



*Shemeka Millner-Williams  
Interim Superintendent of Schools*

**Certified Notice of Posting and Agenda  
of Lancaster ISD Board of Trustees**

*Virtual Meeting via Zoom  
December 17, 2020 @ 6:00 PM*

**1. Zoom Video Conference & Call-in Information**

The public may access this meeting via Zoom video conference:

Join Zoom Meeting, Meeting ID: [955 7997 9213](#), Passcode: [717952](#), by calling [1-346-248-7799](#) or by calling toll-free [1-833-302-1536](#).

**2. District Goals**

Goal 1 - (G1) Improve Student Performance

Goal 2 - (G2) Fiscal Responsibility and Financial Transparency

Goal 3 - (G3) Campus Safety

Goal 4 - (G4) Improve Internal and External Communication

**3. Call to Order**

**4. Citizens Communication on Agenda Items**

Should you wish to address the Board during public comment, please submit your name, address, and the agenda item you wish to address to [info@lancasterisd.org](mailto:info@lancasterisd.org) by 5:00 p.m. on Wednesday, December 16, 2020. Please put the following in the subject line of the email: "Public Comment for December 17, 2020 Public Hearing."

**5. Public Hearing**

**A. FIRST Rating System**

1. Discussion of the 2019-20 Financial Accountability Rating report on the Schools Financial Integrity Rating System of Texas (FIRST)

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# Lancaster ISD Board Agenda

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**Meeting Type:** Regular

**Meeting Date:** December 17, 2020

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**Category:** Public Hearing

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**Item Name:** Presentation of Final FIRST Report

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**Related Goals (District and/or Strategic):** Goal 2: Financial Responsibility and Transparency

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**Currently Budgeted?**  Yes  No  No Budgetary Impact  
(If Yes, description provided under Fiscal Implications.)

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**Attachments:**  Yes  No

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**Primary Contact Person:** Shemeka Millner - Williams

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**Presenter and District Contact:** Shonna Pumphrey

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**Explanation:** The following document represents the results of the 2019-20 Rating.

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**Intended Audience:** District Stakeholders

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**Impact or Expected Outcome:** Financial Transparency and Analysis

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**Recommendation:** Discussion and evaluation of the FIRST Report

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**Fiscal Implications and Funding Source:** None

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**Frequency Monitored:** Continuously.....Audited annually.

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**Project Start Date:**

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**Project Completion Date:**

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# Lancaster ISD

**Financial Integrity Rating System of Texas  
(FIRST)**

**Public Hearing**

**December 17, 2020**



# Objective



## **Financial Integrity Rating System of Texas (FIRST):**

- 1. Expands the public education accountability system in Texas to include Financial Services.**
- 2. Provides additional transparency for public education finance.**
- 3. Encourage meaningful financial oversight**
- 4. Criteria are evaluated every three years**
- 5. Ratings are applicable to the audited financial statements of the previous year.**



# Required Disclosures



- A copy of the superintendent's current employment contract.
- A summary schedule for the fiscal year (12-month period) of total reimbursements received by the superintendent and each board member.
- A summary schedule for the fiscal year of the dollar amount of compensation and/or fees received by the superintendent from another school district or any other outside entity in exchange for professional consulting and/or other personal services.
- A summary schedule for the fiscal year of the total dollar amount by the executive officers and board members of gifts that had an economic value of \$250 or more in the aggregate in the fiscal year.
- A summary schedule for the fiscal year of the dollar amount by board members for the aggregate amount of business transactions with the school district.



# FIRST Scoring Matrix



**Number of Indicators**

**A = Superior Achievement**

**90-100**

**B = Above Standard**

**80-89**

**C = Meets Standard**

**60-79**

**F = Substandard Achievement**

**<60**



# RESULTS



FY'19 - **90**

**Superior Achievement**



FY'18 - **78**

**Meets Standard<sup>5</sup>**

# Indicator No. 1



1. Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?

***PASSED***

*Was the Annual Financial Report filed by the deadline?*

*Due Date = 2/28/2020*

*Date Submitted = 1/24/2020*



# Indicator No. 2(a)



2(a) Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)

**PASSED**

*Indicator will be considered PASSED if the District received a “clean audit” (unmodified opinion)*



# Indicator No. 2(b)



2(b) Did the external independent auditor report that the AFR was free of any instance(s) of material weakness in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)

**PASSED** *Indicator will be considered PASSED if the external auditor reported no material weaknesses in the audit report.*



# Indicator No. 3



3. Was the school district in compliance with the payment terms of all debt agreements at fiscal year end?

**PASSED**

*This indicator will be considered PASSED if there were no disclosures in the Annual Financial Report and/or other sources of information concerning default on debt agreements.*



# Indicator No. 4



4. Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?

**PASSED**

*This indicator will be considered passed if the district made timely payments to the TRAS, TWC, IRS and other governmental agencies.*



# Indicator No. 5



5. Was the total unrestricted net position balance (net of the accretion of interest for capital appreciation bonds) in the governmental activities column in the Statement of Net Position greater than zero? (If the school district's change of students in membership over 5 years was 7% or more, then the school district passes this indicator.

***Not Scored This Year***



# Indicator No. 6



6. Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?

**Current Year - 10 points**  $(\$21,654,711 / \$64,548,133) * 365 = 122.45$  Days

**Prior Year - 8 points**  $(\$16,116,585 / \$67,817,098) * 365 = 86.74$  Days

*This indicator measures how long in days after the end of the fiscal year the District could have disbursed funds for its operating expenditures without receiving any new revenues.*



DETERMINATION OF POINTS					
10	8	6	4	2	0
>=90	<90 >=75	<74 >=60	<60 >=45	<45 >=30	<30

# Indicator No. 7



7. Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?

**10 points**  $\$70,728,833 / \$16,485,498 = 4.2904$

*This indicator measures whether the school district had sufficient short-term assets to pay off its short-term liabilities.*



# Indicator No. 8



8. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.

**Current Year - 4 points**  $225,919,625 / 266,095,219 = 0.8490$

**2019 Total Students – 7,344** ➔ **4.16%**  
**2015 Total Students – 7,051**

**Prior Year -10 points**  $232,599,798 / 263,861,308 = 0.8815$

**2018 Total Students – 7,365** ➔ **7.99%**  
**2014 Total Students – 6,820**



*Indicator measures whether the school district had sufficient assets to cover its long-term liabilities.*

# Indicator No. 9



9. Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal 60 days?

