Liberty Hill Independent School District

Rancho Sienna Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

Our mission is to provide a safe, respectful and responsible environment where all students learn to make their dreams a reality.

Vision

Our vision is to be THE school district in Texas where students are empowered to become knowledgeable, contributing citizens in a changing world.

Motto

Turning Dreams Into Reality

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rancho Sienna Elementary is located at 751 Bonnet Blvd in Georgetown, TX and is part of Liberty Hill ISD. The campus serves approximately 740 students from PreKindergarten through 5th grades. The student demograhic breakout is: 7.3% Asian, 1.8% African American, 20% Hispanic, 6.6% Two or more races, and 64.3% White. 51.4% of our student population is male; 49.6% is female. 8.62% of the student population qualify as economically disadvantaged. 19% of students are identied as at risk, 4.04% of students are English Language Learners, 11% are Gifted and Talented, 9.84% are served under Special education and 5% under Section 504. There are approximately 70 staff members on campus and 50 are certified teachers. Of our 50 teachers, 98% are ESL certified and 82% are trained in nature and needs of GT students.

Rancho Sienna Elementary is one of five fast growing LHISD PK-5 campuses in Liberty Hill ISD.

RSE Campus Growth:

August 2017 to May 2018 - 573 to 655 students (PK-4)

August 2018 to May 2019 - 704 to 771 students (PK-4)

August 2019 to May 2020 - 837 to 911 students (PK-4)

August 2020 - 674 to 740 students (426 in-person & 248 remote) (PK-4)

August 2021 - 740 students (PK-5)

Discipline Data for 20-21:

13 discipline incidents that resulted in in-school suspension.

In August of 2021, LHISD opened its fifth elementary campus, Louine Noble Elementary which will help support the fast growth on the west side of the district. Due to anticipated decreased student numbers, RSES has also removed these positions for 2021-2022 school year: 1 Kindergarten Teacher, 1 First Grade Teacher, 1 Second Grade Teacher, 1 Fourth Grade Teacher, 1 ELL Coordinator, 1 half-time PE Teacher, and 1 Special Education/Solid Roots Paraprofessional. We added a paraprofessional for PE. Because of increasing Gifted and Talented numbers, our half-time GT Teacher is now a full-time GT Teacher. We also added 5th grade students and teachers to our campus with 5 5th grade teachers. There are approximately 70 professional staff members on campus and 56 are certified teachers. For 2021-2022, we have seen a large influx of ELL students from non-Spanish speaking countries. Currently we have 36 ELL students representing 10 different native languages.

 The RSES attendance zone consists largely of a master-planned community experiencing high growth made up of young, professional families. Families are predominantly employed in white-collar, college-educated jobs representative of growth in the local burgeoning tech industry. Many families are moving from outside of the Austin area from the west coast and the northeastern U.S. as well as from outside the U.S. The majority of our new to campus/district students have come from Leander ISD, Round Rock ISD, Austin ISD, and out of state. The vast majority of our students live within the Rancho Sienna development, putting them within walking or driving distance from the school, resulting in minimal bus transportation traffic.

Demographics Strengths

Rancho Sienna Elementary is a Pre-K to 5th grade campus with 740 students. This is the 5th year we have been open. Regardless of fast growth, we have been able to hire quality classroom teachers to meet our needs. Most classrooms are below the 22:1 ratio at this time. We are adding additional teaching staff at specific grade levels in order to bring class sizes within the 22:1 ratio in grades Kinder-4th. Rancho Sienna Elementary has a strong parent support community. There is a low incidence of problematic student behaviors. Teachers spend time building classroom communities, and there is a strong, supportive relationship between the school and home where behavioral expectations are reinforced.

During the 20-21 school year, in the midst of the Covid pandemic, we began the year with 39% of our students as remote learners. Each grading period, we welcomed more students back to campus. We ended the 20-21 school year with 11.6% of our students in remote learning. Our average daily attendance for 20-21 was 97.15% which was higher than the previous year (19-20) at 96.4%.

Rancho Sienna Elementary is committed to continuous growth of teachers and provides a strong model for professional learning. PLC teams promote continuous professional growth that supports high student achievement. Teachers have access to high quality professional development. Administrators, Interventionists, Learning Coaches and Teachers work collaboratively to continue to grow professionally to meet student needs.

