

Hays Consolidated Independent School District

Live Oak Academy

2022-2023



Mission Statement

Educate, Accelerate, Graduate!

Vision

Provide an innovative path to success.

Goals

Revised/Approved: November 14, 2022

Goal 1: Hays CISD believes in the achievement of every student.

Performance Objective 1: Through attention to individual students' needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement including intervention and enrichment. The campus will evaluate and address the needs of each student. Students will receive academic advising and shall utilize data, based upon aptitude, ability, and career inventory data to formulate their plan of study for high school credit beginning in the spring semester of their 5th grade year. Results from advising data will be shared with parents/guardians. Student academic performance, college and career readiness, character, and power skills will be evaluated to ensure success.

High Priority

HB3 Goal

Evaluation Data Sources: Student Achievement: In January, a public hearing on TAPR will be held to summarize student academic performance/achievement, accessibility gaps, and the district's college/career readiness counts. In August 2023, the superintendent will present the student growth goals addressing Hays CISD approaches/meets/masters percentages on STAAR vs. the state performance.

Professional Development: The district will offer continuous, differentiated just-in-time professional development in all content areas to support our campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day.

Grade 5-12 Student Advising: Beginning in the spring semester of their 5th grade year and each year thereafter, students will engage in college and career exploration experiences, as well as begin to identify their strengths and career interests. With 7th graders and beyond, advising will involve data-driven conversations, based upon each individual learner's aptitude, ability, and career interest inventory data to assure that students are scheduled in the most rigorous courses for the upcoming school year and thus afforded opportunities in advanced courses as well as CTE specific matched interests. Parent/Guardian participation in the learning process and planning for success is also a key factor of student college and career readiness; thus, we will provide multiple opportunities throughout the year for parent/guardian engagement including direct access to our new CCR Platform -SchoolLinks and conversations about course planning and advanced course opportunities. In June 2023, the district will provide a comprehensive report showing evidence of the academic advising captured through the career interest profiler by campus and grade level.

College & Career Readiness: The campus will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE. The campus will monitor progress throughout the 2022-2023 school year. The district will provide an update on college and career readiness to the Board in December 2022 for the final 2021 CCMR results.

Strategy 1 Details

Strategy 1: Reading: Implement individualized reading practice in the ELAR classes for 100% of students who were previously not successful on the Eng 1 or Eng 2 EOC.

Strategy's Expected Result/Impact: Increase the percentage of meets grade level on the EOC English test by 10%

Staff Responsible for Monitoring: ELA teachers and Instructional Coach

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2 Details

Strategy 2: Math: An assessment will be administered to 100% of all Algebra 1 re-testers to determine student strengths and weaknesses, improve ability to master deficit objectives, and teach Desmos for testers to address students ability to pass the Algebra I EOC

Strategy's Expected Result/Impact: Increase the percentage of students passing the EOC in Algebra 1 by 15%.

Staff Responsible for Monitoring: Campus Instructional Coach
Math Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

Funding Sources: - State Comp Ed: Direct At-Risk Services - \$5,084

Strategy 3 Details

Strategy 3: Writing: The staff will implement writing across the curriculum in 100% of all core subjects and 50% of our elective courses.

Strategy's Expected Result/Impact: Increase the percentage of students passing the EOC in English 2 by 10%.

Staff Responsible for Monitoring: Campus Instructional Coach and
All content teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

Strategy 4 Details

Strategy 4: Science: We will incorporate hands on learning and projects in biology, to give 100% of students who need biology credit or need to pass EOC an in-depth opportunity to build skills in science and pass biology EOC.

Strategy's Expected Result/Impact: Increase number of students passing the Biology EOC by 10%

Staff Responsible for Monitoring: Campus Instructional Coach
Science Teachers

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

- **Targeted Support Strategy**

Strategy 5 Details

Strategy 5: Social Studies: We will incorporate writing strategies in 100% of our social studies courses to increase higher order thinking skills and student understanding of the content.

Strategy's Expected Result/Impact: Increase the percentage of students scoring masters grade level on the EOC test by 5%.

