

Lake Worth Independent School District
Miller Language Academy
2022-2023 Goals/Performance Objectives/Strategies

Accountability Rating: Not Rated



A Title I Schoolwide Campus

Board Approval Date: October 17, 2022
Public Presentation Date: October 17, 2022

Mission Statement

LWISD empowers all learners through meaningful connections to discover their future and prepare for success.

Vision

LWISD: The innovative district of choice where all are empowered through personalized learning and leaders are made.

Values

your future. WORTH it

Building positive relationships

Creating a connected community

A culture of service and support

The power of collaboration

Continuous improvement

Student-centered learning

Decision-making supported by data

Table of Contents

Goals 4

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS. 4

Goal 2: LWISD builds COMMUNITY CULTURES AND PARTNERSHIPS by working collaboratively with students, families and community to magnify engagement and communication. 18

Goal 3: LWISD equips ENGAGED AND COMMITTED PERSONNEL with research-based professional learning focused on academic growth and student achievement via INNOVATIVE LEARNING ENVIRONMENTS. 21

Goal 4: LWISD maintains RESPONSIBLE STEWARDSHIP and administers a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff. 24

Goals

Goal 1: LWISD implements rigorous education by ensuring ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE to ensure success of LIFE-READY STUDENTS.

Performance Objective 1: MLA will increase the percentage of students who score at the "approaches" level in all grade levels (1st - 5th) in math and reading on End of Year MAP testing and the STAAR tests by 15%.

HB3 Goal

Evaluation Data Sources: District Checkpoint Formative Assessments, MAP, BOY, MOY, EOY Screenings and STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will create a Response to Intervention (RtI) model that provides 30 minutes of intervention daily for at-risk students.</p> <p>Strategy's Expected Result/Impact: TAPR; DRA/EDL; RtI data</p> <p>Staff Responsible for Monitoring: RtI Coordinator; Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will implement and regularly evaluate services within the campus in order to determine effectiveness and impact on student learning. Services will include: MRT, Response to Intervention (RtI) MTSS, Guided Reading, Special Ed., Bilingual/ESL Aides, Dual Language programs, and supplemental services utilizing a Master Reading Teacher to provide purposeful and strategic reading intervention for students in K-5th grades including Class Size Reduction.</p> <p>LWISD will provide a Response to Intervention Plan to improve the learning of Tier 2 and Tier 3 students. All students who are performing below grade level per district screenings (DRA, RI, ISIP, TTM) will receive interventions. All campuses with students in grades PK-8 will house an RTI Specialist(s) to implement and coordinate intervention. The campus will utilize a Title 1 Intervention Specialist to provide specific Spanish Reading intervention to our bilingual at-risk students. The campus will utilize an English Learner (EL) lead teacher to provide specific intervention to our Limited English Proficient (LEP) students.</p> <p>Strategy's Expected Result/Impact: Data reports: DRA; iStation; Reading Recovery; IEP goals; CBA; TAPR; RtI; MAP Data</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 2, 3, 4, 5, 6, 7</p> <p>Funding Sources: Programs to support At-Risk Students on T1 SW campus - MRT, ESL/Bilingual, Class Size Reduction and Social Work - 199/State Compensatory Ed-SCE (PIC 24,30,28) - \$304,127, Programs to support T1 Schoolwide campus - MTSS/Bilingual, and T&L Specialists - 211/TI, Improving Basic Programs - \$250,450</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students identified as Migrant will be provided accelerated instruction in language and academics. Activities will include: screenings for language development, Response to Intervention services if needed, Community in Schools Social Worker provides resources to child and parents. The district is involved in a Shared Service Arrangement (SSA) with ESC Region XI.</p> <p>Strategy's Expected Result/Impact: TAPR; TELPAS</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will utilize MAP program as a universal screener to assess all students on Reading and Math.</p> <p>Strategy's Expected Result/Impact: MAP reports TAPR</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Reading success is below 51% for 3rd, 4th and 5th grade based upon 2022 STAAR results. **Root Cause:** Teachers need training in guided reading practices and small group instruction. Instruction need to occur from bell to bell.

