Texas Leadership Charter Academy

Midland

2018-2019 Campus Improvement Plan

Accountability Rating: Improvement Required

Board Approved

July 19, 2018

Tommy Olin

Mission Statement

To create an environment that develops people and instills quality education.

Vision

To see students become leaders in all areas of life.

Value Statement

Character: "Doing the right thing even when on one is watching."

Growth: "Continually developing and improving."

Servant Leadership: "Helping people perform as highly as possible."

Empowerment: "Giving people the authority and freedom to fulfill their responsibilities."

Commitment: "Being dedicated to accomplish our mission."

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Comprehensive Needs Assessment

Perceptions

Perceptions Summary

Committee made reference to continuing to focus on maintaining a safe and positive learning environment.

Continue to have teachers utilize KAGAN strategies with their students

Partner with community and business organizations. (i.e. Rotary Club of Midland, Barnes & Noble, Jackalopes, Rockhounds, Chamber of Commerce)

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and

participation data, • Male / Female performance, progress, and participation data

- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: All students will attain a minimum of one year's growth in all subjects taught through relevant and rigorous instructional programs.
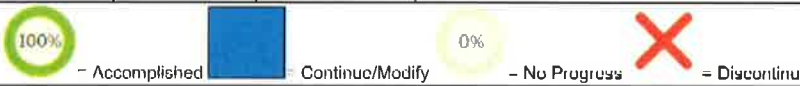
Performance Objective 1:
By May 2019, 85% of all students and each student group will meet established standards on the state assessment.

Evaluation Data Source(s) 1: District Common Assessments, Benchmark Exams and the STAAR and EOC Exams

Summative Evaluation 1:

| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) TEKS Resource System Utilization Backwards Planning	2.4, 2.5, 2.6	Teachers Principal District	Improved six weeks grades Improved assessment scores Reduced failure rate				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 2) Implementation of Kagan Strategies	2.4, 2.5, 2.6	Classroom Teachers Curriculum Coach Principal	Improved performance on concept-specific aligned assessments Student success as evidence by walk-through documentation Lesson Plans include strategies				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 3) Implementation of Leader in Me LEAD program for 6-10. Integration into core subjects	2.5	Teachers Principal District Campus Lighthouse Leader	Improved campus culture Improved student leadership Improved academic performance				

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 4) Weekly tutorials	2.4, 2.5, 2.6	Teachers Principal District	Improved six weeks grades Improved assessment scores Reduced failure rate
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 5) Differentiated small group instruction via core subject teachers and interventionists	2.4, 2.5, 2.6	Core subject teachers Interventionists Principal	Improved six weeks grades Improved assessment scores Reduced failure rate
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 6) Data analysis and disaggregation	2.4, 2.6	Core subject teachers Counselor Principal Curriculum Coach	Improved six weeks grades Improved assessment scores Reduced failure rate

100% = Accomplished   = Continue/Modify   0% – No Progress   = Discontinue

Goal 1: All students will attain a minimum of one year's growth in all subjects taught through relevant and rigorous instructional programs.

Performance Objective 2: By May, 2019 65% of students in each student group in Kindergarten through 10th grade at TLCA Midland will meet district standard in Writing and 4th and 7th grade will meet standard

Evaluation Data Source(s) 2: Scores on Writing standardized assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 1) A campus-wide focus on writing across all content areas; writing incorporated into all content area lesson plans	2.4, 2.5, 2.6	ELAR Teachers Interventionist Principal Subject teachers	Increased writing scores on district benchmark exams and state assessments.				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 7 2) Staff development will include utilizing the TEKS Resource System documents in writing as well as the utilization of writing curriculum and supplemental materials	2.4, 2.5, 2.6	Principal Teachers Curriculum Coach	STAAR writing results Professional Development sign in sheets and certificate copies Lesson Plans Walk-through data				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 3) Staff development in understanding and applying data to classroom instruction	2.4, 2.5, 2.6	Principal Counselor Interventionist Curriculum Coach	Targeted instruction Effective Response to Intervention				
100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue				

Goal 1: All students will attain a minimum of one year's growth in all subjects taught through relevant and rigorous instructional programs.

