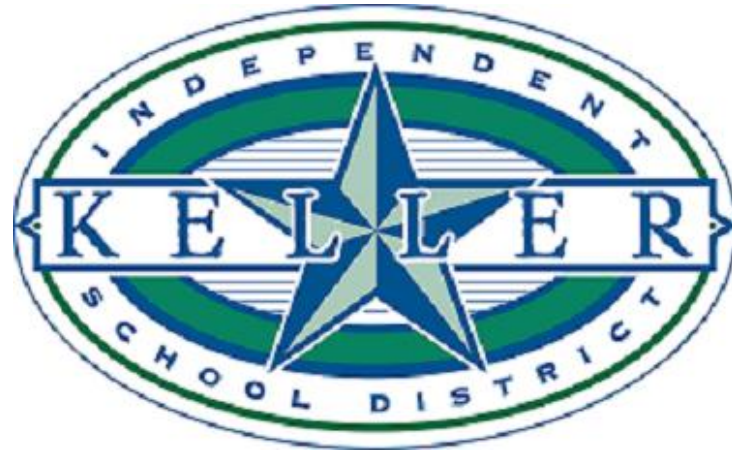


**Keller Independent School District
Woodland Springs Elementary School
2024-2025 Campus Improvement Plan**



Mission Statement

The mission of Woodland Springs Elementary, in partnership with family and community support, is to provide high educational standards and expectations by challenging all students to succeed in academic excellence while fostering a strong social/emotional foundation. Working together we will empower students to achieve their highest potential. We pledge to provide a comprehensive system of support to achieve our mission.

Vision

Woodland Springs will be an effective and efficient school in our community. We envision our school to support the following values:

- Clear communication within the Woodland Springs School Community – i.e. parents, teachers, students and community.
- Effective school leadership which in turn fosters mutual respect and trust.
- A positive and supportive environment exemplified by professionalism, respect for ourselves and students.
- An emotionally and physically safe atmosphere where listening, trusting, showing respect and promoting unity is demonstrated by the staff and students.
- A school wide discipline plan that clearly reflects high expectations and fosters a climate of mutual trust and respect between staff and students.
- Consistent, effective procedures and routines to build an environment of safety, security, and maximum opportunities for learning.
- Active leadership to be modeled, applied and focused on responsibility and good citizenship.
- An educational emphasis on aligned curriculum and technology.
- Ongoing professional staff development that reflects student and staff needs.
- Mutual collaboration between the school, parents and the WSES community for the effective educational support of each child.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	12
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: Increase Student Achievement	20
Goal 2: Overall excellence in student, parent and community relations.	21
Goal 3: Employee excellence and organizational improvement	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the 2023-2024 Texas Academic Performance Report (TAPR), Woodland Springs Elementary serves a diverse student body of 517 students. The enrollment is distributed as follows: 99 students in Kindergarten, 99 in 1st grade, 97 in 2nd grade, 119 in 3rd grade, and 103 in 4th grade. The school's demographic breakdown includes 11.6% African American, 19.5% Hispanic, 54.4% White, and 6.6% Asian students. Economically disadvantaged students constitute 29% of the campus population. Additionally, 6.6% of students receive Section 504 services, 3.9% receive dyslexia services, and 7.2% are classified as emergent bilingual. Furthermore, 21.7% of the students are considered at risk, and the school's mobility rate stands at 9.9%.

Demographics Strengths

- Various programs offered at WSES
- Strong ESL program to support the increase of EL students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Total students with disabilities from 93 in 2023-2024 to 124 in 2024-2025 **Root Cause:** Higher number of students being identified due to change in dyslexia laws, campus and parent requests, and addition of a STARS unit.

