

Lake Worth Independent School District
Marine Creek Leadership Academy
2022-2023 Goals/Performance Objectives/Strategies



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

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

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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. 26

Goal 4: LWISD maintains RESPONSIBLE STEWARDSHIP and administers a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff. 27

Goals

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

Performance Objective 1: LWISD will increase the percentage of students who score at the "approaches" level in all grades and all subjects on the STAAR/EOC by 15%.

HB3 Goal

Evaluation Data Sources: CBA, Interim STAAR Reading, STAAR





Strategy 1 Details	Reviews			
<p>Strategy 1: Marine Creek Leadership Academy will increase the overall % of student at the Approaches level for STAAR tests in 2023 from 51% to 64% (+20%) by providing Data Driven Instruction that addresses student deficits. With the assistance of TIL, we will learn to use a corrective instruction planning process in order to analyze data and identify trends to address student misconceptions.</p> <p>Strategy's Expected Result/Impact: MCLA will sustain our accountability rating of B (85) and increase our Domain 1 component score from 35 to 41.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, Interventionists and Classroom Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Establish protected time for Data Discussions on Mondays for all grade levels and establish norms, so that Professional Learning Communities may effectively utilize protocols for data analysis, including assessment results, in order to properly inform the design and implementation of effective instruction.</p> <p>Strategy's Expected Result/Impact: Improved data driven instruction and more accurate data tracking of our targeted sub pops: African American, Hispanic, Econ Dis and SPED, resulting in an increased number of students at the Meets and Masters level of the 2023 STAAR assessment vs. last years results.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, Interventionists and classroom teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct checkpoints over high frequency TEKS every 3 weeks, analyze the check point results, and develop reteach plans and strategies to spiral back and address student misconceptions in Math & Reading.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity Reading & Math instruction and increase targeted sup pops (AA, Hisp, Econ Dis, SPED) performance on Math & Reading 2023 STAAR assessments versus year ago.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coach, Interventionists, classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: MCLA will use MAP data and Checkpoint data to monitor specific student groups in order to ensure growth in Reading and Math for Economically Disadvantaged, African American and SPED student groups.</p> <p>Strategy's Expected Result/Impact: MCLA will meet Academic Achievement targets for African American and Hispanic student groups, as well as all targets for Growth. We will meet the African American, Hispanic, Economically Disadvantaged and SPED targets for Student Success as well.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Specialists, Interventionists, and classroom teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
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Strategy 5 Details	Reviews			
<p>Strategy 5: At Marine Creek Leadership Academy, students will use MAP data to set individual academic performance and improvement goals. These goals will be discussed between students and classroom teacher and campus administration to communicate a collective accountability. Performance will be reviewed periodically with students to encourage and support their growth</p> <p>Strategy's Expected Result/Impact: Increased of students performing at the Approaches, Meets and Masters versus year ago.</p> <p>Staff Responsible for Monitoring: Campus Administration, Interventionists, MRT, Classroom Teachers and Students</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
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Strategy 6 Details	Reviews			