Problem Statement 3: Less than 20% of all 3rd and 4th grade students met or exceeded grade level on the 2022 Math STAAR. **Root Cause:** Lack of rigor and intervention in the classroom setting.

Problem Statement 4: TELPAS scores are lower than the State's set standard. **Root Cause:** The campus bilingual program is not being implemented with fidelity and Tier 1 instruction needs to be improved campus-wide.

Problem Statement 5: Academic scores in the STAAR Math and Reading are low across the campus. **Root Cause:** Tier 1 instructional strategies and practices need to be improved in order to deliver effective and rigorous instruction that targets literacy and math across the curriculum and contents.

Problem Statement 6: Academic performance and scores are low in literacy across the campus. **Root Cause:** There is a lack of rigor and grade level instruction.

Problem Statement 7: Academic performance in Science Checkpoints, and STAAR exams are lower than the State average. **Root Cause:** The campus did not have a Science Lab and materials were limited, hindering the ability for more rigorous hands on learning with science materials and consumables.





Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 2: MLA will increase the number of students who achieve the "meets" level in all grades (1st - 5th) in the areas of math and reading on the End of YEAR MAP and STAAR tests by 5%.

HB3 Goal

Evaluation Data Sources: District Checkpoint Formative Assessments, DRA, Curriculum Based Assessments (CBA), Interim STAAR Reading, Benchmark, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will utilize math and reading products from and TEKSResource to provide research based activities for learning and growth.</p> <p>Strategy's Expected Result/Impact: STAAR Math results STAAR Reading results Checkpoint Data results</p> <p>Staff Responsible for Monitoring: Principal, instructional specialists</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will continue to provide programs for students that provide practice and instruction in core subjects. The technology includes: Go Math, Epic, and F&P</p> <p>Strategy's Expected Result/Impact: TAPR; Login records; DRA; Imagine Math inventories</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: LWISD will monitor campus instruction by using the revised district walkthrough protocol and Fundamental Five Power Walks.</p> <p>Campus principals and the Teaching and Learning Department will conduct Power Walks throughout the school year to increase understanding and knowledge of best practices as well as to help each campus determine promising practices, areas of concern, and next steps.</p> <p>Strategy's Expected Result/Impact: Improved campus Tier 1 instruction</p> <p>Staff Responsible for Monitoring: Campus Administrators, T&L Instructional Specialist</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide STEMScopes Hands On Kits in order to update the Science labs with new materials and consumables in order for students to conduct hands-on experiments.</p> <p>Strategy's Expected Result/Impact: Science and literacy scores in CBAs, benchmarks, DRAs, and STAAR Reading and STAAR Science</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administrators, Instructional Specialists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 3: LWISD will increase College and Career Military Readiness targets by 5% through the provision of well-rounded educational opportunities.

Evaluation Data Sources: GT program numbers
 Certification numbers
 AP/Dual Credit/ACT/SAT/TSI data
 CTE Participation
 CTE Internships/Certifications
 Dual Credit participation and success

Strategy 1 Details	Reviews			
<p>Strategy 1: A Comprehensive Needs Assessment will be conducted in the spring to determine effectiveness of programs and expenditures, as well as, to determine the needs of the campus for the following school year.</p> <p>Strategy's Expected Result/Impact: Effective programming that meets the needs of all students</p> <p>Staff Responsible for Monitoring: Principal; SBDM Committee</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will cluster GT students in rooms together with a Highly Qualified GT teacher and provide enrichment activities that challenge and engage. Enrichment services will be provided to students identified as GT in a pull-out setting.</p> <p>Strategy's Expected Result/Impact: Effective programming that meets the needs of all students; Increased student outcomes</p> <p>Staff Responsible for Monitoring: Principal; Counselor; GT coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will continue to participate in UIL competitions and provide training after school for the events.</p> <p>Strategy's Expected Result/Impact: Increased participation rates; UIL results; Well-rounded educational opportunities for all students</p> <p>Staff Responsible for Monitoring: UIL Coordinator - Campus Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents, Community and Business members will provide examples of careers and the steps needed to achieve their goals through Career day activities and special presentations throughout the year</p> <p>Strategy's Expected Result/Impact: Surveys</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Promethean Smart TVs (ActivPanel) will be provided to classrooms in order to improve student engagement through enhanced interactivity monitors. Students will be able to experience improved instructional practices that are aligned with 21st Century learning.</p> <p>Strategy's Expected Result/Impact: Improved academic scores</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 4: MLA will continue to engage in proactive behavior systems that decrease the number of special education students with PEIMS reportable disciplinary incidents by 5%.