Student Learning

Student Learning Summary

DATA

2023-2024 Academic Year:

- **3rd Grade Reading:** 88% approached, 64% met, 29% mastered
- **4th Grade Reading:** 88% approached, 63% met, 25% mastered
- **3rd Grade Math:** 79% approached, 57% met, 23% mastered
- **4th Grade Math:** 81% approached, 64% met, 32% mastered

2022-2023 Academic Year:

- **4th Grade Math:** 84% approached, 64% met, 34% mastered
- **4th Grade Reading:** 87% approached, 65% met, 26% mastered
- **3rd Grade Math:** 82% approached, 60% met, 32% mastered
- **3rd Grade Reading:** 84% approached, 67% met, 25% mastered

2021-2022 Academic Year:

- **4th Grade Math:** 76% approached, 46% met, 23% mastered
- **3rd Grade Math:** 83% approached, 62% met, 34% mastered
- **4th Grade Reading:** 82% approached, 66% met, 37% mastered
- **3rd Grade Reading:** 90% approached, 76% met, 46% mastered

2020-2021 Academic Year:

- **4th Grade Math:** 76% approached, 46% met, 23% mastered
- **3rd Grade Math:** 83% approached, 62% met, 34% mastered
- **4th Grade Reading:** 82% approached, 66% met, 37% mastered
- **3rd Grade Reading:** 90% approached, 76% met, 46% mastered

Summary

2023-2024 Academic Year

In the 2023-2024 academic year, Woodland Springs Elementary demonstrated notable performance in both reading and math. For 3rd grade reading, 88% of students approached grade level, 64% met grade level, and 29% mastered grade level content. Similarly, 4th grade reading had 88% of students approaching, 63% meeting, and 25% mastering the grade level. In math, 3rd grade showed 79% of students approaching grade level, 57% meeting, and 23% mastering, while 4th grade math results were 81% approaching, 64% meeting, and 32% mastering grade level content.

2022-2023 Academic Year

Comparing these results to the previous year, the 2022-2023 academic year saw slightly different outcomes. In 4th grade math, 84% of students approached grade level, 64% met, and 34% mastered grade level content. For 4th grade reading language arts, 87% approached, 65% met, and 26% mastered the grade level content. In 3rd grade, math performance showed 82% of students approaching grade level, 60% meeting, and 32% mastering. For 3rd grade reading language arts, 84% approached, 67% met, and 25% mastered the grade level content.

2021-2022 Academic Year

Looking further back, the 2021-2022 academic year presented different results. For 4th grade math, 76% of students approached, 46% met, and 23% mastered grade level. In 3rd grade math, 83% approached, 62% met, and 34% mastered grade level. The reading language arts results for 4th grade were 82% approaching, 66% meeting, and 37% mastering grade level, while 3rd grade reading language arts had 90% approaching, 76% meeting, and 46% mastering grade level.

2020-2021 Academic Year

In the 2020-2021 academic year, the performance data was similar to the following year. For 4th grade math, 76% of students approached, 46% met, and 23% mastered grade level. In 3rd grade math, the scores were 83% approaching, 62% meeting, and 34% mastering. In 4th grade reading language arts, 82% approached, 66% met, and 37% mastered grade level. In 3rd grade reading language arts, 90% approached, 76% met, and 46% mastered grade level.

In summary, the data from Woodland Springs Elementary shows a trend of strong performance in both reading and math across the years, with fluctuations in the percentages of students meeting and mastering grade level content. The 2023-2024 academic year has continued this trend, with particularly strong results in reading for both 3rd and 4th grades. Comparing across years highlights areas of consistent strength and opportunities for further improvement in student achievement.

Student Learning Strengths

Current Strengths of Woodland Springs Elementary

Reading Performance:

One of the significant strengths of Woodland Springs Elementary is its consistent high performance in reading across multiple academic years. In the 2023-2024 academic year, both 3rd and 4th grade reading demonstrated strong results with 88% of students approaching grade level. Specifically, 64% of 3rd graders and 63% of 4th graders met the grade level, while 29% of 3rd graders and 25% of 4th graders mastered the content. This trend continues from previous years, where similar high percentages of students approached and met grade level standards. The consistent performance in reading indicates a robust reading program and effective instructional strategies that have been maintained over the years.

- **Strong Reading Performance:** Reading scores have remained strong, with 3rd grade reading consistently having high percentages of students approaching and meeting grade level, peaking in the 2020-2021 academic year with 90% approaching and 76% meeting.