**10 points**    **Revenue - \$70,734,739**  
**Expenditure - \$64,548,133**

*This indicator simply asks "did you spend more than you earned?"*



# Indicator No. 10



10. Was the debt service coverage ratio sufficient to meet the required debt?

**Current Year - 10 points 1.5510**

**Prior Year - 4 points 1.0958**

*This indicator measures whether the school district has the ability to make debt principal and interest payments that will come due during the year. District has sufficient short-term assets to pay off its short-term liabilities.*

## DETERMINATION OF POINTS

10	8	6	4	2	0
$\geq 1.20$	$< 1.20 \geq 1.15$	$< 1.15 \geq 1.10$	$< 1.10 \geq 1.05$	$< 1.05 \geq 1.00$	$< 1.00$



# Indicator No. 11



11. Was the school district's administrative cost ratio equal to or less than the threshold ratio? Functions (21,41) divided by Functions(11,12,13,31)

**Current Year - 6 points**                      **0.133**  
**Prior Year - 6 points**                        **0.143**

*This indicator measures the percentage of the budget the District spent on administration versus State ranges.*

ADA Size	10	8	6	4	2	0
10,000 and Above	<= 0.0855	> 0.0855 <= 0.1105	> 0.1105 <= 0.1355	> 0.1355 <= 0.1605	> 0.1605 <= 0.1855	> 0.1855
5,000 to 9,999	<= 0.1000	> 0.1000 <= 0.1250	> 0.1250 <= 0.1500	> 0.1500 <= 0.1750	> 0.1750 <= 0.2000	> 0.2000
1,000 to 4,999	<= 0.1151	> 0.1151 <= 0.1401	> 0.1401 <= 0.1651	> 0.1651 <= 0.1901	> 0.1901 <= 0.2151	> 0.2151
500 to 999	<= 0.1311	> 0.1311 <= 0.1561	> 0.1561 <= 0.1811	> 0.1811 <= 0.2061	> 0.2061 <= 0.2311	> 0.2311
Less than 500	<= 0.2404	> 0.2404 <= 0.2654	> 0.2654 <= 0.2904	> 0.2904 <= 0.3154	> 0.3154 <= 0.3404	> 0.3404
Sparse	<= 0.3364	> 0.3364 <= 0.3614	> 0.3614 <= 0.3864	> 0.3864 <= 0.4114	> 0.4114 <= 0.4364	> 0.4364



# Indicator No. 12



12. Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the District will automatically pass this indicator)

**10 points**

*2018-19 Enrollment*      7,348  
*# of FTE Staff*              915

*2016-17 Enrollment*      7,640  
*# of FTE Staff*              846



# Indicator No. 13



13. Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?

**10 points**

*Sum of Differences \$39*

*Total Expenditures \$64,548,130*



# Indicator No. 14



14. Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? Yes, (The AICPA defines material noncompliance)

***10 points***



# Indicator No. 15



15. Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?

**10 points**

*This indicator asks if the district had to ask for an easy payment plan to return monies to TEA after spending the overpayment from the Foundation School Program state aid.*



# Prior Year Rating Comparison



Current Indicators	Indicator Description	2020 Result	2019 Result
1	Was the complete Annual Financial Report (AFR) and data submitted to TEA within 30 days of the November 27 or January 28 deadline depending upon the District's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2.A	Was There An Unmodified Opinion in Annual Financial Report as a whole?	Yes	Yes
2.B	Was the AFR was free of any instance (s) of material weakness in internal controls over financial reporting and compliance for local, state, or federal funds?	Yes	Yes
3	Was the District in compliance with the payment terms of all debt agreements at fiscal year end?	Yes	Yes
4	Did District make timely payments to the Teachers Retirement System, Texas Workforce Commission, Internal Revenue Service, and other government agencies?	Yes	Yes
5	Was the Total Unrestricted Net Asset Balance (Net of Accretion of Interest on Capital Appreciation Bonds) in the Governmental Activities Column in the Statement of Net Assets greater than zero?	N/A	N/A
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures?	10	8
7	Was the measure of current assets to current liabilities ratio sufficient to cover short-term debt?	10	10
8	Was the ration of long-term liabilities to total assets sufficient to support long- term solvency?	4	10
9	Did the District's general fund revenues equal or exceed expenditures?	10	10
10	Was the debt service coverage ratio sufficient to meet the required debt service?	10	4

# Prior Year Rating Comparison



<b>Current Indicators</b>	<b>Indicator Description</b>	<b>2020 Result</b>	<b>2019 Result</b>
11	Was The Administrative Cost Ratio Less Than The Threshold Ratio?	6	6
12	Did the District not have a 15 percent decline in students to staff ratio over 3 years (total enrollment to total staff)?	10	10
13	Did the comparisons of PEIMS data to like information in Annual Financial Report result in an aggregate variance of less than 3	10	10
14	Did the external independent auditor report the Annual Financial Reports was free of any material weakness in internal controls over	10	0
15	Did the District not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School	10	10



# QUESTIONS ?



Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: LANCASTER ISD (057913)	Publication Level 1: 8/6/2020 9:26:37 AM
Status: <b>Passed</b>	Publication Level 2: 8/6/2020 11:17:34 AM
Rating: A = Superior	Last Updated: 8/6/2020 11:17:34 AM
District Score: 90	Passing Score: 60