RSES benefits from strong parent involvement and support in our close-knit community. Families value education and support student learning both in school and at home. Our community has passed two bond elections in the past 3 years to support infrastructure and facilities needed in response to our growth. In spite of record growth of over 17% in the past year, LHISD is committed to a cohesive community based on our commitment to building champions in academics, character, and community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Supporting a sense of community and belonging as well as induction of new students **Root Cause:** Rapid growth and high mobility as new families move into our attendance zone

Student Learning

Student Learning Summary

For the purpose of goal setting and progress monitoring, Rancho Sienna Elementary will use AIMSweb, BAS, District Benchmark Assessments, and campus Common Formative Assessments to plan, assess, and monitor students for the 2021-2022 school year. This gives us more real time and specific data to address student needs in a more immediate manner

2020-2021 STAAR data for All Students:

Grade 3 Reading Approaches 79% Meets 53% Masters 28%

Grade 3 Math Approaches 72% Meets 34% Masters 14%

Grade 4 Reading Approaches 77% Meets 46% Masters 22%

Grade 4 Math Approaches 76% Meets 47% Masters 28%

Grade 4 Writing Approaches 66% Meets 40% Masters 12%

Grade 5 District Reading Approaches 82% Meets 56% Masters 37%

Grade 5 District Math Approaches 75% Meets 44% Masters 20%

Grade 5 District Science Approaches 75% Meets 41% Masters 19%

Student Learning Strengths

During the 20-21 school year, in the midst of the Covid pandemic, we began the year with 39% of our students as remote learners. Each grading period, we welcomed more students back to campus. We ended the 20-21 school year with 11.6% of our students in remote learning. Our average daily attendance for 20-21 was 97.15%.

Rancho Sienna Elementary is committed to continuous growth of teachers and provides a strong model for professional learning. PLC teams promote continuous professional growth that supports high student achievement. Teachers have access to high quality professional development. Administrators, Interventionists, Learning Coaches and Teachers work collaboratively to continue to grow professionally to meet student needs through high-functioning PLC processes. Our district curriculum, Panther Curriculum, secures a consistent, viable curriculum for all students at all grade levels.

RSES benefits from strong parent involvement and support. Families value education and support student learning both in school and at home. Our students benefit from life experiences such as travel around the state, nation, and world. Most parents have college degrees and are able to support student learning at home. 11% of our students are identified as Gifted and Talented.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Significant drop in all STAAR reporting categories for 20-21 school year. **Root Cause:** Learning loss as a result of the Covid pandemic.

School Processes & Programs

School Processes & Programs Summary

Each of our core teachers are members of a Professional Learning Community (PLC). These teams meet on a 7-day rotation to collaborate and plan lessons, assessments and address student needs. Common formative assessments are given in core content areas at each grade level for the purpose of identifying academic success and deficits in need of reteaching. Student mastery of the curriculum is monitored through PLC meetings. The district's Panther Curriculum clearly links the TEKS to learning. Panther Curriculum is a living document and is revisited each summer for revision needs. Struggling students are monitored through Response to Intervention (RtI) with progress-monitoring tools. Assessments are linked to the instruction. Teachers are using differentiation strategies. Balanced literacy instruction is being implemented Kinder-5th. It provides students with authentic and engaging texts to apply their phonemic awareness while building comprehension skills is the goal to build strong readers. Teachers will assess their students' reading levels at beginning, middle and end of the year using the Basic Assessment of Skills (BAS). Kindergarten-2nd grade teachers also use CLI-Engage and AIMSweb as universal screening tools. Teachers document student "learning targets", TEKS, and essential questions in their lesson plans.

Accelerated Learning Plans are developed for students at grades 4 and 5 who did not pass STAAR content area tests last year. These students will receive an additional 30-60 hours of remediation and intervention in small groups specifically targeting their areas of weakness.

Administration and the Leadership Team have worked together to build a master schedule that maximizes time for instruction. Grade level content teams are established to deepen instructional dialogue and to make learning the main focus. The master schedule includes time for intervention and limits interruptions to protect instructional time. Rancho Sienna Elementary is committed to maximizing instructional time to ensure student learning and growth. The Leadership Team is an integral part of the decision making process.   The Intervention team and Special Education team are also involved in making decisions and supporting student success. Professional Learning Communities are fundamental to professional growth and student achievement.