Evaluation Data Sources: PEIMS 425 Records





Strategy 1 Details	Reviews			
<p>Strategy 1: Miller Language Academy will implement PBIS and provide on-going training and support to empower stakeholders in the utilization of a positive/restorative practices approach to help staff meet the educational, social and emotional needs of all students by developing relationships and building behavioral and life skills.</p> <p>Strategy's Expected Result/Impact: Relationship Agreements posted; PBIS Expectations clearly communicated; PEIMS 425 data</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus has implemented a Response to Intervention (RtI)/Discipline process to support teachers with disciplinary needs and best practices in order to monitor and track special education and general education student behaviors.</p> <p>Strategy's Expected Result/Impact: Discipline Referrals for identified students is no higher than 5% of the campus' percentage of referrals. Discipline referrals for the campus is reduced by 2% from the previous year. PEIMS data</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will follow the practices as identified in the Texas Behavioral Support Initiative in creating a safe environment for all students. Training will be provided in CPI and behavior strategies each year.</p> <p>Strategy's Expected Result/Impact: Restraint forms are fewer than 10 for the year. CPI and TBSI certificates PEIMS data</p> <p>Staff Responsible for Monitoring: Crisis Intervention Team; Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Discipline and DAEP records will be analyzed yearly to determine the student groups served, including over-representation of students from economically disadvantaged families, special education representations, ethnic and racial representations, and those with a disability who receive special education and limited English proficiency services.</p> <p>Strategy's Expected Result/Impact: PEIMS</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will be taught character education and conflict resolution strategies through the Character Strong online curriculum. The campus will coordinate with the teachers and parents on the different strategies in order to reinforce a weekly strategy.</p> <p>Strategy's Expected Result/Impact: Improved positive school climate</p> <p>Staff Responsible for Monitoring: Counselor; Assistant Principal</p>	Formative			Summative
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Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 5: LWISD will increase student attendance to 96%.





Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Attendance incentives will be implemented in order to increase daily attendance. Some incentives will be for a whole class collectively, while others will be for individual students. Incentives will be provided for weekly, monthly, and per grading period.</p> <p>Strategy's Expected Result/Impact: Improved ADA; Improved positive climate/culture; improved academics</p> <p>Staff Responsible for Monitoring: Campus administrators; Team Leads</p>	Formative			Summative
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Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 6: LWISD will receive an overall B, as measured by the State A-F Accountability Ratings System.





Evaluation Data Sources: TEA Texas Academic Performance Report (TAPR)
 District Checkpoints
 District MAP Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus leadership and Teaching & Learning will prioritize the focus on improved Tier 1 instruction by monitoring Checkpoint assessment results every three weeks. Assessment data will be analyzed in weekly PLCs in order for teachers to adjust instructional practices and spiral in interventions on TEKS and Standards needing additional interventions.</p> <p>Strategy's Expected Result/Impact: Improved Tier 1 instruction; Improved data analysis skills in teachers; improved academics</p> <p>Staff Responsible for Monitoring: Campus administrators, T&L Instructional Specialists, Campus ILT</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 7: LWISD will increase the TELPAS rate under Domain 3, Closing the Achievement Gap, from 30% to 36% in order to meet the rate set by the State of Texas.