#	Indicator Description	Updated	Score
1	<a href="#">Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?</a>	3/30/2020 12:58:10 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A, or to both indicators 2.A and 2.B.		
2.A	<a href="#">Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)</a>	3/30/2020 12:58:10 PM	Yes
2.B	<a href="#">Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)</a>	3/30/2020 12:58:10 PM	Yes
3	<a href="#">Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money), and their creditors, which includes a plan for paying back the debt.)</a>	3/30/2020 12:58:11 PM	Yes
4	<a href="#">Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?</a>	3/30/2020 12:58:11 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<a href="#">Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)</a>	3/30/2020 12:58:11 PM	10
7	<a href="#">Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</a>	3/30/2020 12:58:12 PM	10
8	<a href="#">Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district passes this indicator. See ranges below.</a>	3/30/2020 12:58:12 PM	4
9	<a href="#">Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?</a>	3/30/2020 12:58:12 PM	10
10	<a href="#">Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</a>	3/30/2020 12:58:15 PM	10
11	<a href="#">Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</a>	3/30/2020 12:58:15 PM	6
12	<a href="#">Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)</a>	3/30/2020 12:58:16 PM	10
13	<a href="#">Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?</a>	3/30/2020 12:58:18 PM	10
14	<a href="#">Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)</a>	3/30/2020 12:58:18 PM	10
15	<a href="#">Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?</a>	3/30/2020 12:58:18 PM	10
			90 Weighted Sum
			1 Multiplier Sum
			90 Score

DETERMINATION OF RATING

A.	Did the district answer 'No' to indicators 1, 3, 4, or 2.A? If so, the school district's rating is <b>F for Substandard Achievement</b> regardless of points earned.												
B.	Determine the rating by the applicable number of points. (Indicators 6-15)												
	<table border="1"> <tr> <td>A = Superior</td> <td>28</td> <td>90-100</td> </tr> <tr> <td>B = Above Standard</td> <td></td> <td>80-89</td> </tr> <tr> <td>C = Meets Standard</td> <td></td> <td>60-79</td> </tr> <tr> <td>F = Substandard Achievement</td> <td></td> <td>&lt;60</td> </tr> </table>	A = Superior	28	90-100	B = Above Standard		80-89	C = Meets Standard		60-79	F = Substandard Achievement		<60
A = Superior	28	90-100											
B = Above Standard		80-89											
C = Meets Standard		60-79											
F = Substandard Achievement		<60											



# School FIRST Annual Financial Management Report

## LANCASTER INDEPENDENT SCHOOL DISTRICT

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA, Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2018. The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

### Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided. In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site. If published on the Internet, the contract is to remain accessible for twelve months.

### Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period  
Ended June 30 or August 31, 2019

<u>Description of Reimbursements</u>	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Meals	489.43	443.78	212.77	572.50	470.96	579.62	284.10	206.50
Lodging	6,018.51	2,475.47	1,213.32	1,652.88	1,592.62	2,568.94	988.03	1,248.54
Transportation	3,979.50	1,157.31	181.23	1,606.43	1,488.59	1,073.66	1,061.32	302.94
Motor Fuel		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other	3,712.94	1,670.00	101.22	983.48	1,838.63	2,079.78	865.00	274.77
<b>Total</b>	<b>\$14,200.38</b>	<b>\$5,746.56</b>	<b>\$1,708.54</b>	<b>\$4,815.29</b>	<b>\$5,390.80</b>	<b>\$6,302.00</b>	<b>\$3,198.45</b>	<b>\$2,032.75</b>

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:  
 Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).  
 Lodging - Hotel charges.  
 Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).  
 Motor fuel – Gasoline.  
 Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

**Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services**

For the Twelve-Month Period  
 Ended June 30 or August 31, 2019  
Name(s) of Entity(ies)

Amount Received  
 \$

Total \$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

**Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)  
 (gifts that had an economic value of \$250 or more in the aggregate in the fiscal year)**

For the Twelve-Month Period  
 Ended June 30 or August 31, 2019

	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Total	\$	\$	\$	\$	\$	\$	\$	\$

**Note** – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

**Business Transactions Between School District and Board Members**

For the Twelve-Month Period  
 Ended June 30 or August 31, 2019

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Amounts	\$	\$	\$	\$	\$	\$	\$

**Note** - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.



care, diligence, skill, and expertise. All duties assigned to the Superintendent by the Board shall be appropriate to and consistent with the professional role and responsibility of the Superintendent.

- 2.2 Professional Certification.** The Superintendent shall at all times during the term of this Contract, and any renewal or extensions thereof, hold and maintain a valid certificate required of a Superintendent by the State of Texas and issued by the Texas State Board of Educator Certification and any other certificates which may from time to time be required by law.
- 2.3 Residence in the District.** At all times during the term of this Contract and any extension thereof, the Superintendent shall maintain his primary residence within the territorial boundaries of the Lancaster Independent School District.
- 2.4 Reassignment.** The Superintendent may not be reassigned from the position of Superintendent to another position without the Superintendent's express written consent.
- 2.5 Board Meetings.** The Superintendent or the Superintendent's designees shall attend all meetings of the Board, both public and closed. In the event of illness or Board President approved absence, the Superintendent's designee shall attend such meetings. Further, the Superintendent shall provide recommendation(s) and/or information as to each of the items of business considered at each meeting as needed or requested by the Board.
- 2.6 Indemnification.** To the extent authorized by law, including, but not limited to Texas Civil Practice & Remedies Code Chapter 102, the District does hereby agree to defend, hold harmless, and indemnify Superintendent from any and all demands, claims, suits, actions, judgments, expenses and attorneys' fees incurred in any legal proceedings currently pending or brought against Superintendent for any claims made or occurrences in the Superintendent's individual or official capacity as an employee and as Superintendent in his individual capacity or official capacity as an employee of the District, providing the incident(s), which is (are) the basis of any such demand, claim, suits, actions, judgments, expenses and attorneys' fees, arose or does arise in the future from an act or omission of Superintendent as an employee of the District, acting within the course and scope of Superintendent's employment with the District. The District will cover the legal expenses of the Superintendent if the Board elects to take adverse legal actions against the superintendent; including but not limited to employment disputes, investigations, administrative leave, termination, court costs and any such expenses that arise from the Board's adverse actions against the Superintendent. The selection of the Superintendent's legal counsel shall be made at the Superintendent's sole discretion and choice. The provisions of this Section 2.6 shall survive the termination of this Contract.
- 2.7 Criticisms, Complaints, and Suggestions.** The Board, individually and collectively, shall refer in a timely manner all substantive criticisms, complaints, and suggestions called to the Board's attention either: (a) to the Superintendent for study and/or appropriate action, and the Superintendent shall refer such matter(s) to the appropriate District employee or shall investigate such matter(s) and shall within a reasonable time inform the Board of the results of such efforts; or, (b) to the appropriate complaint resolution procedure as established by District Board policies.
- 2.8 Applicability of Nepotism Prohibitions.** Notwithstanding the adoption of any Board Policy concerning the delegation of hiring authority, the Superintendent shall be deemed the hiring authority for purposes of the application of the nepotism prohibitions set forth at Chapter 573, Texas Government Code for the entire duration of this Contract, and any extension thereof.
- 2.9 Quarantine.** In the event the Superintendent is required, pursuant to Federal, State, local government order, or advice of a health care provider, to quarantine for a period of at least ten (10) days or more as a result of exposure to a communicable disease, the Superintendent shall fulfill his duties remotely as long as reasonably able until such quarantine period has elapsed. If the Superintendent becomes incapacitated or otherwise unable to fulfill his duties remotely due to infection from a communicable

