

Liberty Hill Independent School District
Santa Rita Elementary
2021-2022 Campus Improvement Plan



Mission Statement

The Santa Rita family builds champions through nurturing positive relationships, fostering a love of learning and providing a joyful and challenging environment.

Vision

Motto:

Engaging hearts, Challenging minds

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Santa Rita Elementary we have approximately 790 students enrolled in prekindergarten through fifth grade. It is located in the Santa Rita Ranch South subdivision where homes are continuing to be built. According to our 2021-22 student enrollment our current campus demographics are 53.7% Males, 46.3% Female, less than 1% American Indian, 6% Asian, 0% Hawaiian, 5% African American, 57% Caucasian, 24% Hispanic, and 7% Multi Race. 16.5% of our student population meets economically disadvantaged criteria, 7% have been identified as Gifted and Talented, 14% of our students receive special education services. We have Functional Social Communication, Early Structured Learning Environment and Solid Roots classrooms to support our Special Education students on campus.

Demographics Strengths

For our second year being opened, we have a highly engaged and supportive PTO board and several new staff members and families that we are looking forward to continuing to develop our unique school culture and traditions this year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to our 2020-21 STAAR data for our students served through Special Education, 22% of 3rd graders met standard in Reading and 12% of 3rd grade students met standard in Math. **Root Cause:** Special Education teachers were not able to collaborate weekly with classroom teachers through PLC and grade level planning meetings.

Student Learning

Student Learning Summary

Due to COVID 19 and our campus being open 1 year, we have one full academic year of student information. We will use EOY STAAR and BOY data to determine a baseline for students grades 3-5 and for Pre-K-2nd we will use BOY screeners to determine a baseling to monitor student progress throughout the year. These assessments include BAS, AIMSWEB, CLI, TPRI, ISIP, district benchmark assessments, Interim Assessments and campus formative assessments.

2020-2021 STAAR data for All Students:

Grade 3 Reading Approaches 79% Meets 58% Masters 35%

Grade 3 Math Approaches 75% Meets 35% Masters 16%

Grade 4 Reading Approaches 77% Meets 43% Masters 22%

Grade 4 Math Approaches 70% Meets 38% Masters 16%

Grade 4 Writing Approaches 63% Meets 73% Masters 39%

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

According to the 2020-21 end of year BAS Reading data, 70% of our 3rd grade students are reading above or well above grade level and 68.4% of our 4th graders are reading above or well above grade level.

For the 2021-22 school year, we have enrolled 400+ new students and will utilize beginning of the year data to identify academic stenghts and weaknesses as well.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Problem Statement 1: According to 2021 end of year BAS data, 37% of students in grades K-2 and 19% of students in grades 3-4 are below grade level in reading. When looking at AIMSWEB data, there is a supportive correlation between well below average and below average within those same grade levels. **Root Cause:** There is inconsistent implementation of intentional, skill-based instruction and lack of authentic and ongoing formative assessment in reading.

Problem Statement 2 (Prioritized): According to our campus 2020-21 STAAR data 15% of students met Mastery 3rd grade, 16% in 4th grade and 20% in 5th grade. Our campus average grades 3-5 for meeting Mastery on STAAR is 17% **Root Cause:** Not all teachers understand the rigor of their grade level standards and the depth at which they must be assessed.

School Processes & Programs

School Processes & Programs Summary

Santa Rita Elementary uses Panther Curriculum to guide instruction. SRE is committed to the PLC process of dissecting priority standards to achieve a common understanding of what is taught and tested, creating common formative assessments, analyzing data, and planning intervention and enrichment opportunities based on the data. This is also an opportunity for teachers to share best instructional practices which leads to professional growth. Data tracking tools are used to ensure that all students continue to make progress. Our master schedule provides designated intervention and enrichment times for all grade levels.

Through the interview process, we sought candidates who displayed a joyful attitude, a desire to be part of a new campus and the Liberty Hill school district and were committed to fostering a challenging and engaging learning environment.

We have established a leadership team that consists of a teacher from each grade level, a specials teacher, a special education teacher, a special programs teacher, a learning coach, a counselor, an assistant principal, and a principal. The leadership team meets twice monthly and provides feedback regarding organizational processes and improvements and helps guide school-wide decisions.