Staff Responsible for Monitoring: Campus Instructional Coach
Social Studies Teacher

TEA Priorities:

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Professional Learning Communities: Teachers and staff will meet bi-monthly on Wednesday to discuss student achievement, student progress, and student data

Strategy's Expected Result/Impact: 96% of live oak teachers will participate in each weekly PLC and this will contribute to increased student achievement and continued student progress toward meeting graduation requirements.

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Progress Monitoring: LOA will use google sheets to track every students' progress including credits, course completions, prior grades, current grades, and teacher communication to home.

Strategy's Expected Result/Impact: By the end of each 9 weeks, 100% of teachers will be accessing the data weekly to plan based on student needs and also every student will have at least one home contact each 9 weeks.

Staff Responsible for Monitoring: Instructional Coach
Asst Principal
Principal

ESF Levers:
Lever 1: Strong School Leadership and Planning

Strategy 8 Details

Strategy 8: Closing the Gap: LOA will provide pull out interventions for reading and math to accelerate student progress and course completions.

Strategy's Expected Result/Impact: After interventions are complete, 80% of students will have credit recovery completed and will be back in cohort.

Staff Responsible for Monitoring: ELA interventionist
Math Interventionist
Instructional Coach
Counselor

ESF Levers:
Lever 5: Effective Instruction

Strategy 9 Details

Strategy 9: Accelerated Instruction for At-Risk Students: The campus alternative accountability is designed to have at least 75% of students identified as at-risk. All students receive individualized, self-paced instruction, a learning plan for successful completion of courses, and all faculty maintain supportive relationships to ensure success.

Strategy's Expected Result/Impact: The graduation rate will increase by 10%.

Staff Responsible for Monitoring: District Support Provided by Director of Academic Support and the Director of Student Services
Campus Principal

ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 10 Details

Strategy 10: College, Career, and Life Readiness: LOA will provide individual and group opportunities for all students to take TSI assessment, apply for college, complete FAFSA, and/or connect to a career pathway.

Strategy's Expected Result/Impact: 100% of seniors apply for college admission or join the workforce or military.

Staff Responsible for Monitoring: District Support Provided by Director of College and Career Readiness and Counseling
Campus Counselor

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 11 Details

Strategy 11: Career and Technical Education: Provide students with an opportunity to take CTE courses and receive certifications.

Strategy's Expected Result/Impact: Increase the number of students who receive a certification by 10%

Staff Responsible for Monitoring: CTE teachers
Instructional Coach
Principal

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 12 Details

Strategy 12: Advanced Academics

Goal 2: Hays CISD is dedicated to the safety of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, and local and global crises. The campus will be compliant with all local, state, and federal laws and regulations related to school safety and security. All exterior doors will be locked and properly numbered. Emergency response updates will be communicated timely, as appropriate. We will maintain an environment of trust between adults and all students.

Evaluation Data Sources: Campus Safety: All staff will attend relevant training and campus administration will report to their DAO throughout the year on this topic. Student data around discipline and attendance will also be captured and shared with the DAO. Specific attention will be given to the communication of campus safety efforts (both physical and training) to our community. The district staff, and community will receive updated COVID19 plans as they occur.

Mentoring and Extra-Curricular Participation: An overview of student character development, including extra-curricular/club participation, mentoring relationships and social/emotional supports will be reported through a Board Blog in November. The report will include the participation rates/numbers by campus for SEL programs including person/position responsible on each campus. Student data around discipline and attendance will also be included.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity. The campus will work with the district SEL Specialist to support SEL implementation and provide campus-wide professional development to ensure proper SEL best practices are evident across the campus/district. Campuses will track and monitor student participation in extra-curricular/club participation, and will track discipline, attendance on an on-going basis.

Strategy 1 Details

Strategy 1: Student Safety: The campus utilizes a safety audit and will implement safety measures as identified in the audit, including following the established campus COVID response plan.