disease, an acting Superintendent may be designated by the Board in consultation and agreement with the Superintendent, until such time as the Superintendent can return to full duty.

- 2.10 Governance.** The Board is responsible for governance of the District. Governance includes management oversight of all major operations of the District. The Board acknowledges that “management oversight” is not management itself. It instead includes the following: the establishment and/or modification of policies, strategies and principles that govern the District; reviewing and voting on recommendations submitted by the Superintendent; reviewing the results of management decisions and modifying policies, strategies or principles on the basis of those results; and analysis of data, including audits, that enable the Board to hold the Superintendent accountable for effective day-to-day management of the District. The Board expressly acknowledges that “management oversight” does not include any of the following: intervention in personnel disputes; direction of day-to-day activities, management, or management decisions; and advocating a product or service, or denigrating a product or service. The Board also recognizes that it is a collective body and each Board Member recognizes that his or her power as a Board Member is derived from the collective deliberation and action of the Board as a whole in a duly-constituted meeting and that there is no individual authority to give direction to the Superintendent or any District staff member regarding the management of the District or the solution of specific problems. Board members acknowledge that they have the same rights and responsibilities as they relate to management of the District and its staff as any other citizen of the community.

### III. COMPENSATION

- 3.1 Base Salary.** The District shall provide the Superintendent with an annual salary in the sum of Three Hundred and Fifteen Thousand dollars (\$315,000.00). This annual base salary shall be paid to the Superintendent in equal installments consistent with the Board's Policies. In the event of employment for less than a full contract year, the salary shall be prorated.
- 3.2 Communication Devices.** The Board shall provide the Superintendent with a laptop computer and cellular telephone or PDA for personal and business use. Any personal information stored on a communication device provided to the Superintendent shall be the sole property of Superintendent.
- 3.3 Personal Leave, Holidays, and Sick Leave.** The Superintendent may take, at the Superintendent's choice, the same number of days of State and local sick and/or personal leave days as are authorized by Policies adopted by the Board for administrative employees on twelve- month contracts. Leave days must be taken in accordance with District Policies, except that the Superintendent, at his discretion, may utilize any and all accrued but unused leave days to be taken in a single period or at different times during the term of this Contract. The Superintendent may also observe the same legal holidays as provided by Board Policies for administrative employees on twelve-month contracts. Superintendent leave days accrued under this provision will at all times be subject to the accrual provisions in Board Policy and in state law, except that the Superintendent, at his discretion, may utilize any and all accrued but unused leave days to be taken in a single period or at different times during the term of this Contract. At the sole option of the Superintendent, either at the end of each year of the term of this Contract, at retirement, or when the Contract is terminated, either voluntarily or involuntarily, the District shall pay in a lump sum to the Superintendent any accrued but unused vacation, state and/or local leave days at the Superintendent's daily rate of pay as of the payment date. The daily rate shall be calculated by dividing the Superintendent's salary in Section 3.1 by 226.
- 3.4 Health and Disability Insurance.** The District will pay the cost of the Superintendent's health insurance to the same extent as is provided for all District administrative staff. The District will pay the monthly premium amount, per month, for the District's group short term or long term disability insurance with an elimination period chosen by the Superintendent.

- 3.5 Cafeteria Benefits Plan.** The Superintendent may utilize any “cafeteria benefits plan” approved

by the Board, as permitted under 26 U.S.C. § 125, or any successor plan or statute, to the fullest extent allowed by law or the plan, to receive any of the benefits provided in this Contract.

- 3.6 Local Travel Allowance.** The District will pay the Superintendent a Local Travel Allowance in the amount of One Thousand Dollars (\$1,000.00) per month in lieu of paying mileage and/or other incidental expenses expended within the District and/or within the Region 10 Education Service Center Boundaries. For travel outside Region 10 Education Service Center Boundaries, the Superintendent shall be reimbursed in accordance with Section 3.8 of this Contract.
- 3.7 Other Reasonable Expenses.** For other expenses not covered under the provisions of Section 3.7, above, the District shall reimburse the Superintendent, in accordance with the provisions of state law and the limits set forth in Board Policy, for reasonable and necessary expenses which he may incur in the performance of his duties as Superintendent and in the continuing performance of the Superintendent's duties under this Contract. Such costs may include, but are not limited to, automobile mileage reimbursement, hotels and accommodations, meals, other expenses incurred in the performance of the business of the District. The Superintendent shall comply with all procedures and documentation requirements in accordance with Board Policies.
- 3.8 Supplemental Retirement Plan.** The District shall make monthly non-elective payments to a 403(b) or 457(b) retirement account (or other financial vehicle of a kind mutually agreeable to the parties in the name of the Superintendent ("Alternate Account") in the annual amount of Eighteen Thousand Five Hundred (\$18,500.00). The Payments by the District shall be made monthly to the account, starting June 1, 2019. To the maximum extent consistent with federal tax law, the District shall make such contributions on a pre-tax basis. The Superintendent shall have no right to elect to take any portion of such \$18,500 annual amount in cash.
- 3.9 Professional Development.** The Superintendent shall devote the Superintendent's time, attention, and energy to the direction, administration, and supervision of the District. The Board, however, encourages the continued professional growth of the Superintendent through the Superintendent's active attendance at and participation in appropriate professional meetings at the local, regional, state and national levels. The Board shall encourage the use of data and information sources, and shall encourage the participation of the Superintendent in pertinent education seminars and courses offered by public or private institutions or by educational associations, as well as the participation in informational meetings with those individuals whose particular skills, expertise, or backgrounds would serve to improve the capacity of the Superintendent to perform the Superintendent's professional responsibilities for the District. In its encouragement of the Superintendent to grow professionally, the Board shall permit a reasonable amount of release time for the Superintendent as the Superintendent and the Board deem appropriate, to attend such seminars, courses or meetings. The District shall pay the Superintendent's membership dues to the American Association of School Administrators and the Texas Association of School Administrators, as well as other memberships necessary to maintain and improve the Superintendent's professional skills. The District shall bear the reasonable cost and expense for registration, travel, meals, lodging, and other related expenses for such attendance and membership.
- 3.10 Vacation.** The Superintendent may take, at dates of the Superintendent's choice, fifteen (15) days of vacation leave per year for each full Contract year. Vacation leave days will accrue on the first day of each Contract year. For purposes of this provision, a full Contract year shall be defined as the period between July 1 and June 30 of the following year. Vacation leave days may be taken in a single period or at different times. However, the Superintendent shall ensure that such leave will be taken at such time or times as will not interfere with the performance of