<p>Strategy 6: Marine Creek Leadership Academy professional learning teams, the Master Reading Teacher, and MTSS (RtI) Interventionists will meet regularly to review student data, create and implement plans based upon student performance to improve the learning of Tier 2 and 3 students. The campus will provide Interventions for at-risk students by utilizing an English Learner (EL) Lead Teacher (.5 FTE) to provide specific interventions to our Limited English Proficient (LEP) students and provided regular dedicated intervention time to tiered students daily. MCLA will implement intervention strategies including: a Multi-Tiered System of Support, Support for English Learners, Dyslexia services, and provide for SEL through our CIS Social Work and Counseling services.</p> <p>Strategy's Expected Result/Impact: Improved student performance on state assessments, including TELPAS versus year ago.</p> <p>Staff Responsible for Monitoring: Campus Administrators, MTSS Interventionists, MRT, EL Lead Teacher, and classroom teachers,</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3, 4 - School Processes & Programs 2, 3, 4 - Perceptions 2</p> <p>Funding Sources: Programs to support At-Risk students on T1 SW campus - MRT, CSR, MTSS, and EL - 199/State Compensatory Ed-SCE (PIC 24,30,28) - \$285,443, Programs to support T1 Schoolwide campus - T&L Specialist(s) - 211/TI, Improving Basic Programs - \$85,377</p>	Formative			Summative
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Strategy 7 Details	Reviews			
<p>Strategy 7: Continue to implement Number Talks as a weekly resource to address deficiencies in math reasoning and number sense</p> <p>Strategy's Expected Result/Impact: Students will be able to justify, articulate and explain their thinking as they move toward automaticity and flexibility with calculations, resulting in an increased % of students achieving approaches, meets & masters on Math STAAR in 2023.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
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Strategy 8 Details	Reviews			
<p>Strategy 8: Implement use of Scholastic Storyworks in order to build background knowledge and increase reading comprehension and close learning gaps with engaging and challenging texts. We will use these to support close reading and the practice of mining the text for evidence to support conclusions</p> <p>Strategy's Expected Result/Impact: Storyworks will ensure that students have access to challenging and engaging texts to close learning gaps, build background knowledge and improve comprehension as demonstrated by the increased % of students at Approaches, Meets & Masters on the 2023 STAAR Reading Assessment vs year ago results.</p> <p>Staff Responsible for Monitoring: Teachers, interventionists, administrators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 2, 3</p>	Formative			Summative
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Strategy 9 Details	Reviews			
<p>Strategy 9: SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based foundational skills program proven to help both new and struggling readers in grades K-12, including English Language Learners (ELs) and students identified with dyslexia.</p> <p>Strategy's Expected Result/Impact: The program's systematic scope and sequence provides a structured-literacy approach to instruction through explicit routines focused on phonological awareness, spelling-sounds, and sight words. When used as Tier 2 and Tier 3, SIPPS accelerates progress so that students are able to efficiently close the gap and engage in grade-level reading as evidenced by MAP assessments at EOY</p> <p>Staff Responsible for Monitoring: Administrators, Master Reading Teacher</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
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Strategy 10 Details	Reviews			
<p>Strategy 10: Marine Creek Leadership Academy will provide targeted accelerated instruction in math & reading using high quality instructional materials, to students in grades 4 and 5 who did not pass STAAR in 2022.</p> <p>Strategy's Expected Result/Impact: This intervention will help to increase the overall % of student at the Approaches level for STAAR tests in 2023 from 51% to 64% (+20%)</p> <p>Staff Responsible for Monitoring: Administrators, MTSS interventionists, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance, learning and growth are still recovering from the negative impact of the pandemic. Root Cause: Global pandemic created learning gaps, a decline in attendance, and and increased need for social emotional learning and behavior intervention.</p>