School Processes & Programs Strengths

- We have a dedicated Learning Coach who supports teachers by modeling effective instruction, providing training on curriculum and best instructional practices, and opportunities for teachers to participate in coaching cycles.
- In addition, we have allocated times for teachers to meet weekly as a Professional Learning Community.
- We are committed to year-long professional development based on needs identified through walk through data and teacher self assessment.
- Our staff embodies Panther Pride and exhibits the enthusiasm and flexibility necessary to continue building the LHISD culture on campus.
- With the purposeful creation of teams and committees, we are able to use staff strengths and passions to effectively meet the needs of the school.
- Technology is a tool for learning at Santa Rita Elementary. We have a 1:1 environment where all students are provided with a device making remote learning possible and providing engagement, collaboration and feedback opportunities in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: As we grow, we are going to need to recruit and retain quality teachers and staff throughout the year. **Root Cause:** SRE has a continuous stream of new students enrolling throughout the year. They are coming from a variety of schools and states with various educational skills and learning experiences.

Problem Statement 2 (Prioritized): Our systems will need to be flexible and adaptable to keep up with the growth projected for our school. **Root Cause:** SRE has a continuous stream of new students enrolling throughout the year. They are coming from a variety of schools and states with various educational skills and learning experiences.

Problem Statement 3: Now that we are one to one how do we effectively use technology to enhance instruction. **Root Cause:** The demand for the use of technology for instruction has increased at a rapid rate.

Perceptions

Perceptions Summary

Santa Rita Elementary is a new campus for many staff members, students and families as we have more than doubled student enrollment from last year. With so many new students and staff members, we are continuing to develop a positive school culture and climate. Our mission is to build champions through nurturing positive relationships, fostering a love of learning, and providing a joyful and challenging learning environment. We collaboratively developed a positive campus behavior recognition system with both staff and student input and determined that SRE Panthers are: Positive, Respectful, demonstrate Integrity, Determined, and pursue Excellence. We have also created leadership opportunities for students through establishing Student Council, Safety Patrol and our SEL student committee. For families we have established Watch D.O.G.S. for our dads to be engaged with our campus and our PTO is able to be involved within the school community more this year.

Due to Covid-19, we are only able to welcome essential visitors into the school at this time. Community events for families must be held outdoors at this time. In an effort to connect our families to our campus, we will host one outdoor event for families to attend each month. Communication will also be a way to keep parents informed. Social media is used to engage parents in the fun activities and events that take place in the school daily. A biweekly newsletter is sent by the principal to connect with parents, send reminders and keep them informed about upcoming events. All grade level teachers send out a biweekly newsletter describing the classroom activities and focus for learning for the week.

Perceptions Strengths

Our community including staff, students and parents are excited to have the opportunity to continue developing the unique school culture and traditions of SRE.

Our parents have demonstrated great enthusiasm and support of the school and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to the Parent Survey, 47.69% of parents at SRE were satisfied with their child's overall emotional well-being. **Root Cause:** Covid protocols, no parental involvement in school activities, limited peer interaction, overall uncertainty and anxiety, no school-wide SEL curriculum

Problem Statement 2: According to the Staff Survey, 51.85% of the SRE staff felt that the campus culture was positive. **Root Cause:** Opening a new campus with a new staff in the middle of a pandemic created a high level of anxiety and uncertainty.

Problem Statement 3: Some teachers do not effectively communicate with parents when their child is struggling or needs additional assistance. 63.08% **Root Cause:** We opened a new school during a pandemic that limited the time to effectively communicate.

Priority Problem Statements

Problem Statement 1: Problem Statement 1: According to 2021 end of year BAS data, 37% of students in grades K-2 and 19% of students in grades 3-4 are below grade level in reading. When looking at AIMSWEB data, there is a supportive correlation between well below average and below average within those same grade levels.

Root Cause 1: There is inconsistent implementation of intentional, skill-based instruction and lack of authentic and ongoing formative assessment in reading.

Problem Statement 1 Areas: Student Learning

Problem Statement 6: According to the Parent Survey, 47.69% of parents at SRE were satisfied with their child's overall emotional well-being.

