

# LCAP Part 1 Guidelines

LCAP is designed to help excellent teachers push themselves beyond the basic PDAS goals through individualized goal setting. Therefore, the goals you establish for the year should go above and beyond what you are already doing.

## Guidelines for Goals

### **Student Performance Goal**

- This goal should be linked to at least one of the four campus goals identified in our Campus Improvement Plan. (See attached summary of the 4 goals).
- This goal is student centered – You should identify something you are dedicated to helping your students accomplish this year (in relation to one of the 4 CIP goals) that goes above and beyond the basic things you already do with them.
- Although you may have additional goals that you would like to accomplish with your students this year, the goal that you report in LCAP Part 1 must be related to our CIP.

### **Behavioral / Affective / Professional Development Goal**

- This goal is an action that you personally are trying to accomplish with either your peers, parents or students.
- A behavioral goal would be something you'd like to change in your behavior. It could be a strength you'd like to build on or a weakness you'd like to improve.
- An affective goal would be something you'd like to change in your relationships with peers, parents or students. Again, it could be a strength you'd like to build on or a weakness you'd like to improve.
- A professional development goal would be something you would like to learn about and implement with your students. Professional development opportunities are not limited to workshops or trainings. You may include book studies or professional research.

### **Evaluation of Performance on Goals**

- At the end of the year, your supervisor will evaluate the extent to which you have accomplished your goals.
- The three ratings you can achieve are:
  - GA – Goal Substantially Achieved
  - IP – Achievement of Goal is In Progress
  - NP – No Progress
- Some goals will always be “in progress,” so, don't shy away from including a goal just because it cannot be “substantially achieved.” LCAP is designed to be “Learner Centered,” so write goals that are meaningful to you.

## Sample Student Performance Goals

Student Performance Goal/Objective 1: I will raise awareness among my students and their parents about the importance of proper nutrition.

- Process/Strategies: Handouts provided to parents at back to school night on easy healthy snacks, inclusion of nutrition tips in class/grade level newsletters, addition of a unit on nutrition and health with students, emphasizing proper nutrition with students when on cafeteria duty
- Criteria for Success: "Healthy Snack Club" chart that tracks how many days out of a month each student brings a healthy snack, students will be seen making better choices in the cafeteria line and in what they eat/leave on their tray, the snacks and lunches parents send to school will include less processed food and more fresh food, samples of students' work during the nutrition unit will show mastery of skills.

Student Performance Goal/Objective 2: (5<sup>th</sup> Grade Teacher) My students will increase their commended level on the Reading TAKS by 3% over their scores from last year.

- Process/Strategies: Analyze my LA class' Reading TAKS scores from 05-06 to identify their improvement goals, analyze TAKS data to identify areas of weakness, conduct benchmark exams in reading, have students take the STAR Reading test to assess reading abilities/progress, work with Melissa Howitt to gather instruction ideas and to create skill-based reading reinforcement groups
- Criteria for Success: Students scores on the STAR Reading test will show improvement throughout the year, benchmark exam results, records of students who attend reading reinforcement groups, Students' TAKS scores will have increased.

Student Performance Goal/Objective 3: I will assist Mr. McCasland in creating and conducting a safety survey. I will help him analyze the results of this survey and communicate the findings to teachers. If further input is needed from staff members, I will serve as the staff liaison for gathering such input.

- Process/Strategies: I will meet with Mr. McCasland to help design a safety survey and identify ways that I can contribute to the process. I will continue to meet with him throughout the year as the survey is developed, conducted and analyzed and new ideas are implemented.
- Criteria for Success: The surveys will be conducted, results will be analyzed and new ideas will be implemented based on my assistance with the project.

Student Performance Goal/Objective 4: My students will exemplify the Essential 55 outlined by Ron Clark.

- Process/Strategies: The Essential 55 will be posted in the hallway all year long. I will play games with students to help them understand and apply these rules. I will provide positive reinforcement for students who model these rules/behaviors. I will establish classroom rules and procedures that encourage the development of these qualities. Furthermore, I will work with my team to have students perform skits that exemplify the Essential 55 at Spirit Assemblies.
- Criteria for Success: Staff members, parents and students will observe my students around campus as they exemplify these rules/behaviors. I will keep track of any staff or student compliments, or parent communication highlighting this achievement. A variety of students will perform skits at the assemblies.

## Sample Behavioral, Affective or Professional Development Goals

Behavioral, Affective or Professional Development Goal/Objective: I will improve my timeliness in regards to arriving at locations on time as well as completing work by the set deadlines.

- Process/Strategies: I will journal to reflect upon on why I have difficulty with arriving places on time and meeting deadlines. In my journal, I will also explore ways to change my behavior. Last, I will implement plans identified in my journal until my goal is successfully reached.
- Criteria for Success: Administrators, peers, parents and students will see me arrive at meetings, etc. on time, my journal entries will show my thoughts, plans and efforts to achieve this goal.

Behavioral, **Affective** or Professional Development Goal/Objective: I will be more approachable to parents.

- Process/Strategies: I will update my website to include more information about what is going on in the classroom as well as my contact information. I will include my home phone number on communication to parents. I will contact parents to relate positive information about their children instead of waiting to contact them about something negative.
- Criteria for Success: “Before” and “after” print-outs of website will show the improvements I made. I will save samples of positive communication with parents. I will save examples of notes that parents send me with positive feedback. I will maintain a communication log that notes contact with parents for positive and negative reasons.

Behavioral, Affective or **Professional Development** Goal/Objective: I will increase my knowledge of best practices in reading comprehension and will apply this new knowledge in lessons and activities in my classroom.

- Process/Strategies: I will read the book, Reading with Meaning. I will meet with teammates to plan and brainstorm ways to implement the ideas in this book. I will attend a reading workshop this year – preferably one on Reading with Meaning. I will also create new activities/lessons for my students based on the ideas in this book.
- Criteria for Success: I will keep a reading log noting the dates I have completed each chapter and any notes I have regarding what I have read. I will keep track of the dates of meetings with teammates/peers. I will have a certificate from the workshop I attend. Examples of activities or student work will show that I have increased my knowledge and applied it with my students.