Demographics

Problem Statement 2: Teachers struggle to respond to diverse learning needs when structuring student tasks. Instruction and materials don't always allow students to see the relevance between content and their experiences. **Root Cause:** Inconsistent use of High Quality Instructional Materials and lack of resources intentionally designed to meet the needs of students with disabilities, emergent bilinguals, along with other student groups with diverse needs.

Student Learning

Problem Statement 1: Student attendance, learning and growth are still recovering from the negative impact of the pandemic. **Root Cause:** Global pandemic created learning gaps, a decline in attendance, and an increased need for social emotional learning and behavior intervention.

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Problem Statement 4: Not all teachers use a corrective instruction action planning process. **Root Cause:** Only 30% of teachers indicated that they spend time practicing reteaching lessons and providing team feedback to one another.

School Processes & Programs

Problem Statement 2: Student attendance, learning and growth are still recovering from the negative impact of the pandemic. **Root Cause:** Global pandemic created learning gaps, a decline in attendance, and an increased need for social emotional learning and behavior intervention.

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Problem Statement 4: Not all teachers use a corrective instruction action planning process. **Root Cause:** Only 30% of teachers indicated that they spend time practicing reteaching lessons and providing team feedback to one another.

Perceptions

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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 2: LWISD will increase the number of students who achieve the "meets" level in all grades and all subjects on the STAAR/EOC by 5%.

HB3 Goal





Evaluation Data Sources: state assessment results

Strategy 1 Details	Reviews			
<p>Strategy 1: Marine Creek Leadership Academy will increase the overall % of student at the Meets level for STAAR tests in 2023 to 38% by providing Data Driven Instruction that addresses student deficits. With the assistance of TIL, we will learn to use a corrective instruction planning process in order to analyze data and identify trends to address student misconceptions.</p> <p>Strategy's Expected Result/Impact: MCLA will move from an accountability rating of B (85) rating to an A (90) with a Domain 1 component score of 41.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Instructional Coaches, Interventionists and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will implement a focused observation and feedback cycle.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy and professional growth as measured by walk through and observation data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: MCLA will use MAP data and Checkpoint data to monitor specific student groups in order to ensure growth in Reading and Math for Economically Disadvantaged and African American student groups.</p> <p>Strategy's Expected Result/Impact: MCLA will increase from 2 targets met to 6 targets met in Domain 3 of TEA's Accountability Ratings system in 2022.</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Specialists, Interventionists, and classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Student attendance, learning and growth are still recovering from the negative impact of the pandemic. Root Cause: Global pandemic created learning gaps, a decline in attendance, and and increased need for social emotional learning and behavior intervention.</p>
<p>Problem Statement 2: Teachers struggle to respond to diverse learning needs when structuring student tasks. Instruction and materials don't always allow students to see the relevance between content and their experiences. Root Cause: Inconsistent use of High Quality Instructional Materials and lack of resources intentionally designed to meet the needs of students with disabilities, emergent bilinguals, along with other student groups with diverse needs.</p>
Student Learning
<p>Problem Statement 1: Student attendance, learning and growth are still recovering from the negative impact of the pandemic. Root Cause: Global pandemic created learning gaps, a decline in attendance, and and increased need for social emotional learning and behavior intervention.</p>
<p>Problem Statement 3: Teachers struggle to respond to diverse learning needs when structuring student tasks. Instruction and materials don't always allow students to see the relevance between content and their experiences. Root Cause: Inconsistent use of High Quality Instructional Materials and lack of resources intentionally designed to meet the needs of students with disabilities, emergent bilinguals, along with other student groups with diverse needs.</p>

Student Learning

Problem Statement 4: Not all teachers use a corrective instruction action planning process. **Root Cause:** Only 30% of teachers indicated that they spend time practicing reteaching lessons and providing team feedback to one another.

School Processes & Programs

Problem Statement 2: Student attendance, learning and growth are still recovering from the negative impact of the pandemic. **Root Cause:** Global pandemic created learning gaps, a decline in attendance, and an increased need for social emotional learning and behavior intervention.

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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.

HB3 Goal

Evaluation Data Sources: GT program participation
CTE Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: MCLA teachers will be GT certified in order to provide enrichment activities that challenge and engage students identified as GT.</p> <p>Strategy's Expected Result/Impact: Differentiated and enriched learning opportunities that challenge and engage gifted students, resulting in increased % of students at Meets and Masters level of STAAR assessment to 38% Meets and 21% Masters.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, GT teacher, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Marine Creek Leadership Academy continues to implement the Leader in Me Program. In year 4 we are moving into the Core 2 level of the program.</p> <p>Strategy's Expected Result/Impact: Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, prioritize their time, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: MCLA students will participate in physical education classes that include moderate to vigorous activity as well as the required annual fitness assessment for grades 3-5</p> <p>Strategy's Expected Result/Impact: This strategy supports the district goal for a life ready student with a rigorous education</p> <p>Staff Responsible for Monitoring: PE teacher, campus administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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: LWISD will continue to engage in proactive behavior systems that decrease the number of students with PEIMS reportable disciplinary incidents by 5%.

