

Performance Improvement Plan: Template for Charter Renewal, Fall 2020

Instructions: Charter schools in the low renewal tier must complete a Performance Improvement Plan (PIP) for each growth area as described below. Schools in the middle tier or schools that qualify for the Dashboard Alternative School Status (DASS) program may choose to complete a PIP as well. Improvement plan responses for performance indicators should be anchored in the [OUSD School Quality Review \(SQR\) rubric](#) where appropriate. Baseline should be based on 2019 Dashboard results for performance indicators.

Growth Areas:

Performance/State Dashboard: Address all Red and Orange State Dashboard indicators (including school-wide and individual student group indicators) from either of the most recent two years of State Dashboard data.

Operations: Identify and address all necessary areas for growth:

- Finances
- Enrollment and/or ADA
- Demographics of student population
- Board health and effectiveness

PIP Template

Please complete the below table for each indicator/growth area, following the sample on the next page.

Lodestar K-8 Data Summary



Criteria 1 | Dashboard Indicators

CAASPP (ELA & Math), Suspensions, English Learning Progress Indicator, Chronic Absenteeism (K-8 only)
Graduation rate & College & Career Index (HS only)

School Year	English Language Arts	Math	English Learner Progress	College/Career Indicator	Chronic Absenteeism	Graduation Rate	Suspension Rate	Criteria 1 Summary
2017-18	Yellow	Yellow	-	-	Green	-	Red	Middle
2018-19	Orange	Orange	Yellow	-	Red	-	Yellow	Middle

Criteria 2 | Academic Performance

CAASPP (ELA & Math), English Learning Progress Indicator/College & Career Index (HS only)

Student Group	2017-18				2018-19			
	English Language Arts	Math	English Learner Progress	Criteria 2 Summary	English Language Arts	Math	English Learner Progress	Criteria 2 Summary
All Students	Below	Below	-	Low	Below	Below	Below	Low
African American	Above	Above	-	Low	Below	Above	-	Low
Hispanic	Below	Below	-	Low	Below	Below	-	Low
Socioeconomically Disadvantaged	Below	Below	-	Low	Below	Below	-	Low
English Learners	Below	Below	-	Low	Below	Below	-	Low
Students with Disabilities	Below	Below	-	Low	Below	Below	-	Low

Category (Performance or Operations)	Performance
Specific Growth Area	English Language Arts
Baseline	<p>Percent Proficient: 28%</p> <p>Distance From Standard: All Students: 47.1</p> <ul style="list-style-type: none"> ● African American: 58.5 ● Hispanic: 44.1 ● Socioeconomically Disadvantaged: 54.9 ● English Learners: 61.7 ● Students with Disabilities: 107.7
Year 1 goal (Spring 2022)	<p>Year 1 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 33% Proficient - 5% improvement from baseline ● All students: 42.1 Distance from Standard (5 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard <p>Other verifiable data: Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the reading section of the NWEA MAP and ANET ELA Interim Assessments as sources of verifiable data to measure growth and proficiency rates.</p>
Year 4 goal (Spring 2025)	<p>Year 4 Goal: Meet 2 of 3 goals below</p> <p>All Students: 27.1 (10 point improvement from baseline)</p> <ul style="list-style-type: none"> ● All students: 43% Proficient - 10% improvement from baseline ● All students: 32.1 Distance from Standard (15 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard
Year 1 improvement plan	<p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar students will be taking interim assessments published by ANET four times each year in ELA in grades 2 to 11 starting in the

fall of 2020. These assessments are aligned to Common Core State Standards.

- **Project Owner:** Chief Academic Officer, Director of Elementary Academics , Director of Secondary Academics
- **Key Participants:** Literacy Interventionists, APs, Principals
- **Reporting:** 4 times each year after each assessment to students, parents, teachers, schools, and board
- **Tools:** ANET assessments, ANET data dashboard, Relay Data Protocols.
- **SQR Connection - 4B.1 System of Assessments:** School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning)

Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with national instructional support organization,

Instruction Partners:

- **Context and Frequency:** Lodestar Literacy teachers will be observed and be given feedback through disciplined coaching cycles every two weeks.
- **Project Owner:** Chief Academic Officer, Director of Talent and HR, Director of Elementary Academics Director of Secondary Academics
- **Key Participants:** Literacy Specialists, APs, Principals
- **Reporting:** Monthly to leadership teams; Bi-Monthly to CEO and Board
- **Tools:** LCPS Foundation for Transformative Teaching Rubric, TeachBoost, Relay Observation and Feedback Protocols.
- **SQR Connection - 3A.3 Observation, Feedback & Coaching:** Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides

	<p>strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)</p> <p>Implementation of EL Literacy Curriculum Modules:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy ● Project Owner: Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics ● Key Participants: Literacy Teachers, APs, Principals ● Tools: EL Literacy Curriculum - student and teacher resources. ● SQR Connection - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● 3B.3 Data-Driven Instructional Decision-Making: Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and reflection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning. (Teachers reflect on student outcomes to assess effectiveness and determine next steps OETF 4A) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with Instruction Partners:</p> <ul style="list-style-type: none"> ● 2B.1 Consistent Tier One Instruction: All students receive high quality, differentiated core academic and behavioral instruction through the general education

	<p>program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. (OETF 3B.2) (LGDS Dimension VI: Leadership for Instruction and Learning)</p> <p>Implementation of EL Literacy Curriculum Modules:</p> <ul style="list-style-type: none"> ● 5A.1 Essential Content: Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments) are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).
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Category (Performance or Operations)	Performance
Specific Growth Area	Math
Baseline	<p>Percent Proficient: 19%</p> <p>Distance From Standard: All Students: 72.6</p> <ul style="list-style-type: none"> ● African American: 86.2 ● Hispanic: 68.6 ● Socioeconomically Disadvantaged: 77.7 ● English Learners: 84.4 ● Students with Disabilities: 142.2
Year 1 goal (Spring 2022)	<p>Year 1 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 24% Proficient - 5% improvement from baseline ● All students: 67.6.Distance from Standard (5 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard

	<p>Other verifiable data: Due to the uncertainty of state testing due to COVID-19 and distance learning, Lodestar plans to use the math section of the NWEA MAP and ANET Math Interim Assessments as sources of verifiable data to measure growth and proficiency rates.</p>
<p>Year 4 goal (Spring 2025)</p>	<p>Year 4 Goal: Meet 2 of 3 goals below</p> <ul style="list-style-type: none"> ● All students: 29% Proficient - 10% improvement from baseline ● All students: 67.6.Distance from Standard (10 point improvement from baseline) ● All students: Above 50th percentile on CORE comparison of non-charter schools in student's attendance area in the Live/Go dashboard
<p>Year 1 improvement plan</p>	<p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● Context and Frequency: Lodestar students will be taking interim assessments published by ANET four times each year in Math in grades 2 to 11 starting in the fall of 2020. These assessments are aligned to Common Core State Standards. ● Project Owner: Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics ● Key Participants: Math Teachers, APs, Principals ● Reporting: 4 times each year after each assessment to students, parents, teachers, schools, and board ● Tools: ANET assessments, ANET data dashboard, Relay Data Protocols. ● SQR Connection - 4B.1 System of Assessments: School has a system for assessing student progress and clear expectations for administering assessments and analyzing student results. School uses a comprehensive set of standards-based, grade level aligned assessments to track student growth and achievement. Assessments serve a range of purposes, including diagnostic, formative and summative and provide data that inform instruction and schoolwide decisions and can also be disaggregated by race, socioeconomic status, and language designation. (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership</p>

**with national instructional support organization,
Instruction Partners:**

- **Context and Frequency:** Lodestar Math teachers will be observed and be given feedback through disciplined coaching cycles every two weeks.
- **Project Owner:** Chief Academic Officer, Director of Talent and HR, Director of Elementary Academics,, Director of Secondary Academics
- **Key Participants:** Math teachers, APs, Principals
- **Reporting:** Monthly to leadership teams; Bi-Monthly to CEO and Board
- **Tools:** LCPS Foundation for Transformative Teaching Rubric, TeachBoost, Relay Observation and Feedback Protocols.
- **SQR Connection** - 3A.3 Observation, Feedback & Coaching: Teachers are regularly observed and provided with specific and actionable feedback in order to improve teaching and learning in their classroom and across the school. (LGDS Dimension VI: Leadership for Instruction and Learning) Teachers receive ongoing, high quality, personalized coaching that is clearly aligned to school priorities, provides strong exemplars for what rigorous teaching looks like, and has clear expectations for implementation. (LGDS Dimension VI: Leadership for Instruction and Learning)