the Superintendent's duties as set forth in this Contract. Accrued but unused vacation days shall accumulate and carry forward from year to year during the term of this Contract. At the sole option of the Superintendent, either at the end of each year of the term of this Contract, at retirement, or when the Contract is terminated, either voluntarily or involuntarily, the District shall pay in a lump sum to the Superintendent any accrued but unused vacation, state and/or local leave days at the Superintendent's daily rate of pay as of the payment date. The daily rate shall be calculated by dividing the Superintendent's salary in Section 3.1 by 226.

- 3.11 Health and Disability Insurance.** The District will pay the cost of the Superintendent's health insurance to the same extent as is provided for all District administrative staff. The District will pay the monthly premium amount, per month, for the District's group short term or long term disability insurance with an elimination period chosen by the Superintendent.
- 3.12 Cafeteria Benefits Plan.** The Superintendent may utilize any "cafeteria benefits plan" approved by the Board, as permitted under 26 U.S.C. § 125, or any successor plan or statute, to the fullest extent allowed by law or the plan, to receive any of the benefits provided in this Contract.
- 3.13 Local Travel Allowance.** The District will pay the Superintendent a Local Travel Allowance in the amount of One Thousand Dollars (\$1,000.00) per month in lieu of paying mileage and/or other incidental expenses expended within the District and/or within the Region 10 Education Service Center Boundaries. For travel outside Region 10 Education Service Center Boundaries, the Superintendent shall be reimbursed in accordance with Section 3.8 of this Contract.
- 3.14 Other Reasonable Expenses.** For other expenses not covered under the provisions of Section 3.7, above, the District shall reimburse the Superintendent, in accordance with the provisions of state law and the limits set forth in Board Policy, for reasonable and necessary expenses which he may incur in the performance of his duties as Superintendent and in the continuing performance of the Superintendent's duties under this Contract. Such costs may include, but are not limited to, automobile mileage reimbursement, hotels and accommodations, meals, other expenses incurred in the performance of the business of the District. The Superintendent shall comply with all procedures and documentation requirements in accordance with Board Policies.
- 3.15 Supplemental Retirement Plan.** The District shall make monthly non-elective payments to a 403(b) or 457(b) retirement account (or other financial vehicle of a kind mutually agreeable to the parties in the name of the Superintendent ("Alternate Account") in the annual amount of Eighteen Thousand Five Hundred (\$18,500.00). The Payments by the District shall be made monthly to the account, starting June 1, 2019. To the maximum extent consistent with federal tax law, the District shall make such contributions on a pre-tax basis. The Superintendent shall have no right to elect to take any portion of such \$18,500 annual amount in cash.
- 3.16 Professional Development.** The Superintendent shall devote the Superintendent's time, attention, and energy to the direction, administration, and supervision of the District. The Board, however, encourages the continued professional growth of the Superintendent through the Superintendent's active attendance at and participation in appropriate professional meetings at the local, regional, state and national levels. The Board shall encourage the use of data and information sources, and shall encourage the participation of the Superintendent in pertinent education seminars and courses offered by public or private institutions or by educational associations, as well as the participation in informational meetings with those individuals whose particular skills, expertise, or backgrounds would serve to improve the capacity of the Superintendent to perform the Superintendent's professional responsibilities for the District. In its encouragement of the Superintendent to grow professionally, the Board shall permit a

reasonable amount of release time for the Superintendent as the Superintendent and the Board deem appropriate, to attend such seminars, courses or meetings. The District shall pay the Superintendent's membership dues to the American Association of School Administrators and the Texas Association of School Administrators, as well as other memberships necessary to maintain and improve the Superintendent's professional skills. The District shall bear the reasonable cost and expense for registration, travel, meals, lodging, and other related expenses for such attendance and membership.