HB3 Goal

Evaluation Data Sources: PEIMS 425 Data





Strategy 1 Details	Reviews			
<p>Strategy 1: LWISD will implement PBIS on-going training and support to empower stakeholders in the utilization of a positive approach to help staff meet the educational, social and emotional needs of all students.</p> <p>Strategy's Expected Result/Impact: Expect 5% reduction in PEIMS reportable discipline.</p> <p>Staff Responsible for Monitoring: Principal; Asst principal, Teachers, Counselor, Lighthouse Team</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Marine Creek Leadership Academy will recognize students in a positive approach to meet the SEL needs of students by recognizing weekly Leaders of the Week - nominated by teachers - for students who personify the Leader In Me Program's 7 Habits of Highly Effective People</p> <p>Strategy's Expected Result/Impact: Improved behavior and attendance vs year ago data, reduced incidents of violent student behaviors, and increased student sense of value and accomplishment.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom teachers, Counselor</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Marine Creek Leadership Academy continues to implement the Leader in Me Program. In year 4 we are moving into the Core 2 level of the program.</p> <p>Strategy's Expected Result/Impact: Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, prioritize their time, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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 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: We will implement attendance incentives for students and teachers. An administrator or counselor will actively reach out to parents of students with 7+ days of absences to see if there is anything we can do to help with attendance. We will continue to go on home visits when we are unable to reach the parents by telephone.</p> <p>Strategy's Expected Result/Impact: We expect that attendance habits created virtual learning will be replaced with positive attendance habits and attendance percentages will continue to increase.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Attendance Clerk</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Marine Creek Leadership Academy will recognize attendance efforts by students with weekly class recognition by grade level.</p> <p>Strategy's Expected Result/Impact: Improved overall student attendance to 96% or higher by EOY.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Classroom Teachers, Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Feb	Apr	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>				

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: We will focus on increasing student learning outcomes for all students by: focusing on collaborating around instruction, coaching teachers on lesson planning and effective lesson delivery, as well as empowering students in the growth conversation by implementing student data conversations/tracking and goal setting.</p> <p>Strategy's Expected Result/Impact: Student learning outcomes will improve as students become assessment capable learners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Specialists, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</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 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.

HB3 Goal

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: Marine Creek Leadership exceeded the 2021 target for EB under Domain 3 (45%) and increased to 47% in 2022 using K-12 Summit, SIPPS intervention, as well as best classroom practices for ESL students.</p> <p>Strategy's Expected Result/Impact: We will continue to support the growth of our EB students using the strategies listed above which will result in exceeding the target for a 3rd year at 48%.</p> <p>Staff Responsible for Monitoring: Campus Administrators, EL Lead Teacher, Classroom teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Marine Creek Leadership Academy will implement an engagement plan and wellness policy to increase the number of student, staff, parent, family and community engagement activities throughout the year, including Meet the Teacher Night in August 2022 and Parent Orientation in Sept 2022, when parents will receive information regarding Curriculum, Classroom Expectations, Volunteer Opportunities and a Title 1 Presentation. Other family engagement activities will include: Family Literacy Night, Family Science Night, Parent Conferences for all students, Trunk or Treat, increased Social Media presence, and parent/school compact. We will continue to involve parents in the development, evaluation and update of the parent involvement policy and school/parent/student compact.</p> <p>Strategy's Expected Result/Impact: Increased participation in Parent, Family & Community Engagement activities and Parental Involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Leader in Me Parent Engagement Committee, Counselor, and classroom teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Family Engagement Activities - 211/TI, Improving Basic Programs - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Marine Creek Leadership Academy will communicate through the LWISD website, Social Media, SchoolStatus, Marine Creek Leadership Academy Campus Website, Positive Parent Calls, Monthly Family Newsletter, and campus marquee in order to keep parents and community by informed.</p> <p>Strategy's Expected Result/Impact: Increased participation in Parent, Family & Community Engagement activities as measured by LWISD parent survey.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Webmaster, Counselor, Faculty</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Ensure that the campus addresses the goals outlined in the CIP so that the campus can continue to increase the % of students at Approaches, Meets and Masters on 2023 STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators, SBDM Committee, MCLA Staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: Parent participation at Marine Creek Leadership Academy is very limited. Root Cause: Marine Creek Leadership Academy has been an improvement required school for multiple years. In 2022 we raised our rating from an F to a B and we plan to use this to draw families back to MCLA.</p>
Student Learning
<p>Problem Statement 2: Parent participation at Marine Creek Leadership Academy is very limited. Root Cause: Marine Creek Leadership Academy has been an improvement required school for multiple years. In 2022 we raised our rating from an F to a B and we plan to use this to draw families back to MCLA.</p>

