of students identified as At-Risk.	Student assessment data	At-Risk Coordinator	Local, Title I Title III State Comp	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , including specialized groups in addition to first instruction that will be used to address the needs of students receiving special education services.	Student assessment data	Director of Special Education; Principal	Local, Title I IDEA Funds	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , that will be used to address the needs of students receiving Section 504 services, including those students supported through Dyslexia services.	Student assessment data	Section 504 Coordinator	Local Title I	August 2021 – June 2022	Research-based Professional Learning	Student assessment results
<b>Implement effective instructional strategies by highly qualified teachers</b> , that will be used to address the needs of students identified as Gifted and Talented.	Student assessment data	Director of G/T and Advanced Academics	Local Title I	August 2021 – June 2022	Research-based Professional Learning	Student assessment results

# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

**DISTRICT STRATEGY VI:** We will ensure mutual understanding and support through effective communication

**PERFORMANCE OBJECTIVE VI.1:** Mutual understanding and support through effective communication.

**OUTCOME:** By June 2022 at least 70% of parents will agree or strongly agree with the statement, “My child’s teachers communicate effectively with me” on the school climate survey.

<p>Teachers will conference with parents at least once each year to provide a variety of information, including:</p> <ul style="list-style-type: none"> <li>•what the school will do to help students meet performance standards;</li> <li>•what the parent can do to help the student’s performance;</li> <li>•Additional <b>effective and timely assistance</b> available at the school. (Title I)</li> </ul>	<p>Parent/Teacher Conference Records</p>	<p>Assistant Superintendents; Principal</p>	<p>Local Title I</p>	<p>August 2021 – June 2022</p>	<p>Meeting time; meeting space</p>	<p>Conference Logs</p>
<p>All campuses receiving Title I effective and timely assistance will implement <b>strategies to increase parental involvement</b> including family literacy and provide parents’ home/school communication and individual student assessment results in a language the parent can understand. (Title I)</p>	<p>School correspondence</p>	<p>Principal</p>	<p>Title I</p>	<p>August 2021 – June 2022</p>	<p>District survey; meeting time; plan to improve</p>	<p>Parent Involvement Survey</p>

# ADDENDUM: STATE AND FEDERAL COMPLIANCE ACTIVITIES Continued

<b>DISTRICT STRATEGY VII:</b> We will build capacity for organizational change.						
<b>PERFORMANCE OBJECTIVE VII.1</b> An instructional coaching model to facilitate the building of teacher capacity and highly qualified teachers.						
<b>OUTCOME:</b> The campus will create student data driven instructional coaching goals, aligned to the campus strategic plan, that will be monitored and reported to demonstrate growth over time.						
Teachers and aides will be <b>provided quality and ongoing job embedded professional learning</b> to enhance first time instruction.	Individual teacher goals Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title I, Title II	August 2021 – June 2022	PL Plan; Campus Support meetings	Coaches' calendars Teacher goal sheets
Instructional coaches will work directly with <b>teachers and teacher teams in making decisions about assessments</b> to maximize teachers' abilities to create personalized learning opportunities, varied and aligned assessments and data driven instruction.	Individual teacher goals Team meeting notes Campus data Campus needs	Teachers, instructional coaches, principal	Local, Title I, Title II	August 2021 – June 2022	PL Plan; Campus Support meetings	Student data Number of students requiring intervention Discipline data
Campus and District personnel will utilize strategies <b>to attract and retain High Quality, Highly Qualified teaching staff</b> that includes providing mentoring, coaching, professional learning opportunities and individual support.	Highly Qualified Report, Manning Report, Highly Qualified Plan	Executive Director of Human Resources, Principal	Local, Title I, Title II	August 2021 – June 2022	Scientific Research-Based methods including professional learning and coaching	District Equity Report. PBMAS, ICRs