Performance Objective 3: By May, 2019, 65% of students in each student group, Kindergarten through 10th grade at TLCA Midland will meet the district standard in Math and in 3rd, 7th, 8th, and 9th will meet the state standard.

    Evaluation Data Source(s) 3: Scores on Math standardized assessments.

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 1) Teachers will target content specific vocabulary in planning and implementation of lessons	2.6	Math Teachers Math Interventionist Curriculum Coach	Increased scores on District benchmark exams and State assessments STAAR/EOC.				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 2) Staff development in utilizing the TEKS Resource System documents	2.5, 2.6	Principal Math Teachers Curriculum Coach	STAAR/EOC Math results Professional Development sign-in sheets and certificates Lesson Plans Walk-through data				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 3) Staff development in understanding and applying data to classroom instruction	2.4, 2.6	Principal Counselor Interventionist Curriculum Coach	STAAR/EOC Math results Lesson Plans Walk-through data				
100% = Accomplished		= Continue/Modify	0% = No Progress	X = Discontinue			

Goal 1: All students will attain a minimum of one year's growth in all subjects taught through relevant and rigorous instructional programs.

Performance Objective 4: By May, 2019, 75% of Special Education students taking STAAR, STAAR-Accommodated, or the STAAR Alternate 2 at TLCA Midland will meet or exceed the individual progress measure, with a focus on Math and Reading and Writing achievement.

   Evaluation Data Source(s) 4: Scores on standardized assessments, ARD expectations.

   Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) ARD committee will assure appropriate state assessment decisions for students in special education	2.4, 2.5, 2.6	Principal ARDC members Special Education Director Diagnostician	IEP Documentation Benchmark Results STAAR/STAAR A Results				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 2) IEP's and accommodations/modifications will be distributed to instructional staff	2.4, 2.5, 2.6	Special Education Instructional Staff Diagnosticians	Gradebook Lesson Plans Six weeks grades Benchmark Tests State Assessments				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 3) Staff training will be conducted on STAAR, STAAR-Accommodated and STAAR Alternate 2.	2.4, 2.5, 2.6	Counselor Principal ESC 18	STAAR Testing with no irregularities				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 7 4) Teachers will attend staff development relating to instruction of students with disabilities, intervention techniques, support options and evaluation processes.	2.4, 2.5, 2.6	Principal Special Education Staff ESC 18	Benchmark Tests STAAR Results Six weeks grades				
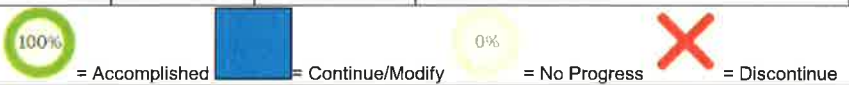
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 5) Special Education students will be assured the least restrictive environment by periodic review of all available options.	2.6	Diagnostician Principal Special Education Staff Classroom Teachers	Six weeks grades Teacher observations Walk throughs				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

Goal 2: All students in TLCA will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Objective 1: Building self-confidence and awareness in all student groups and staff by increasing security levels at each campus thereby fostering a safe environment.

Evaluation Data Source(s) 1: Staff and student surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Implementation of Guardian Program at all TLCA campuses. Random drug testing and drug dogs will be utilized on campuses.		All TLCA staff will be situational aware of their campus and surrounding areas.	Safer environment				
Critical Success Factors CSF 6 2) Teachers will be educated in Anti-Bullying procedures and will monitor and coach their students.	2.5	Classroom teachers, principals	Fewer bullying complaints and fewer discipline issues.				
100% = Accomplished = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 3: Parents and students will feel welcome and respected on all TLCA campuses.

Performance Objective 1: Administrators, Teachers, and Staff effectively communicate the opportunities to visit and participate in their child's education.