School Processes & Programs

Problem Statement 1: Parent participation at Marine Creek Leadership Academy is very limited. **Root Cause:** Marine Creek Leadership Academy has been an improvement required school for multiple years. In 2022 we raised our rating from an F to a B and we plan to use this to draw families back to MCLA.





Perceptions

Problem Statement 1: Parent participation at Marine Creek Leadership Academy is very limited. **Root Cause:** Marine Creek Leadership Academy has been an improvement required school for multiple years. In 2022 we raised our rating from an F to a B and we plan to use this to draw families back to MCLA.

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: Eduphoria





Strategy 1 Details	Reviews			
<p>Strategy 1: At MCLA we carefully monitor and respond to PD needs based on the data driven conversations that happen when teams come together as a PLC for collaborative team time. As needs arise, PD will be sought or developed to target the need.</p> <p>Strategy's Expected Result/Impact: As teachers fill their bucket with additional strategies to target problem areas, student learning outcomes will improve.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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 2 Details	Reviews			
<p>Strategy 2: MCLA teachers will collaborate with Instructional Specialists to build teacher capacity to facilitate effective instructional techniques and planning frameworks through coaching conversations, classroom modeling, planning support, and data meetings.</p> <p>Strategy's Expected Result/Impact: Improved teacher efficacy as measured on T-TESS; increased student performance on district Checkpoint Assessments and STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, 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 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: Marine Creek will support the needs of all students and teachers by monitoring and evaluating programs of Accelerated Instruction for students identified as At-Risk, LEP, Migrant, Immigrant, Economically Disadvantaged, GT, Bilingual, Dyslexia, Homeless, Section 504, Career Tech Ed, PRS and Special Education, DAEP by providing instructional supports and class-size reduction to ensure academic success and dropout reduction/prevention and conflict resolution and violence prevention programs.</p> <p>Strategy's Expected Result/Impact: Strengthened Academic programs</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: LWISD new teachers (Navigators) will meet with coaches, participate in coaching and receive support from the teaching and learning team as well as designated campus mentors throughout the school year.</p> <p>Strategy's Expected Result/Impact: Improved student outcomes; Lesson plans will be reflective of instructional best practices in Writing, Reading and Math; Improved instruction; Increased teacher proficiency; Increase in teacher retention</p> <p>Staff Responsible for Monitoring: Principal; Effective Schools Facilitator; Instructional Coaches; Literacy Specialist; Coordinators; Specialists; Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: Extra Duty Stipend for Mentors - 255/TII, Supporting Effective Instruction - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MCLA administrators will participate in local and university job fairs to recruit highly qualified teachers and staff.</p> <p>Strategy's Expected Result/Impact: Improve Tier 1 instruction and increase % of students performing at or above grade level vs. year ago.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

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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: Principal, Assistant Principal, Instructional Specialists will come together once a month (at a minimum) as a leadership team to focus on building leadership capacity.</p> <p>Strategy's Expected Result/Impact: Campus climate and culture will improve as more campus leaders are empowered to dive into the work of supporting teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: MCLA Campus Leadership Team will meet monthly to collaborate and address staff and student needs.</p> <p>Strategy's Expected Result/Impact: Increased communication and clarity of expectations, improved processes and procedures, encourage a collaborative community, and build leadership on campus.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
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