- 3.17 Civic Activities.** The Board encourages the Superintendent to become a member of and participate in community and civic affairs, including the chamber of commerce, civic clubs, governmental committees, and educational organizations. The Board concludes that such participation will serve a legitimate purpose related to the educational mission of the District. The Superintendent may hold offices or accept responsibilities in these professional organizations, provided that such responsibilities do not interfere with the performance of his duties as Superintendent. Prior to engaging in these activities, the Superintendent will notify the Board in writing of the activity. The Board will notify the Superintendent if the activity presents a conflict or interferes with the performance of his duties as Superintendent. The District shall reimburse the Superintendent for the cost of membership in all local civic organizations in which the Superintendent participates and related travel outside of the District, subject to advance Board approval.
- 3.18 Outside Consultant Activities.** With the approval of the Board and without taking leave time, the Superintendent may serve as a consultant or undertake speaking engagements, writing, teaching or other professional duties and obligations outside the District (referred to collectively herein as "Consulting Services") that do not conflict or interfere with the Superintendent's professional responsibilities to the District. The Superintendent may be compensated for such Consulting Services.
- 3.19 TRS Contribution.** For performance of Superintendent duties, the District shall supplement the Superintendent's salary by an amount equal to the Superintendent's portion of the monthly member contribution to the Texas Teacher Retirement System ("TRS") beginning on the effective date of this Contract and continuing for each payroll during the term of this Contract, including any extensions thereof. This supplement shall include both the retirement and TRS-Care parts of the TRS member contribution, as applicable. This additional salary supplement for services rendered shall be paid to the Superintendent in regular monthly payroll installments and shall be reported as "creditable compensation" by the District for purposes of TRS, to the extent permitted by TRS.
- 3.20 Salary Adjustment.** At any time during the term of this Contract, the Board may, in its discretion, review and adjust the salary of the Superintendent, but in no event shall the Superintendent be paid less than the salary, including any adjustments, set forth pursuant to Section 3.1 of this Contract, except by mutual written agreement of the parties. The Board annually shall consider increasing the Superintendent's salary in conjunction with the Superintendent's performance evaluation. Any such adjustment shall be either in the form of a written addendum to this Contract or in the form of a new Contract at the discretion of the Board of Trustees.
- 3.21 Life Insurance.** The District shall pay the annual premium amounts of the index universal life insurance chosen by the superintendent and his financial advisor with a limited death beneficiary payment of one- million. The benefit shall be effective May 9, 2019. The Superintendent shall be the sole owner of the index universal life insurance policy and the District shall have no ownership rights in such life insurance policy. The annual premium amounts shall survive the involuntary termination of this contract. If the Superintendent is Terminated or Unilaterally Terminated, policy premiums for the remaining contract period shall be paid to the Superintendent in a lump sum.
- 3.22 Incentive Pay.** In the event that Lancaster ISD is awarded an A or B rating/grade or higher or at the middle/median or top tier of a newly formed state accountability system, for the life of this Contract, the District will pay the Superintendent a one-time stipend in the amount of Fifteen Thousand and no/100

Dollars (\$15,000.00) on or before December of the current year.

- 3.23 Annual Raises/COLA.** Each year, the Superintendent will receive, at a minimum, a raise that is equal to yearly teacher raises or teacher cost of living adjustment payouts for the duration of this Contract and any extensions. In addition, the Board may reward the Superintendent at the Board's discretion for outstanding achievements and recognitions as the Board deems necessary. This will become effective July of the 2020-2021 school year and remain effect for the life of the Contract.

#### IV. REVIEW OF PERFORMANCE

- 4.1 Development of Goals.** Not later than September 15 of any year of this Agreement, the Superintendent shall submit to the Board for its consideration and adoption, a preliminary list of goals for the District. The goals approved by the Board shall at all times be reduced to writing ("District Goals") and shall be among the criteria on which the Superintendent's performance is reviewed and evaluated. The District Goals approved by the Board shall be specific, definitive and measurable, to the extent feasible. The Board agrees to work with and support the Superintendent in achieving the District Goals.
- 4.2 Time and Basis of Evaluation.** In October of each school year, the Board shall evaluate and assess, in writing, the performance of the Superintendent. The evaluation and assessment shall be conducted in accordance with the provisions of State law and/or the administrative regulations issued by the Commissioner of Education and shall be reasonably related to the duties of the Superintendent as outlined in the Superintendent's job description and shall be based on the District's progress towards accomplishing the District Goals. The Superintendent shall provide a written reminder to the Board of its evaluation obligation at least thirty (30) days prior to such Meetings.
- 4.3 Evaluation Format and Procedures.** The evaluation format and procedure shall be in accordance with the evaluation instrument selected by the Board in accordance with Article IV of this Contract, the Board's Policies, and state and federal law. In the event that the Board determines that the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the Superintendent. The Superintendent shall have the right to make a written response to the evaluation within thirty (30) days of receipt of the written evaluation from the board. That response shall become a permanent attachment to the evaluation in the Superintendent's personnel file. Within sixty (60) days of the delivery of the written evaluation to the Superintendent, the Board shall meet with the Superintendent to discuss the evaluation. The Board shall devote a portion of, or all of, one executive session annually to a discussion of the working relationship between the Superintendent and the Board. In the event the Board deems that the evaluation instrument, format and/or procedure is to be modified by the Board and such modifications would require new or different performance expectations, the Superintendent shall be provided a reasonable period of time to demonstrate such expected performance before being evaluated.
- 4.4 Confidentiality.** The evaluation of the Superintendent shall at all times be conducted in closed meeting and shall be considered confidential to the extent permitted by law. Nothing herein shall prohibit the Board or the Superintendent from sharing the content of the Superintendent's evaluation with their respective legal counsel.
- 4.5 Governance.** The Board is responsible for governance of the District. Governance includes management oversight of all major operations of District. The Board acknowledges that "management oversight" is not management itself. It is instead: the establishment and/or modification of policies, strategies and principles that govern the District; reviewing and voting on recommendations submitted by the Superintendent; reviewing the results of management decisions and modifying policies, strategies or principles on the basis of those results; and analysis of data, including audits, that enable the Board to hold the Superintendent accountable for effective

management of the District. The Board expressly acknowledges that "management oversight" is not: intervention in personnel disputes; direction of day-to-day activities, management, or management decisions; and advocating a product or service, or denigrating a product or service. The Board also recognizes that it is a collective body and each Board Member recognizes that his or her power as a Board Member is derived from the collective deliberation and action of the Board as a whole in a duly-constituted meeting and that there is no individual authority to give direction to the Superintendent or any District staff member regarding the management of the District or the solution of specific problems. Board members acknowledge that they have the same rights and responsibilities as they relate to management of the District and its staff as any other citizen of the community.

## V. RENEWAL/NONRENEWAL OF EMPLOYMENT CONTRACT

- 5.1 Renewal/Nonrenewal.** Renewal or nonrenewal shall be in accordance with Board Policy, Texas Education Code Chapter 21, Subchapter E, and applicable law.