Strategy's Expected Result/Impact: Audit will indicate that LOA has 96% of all safety measures are in place and campus is implementing the steps to meet 100%. Also, campus COVID response plan is implemented 100% of the time.

Staff Responsible for Monitoring: District Support Provided by the Director of School and Student Safety
Campus Principal
Asst. Principal

ESF Levers:

Lever 1: Strong School Leadership and Planning

Strategy 2 Details

Strategy 2: Social Emotional Learning: Live Oak Academy will implement the Believe in You SEL curriculum to all students through our advisory period.

Strategy's Expected Result/Impact: 100% of students at Live Oak will participate in a bi-weekly SEL program in their advisory period. A pre and post survey will be taken and 95% of students will indicate on the survey how much they enjoy school and are happy at Live Oak

Staff Responsible for Monitoring: District Support Provided by the Director of Counseling Services
Campus Counselor

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Mental Health: CIS will provide 100% of identified LOA students with mental health resources that could include access to outside mental health professionals

Strategy's Expected Result/Impact: By the end of the school year, 100% of students referred for mental health needs will have been assessed by CIS and resources shared as needed.

Staff Responsible for Monitoring: CIS
Counselor
Principal

Strategy 4 Details

Strategy 4: Increasing Student Attendance: The campus will monitor attendance data weekly, offer flexible scheduling, create individualized instruction, and meet with students in an effort to increase attendance by 10%

Strategy's Expected Result/Impact: Increased attendance by 10% and reducing the dropout rate by 5%

Staff Responsible for Monitoring: Principal and Asst. Principal

ESF Levers:

Lever 3: Positive School Culture

Strategy 5 Details

Strategy 5: Student Engagement: The individualized atmosphere at Live Oak Academy allows students to learn in a more personalized manner with built in supports and mentoring from teachers. This atmosphere will offer 100% of LOA students and individualized curriculum and increase engagement to get students back on track.

Strategy's Expected Result/Impact: 100% of students will indicate that they like their campus on the K-12 insight survey.

Staff Responsible for Monitoring: District Support Provided by the Director of College and Career Readiness
Campus Principal

ESF Levers:

Lever 3: Positive School Culture

Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity.

Performance Objective 1: The campus will cultivate a culture of positive engagement and public service, requiring empathy, visibility, trust, and communication. Effective communication through all appropriate avenues is a priority, and staff will be offered training in these areas. Our campus is committed to increasing customer service and client engagement, both internally and externally.

Evaluation Data Sources: Staff will be offered targeted training, after a process review, in the areas of customer service and community relations.

The campus will develop strategies and systems to make this the best place to work.

The campus will post timely calendar updates regarding campus events, as appropriate. Major events will be shared with the Board via the Superintendent's office.

An employee engagement survey will be administered. Results and how they will be addressed will be shared with the DAO.

Staff will have the opportunity to view the latest "Wright this Minute" video each week.

Strategy 1 Details
<p>Strategy 1: School Community Involvement: The school will actively participate with multiple outside organizations to engage in community service and support community organizations</p> <p>Strategy's Expected Result/Impact: At least 15% students, teachers, and staff will engage in community service with at least one organizations to support our community.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>
Strategy 2 Details
<p>Strategy 2: Family Engagement/ Parent Involvement: The campus will utilize social media, newsletter, blackboard and parent link to communicate with our constituents</p> <p>Strategy's Expected Result/Impact: 100% of parents will comment positively on campus survey.</p> <p>Staff Responsible for Monitoring: District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

State Compensatory

Budget for Live Oak Academy

Total SCE Funds: \$5,084.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Live Oak Academy plans to spend its supplementary SCE funds on the following programs/services to support the needs of at-risk students including extra duty pay for after school tutoring for students identified as At-Risk and on STAAR instructional materials to support STAAR remediation for students identified as At-risk due to grades and/or STAAR performance.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Campus Improvement Plan 22-23:

Title	Person Responsible	Review Date	Completed By	Completed On
Bullying Prevention	Director of Counseling Services	10/6/2022	Stephanie Norris	10/6/2022
Communicating Student Achievement to Parents	District Academic Officers	10/5/2022	Stephanie Norris	10/5/2022
Coordinated Health Program	Director of Student Health Services	10/5/2022	Stephanie Norris	10/5/2022
Customer Service	Chief Officer of Communication	9/8/2022	Stephanie Norris	10/5/2022
Digital Learning	Director of Digital Learning	10/5/2022	Stephanie Norris	10/5/2022
Disciplinary Alternative Education Program (DAEP)	Director of Student Support Services	9/8/2022	Stephanie Norris	10/5/2022
Dropout Prevention	Director of Student Services	9/8/2022	Stephanie Norris	10/5/2022
Dyslexia Treatment Program	Director of Academic Support	10/5/2022	Stephanie Norris	10/5/2022
English Learners	Director of Multilingual Education & Migrant Programs	9/8/2022	Stephanie Norris	10/5/2022
Gifted and Talented Services	Director of Advanced Academics	9/8/2022	Stephanie Norris	10/5/2022
Homeless and Foster Care Youth Support Programs	Homeless & Foster Liaison	10/5/2022	Stephanie Norris	10/5/2022
Job Description for Peace Officers, Resource Officers & Security Personnel	Director of Safety & Security	10/27/2022	Stephanie Norris	10/27/2022
Title I, Part C Migrant	Director of Multilingual Programs	10/5/2022	Stephanie Norris	10/5/2022
Multi-tiered System of Support (MTSS) Program	Director of Academic Support	9/8/2022	Stephanie Norris	10/5/2022
Pregnancy Related Services	PEP Coordinator	9/8/2022	Stephanie Norris	10/5/2022

Title	Person Responsible	Review Date	Completed By	Completed On
School Library Programs	Director of Digital Learning	10/5/2022	Stephanie Norris	10/5/2022
Section 504 Services	Director of Academic Support	10/5/2022	Stephanie Norris	10/5/2022
Special Education Services	Executive Officer of Special Education	10/5/2022	Stephanie Norris	10/5/2022
Student Welfare: Discipline/Conflict/Violence Management	Director of Student Support Services	9/8/2022	Stephanie Norris	10/5/2022

Addendums

Hays CISD

2022- 2023 District Improvement Plan

Policy&Procedure Document List

A person wishing to view any of these documents, may request them by emailing stephanie.norris@haysicsd.net, Hays CISD Director of Federal Programs. Further, anyone requiring an accommodation, including language translation, for one of these documents should make that request to the Director of Federal Programs.

Bullying Prevention

- Bullying Procedures, from the Hays CISD Parent-Student Handbook
- HCISD Bullying Webpage
- FFI (Local)
- FFI (Legal)

Communicating Student Achievement to Parents

- Communicating Academic Achievement

Coordinated Health Program

- Hays CISD Wellness Plan

Customer Service

- Department of Communication: 2022-2023 Goals

Digital Learning

- Hays CISD Blended Learning Implementation Timeline

Disciplinary Alternative Education Program (DAEP)

- Impact Student Handbook
- FOC (LEGAL)

Dropout Prevention

- Dropout and Truancy Procedures

Dyslexia Treatment Program

- Dyslexia in Hays CISD

English Learners

- Multilingual Department Handbook

Gifted and Talented Services

- Hays CISD GT Handbook
- Hays CISD GT Plan

Homeless and Foster Care Youth Support Programs

- FDC (Local)
- FDC (Legal)

Job Description for School Resource Officers and Security Personnel

- Hays CISD SRO Job Duties
- Security Guard Job Description

Title I, Part C Migrant

- Migrant PFS Action Plan

Multi-tiered System of Support Program

- HCISD MTSS Process

Pregnancy Related Services

- PRS-CEHI Program Overview
- Hays Parent Development Center Parent Handbook

School Library Programs

- FRS Librarians Framework
- HCISD Library Overview

Section 504 Services

- Section 504 Referral Procedures

Special Education

- Special Education Department Handbook

Student Welfare: Discipline/Conflict/Violence Management

- Hays CISD Student Parent Handbook