Instructional technology is encouraged to be a part of daily instruction to enhance learning and increase engagement. Students and parents continue to utilize electronic newsletters, Skyward Family Access, Remind, Social Media (Twitter and Facebook), Blackboard Messenging, Rancho Sienna Elementary website, digital calendars and teacher websites in order to stay up to date on campus events. As a result of the Covid pandemic, teachers are all well-versed in online instructional strategies and platforms. All classrooms have connectivity to the Internet. We have achieved a computer/student ratio of approximately 1 to 1 along with a technology refresh to begin the 21-22 school year. We currently have a full-time Learning Coach assigned to this campus. All classroom teachers have an interactive TV monitor system that is linked to an Acer tablet. The use of interactive student response systems is being utilized by some teachers. Our teaching staff utilize Eduphoria software to create and analyze student assessment data to guide instructional plans.

Our district and campus utilize universal screener for all grades K-5 at the beginning, middle, and end of the school year to assess students' strengths and academic challenges. This data is utilized by our grade level PLC teams to structure daily WIN (What I Need) intervention time. Students have individualized learning plans during this hour of instruction each day in Reading and Math. This could look like intense intervention to bridge gaps, small group reteach for ongoing scope and sequence, or extension of learning for those working above grade level.

School Processes & Programs Strengths

New teachers have mentors and a Monthly Momentum (M&M) meeting for added supports. Professional development is based on campus needs and is available throughout the year. It is recorded through Eduphoria. Follow-up support depends on the training. Educational Showcases are utilized at monthly faculty meetings to turn around training to all staff members. All stakeholders are included in the improvement process (ie CEIC, Staff and Parent Surveys).

Campus funding available 2021-2022 to support aligned math, reading and writing professional learning opportunities for teachers.

Accelerated Learning Plans have been developed for individual students at the 4th and 5th grade levels who did not pass subject-specific STAAR tests in Spring 2021. Students will

receive 30 additional hours of objective-focused instruction in those content areas in a small group format.

The 2021-2022 school year marks the addition of 5th grade to our campus. We will continue a strong focus on the school culture and climate for students and staff. Clear expectations for students and staff will be established, taught and reinforced. Over the past 2 years, we have pivoted multiple times to transform our instruction, platforms, and community due to Covid. Our campus culture reflects that all staff recognize that "all means all". We will work interdependently as a strong team to ensure student succcess.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Need for vertical alignment and spiraled review to account for gaps in student learning **Root Cause:** Repeated interruption of learning due to the Covid pandemic and weather events in the 2019-2021 school years.

Problem Statement 2 (Prioritized): Academic learning gaps across all grade/content areas. **Root Cause:** Interruption in instruction cycles during the Covid pandemic and weather events of the 21-21 school year.

Perceptions

Perceptions Summary

Our families are encouraged to be actively involved in the activities of Rancho Sienna Elementary. Parent input is sought through online inquiries, parent surveys,and Parent Teacher Organization (PTO) meetings. Traditionally, family members are invited and attend many activities which include parent conferences, special breakfasts, Fall Storybook Character parade, Friday Morning Meetings, Grandparent's Lunch, Thanksgiving lunch, Career Day, Touch a Truck, Book Fairs, special programs, PTO meetings and events, grade level Music programs, and Art Night. Parents also participate in the Fun Run, Field Trips and Field Day. PTO is actively involved in the activities and programs at our campus as well and generously support us with volunteer time, teacher appreciation and financial funding for campus needs. We encourage all parents/guardians to get involved on campus.

However, the past 18 months-2 years have changed the face of parent involvment in light of the pandemic. On-campus activities and visitors have been extremely limited. We have found other ways to involve our community including a teacher parade through our community, drive-through events on the school campus, virtual meetings, and on-line events. As we return to more normal operations for 21-22, we look forward to having more families on campus again as Watch Dogs, Room Parents, Classroom Volunteers, etc. Parents and family members are invited to participate in volunteer opportunities that support clerical needs and the academic goals across the campus.

Staff Survey Results for 2018, 2019, 2020 & 2021

(Results reflect percentiles from staff surveys)
Staff share a stong collective vision 88.24 89.8 90.6   85.1
Staff treat each other with respect 91.83   84.44   96.2   87.3
Staff have a strong sense of belonging 82.35   79.16   88.7   91.5
Students' successes are shared widely (e.g., at assemblies, during staff meetings, in newsletters) 90.2   95.92   100   93.6
Multiple forms of data are used and considered to be valid in my school 74   93.75   98.1   85.1
I regularly participate in community events and activities as a representative of my school 75.51   79.16   92.5   85.1
Structures, supports, and systems are in place to facilitate and sustain the participation of families and community members in school events and activities. 97.96   97.96   92.2   89.4

Perceptions Strengths

Parent survey reflect a satisfaction with:

- Academic supports provided for students (93.1%)
- Believe that the school has high academic expectations (95.2)
- Students treated fairly by staff (96%)
- Students feel welcome on campus (95.7%)

Staff surveys over the last 4 years indicate a strong and flourishing culture which includes:

- Inclusivity and respect of staff
- Strong support for campus initiatives
- Respect and care for students
- Inclusive and respectful school culture for students
- Aligned professional learning opportunities
- Effective 2-way communication with families

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Due to social distancing, most staff collaboration and meeting opportunities moved virtual in the last school year. Staff survey results show a decrease of 5%-9% in these areas. **Root Cause:** Social distancing and lack of opportunity to support one another personally has contributed to a decrease in the areas of a collective campus vision and a safe, positive school environment.

Priority Problem Statements

Problem Statement 1: Supporting a sense of community and belonging as well as induction of new students

Root Cause 1: Rapid growth and high mobility as new families move into our attendance zone

Problem Statement 1 Areas: Demographics

Problem Statement 4: Significant drop in all STAAR reporting categories for 20-21 school year.

Root Cause 4: Learning loss as a result of the Covid pandemic.

Problem Statement 4 Areas: Student Learning

Problem Statement 2: Need for vertical alignment and spiraled review to account for gaps in student learning

Root Cause 2: Repeated interruption of learning due to the Covid pandemic and weather events in the 2019-2021 school years.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 5: Due to social distancing, most staff collaboration and meeting opportunities moved virtual in the last school year. Staff survey results show a decrease of 5%-9% in these areas.

Root Cause 5: Social distancing and lack of opportunity to support one another personally has contributed to a decrease in the areas of a collective campus vision and a safe, positive school environment.

Problem Statement 5 Areas: Perceptions

Problem Statement 3: Academic learning gaps across all grade/content areas.

Root Cause 3: Interruption in instruction cycles during the Covid pandemic and weather events of the 21-21 school year.

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- 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 progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- TTESS data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

Performance Objective 1: For the 2021-22 school year, we maintain a student daily attendance of 97.1%.

Evaluation Data Sources: PEIMS Daily Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: Attendance sign-in and sign-out book to be used with fidelity at reception to monitors student's arrival and dismissal as signed by parents/guardians. Follow-Up with Administrator when needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness for families of excessive absenteeism and tardies and focus on the positive impact of good attendance. **Staff Responsible for Monitoring:** Administrators Registrar Receptionist Parents **ESF Levers:** Lever 1: Strong School Leadership and Planning	90%			
Strategy 2 Details	Reviews			
Strategy 2: Weekly Attendance Data to be reviewed weekly throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain attendance percentages	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration Registrar **ESF Levers:** Lever 1: Strong School Leadership and Planning	100%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

Performance Objective 2: Students will make one year's growth in math and reading as measured by multiple growth measure.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR, BAS, AIMSweb, CLI Engage

Strategy 1 Details		Reviews			
Strategy 1: Using RTI Protocol, teachers and support staff will identify all students not mastering objectives and create intervention plans and specific goals accordingly as early as possible with a predetermined date to reconvene and discuss/monitor progress.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Individualized student supports based on ongoing data **Staff Responsible for Monitoring:** PLC teams **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction		75%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 1: Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

Performance Objective 3: Teachers will collaborate in weekly Professional Learning Communities and use data to provide effective Tier I instruction and Tier II interventions during WIN time.

    Targeted or ESF High Priority

    Evaluation Data Sources: PLC lesson planning aligned to Panther Curriculum that aligns vertically for high-stakes TEKS based on STAAR data.

Strategy 1 Details	Reviews			
Strategy 1: PLC teams will lesson plan collaboratively on Tier I instruction and evaluate common assessment data to determine student needs and WIN instructional groupings and support required.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Individualized students supports provide supports for higher achievement.
     Staff Responsible for Monitoring: PLC Teams
 	
     TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
	75%			

	0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

Goal 1: Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

Performance Objective 4: We will continue our progress in the PLC process to ensure mastery of essential standards and student growth utilizing the Panther Curriculum.

Targeted or ESF High Priority

Evaluation Data Sources: Guiding Coalition agendas and its alignment Panther Curriculum standards

Strategy 1 Details	Reviews			
Strategy 1: Scheduled PLC for all grades PK-5 with focused, planned agenda on the 4 questions relative to the learning cycle.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Horizontal alignment of instruction and resources. **Staff Responsible for Monitoring:** PLC Teams **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	80%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1: Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

Performance Objective 5: All K-3 teachers will participate in the Texas Reading Academy and be trained in the science of teaching reading.