Evaluation Data Sources: EL Performance Data Charts (shared w/campus principals every grading period)
Summit K-12 TELPAS student progress monitoring reports





Strategy 1 Details	Reviews			
<p>Strategy 1: The campus leadership team and Teaching & Learning Instructional Specialists will coach teachers on effective Tier 1 strategies for EL students. All bilingual teachers will be trained in the Gomez & Gomez Bilingual Model in order to ensure the model is being implemented with fidelity within and across the grade levels.</p> <p>Strategy's Expected Result/Impact: TELPAS scores will improve; the bilingual program will be implemented with greater fidelity; improved student achievement scores</p> <p>Staff Responsible for Monitoring: Campus administrators, T&L Instructional Specialists, Campus ILT</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 8: Miller Language Academy will increase standards based instruction and research based pedagogy through collaboration.

Evaluation Data Sources: PLC Agendas and Minutes
 District and Campus sign-in sheets
 District and Campus Focus Team Agendas and Minutes





Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities will meet weekly for one hour to answer the 4 essential questions: 1. What do we expect them to learn? 2. How do we know they are learning it? 3. How do we respond when they do not learn? 4. How do we respond when they have already learned the expectation.</p> <p>Strategy's Expected Result/Impact: Response to Intervention (RtI) data shows a decrease of students at Tier 2 by 5%; PLC minutes; DRA/EDL; Common assessments; CBA; TAPR</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Each grade level will provide at least one member per subject in order to serve on the district level and campus level vertical alignment teams.</p> <p>Strategy's Expected Result/Impact: One member from each grade level participates in vertical alignment and curriculum writing processes.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: PLC's will analyze formative assessments such as Checkpoint data, MAP data, and classroom formative assessment data. CP data dialogue meetings will be used in PLCs to analyze CP data in order to drive lesson plans and improve Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: PLC minutes and data analysis and plans of intervention</p> <p>Staff Responsible for Monitoring: Teachers; Principal</p> <p>ESF Levels: Lever 5: Effective Instruction - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
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Goal 1: LWISD implements rigorous education by ensuring **ACADEMIC EXCELLENCE AND INSTRUCTIONAL RELEVANCE** to ensure success of **LIFE-READY STUDENTS**.

Performance Objective 9: MLA will have an increase of the special education students and Emergent Bilingual students 2023 STAAR scores by 10% when compared to 2022 STAAR results.

Evaluation Data Sources: Checkpoint data, MAP testing, BOY, MOY, and EOY assessments, and STAAR results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use the data room to help show growth of special education students and emergent bilingual students. After each Checkpoint, teachers will move the students cards and track their progress through the dashboards.</p> <p>Strategy's Expected Result/Impact: Students will show a 10% increase in checkpoints from the BOY of to the EOY. As a result, students will perform higher on the STAAR tests.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Instructional coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 2: LWISD builds COMMUNITY CULTURES AND PARTNERSHIPS by working collaboratively with students, families and community to magnify engagement and communication.

Performance Objective 1: LWISD will provide opportunities to build strong relationships with students, parents, family and community with an overall satisfaction rating of 80% on surveys related to engagement and communication.

Evaluation Data Sources: Sign-in sheets; Advertisements; Survey Results; STAAR/TELPAS/EOC results