Root Cause 6: Covid protocols, no parental involvement in school activities, limited peer interaction, overall uncertainty and anxiety, no school-wide SEL curriculum

Problem Statement 6 Areas: Perceptions

Problem Statement 7: According to our campus 2020-21 STAAR data 15% of students met Mastery 3rd grade, 16% in 4th grade and 20% in 5th grade. Our campus average grades 3-5 for meeting Mastery on STAAR is 17%

Root Cause 7: Not all teachers understand the rigor of their grade level standards and the depth at which they must be assessed.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Our systems will need to be flexible and adaptable to keep up with the growth projected for our school.

Root Cause 8: SRE has a continuous stream of new students enrolling throughout the year. They are coming from a variety of schools and states with various educational skills and learning experiences.

Problem Statement 8 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

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
- STAAR released test questions
- STAAR EL progress measure data
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data




- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data







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: By the end of the school year students will gain one year's growth in reading as measured by Benchmark Assessment System data.

Evaluation Data Sources: BAS, Aimsweb

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development in Reader's Workshop will be provided to teachers to ensure consistency in the delivery of reading instruction and quality reading instruction for all students.</p> <p>Strategy's Expected Result/Impact: The impact is campus-wide growth in reading.</p> <p>Staff Responsible for Monitoring: Principal, AP, Learning Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A virtual data wall will be created to track the reading progress of all students to focus the work of every teacher on the growth and achievement of every student.</p> <p>Strategy's Expected Result/Impact: The impact is campus-wide growth in reading.</p> <p>Staff Responsible for Monitoring: Principal, AP, Learning Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teaching teams will set a grade level reading goal and track progress throughout the year.</p> <p>Strategy's Expected Result/Impact: The impact is campus-wide growth in reading.</p> <p>Staff Responsible for Monitoring: Principal, AP, LC</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: All students will set reading goals and track their progress throughout the year. Strategy's Expected Result/Impact: The impact is campus-wide growth in reading. Staff Responsible for Monitoring: Principal, AP, LC, teachers</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Utilizing small group instruction, Istation, and Scholastic Book libraries, teachers will provide leveled and appropriate instruction to each student. Strategy's Expected Result/Impact: One year's growth for every student Staff Responsible for Monitoring: Principal, AP, Learning Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Problem Statement 1: According to 2021 end of year BAS data, 37% of students in grades K-2 and 19% of students in grades 3-4 are below grade level in reading. When looking at AIMSWEB data, there is a supportive correlation between well below average and below average within those same grade levels. Root Cause: There is inconsistent implementation of intentional, skill-based instruction and lack of authentic and ongoing formative assessment in reading.</p>

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: Teachers will collaborate in weekly Professional Learning Communities to continuously analyze student performance data and adjust instruction to meet the needs of diverse learners.

Evaluation Data Sources: BAS assessment data, PLC agendas, CFA data, District Benchmarks, Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Pathways will be used to guide the work of the PLC, with a focus on question 4. Strategy's Expected Result/Impact: The expected result is student growth and achievement. Staff Responsible for Monitoring: Principal, AP, LC</p> <p>TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Grade-level teams will focus on backward design with rigor of assessment to guide lesson planning. Intentional data dig to take place after comprehensive assessments. Master schedule was designed to allow special program teachers to attend grade level PLCs. Strategy's Expected Result/Impact: PLC's will become more effective and will directly impact student growth and achievement. Staff Responsible for Monitoring: Principal, AP, LC</p> <p>TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: RTI monthly grade-level meetings will focus on looking at high yield instructional strategies for Tier 1, intentional interventions and strategies for Tier 2 and 3. One PLC per month will focus on RTI and discussing student specific data. Strategy's Expected Result/Impact: Increased academic achievement Staff Responsible for Monitoring: Principal, AP, Learning Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	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>				

Performance Objective 2 Problem Statements:






Student Learning

Problem Statement 2: According to our campus 2020-21 STAAR data 15% of students met Mastery 3rd grade, 16% in 4th grade and 20% in 5th grade. Our campus average grades 3-5 for meeting Mastery on STAAR is 17% **Root Cause:** Not all teachers understand the rigor of their grade level standards and the depth at which they must be assessed.

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: As a campus our 3rd-5th grade students scoring in the mastery level for reading and math STAAR will increase by at least 5% in Reading and Math.