    Targeted or ESF High Priority

    HB3 Goal

    Evaluation Data Sources: Eduphoria Strive PD documentation, Professional Learning Agendas

Strategy 1 Details			Reviews		
Strategy 1: Designated professional learning days dedicated to the Reading Academy curriculum.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Individual learning about the science of teaching reading; collaborative discussion about reading instruction; increased impactful classroom strategies	**Nov**	**Jan**	**Mar**		**June**
Staff Responsible for Monitoring: All K-3 teachers, Learning Coach, Administration	50%				
TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Goal 2: Ensure a safe and healthy secure environment for all District students, staff and visitors.

Performance Objective 1: Continue to implement and reflect on the school wide expectations to encourage and maintain safe , respectful and responsible behavior of all students..

    Evaluation Data Sources: Skyward Discipline, Daily Behavior Report Cards, purple ticket graphs, Campus Paw Awards, Monthly Champs Awards (Students, Staff)

Strategy 1 Details		Reviews			

Strategy 1: RSES will practice application of Emergency Operations Procedures 10 times during the course of the school year.
     Strategy's Expected Result/Impact: Increased student safety
 Increased staff knowledge and competence in emergency situations
     Staff Responsible for Monitoring: Administration
		Formative			**Summative**

		Nov	Jan	Mar	June
		5%			

Strategy 2 Details		Reviews			

Strategy 2: All exterior entrance doors will be staffed by RSES faculty who will greet students each morning ad then secure each door before the school day begins.
     Strategy's Expected Result/Impact: Consistent safe, respectful and responsible behavior expectations for all students.
     Staff Responsible for Monitoring: On-duty Staff
 Administrators
		Formative			**Summative**

		Nov	Jan	Mar	June
		70%			

Strategy 3 Details		Reviews			

Strategy 3: Support a Culture of Champions at Rancho by ensuring fidelity to implementing the Groundworks matrix in the classroom and in common areas.
     Strategy's Expected Result/Impact: Improve Emergent Tree 'Classroom Systems' score from 58% to 75%.
     Staff Responsible for Monitoring: Groundworks Committee Members
 	
     ESF Levers: Lever 3: Positive School Culture
		Formative			**Summative**

		Nov	Jan	Mar	June
		70%			

Strategy 4 Details	Reviews			
Strategy 4: Maintain a monthly character education focus.	Formative			Summative
Strategy's Expected Result/Impact: Teachers Administration Students modeling learned character traits. Hear character vocabulary from staff and students. **Staff Responsible for Monitoring:** Counselor Specials staff Teachers Administration	Nov	Jan	Mar	June
	55%			

Strategy 5 Details	Reviews			
Strategy 5: Daily whole-campus virtual morning meeting/broadcast.	Formative			Summative
Strategy's Expected Result/Impact: Create a sense of community and model safe, respectful and responsible behaviors. Make learning fun for all students. **Staff Responsible for Monitoring:** All Staff	Nov	Jan	Mar	June
	75%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Ensure a safe and healthy secure environment for all District students, staff and visitors.

Performance Objective 2: Counselor will promote a safe, respectful, and responsible environment in our school, and provide guidance counseling services to students. Provide character development and social emotional learning to grade levels and individual classrooms on a monthly basis. Counselor will also support the daily instruction of social skills for all students.

    Evaluation Data Sources: Character Strong data, counseling referrals.

Strategy 1 Details	Reviews			
Strategy 1: Students will participate in monthly character education or small group social skills as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Social-emotional needs of students will be met and increase overall mental health. Counselor will implement social skills will each grade level monthly. **Staff Responsible for Monitoring:** Counselor, campus administration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Nov**	**Jan**	**Mar**	**June**
	55%			
Strategy 2 Details	Reviews			
Strategy 2: Counselors will facilitate a minimum of three school-wide activities that promote healthy relationships, engage all students to meet the requirements of the No Place For Hate designation, promote a safe, respectful, and responsible environment in schools, and provide guidance/counseling services to students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Social-emotional needs of students will be met and increase overall mental health. **Staff Responsible for Monitoring:** Counselor and classroom teachers **ESF Levers:** Lever 3: Positive School Culture	50%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: Ensure a safe and healthy secure environment for all District students, staff and visitors.

Performance Objective 3: Continue to provide a healthy school environment that promotes success of the whole child through physical activity, health, and social emotional learning.