Strategy 1 Details	Reviews			
<p>Strategy 1: Marilyn J Miller will implement a parent / family engagement plan and wellness policy to increase the number of student, staff, and community involvement activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased participation in Parent, Family & Community Engagement activities</p> <p>Staff Responsible for Monitoring: Principals, Counselors, CIS, teachers,</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Site Based Decision Making team will meet at least three times per year in order review the comprehensive needs assessment, expenditures and set priorities. The SBDM team will also hold a public meeting after receipt of the annual district and campus rating from TEA to discuss the performance of the campus.</p> <p>Strategy's Expected Result/Impact: Strengthened academic programs</p> <p>Staff Responsible for Monitoring: Principal; SBDM team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus created a Family Outreach Committee that will focus on strategies to increase parent involvement and maintain a positive and partnership with the families and community. Activities include: organizing informational nights, curriculum nights/events, fall festival, guest speakers from the community to teach parents about nutrition, finances, etc. The activities will focus on a range of Social and Emotional Learning, interpersonal skills, team building, and communication skills.</p> <p>Strategy's Expected Result/Impact: Increased participation in Parent, Family & Community Engagement activities</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>Funding Sources: Family Engagement Activities - 211/TI, Improving Basic Programs - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will provide monthly informative sessions during "Coffee with the Counselor" about resources parents can access at the school and home, including how they can volunteer on the campus and how they can help their child with homework and reading at home.</p> <p>Strategy's Expected Result/Impact: Increased participation in Parent, Family & Community Engagement activities</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will involve parents in the development of the Parental Involvement Policy in order to have parents play an integral role in their child's academic and social development. The campus leadership team will continue to evaluate and update the parent involvement policy and school/parent/student compact in order to make any necessary adjustments.</p> <p>Strategy's Expected Result/Impact: Agenda and minutes of the parents involved in policy's components. Agendas of meetings with parents.</p> <p>Staff Responsible for Monitoring: SBDM Team</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Community In Schools will support the academic and behavioral goals of the campus through support groups for identified students in the area of reading, conflict resolution, social skills, science, and math. The Community in Schools counselor will work with parents to ensure that the students on their caseload meet or beat the campus' attendance average and reduce the potential for dropping out.</p> <p>Along with the Counselor and Community In Schools (CIS) Social Worker, the campus will make home visits to parents of students with low attendance and provide information on the effects of good attendance and support to ensure all students attend school above 96% of the time. The campus will also provide materials for developing good reading habits.</p> <p>Strategy's Expected Result/Impact: Improved student discipline and increase in campus attendance rate</p> <p>Staff Responsible for Monitoring: CIS, Counselor, Assistant Principal, Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The campus will coordinate school health strategies to ensure student participation. The Fitnessgram will be utilized to monitor student progress in physical health and well being, as a part of the district's coordinated health program which includes a school health advisory committee. Other activities will include screenings of students for scoliosis and acanthosis indicators; partnership with the Lion's club to provide glasses to students in need; home visits to students with poor attendance.</p> <p>Strategy's Expected Result/Impact: Fitness Gram Wellness report</p> <p>Staff Responsible for Monitoring: PE teacher; Nurse Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The campus will utilize multi-media in order to communicate with parents and the community and provide educational information. The campus will use media, such as: Smores newsletters, Twitter, Campus Facebook page, Blackboard, campus website, and district notification system.</p> <p>Strategy's Expected Result/Impact: Increased participation in Parent, Family & Community Engagement activities. Improved capacity for parents to assist their students with homework and other school related activities.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p>	Formative			Summative
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Goal 3: LWISD equips ENGAGED AND COMMITTED PERSONNEL with research-based professional learning focused on academic growth and student achievement via INNOVATIVE LEARNING ENVIRONMENTS.

Performance Objective 1: LWISD will provide ongoing professional development. 100% of teachers will participate in professional development, which will be monitored by campus principals.

Evaluation Data Sources: PD Sign-in Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus is participating in Reading Academies offered through Region XI to learn about the Science of Reading through Reading Academies sessions.</p> <p>Strategy's Expected Result/Impact: DRA/EDL results; TPRI; PDAS</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal</p> <p>Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Highly Qualified bilingual teachers will be trained in the Gomez and Gomez Dual Language model from the Dual Language Institute and implement the components of the program.</p> <p>Strategy's Expected Result/Impact: T-TESS</p> <p>Staff Responsible for Monitoring: Bilingual Coordinator</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive on-campus teacher support from Teaching & Learning Department and coaches.</p> <p>Strategy's Expected Result/Impact: STAAR/EOC results</p> <p>Staff Responsible for Monitoring: Principal T&L Coaches</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff will implement the strategies from a book study of "Hacking School Discipline" to impact instruction through improved classroom management techniques/strategies.</p> <p>Strategy's Expected Result/Impact: F5/T-TESS Walkthroughs Discipline Data: Referrals will decrease</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Lesson plan feedback will be provided weekly in order for teachers to make any necessary changes by Friday.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Walkthroughs PLC minutes</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal PLC Leadership</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Bilingual/ESL classrooms will follow a best practices model to include word walls, writing journals, bilingual pairs, etc. as identified by the LWISD Bilingual Framework and be provided Professional Development for training in co-teaching and supplemental dual language programs for EL success. Lead Bilingual / ESL teacher will provide training and coaching in Gomez and Gomez DLI, English Language Proficiency Standards, and sheltered instruction.</p> <p>Strategy's Expected Result/Impact: Improved language acquisition and academic performance of EL students</p> <p>Staff Responsible for Monitoring: Principal District EL Coordinator</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Staff will participate in a district-wide professional development on "The Fundamental Five" and implement the five strategies in order to increase student engagement and academic performance.</p> <p>Strategy's Expected Result/Impact: Improved classroom management and lesson plan delivery, i.e., pacing, rigor, etc. F5 Powerwalks will improve teacher impact on the five fundamentals.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, T&L Coaches, Team Leads, MRT</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June