Evaluation Data Sources: STAAR Math & Reading, Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Grade-level teams will focus on backward design with rigor of assessment to guide lesson planning. Intentional data dig to take place after comprehensive assessments. Master schedule was designed to allow special program teachers to attend grade level PLCs.</p> <p>Strategy's Expected Result/Impact: PLC's will become more effective and will directly impact student growth and achievement.</p> <p>Staff Responsible for Monitoring: Principal, AP, Learning Coach</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Problem Statement 1: According to 2021 end of year BAS data, 37% of students in grades K-2 and 19% of students in grades 3-4 are below grade level in reading. When looking at AIMSWEB data, there is a supportive correlation between well below average and below average within those same grade levels. Root Cause: There is inconsistent implementation of intentional, skill-based instruction and lack of authentic and ongoing formative assessment in reading.</p> <p>Problem Statement 2: According to our campus 2020-21 STAAR data 15% of students met Mastery 3rd grade, 16% in 4th grade and 20% in 5th grade. Our campus average grades 3-5 for meeting Mastery on STAAR is 17% Root Cause: Not all teachers understand the rigor of their grade level standards and the depth at which they must be assessed.</p>

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










Evaluation Data Sources: TEA Reading Academy participant certificate

Strategy 1 Details	Reviews			
<p>Strategy 1: Designated professional learning days dedicated to the Reading Academy curriculum will occur throughout the year.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in the area of reading</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: The School will establish a SEL Character Committee made up of staff and parents that meets throughout the school year to foster and implement a positive and inclusive environment.

Evaluation Data Sources: Middle and end of the year staff and parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: The counselor will host monthly meetings to determine character traits of the month and establish a student recognition system.</p> <p>Strategy's Expected Result/Impact: The community will be given the opportunity to impact our school culture.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Committee members</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The SEL Character Committee will make recommendations on how to promote an inclusive environment including: Positive culture events, No Place for Hate events, and a home-school communication connection.</p> <p>Strategy's Expected Result/Impact: SRE becomes a positive and inclusive environment.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Committee Members</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will lead SEL lessons daily through implementing the 2nd Steps Curriculum.</p> <p>Strategy's Expected Result/Impact: Students will become effective problem solvers and apply skills gained in social situations.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: According to the Parent Survey, 47.69% of parents at SRE were satisfied with their child's overall emotional well-being. **Root Cause:** Covid protocols, no parental involvement in school activities, limited peer interaction, overall uncertainty and anxiety, no school-wide SEL curriculum

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

Performance Objective 2: The principal and assistant principal will lead the SRE staff to develop and implement safety protocols to address Covid-19 and emergency management.

Evaluation Data Sources: Survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: A Safety Committee will be established and will create systems to ensure student and staff safety during arrival, dismissal, playground, and emergency drill procedures.</p> <p>Strategy's Expected Result/Impact: Students and staff will know and follow the procedures and will remain safe on campus.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Principal, AP, and Leadership Team will establish Covid-19 safety measures for the school that include sanitization, traffic flow, cafeteria procedures and social distancing expectations. Staff will effectively communicate changes and update protocols when needed.</p> <p>Strategy's Expected Result/Impact: The expected result is to minimize the spread of Covid-19 and keep our school open.</p> <p>Staff Responsible for Monitoring: Principal, AP</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				











Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the Parent Survey, 47.69% of parents at SRE were satisfied with their child's overall emotional well-being. Root Cause: Covid protocols, no parental involvement in school activities, limited peer interaction, overall uncertainty and anxiety, no school-wide SEL curriculum</p>

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

Performance Objective 3: The campus will use multiple modes to communicate with families purposefully and frequently.

Evaluation Data Sources: Survey Data












Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will utilize multiple forms of communication such as: Google calendar, newsletters, websites, social media, and communication apps. Families will receive weekly information from either teacher or administration.</p> <p>Strategy's Expected Result/Impact: Families will be well informed and connected to our campus.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be informed about campus happenings through the use of morning announcements and morning meetings.</p> <p>Strategy's Expected Result/Impact: Students will feel informed and connected to campus.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the Parent Survey, 47.69% of parents at SRE were satisfied with their child's overall emotional well-being. Root Cause: Covid protocols, no parental involvement in school activities, limited peer interaction, overall uncertainty and anxiety, no school-wide SEL curriculum</p>