Evaluation Data Source(s) 1: Parents surveys, Student surveys, Parent sign-in sheets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 CSF 6 1) Train all TLCA staff in customer service / relations. Give parents and students opportunities to reflect and express their opinions via surveys given at campus level every 9 weeks.	3.1, 3.2	School Director Principal	Increased parent involvement				
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 4 CSF 5 CSF 6 2) Math and Reading nights will be held one per semester, with targeted information.	2.4, 2.5, 2.6, 3.1, 3.2	Principal Curriculum Coach Interventionist Subject teachers	Increased parent involvement Sign in Sheets				
Critical Success Factors CSF 5 CSF 6 3) Parents in Action will develop according to TLCA policy and become an active group within the school	3.1, 3.2	School Director Principal Teachers Parents	Increased parent involvement				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 4: TLCA Midland will implement the district curriculum in reading and math.

Performance Objective 1: Uniform curriculum implementation in reading and math; training, coaching, and scheduling for small group instruction; high expectations.

Evaluation Data Source(s) 1: Student achievement STAAR data and progress measure
Professional development records
PLC notes of discussions regarding curriculum
Principal observation of use of curriculum maps and resources

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 CSF 2 CSF 7 1) Using curriculum based assessments to analyze the effectiveness of the curriculum scope and sequence.	2.4, 2.5, 2.6	Teacher, administrators, instructional coaches, district curriculum coordinator, ARD and LPAC committees.	Tighter alignment between the written, taught, and assessed curriculum resulting in better student performance.				

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

Goal 5: Increase appropriate and effective technology usage by teachers and students.

Performance Objective 1: Train 100% of teachers and students on the available online resources.

> **Evaluation Data Source(s) 1:** End -of-year teacher and student instructional materials survey.

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 3 CSF 7 1) Provide professional development for teachers and campus administrators regarding available online resources and how the resources can be used in the classroom.	2.4	District Curriculum Coordinator, District Director of Schools, Campus Director of Schools, Campus Instructional Coaches	Increase use of online resources to increase student achievement and increase in the retention of classroom teachers.				

100% = Accomplished	= Continue/Modify	0% = No Progress	= Discontinue

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	TEKS Resource System Utilization Backwards Planning
1	1	2	Implementation of Kagan Strategies
1	1	4	Weekly tutorials
1	1	5	Differentiated small group instruction via core subject teachers and interventionists
1	1	6	Data analysis and disaggregation
1	2	1	A campus-wide focus on writing across all content areas; writing incorporated into all content area lesson plans
1	2	2	Staff development will include utilizing the TEKS Resource System documents in writing as well as the utilization of writing curriculum and supplemental materials
1	2	3	Staff development in understanding and applying data to classroom instruction
1	3	1	Teachers will target content specific vocabulary in planning and implementation of lessons
1	3	2	Staff development in utilizing the TEKS Resource System documents
1	3	3	Staff development in understanding and applying data to classroom instruction
1	4	1	ARD committee will assure appropriate state assessment decisions for students in special education
1	4	2	IEP's and accommodations/modifications will be distributed to instructional staff
1	4	3	Staff training will be conducted on STAAR, STAAR-Accommodated and STAAR Alternate 2.
1	4	4	Teachers will attend staff development relating to instruction of students with disabilities, intervention techniques, support options and evaluation processes.
1	4	5	Special Education students will be assured the least restrictive environment by periodic review of all available options.
3	1	2	Math and Reading nights will be held one per semester, with targeted information.
4	1	1	Using curriculum based assessments to analyze the effectiveness of the curriculum scope and sequence.

17-18 Needs Assessment Team

Committee Role	Name	Position
Administrator	Eric LeJeune	School Director
Administrator	Liz Lejeune	Elementary Principal (K-5)
Administrator	Pam Hailey	Secondary Principal (6th-9th)
Non-classroom Professional	Holly Tveit	Instructional Coach
Non-classroom Professional	Debra Watts	Math Interventionist
Administrator	Katherine Hernandez	Counselor
Classroom Teacher	Sue Anderson	5th Grade Math Teacher
Non-classroom Professional	Corrine Holeman	Campus Secretary
Paraprofessional	Maria Chavez	Instructional Aid
Paraprofessional	Kristin Tveit	Instructional Aid