**Implementation of Eureka (K-5) and Open Up (6-8)
Curriculum:**

- **Context and Frequency:** Lodestar Literacy teachers will follow the scope and sequence of the yearly 4 EL modules at each grade level and engage in regular and rich professional learning with colleagues to deepen their individual and collective efficacy
- **Project Owner:** Chief Academic Officer, Director of Elementary Academics, Director of Secondary Academics
- **Key Participants:** Literacy Teachers, APs, Principals
- **Tools:** Eureka and Open Up Curriculum - student and teacher resources.
- **SQR Connection** - 4A.1 High Quality Curriculum: The school has standards aligned (Common Core, Next Generation Science Standards, English Language Development Standards, etc) curriculum. Curriculum is grade-level appropriate, requires students to carry the cognitive load by providing regular opportunities for exploration, problem solving, critical thinking, and creativity. Curriculum is well-sequenced and coherently builds student understanding, background knowledge and vocabulary within and across grade

	<p>levels/disciplines. (LGDS Dimension VI: Leadership for Instruction and Learning)</p>
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Implementation of Interim Assessments in partnership with ANET:</p> <ul style="list-style-type: none"> ● 3B.3 Data-Driven Instructional Decision-Making: Schoolwide systems and structures support teachers to engage in ongoing, well planned analysis of and reflection on student work and assessment results. Data and student work are consistently used to inform collaborative instructional planning. (Teachers reflect on student outcomes to assess effectiveness and determine next steps OETF 4A) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Consistent Instructional Rounds grounded in leadership professional development and coaching in partnership with Instruction Partners:</p> <ul style="list-style-type: none"> ● 2B.1 Consistent Tier One Instruction: All students receive high quality, differentiated core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. (OETF 3B.2) (LGDS Dimension VI: Leadership for Instruction and Learning) <p>Implementation Eureka (K-5) and Open Up (6-8) Curriculum:</p> <ul style="list-style-type: none"> ● 5A.1 Essential Content: Students are engaged in tasks and activities that are aligned to explicit daily or unit learning objectives/targets and advance their knowledge and skills towards grade-level standards mastery. All lesson materials (e.g. texts, questions, problems, exercises and assessments) are high-quality, appropriately demanding for the grade and time of year, and differentiated as needed. Teachers establish standards aligned content-language objectives and criteria for mastery, and communicate them clearly (OETF 1A.1, 1A.2, and 3A).

Category (Performance or Operations)	Performance
Specific Growth Area	Chronic Absenteeism
Baseline	<p>17% Chronically Absent African American: 24.2% Students with Disabilities: 21.2% English Learners: 11.9% Hispanic: 15.1% Socioeconomically Disadvantaged: 19.9%</p>
Year 1 goal (Spring 2022)	15% Chronically Absent across all student subgroups (2% improvement from baseline)
Year 4 goal (Spring 2025)	13% Chronically Absent across all student subgroups (4% improvement from baseline)
Year 1 improvement plan	<p>Implement our Attendance Playbook with fidelity with regular communication with chronically absent students and families, with specific focus to our African American students and families and students with disabilities:</p> <ul style="list-style-type: none"> ● Context and Frequency: We will review identify and support all students who are trending toward being chronically absent per our policies and procedures in our Attendance Playbook ● Project Owner: Chief Academic Officer, Director of Operations, Data Analyst ● Key Participants: Office Managers, Family Engagement Coordinators, APs, Principals ● Reporting: Daily attendance reporting, Weekly review of Tableau dashboard, Monthly to leadership teams; Bi-Monthly to CEO and Board ● Tools: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting, ● SQR Connection - 1B.3 Communication Structures: School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization)