Strategy 8 Details	Reviews			
<p>Strategy 8: Teachers will participate in on-going campus PD targeted to improve Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improved CP data, STAAR scores, improved use of instructional best practices</p> <p>Staff Responsible for Monitoring: campus administrators, T&L Instructional Specialist</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: LWISD maintains RESPONSIBLE STEWARDSHIP and administers a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff.

Performance Objective 1: LWISD district and campus staff will work to build positive relationships with its stakeholders in an environment that is safe and student focused by increasing the retention rate by 5%.

Evaluation Data Sources: Customer Satisfaction Survey and other measures

Strategy 1 Details	Reviews			
<p>Strategy 1: High quality teachers and paraprofessionals will be recruited and mentored to provide a successful transition to the classroom. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining an active web page.</p> <p>Strategy's Expected Result/Impact: SBEC Certification documents</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Miller will recruit qualified and highly effective personnel. Miller will develop and retain educators by keeping abreast of the development of creative and innovative techniques in instruction.</p> <p>Strategy's Expected Result/Impact: 100% of hired personnel will be retained on the campus.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The SBDM team will analyze budget expenditures in relation to the campus plan, determine if resources are being spent appropriately and approve campus staff development plans.</p> <p>Strategy's Expected Result/Impact: Minutes from SBDM team meetings that show the campus purchasing appropriate resources in a timely manner</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will implement a monthly recognition of a teacher and a paraprofessional in order to recognize staff for their contributions to the campus, students, and community. At the end of the school year, the staff will vote on a TOTY according to the guidelines for the Region 11 TOTY and Northwest Chamber program.</p> <p>Strategy's Expected Result/Impact: Monthly Employee Recognitions Teacher of the Year Award Staff Surveys</p> <p>Staff Responsible for Monitoring: Principal Climate and Culture Committee</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: New teachers (Navigators) will meet with coaches, participate in coaching and receive support from the teaching and learning team.</p> <p>Strategy's Expected Result/Impact: T-TESS Survey</p> <p>Staff Responsible for Monitoring: Principals</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Stipend for Mentors - 255/TII, Supporting Effective Instruction - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: New teachers need a mentor for academic, instructional, and emotional support. Root Cause: New teachers lack the capacity to effectively manage a classroom, develop comprehensive lesson plans, and instructional strategies to improve student engagement and academic achievement.</p>

Goal 4: LWISD maintains RESPONSIBLE STEWARDSHIP and administers a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff.

Performance Objective 2: 100% of LWISD principals will participate in leadership training.

Evaluation Data Sources: Monthly principal meetings
T-PESS evaluations

Strategy 1 Details	Reviews			
<p>Strategy 1: Principals will participate in monthly principals meetings</p> <p>Strategy's Expected Result/Impact: Campus principals, assistant principals, department heads, and other appropriate leaders will participate in leadership training to address climate, culture, and monitoring of best hiring practices. Leadership agendas T-PESS evaluations</p> <p>Staff Responsible for Monitoring: Asst. Superintendent of Teaching and Learning</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				