Math Performance:

Math performance at Woodland Springs Elementary also shows strong results, particularly in the 2023-2024 academic year. For 4th grade math, 81% of students approached grade level, 64% met the grade level, and 32% mastered the content. These results are comparable to the previous academic year (2022-2023), which had 84% approaching, 64% meeting, and 34% mastering. Similarly, 3rd grade math performance in the current year shows 79% approaching, 57% meeting, and 23% mastering, which aligns closely with past performance. The consistency in math scores over the years highlights the effectiveness of the math curriculum and instructional support provided to students.

- **Steady Improvement in Math:** Math scores, particularly in 4th grade, have shown steady improvement over the years, with notable increases in the percentage of students meeting grade level from 46% in 2021-2022 to 64% in 2022-2023 and 2023-2024.

Comparison Across Years:

When comparing the data across the last few years, Woodland Springs Elementary demonstrates a strong and steady performance in both reading and math. The stability in high percentages of students approaching and meeting grade level standards, despite slight fluctuations in mastery levels, underscores the school's ability to maintain academic excellence. For instance, the 2021-2022 and 2020-2021 academic years also showed robust results in both subjects, particularly in reading where a significant proportion of students were meeting and mastering the grade level content.

Overall Analysis:

The consistent high performance in reading and math, especially the ability to maintain strong approaching and meeting percentages across years, indicates that Woodland Springs Elementary has a solid foundation in its academic programs. The school's strengths lie in its sustained reading success and the steady math achievements, suggesting effective teaching methods, supportive interventions, and a strong focus on student achievement. The areas of mastery have seen some variation, but the overall trend points to a well-rounded educational environment that fosters student growth and academic excellence.

- **Mastery Rates:** While there have been fluctuations, the mastery rates in both reading and math indicate a consistent effort to push students towards achieving higher levels of understanding, with 4th grade math mastery improving to 32% in the 2023-2024 academic year
- **Consistent High Approaches Rates:** Over the past four years, Woodland Springs Elementary has consistently had high percentages of students approaching grade level in both reading and math.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): As measured by STAAR, 3rd and 4th grade students are showing deficits in the areas of whole number operations and comprehension. **Root Cause:** Lack of consistent small group intervention in the classroom and intervention campus system.

School Processes & Programs

School Processes & Programs Summary

Woodland Springs staff utilize the District Scope and Sequence, aligned with state standards, to guide the teaching timeframes and complexity. This alignment is evident in lesson plans and classroom observations. Each week, instructional teams meticulously study the curriculum, choose appropriate teaching methods, and employ assessments to verify student mastery. Data tools such as MAP, WIGS, and other assessments are utilized to monitor and track student progress.

Teachers participate in ongoing professional development to enhance their instructional skills. The district provides regular development sessions and specialized training for both new educators to Keller and those new to the teaching profession.

The Leadership Team at Woodland Springs plays a crucial role in decision-making, serving as a bridge between teachers and administrators to ensure seamless communication and implementation of school policies.

Woodland Springs thrives with the support of parent volunteers and an active PTA. Communication channels are diverse, including the school website, newsletters, social media, and text alerts, ensuring parents and the community are well-informed and engaged.

Campus improvement objectives are central to teaching strategies, with a strong emphasis on data-driven instruction. This approach ensures that teaching methods are continually refined to meet the evolving needs of students.

The integration of technology at Woodland Springs prepares students for the future. The one-to-one device policy, along with the use of Apple TVs and platforms like SeeSaw, significantly enhances learning and communication.

In the 2023-2024 school year, Woodland Springs embarked on the journey of implementing "The Leader in Me" framework by Franklin Covey. The year began with relationship building and goal-setting activities, fostering a positive atmosphere for both students and teachers. The Leader in Me curriculum, along with The 7 Habits of Happy Kids, forms the emotional foundation of the school.

Ongoing staff development in the principles of The 7 Habits and The Leader in Me is a priority, with the principal and administrators actively involved in leadership roles. The curriculum is integrated across all grade levels, promoting critical thinking, application, and genuine incorporation of The 7 Habits principles.

The school environment reflects the ethos of The 7 Habits, with habit language woven into everyday conversations, strengthening relationships and the school culture. Student perspectives are regularly incorporated into school improvements, and staff and Lighthouse Teams meet routinely to guide the school's direction. Events frequently highlight leadership development and celebrate student achievements.