    Evaluation Data Sources: FitnessGram, Social Emotional Learning Curriculum

Strategy 1 Details			Reviews			
Strategy 1: Provide all students with the required number of physical activity minutes weekly in PE class.			**Formative**			**Summative**
Strategy's Expected Result/Impact: A school culture that reflects positivity, respect, and wellness. **Staff Responsible for Monitoring:** All staff **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			**Nov**	**Jan**	**Mar**	**June**
			75%			

Strategy 2 Details			Reviews			
Strategy 2: All students will participate in yearly Fitness Gram.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved physical stamina and overall health. **Staff Responsible for Monitoring:** PE Coaches			**Nov**	**Jan**	**Mar**	**June**
			5%			

Strategy 3 Details			Reviews			
Strategy 3: Implement the "Second Steps" social emotional curriculum.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Overall increased student awareness of social-emotional wellness. **Staff Responsible for Monitoring:** Classroom teachers, Administrators **ESF Levers:** Lever 3: Positive School Culture			**Nov**	**Jan**	**Mar**	**June**
			20%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: To be good stewards of taxpayer dollars, LHISD will develop a balanced budget that meets the needs of students and staff and prepares for future growth.

Performance Objective 1: Develop a balanced budget utilizing funds for purposes aligned to campus/district goals.

Evaluation Data Sources: Campus Budget Audit
PD Schedules and Agendas

Strategy 1 Details	Reviews			
Strategy 1: Teams will develop a budget and submit for review and approval to best meet their needs aligned to the CIP.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Team level ownership of budgeting and purchasing and a clear understanding of campus goals for funding. **Staff Responsible for Monitoring:** Teachers Administrative Assistant Administration	**Nov**	**Jan**	**Mar**	**June**
	60%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Create with the input of key community members and ISD stakeholders a strategic plan that provides for the growth of students, staff, and facilities.

Performance Objective 1: Sustain the CEIC membership and collaboration to provide transparency of operations and opportunities for collaboration and reflection.

    Evaluation Data Sources: Parent Survey

Strategy 1 Details		Reviews			

Strategy 1: Promote CEIC membership from district, staff, and parents to provide a wide-perspective for our school community.
    Strategy's Expected Result/Impact: Open communication and transparency of campus processes and practices.
    Staff Responsible for Monitoring: Administration
 	
    ESF Levers: Lever 3: Positive School Culture
		Formative			**Summative**

		Nov	**Jan**	**Mar**	**June**
		55%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: Create ISD partnerships and highlight the positive of the district to unify all stakeholders and celebrate LHISD students and successes.

Performance Objective 1: Intentional communication to inform, showcase, and show value to our students, parents and community on a daily basis and across multiple media modalities.

    Evaluation Data Sources: Blackboard, Grade level and campus level newsletters weekly, Facebook, Twitter, Remind, Parent Survey

Strategy 1 Details		Reviews			
Strategy 1: Bi-weekly communication plan - Parents will receive eNews communication from the campus and grade levels each Thursday on alternating weeks.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parent engagement on campus Greater parent involvement Parent convenience **Staff Responsible for Monitoring:** Administration Grade level teams **ESF Levers:** Lever 3: Positive School Culture		65%			
Strategy 2 Details		Reviews			
Strategy 2: Update media weekly - Twitter and Facebook		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Community involvement Increasing image of RSES Telling our story to our stakeholders **Staff Responsible for Monitoring:** Administrators Administrative Assistant Learning Coach		45%			
Strategy 3 Details		Reviews			
Strategy 3: Bi-weekly staff newsletter "Champs Weekly"		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Clear and consistent communication of all campus events, celebrations and needs. **Staff Responsible for Monitoring:** Administrators Administrative Assistant Counselor **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		75%			
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 6: Create and facilitate a plan to manage current and future projects that provides oversight, financial accountability, and maximizes possible savings.

Performance Objective 1: We will support the district's growth plans through the recruitment of parents, community members, staff, and students willing to serve and offer input during district-wide committee meetings, task force meetings, and community engagement opportunities.

    Evaluation Data Sources: Task force, community meetings and planning committees agendas and attendance records

Strategy 1 Details		Reviews			
Strategy 1: Include district information in all campus-wide newsletters to solicit participation and increase knowledge of what is happening in LHISD.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parents feel informed and included in district decision making.
     Staff Responsible for Monitoring: Administration
 	
     ESF Levers: Lever 3: Positive School Culture
		65%			

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	