	<p>Train and leverage our Office Managers, Deans, and Family Engagement Coordinators to support chronically absent students and families:</p> <ul style="list-style-type: none"> ● Context and Frequency: We will provide professional development for Office Managers, Deans, and Family Engagement Coordinators on specific strategies, tools, and resources to support chronically absent students and families per our policies and procedures in our Attendance Playbook. ● Project Owner: Chief Academic Officer, Director of Special Education and Student Services ● Key Participants: Office Managers, Family Engagement Coordinators, APs, Principals ● Reporting: Weekly Meetings for Office Managers, Deans, and Family Engagement Coordinators where data, specific strategies, and tools will be shared with clear action steps for specific students and families. ● Tools: LCPS Attendance Playbook, Aeries (SIS), Tableau data reporting. ● 1B.5 Resource Management: Effective resource allocation and management support the site vision and students' success. (LGDS Dimension V: Leadership for Effective Operations and Organization)
<p>Years 2-4 improvement plan</p>	<p>Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Continue Implementation of our Attendance Playbook with fidelity with regular communication with chronically absent students and families:</p> <ul style="list-style-type: none"> ● 1B.3 Communication Structures: School utilizes timely and effective communication practices with staff, students and families to convey important messages, decisions and potential impact. School communications are made available in relevant languages and accessible formats. (LGDS Dimension V: Leadership for Effective Operations and Organization) <p>Design and implement engagement strategies chronically absent students and families</p> <ul style="list-style-type: none"> ● 2A.4 Families Engaged in Student: Families are informed and engaged to be active participants and contributors to their child's education. Family members are well informed about their children's progress and play an authentic role in supporting their children's learning. (OETF 5B) (LGDS Dimension IV: Leadership for Community and Family Partnerships).

Category (Performance or Operations)	Performance
Specific Growth Area	Suspension Rates
Baseline	<p>4.6% Suspended at least once African American: 10.5% English Learners: 3.1% Hispanic: 2.4% Socioeconomically Disadvantaged: 5.5% Student with Disabilities: 7.6%</p>
Year 1 goal (Spring 2022)	<p>2% Suspended at least once across all student subgroups (2.6% improvement from baseline)</p>
Year 4 goal (Spring 2025)	<p>2% Suspended at least once across all student subgroups (2.6% improvement from baseline)</p>
Year 1 improvement plan	<p>Implement Restorative Justice across all grades, with specific focus to eliminate overrepresentation among our African American students and students with disabilities:</p> <ul style="list-style-type: none"> ● Context and Frequency: All teachers receive professional development in Restorative Justice from their Deans at the beginning of the school year; Deans also support individual teachers with culturally responsible practices, mediation, and conflict resolution. ● Project Owner: Chief Academic Officer ● Key Participants: Teachers, Deans, and Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● SQR Connection - 1A.1 Equity-centered Mission & Vision: The school has a clear mission and vision that inspires its leaders, school staff, students, and families to take collective action in service of educational equity. (LGDS Dimension I: Leadership for Equity) The school's clear, compelling vision for school change provides direction for collaboratively implementing and sustaining school improvement. (LGDS Dimension II: Leadership for Visionary Change) <p>Focused professional learning on relationship building and equitable and responsive practices</p> <ul style="list-style-type: none"> ● Context and Frequency: All teachers will receive capacity building professional development and regular

	<p>1:1 feedback from their deans, APs, and Principals on relationship building with students through culturally responsive practices in the classroom and our crew (advisory) structures</p> <ul style="list-style-type: none"> ● Project Owner: Chief Academic Officer ● Key Participants: Teachers, Deans, and Principals ● Reporting: Monthly to leadership teams; Bi-Monthly to CEO and Board. ● SQR Connection - 3A.2 Collective Responsibility: Adults have interdependent, trusting relationships, and address conflict productively in the service of collective responsibility for outcomes. (LGDS Dimension III: Leadership for Healthy Relationships and Culture) (OETF 5C.1)
<p>Years 2-4 improvement plan</p>	<p>Focus Area for Years 2-4: Potential SQR Focus Areas for Years 2-4 after Year 1 improvement plan evaluation:</p> <p>Focused professional learning on relationship building and equitable and responsive practices through joyful classroom learning environments:</p> <ul style="list-style-type: none"> ● 2A.1 Joyful Environment: School staff cultivate caring relationships with students, families and each other. Teachers and school staff know students well. Classroom spaces and routines, common areas and schoolwide activities provide a joyful, positive and relationship-rich environment for students. Teachers build a positive and respectful classroom community where all students are valued. (OETF 2A.1) (LGDS Dimension III: Leadership for Healthy Relationships and Culture) <p>Continue Implementation and systematize Restorative Justice practices across all grades:</p> <ul style="list-style-type: none"> ● 2B.2 Intervention Systems: Classroom and school-wide systems are in place to identify which students are struggling and why they are struggling; efficiently provide needed academic, social-emotional and/or behavioral supports; monitor their effectiveness; and adjust. (OETF 4A) (LGDS Dimension V: Leadership for Effective Operations and Organization)