## VI. TERMINATION OF EMPLOYMENT CONTRACT

- 6.1 Resignation.** The Superintendent may leave the employment of the District by providing the Board with a written two-week resignation at any time during the school year.
- 6.2 Retirement or Death.** This Contract shall be terminated upon the retirement under the Teacher Retirement System of Texas or death of the Superintendent.
- 6.3 Dismissal for Good Cause.** The Board may dismiss the Superintendent during the term of the Contract for good cause in accordance with state law and Board Policy.
- 6.4 Termination Procedure.** In the event that the Board terminates this Contract for "good cause," the Superintendent shall be afforded all the rights as set forth in the Board's Policies, Chapter 21, Tex. Educ. Code, and any state or federal law or constitutional authority. The District will cover and be responsible for any legal fees arising from the Board's adverse employment actions against the Superintendent. The selection of the Superintendent's legal counsel shall be made at the Superintendent's sole discretion and choice. The provisions of this section 6.4 shall survive the termination of this contract.
- 6.5 Unilateral Termination by the Board.** The Board may, at its option, unilaterally terminate this Contract. In the event of such termination the Board shall pay to the Superintendent, as severance pay, all of the aggregate salary and the value of all benefits he would have earned through the end of the Term of this Contract, from the actual date of termination to the termination date set forth in this Contract, and any extensions hereof. In the event that the Board offers to terminate the Contract by paying the amount specified herein, the right to a hearing, as specified in Section 6.4 above, and the right to appeal the Board's action is waived by the Superintendent.

## VII. MISCELLANEOUS

- 7.1 Controlling Law.** This Contract shall be governed by the laws of the State of Texas and shall be performed in Dallas County, Texas, unless otherwise provided by law.
- 7.2 Complete Agreement.** This Contract embodies the entire agreement between the parties hereto and cannot be varied except by written agreement of the undersigned parties, except as expressly provided herein.
- 7.3 Conflicts.** In the event of any conflict between the terms, conditions, and provisions of this employment Contract and the provisions of the Board's Policies, or any permissive state or federal law, then, unless otherwise prohibited by law, the specific terms of this Contract shall take precedence over the contrary provisions of the Board's Policies or any such permissive law during the term of the Contract.

**7.4 Savings Clause.** In the event any one or more of the provisions contained in this Contract shall, for any reason, be held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provisions thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provisions had never been contained herein. All existing agreements and contracts, both verbal and written, between the parties hereto regarding the employment of the Superintendent have been superseded by this Contract, and this Contract constitutes the entire agreement between the parties unless amended pursuant to the terms of this Contract.

**LANCASTER INDEPENDENT SCHOOL DISTRICT**

By: Ellen Clark  
Ellen Clark, President, Board of Trustees

ATTEST:

By: LaRhonda Mays  
LaRhonda Mays, Vice President, Board of Trustees

By: Rhonda Davis  
Rhonda Davis, Secretary, Board of Trustees

Executed this 29th day of October 2020.

**SUPERINTENDENT**

By: Elijah Granger  
Dr. Elijah Granger

Executed this 29th day of October 2020.

**B. Texas Academic Performance Report (TAPR)**

1. Discussion of the 2019-20 the Texas Academic Performance (TAPR)

43



# Lancaster ISD Board Agenda

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**Meeting Type:** Regular

**Meeting Date:** 12/17/2020

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**Category:** Communication

---

**Item Name:** 2019-2020 TAPR Annual Report- AIB (LEGAL)

---

**Related Goals (District and/or Strategic):** Goal 1: Improve Student Performance

---

**Currently Budgeted?**  Yes  No  No Budgetary Impact  
(If Yes, description provided under Fiscal Implications.)

---

**Attachments:**  Yes  No

---

**Primary Contact Person:** Acting Superintendent Shemeka Millner-Williams

---

**Presenter and District Contact:** Patonia Bell

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**Explanation:** Per Texas Education Code (TEC) §39.306, each district must publish an annual report that includes the Texas Academic Performance Report (TAPR), district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board.

---

**Intended Audience:**

**Stakeholders** District Stakeholders, Administrators, Teachers, Students

---

**Impact or Expected Outcome:** To share general knowledge and understanding of the overall progress of the district.

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**Recommendation:** n/a

---

**Fiscal Implications and Funding Source:** n/a

---

**Frequency Monitored:** Ongoing

---

---

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**Projected Start Date:N/A**

---

**Projected Completion Date: N/A**

---



***2019-2020***

***Texas Academic***

***Performance Report***

# 2020 TAPR - Not Rated:



- For 2019-2020 District Accountability, TEA has stated that all districts and campuses are labeled *Not Rated: Declared State of Disaster* for 2020.
- It is important to note that TEA will issue the same rating from the 2018-2019 school year
- B (81) rating
- 37 campus distinctions
- 1 district Post-Secondary Readiness distinction.