Schoolwide and classroom WIGs (Wildly Important Goals) are structured in the "From X to Y by When" format, closely monitored, and celebrated regularly. Both staff and students set personal and professional WIGs, with robust mechanisms in place to ensure accountability and track progress. This comprehensive approach fosters a culture of continuous improvement and achievement at Woodland Springs Elementary.

School Processes & Programs Strengths

Strengths

District Scope and Sequence Alignment:

- Ensures consistency and alignment with state standards.
- Evident in detailed lesson plans and classroom observations.
- Provides clear guidance on teaching timeframes and complexity.

Curriculum Study and Instructional Planning:

- Weekly curriculum reviews by instructional teams.
- Selection of appropriate teaching methods to enhance learning.
- Regular assessments to confirm student mastery.

Data Utilization:

- Use of MAP, WIGS, and other assessments to track progress.
- Data-driven approach to monitor and enhance student performance.

Professional Development:

- Ongoing skill enhancement for teachers during PLC or planning time.
- Regular development sessions offered by the district.
- Specialized training for new educators to Keller or the profession.

Leadership Team:

- Critical role in decision-making.
- Acts as a bridge between teachers and administrators.
- Ensures seamless communication and policy implementation.

Parent and Community Engagement:

- Strong support from parent volunteers and an active PTA.
- Diverse communication channels (website, newsletters, social media, text alerts).
- Keeps parents and the community well-informed and engaged.

Campus Improvement Objectives:

- Central to teaching strategies.
- Emphasis on data-driven instruction.

- Continuous refinement of teaching methods to meet student needs.

Technology Integration:

- One-to-one device policy prepares students for the future.
- Use of Apple TVs and platforms like SeeSaw enhances learning and communication.

The Leader in Me Framework:

- Emphasis on relationship building and goal-setting.
- Positive atmosphere fostered through The Leader in Me curriculum.
- Emotional foundation strengthened by The 7 Habits of Happy Kids.

Staff Development in Leadership Principles:

- Ongoing training in The 7 Habits and The Leader in Me principles.
- Active leadership roles by principal and administrators.
- Integration of principles across all grade levels.

School Culture and Environment:

- Habit language embedded in everyday conversations.
- Strengthens relationships and school culture.
- Student perspectives regularly included in school improvements.

Leadership Development and Student Achievements:

- Regular events highlighting leadership development.
- Celebrations of student achievements.

Wildly Important Goals (WIGs):

- Structured in the “From X to Y by When” format, SMART goal format.
- Regular monitoring and celebration of progress.
- Personal and professional WIGs set by both staff and students.
- Robust mechanisms for accountability and progress tracking.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Undocumented systems and processes. **Root Cause:** Change in leadership as well as lack of empowerment and accountability of teachers and staff.

Perceptions

Perceptions Summary

The following data, derived from the MRA (Measurable Results Assessment), evaluates the perceptions of staff members, 4th grade students, and the parent community across the categories of Leadership, Culture, and Academics at Woodland Springs Elementary. Scores are reported on a 0-100 scale for ease of interpretation and familiarity.

Leadership

Staff Leadership:

- Personal Effectiveness: Staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most. **Score: 79/100**
- Interpersonal Effectiveness: Staff build and sustain positive relationships through understanding, communicating, and valuing the differences they see in others. **Score: 79/100**

Student Leadership:

- Personal Development: Students take responsibility for their actions and emotions, and prioritize the things that are most important to their future. **Score: 75/100**
- Positive Wellbeing: Students regularly engage in activities that promote their well-being, contributing to a holistic approach to their overall development. **Score: 77/100**
- Self-Advocacy: Students work to overcome barriers, problem-solve, and find solutions on their own, knowing how to enlist support when needed. **Score: 75/100**
- Interpersonal Development: Students build positive relationships through understanding, communicating, and valuing the differences they see in others. **Score: 73/100**
- Prosocial Behaviors: Students support each other and offer help as needed. **Score: 76/100**

Perception of Family and Community Engagement:

- School & Family Partnership: Teachers feel like most students' families/caregivers engage as partners in their child's learning. **Score: 75/100**
- Family Engagement: Caregivers are satisfied with the school's efforts to involve them in their child's learning through inclusive opportunities, communication, and support for learning at home. **Score: 71/100**
- Community Engagement: The school engages the community through collaborative partnerships and service learning that provide students and their families with sources of support and learning. **Score: 71/100**

Culture

Supportive Environment for Staff:

- Staff Voice: Staff find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, connect with their passions, and grow in their role. **Score: 82/100**
- Collective Efficacy: Teachers believe that their collective actions can positively impact students and help them succeed. **Score: 78/100**

Supportive Environment for Students:

- Student Empowerment: Students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence. ****Score: 76/100****
- School Belonging: Students feel cared about and understood by people in their school. ****Score: 77/100****
- School Climate: Staff see the worth and potential in every student and provide the support each student needs to see their unique strengths and develop the skills necessary to pursue their potential. ****Score: 83/100****
- Trusted Relationships: Students have a high trust relationship with at least one teacher they feel comfortable with and can connect to. ****Score: 81/100****

Academics

Empowering Teachers:

- Instructional Efficacy: Teachers are confident in their ability to use evidence-based instructional practices to amplify students' capacity to learn. ****Score: 74/100****
- Student-Led Practices: Teachers empower students to play a more proactive role as they apply their knowledge and skills to accelerate and deepen their learning. ****Score: 77/100****

Empowering Learners:

- Social Supports: Students have a high expectations relationship with someone who provides the encouragement and support they need to lead their learning. ****Score: 78/100****
- Academic Self-Efficacy: Students can apply personal leadership habits to plan, prioritize, and persevere in their academic pursuits. ****Score: 76/100****

Goal Achievement:

- Student Goals Support: Teachers are able to support students in learning and applying the behaviors linked to effective goal achievement. ****Score: 74/100****
- Student Goals: Students are confident in their ability to set and achieve their goals. ****Score: 74/100****
- School Goals: Schools have annual goals that teachers played a meaningful role in creating, with everyone involved in achieving them. Progress towards schoolwide goals is regularly tracked, reflected on, and used to make decisions.

SUMMARY

Leadership

Woodland Springs Elementary demonstrates strong leadership across various facets. Staff show effective personal and interpersonal skills, scoring 79/100 in both personal effectiveness and interpersonal effectiveness. Students exhibit responsible behavior, prioritization, and well-being, with scores of 75/100 in personal development, 77/100 in positive wellbeing, and 75/100 in self-advocacy. Additionally, they build positive relationships and engage in prosocial behaviors, scoring 73/100 and 76/100, respectively. Family and community engagement also plays a crucial role, with school and family partnership scoring 75/100, and both family and community engagement at 71/100.

Culture

The school culture at Woodland Springs Elementary is supportive and empowering for both staff and students. Staff members feel valued and

supported, reflected in the high score of 82/100 for staff voice and 78/100 for collective efficacy. Students feel empowered and included, scoring 76/100 in student empowerment and 77/100 in school belonging. The school climate is highly positive, with staff providing the necessary support for students to recognize their strengths, as indicated by the score of 83/100. Trusted relationships between students and teachers are also strong, with a score of 81/100.

Academics

In academics, Woodland Springs Elementary focuses on empowering both teachers and students. Teachers are confident in using evidence-based practices to enhance learning, scoring 74/100 in instructional efficacy. They also empower students through student-led practices, which scored 77/100. Students receive strong social supports, with a score of 78/100, and demonstrate academic self-efficacy, scoring 76/100. Goal achievement is a critical area, with teachers supporting students' goal-setting and achievement, both scoring 74/100. School goals are collaboratively created and tracked, ensuring a focused and goal-oriented academic environment.

Perceptions Strengths

Woodland Springs Elementary demonstrates comprehensive strength in both staff and student effectiveness and engagement. Staff excel in planning, prioritization, and emotional management, and build and sustain positive relationships, both scoring 79/100. Students show strong personal development by taking responsibility for their actions and prioritizing future goals (75/100), regularly engage in well-being activities (77/100), effectively overcome barriers and seek support (75/100), cultivate positive relationships (73/100), and support and help each other (76/100). Additionally, there is strong engagement between teachers and families in students' learning (75/100), satisfactory involvement of caregivers in their child's education (71/100), and effective community collaboration providing support and learning opportunities (71/100).