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: The principal and administrative assistant will develop processes to ensure responsible allocation of the school budget to meet the needs of students and staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: A system will be created for teacher purchase requests and approval that is easy to use and fiscally responsible. Strategy's Expected Result/Impact: We will be good stewards of our budget. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly meetings between Principal and Admin Assistant focused on budget and allocations. Strategy's Expected Result/Impact: Timely ordering of supplies and equitable distribution of funds with an accurate ledger to reflect expenditures. Staff Responsible for Monitoring: Principal, Admin Assistant ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will effectively utilize grant funds to establish a STEAM Lab. Strategy's Expected Result/Impact: Students will be engaged in collaboration and problem solving in real world applications thus increasing student motivation for learning. Staff Responsible for Monitoring: Principal, AP, Learning Coach, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				






Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Our systems will need to be flexible and adaptable to keep up with the growth projected for our school. Root Cause: SRE has a continuous stream of new students enrolling throughout the year. They are coming from a variety of schools and states with various educational skills and learning experiences.</p>

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: The Principal will have regular CEIC meeting with parents to facilitate connections and have conversations that help our community work together to support students in their learning and create a positive school culture.

Evaluation Data Sources: CEIC Agendas, Great Hills Church, Parent Survey Data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Principal will set the dates of these virtual meetings and the topics to be discussed that will allow the opportunity for input to be given.</p> <p>Strategy's Expected Result/Impact: Families feel included and connected.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				










Performance Objective 1 Problem Statements:








Perceptions
<p>Problem Statement 1: According to the Parent Survey, 47.69% of parents at SRE were satisfied with their child's overall emotional well-being. Root Cause: Covid protocols, no parental involvement in school activities, limited peer interaction, overall uncertainty and anxiety, no school-wide SEL curriculum</p>

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: Campus will utilize our PBIS system to regularly celebrate student successes with all stakeholders.

Evaluation Data Sources: Assemblies, Character Traits, P.R.I.D.E Panther Paws

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will look for opportunities to recognize students that are demonstrating Panther PRIDE and students will be honored on morning announcements. We will also recognize one outstanding Champion of the month.</p> <p>Strategy's Expected Result/Impact: We will utilize a systematic recognition of students who exhibit the SRE Panther Code.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be recognized monthly for demonstrating SEL Character Traits.</p> <p>Strategy's Expected Result/Impact: Students will develop excellent character and leadership skills and contribute towards building a positive community at SRE.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be recognized during Morning Meetings for outstanding achievement and effort.</p> <p>Strategy's Expected Result/Impact: Students will celebrate their peers' successes and will be motivated to work towards their own success as well.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Students will have the opportunity to participate in a grade-level service project/leadership role on campus such as: Safety Patrol, Student Council, etc.</p> <p>Strategy's Expected Result/Impact: These opportunities will increase student leadership and ownership.</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers, Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: According to the Parent Survey, 47.69% of parents at SRE were satisfied with their child's overall emotional well-being. Root Cause: Covid protocols, no parental involvement in school activities, limited peer interaction, overall uncertainty and anxiety, no school-wide SEL curriculum</p>

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: The Leadership Team with input from the staff will create a management and restocking system for the newly developed STEAM lab.

Evaluation Data Sources: Inventory Sheet and Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Students, staff, and parents will be given the opportunity through a survey to give feedback regarding the components they would like to see included in a STEAM lab.</p> <p>Strategy's Expected Result/Impact: Our focus on what the STEAM lab will provide to students will be made clear.</p> <p>Staff Responsible for Monitoring: Principal, AP, LC and Leadership Team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Leadership Team will develop a schedule, inventory check out system, and create a plan for campus-wide use of our STEAM lab.</p> <p>Strategy's Expected Result/Impact: A plan for a highly utilized STEAM lab that promotes collaboration and exploratory learning will be created.</p> <p>Staff Responsible for Monitoring: Principal, AP, LC, Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Leadership team will help develop a vertically aligned monthly focus unit for the STEAM Lab.</p> <p>Strategy's Expected Result/Impact: Students will have the opportunity to explore in depth units of study that may go beyond their grade-level TEKS.</p> <p>Staff Responsible for Monitoring: Principal, AP, Learning Coach, Leadership Team</p> <p>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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				