Woodland Springs Elementary excels in fostering a supportive and empowering environment for both staff and students. Staff feel valued, respected, and supported, with ample opportunities for growth, reflected in a score of 82/100. Teachers have strong collective efficacy, believing in the positive impact of their collective actions, scoring 78/100. Students are empowered through inclusion in decision-making and leadership opportunities, scoring 76/100, and feel a strong sense of belonging and understanding within the school.

community, scoring 77/100. The school climate is highly positive, with staff providing the necessary support for students to recognize their strengths, scoring 83/100, and maintaining high-trust relationships between students and teachers, scoring 81/100.

Woodland Springs Elementary excels in fostering an empowering academic environment where both teachers and students thrive. Teachers demonstrate confidence in their instructional practices, scoring 74/100, while students are empowered to take proactive roles in their learning, reflected in a score of 77/100. Students receive strong encouragement and support for leading their learning, scoring 78/100, and effectively plan, prioritize, and persevere in their academic pursuits, scoring 76/100. Additionally, teachers effectively support students in goal-setting and achievement, with both student goals support and student confidence in goals scoring 74/100.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community and staff have expressed that leadership communication often lacks timeliness and consistency. **Root Cause:** Lack of established regular updates and clear channels of communication, timely response times, transparent messaging and community and staff feedback.

Priority Problem Statements

Problem Statement 1: Total students with disabilities from 93 in 2023-2024 to 124 in 2024-2025

Root Cause 1: Higher number of students being identified due to change in dyslexia laws, campus and parent requests, and addition of a STARS unit.

Problem Statement 1 Areas: Demographics

Problem Statement 2: As measured by STAAR, 3rd and 4th grade students are showing deficits in the areas of whole number operations and comprehension.

Root Cause 2: Lack of consistent small group intervention in the classroom and intervention campus system.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Undocumented systems and processes.

Root Cause 3: Change in leadership as well as lack of empowerment and accountability of teachers and staff.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Community and staff have expressed that leadership communication often lacks timeliness and consistency.

Root Cause 4: Lack of established regular updates and clear channels of communication, timely response times, transparent messaging and community and staff feedback.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data





Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By June 2025, 60% of 3rd and 4th grade students will score "Meets" in reading and math as measured by STAAR.

High Priority





Met/Did Not Meet Goals: None

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Teachers will participate in PLC sessions with district content coaches in order to develop a better understanding of standards in each unit of the scope and sequence.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Teachers will receiving training on DreamBox from the Math Department in order to correlate MAP data to drive instruction and intervention on those learning platforms.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Assistant Principal</p>	Progress		
	Dec	Apr	July
<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 2: Overall excellence in student, parent and community relations.

Performance Objective 1: By June of 2025, the campus will maintain regular and systematic communication between students, families, and the school.

Met/Did Not Meet Goals: None

Action Step 1 Details	Progress Reviews		
Action Step 1: Teach students to lead through implementation of the 7 habits and the core paradigms. Measures: direct teach of 7 habits and core paradigms using the leader in me portal Staff Responsible for Monitoring: All	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
Action Step 2: Leadership Team will participate in Lighthouse 2 Training on July 23, 2024 to better help facilitate the roll out of Leadership Portfolios. Measures: attendance, action plans in Leader in Me Staff Responsible for Monitoring: Lighthouse Coordinators, Admin	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
Action Step 3: Staff will participate in Core 2 of the Leader in Me Training. Measures: evidence of authentic use of leadership portfolios, student celebrations Staff Responsible for Monitoring: Lighthouse Coordinators, Admin	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Employee excellence and organizational improvement

Performance Objective 1: By June of 2025, 100% of staff members will help establish and promote consistent school-wide classroom management and behavior expectations.

Met/Did Not Meet Goals: None

Goal 3: Employee excellence and organizational improvement

Performance Objective 2: By June of 2025, 100% of of campus protocols and procedures will be documented and located in a common location for reference and future improvement.

Met/Did Not Meet Goals: None