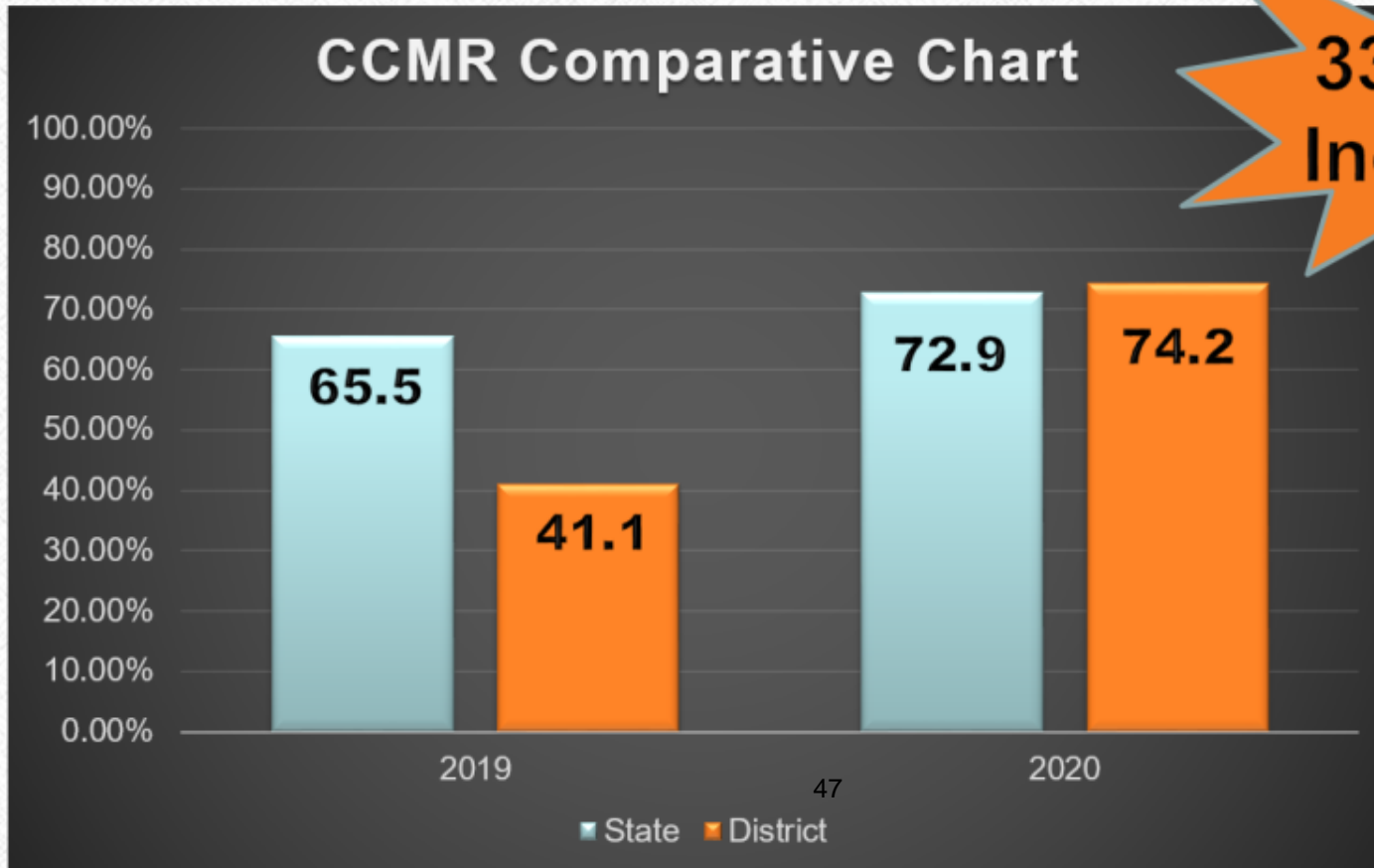


*District  
Accountability*

# CCMR Comparative Chart



From 2018 to 2019 the district moved **33 points** and outscored the state by **2 points**. Additionally, with our 2020 graduating cohort, 94% of our seniors acquired a CCMR indicator and we are working hard to continue this trend.



**33 point Increase!**

# *Scholarship Dollars*



## **Scholarships**

- **Over 20 million in college scholarships were awarded to the 2020 Senior Cohort.**
- **Academic = \$16.3 Mil**
- **Athletics = \$2.2 Mil**
- **Military = \$1.6 Mil**
- **Band = \$106,000**
- **Choir = \$120,780**



# QUESTIONS ?



**C. District and Campus Improvement Plans**

1. Discussion of the 2020-21 District and Campus Improvement Plans for Lancaster Independent School District

51



# Lancaster ISD Board Agenda

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**Meeting Type:** Regular

**Meeting Date:** 12/17/2020

---

**Category:** Consent Agenda

---

**Item Name:** District and Campus Improvement Plans

---

**Related Goals (District and/or Strategic): Goal 1: Improve Student Performance**

---

**Currently Budgeted?** Yes No No Budgetary Impact X  
(If Yes, description provided under Fiscal Implications.)

---

**Attachments:**  Yes  No

---

**Primary Contact Person:** Dr. Dameon Gray

---

**Presenter and District Contact:** Dr. Dameon Gray

---

**Explanation:** These campus and district plans were developed in conjunction with stakeholders.

---

**Intended Audience:** Stakeholders

---

**Impact or Expected Outcome:** Goals and strategies will be achieved. Student improvement will result from this planning.

---

**Recommendation:** Approval

---

**Fiscal Implications and Funding Source:** None

---

**Frequency Monitored:** Ongoing

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**Projected Start Date:** Immediately upon board approval

---

**Projected Completion Date:** Ongoing

---



# ***District and Campus Improvement Plans***

***2020-2021***



# District and Campus Plans

- Each school year district and campus leaders, parents and community stakeholders collaborate to develop the District and Campus Improvement Plans.
- The purpose of these plans are to identify campus needs, align goals, objectives, strategies that improve student performance.
- The district and each campus has outlined specific areas identified in the Strategic Plan that will be the major area of focus.



# Alignment to Strategic Visioning Goals 2020 -2025

- Teaching and Learning / Academic Achievement
- Recruitment, Retention and Professional Learning
- Social and Emotional Health / School Safety
- Career and Technology Education & CCMR
- Facilities and Finance
- COVID 19 Preparedness and Safety



# Formative Reviews and Updates

- Each campus will conduct formative reviews of their plan occurring in November, January and March.
- The district and the campuses will review previously determined goals to evaluate progress to date.
- Adjustments will be made to strategies for improvement based on progress towards goals.



# QUESTIONS ?

# Lancaster Independent School District

## District Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# **Mission Statement**

Empowering ALL students' purpose and passion through quality education.

## **Vision**

**Every graduate a success!**

**Collaborative Visioning Priorities and Objectives**

## **MOTTO:**

**More than a diploma.**

VISION 2020 -2025 PRIORITIES	CORRESPONDING DISTRICT OBJECTIVES
<b>1. Teaching and Learning/Academic Achievement</b>	<p>Develop systemic practices for collaboration and self-directed learning</p> <p>Provide and implement enhanced curricular experiences to support the graduate profile</p>
<b>2. Recruitment, Retention and Professional Learning</b>	<p>Develop and implement a Lancaster ISD employee profile that embodies the value, mission, vision, and beliefs of the district</p> <p>Sustain and enhance a positive and professional organizational culture and climate</p>
<b>3. Social &amp; Emotional Health/School Safety</b>	<p>Develop innovative social-emotional learning experiences for students and adults</p> <p>Design and implement improved safety measures at all facilities based on evaluated needs</p>
<b>4. Facilities &amp; Finance</b>	<p>Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces</p> <p>Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements</p>
<b>5. Career and Technology Education &amp; College, Career, and Military Readiness/Digital Learning</b>	<p>Provide experiences / opportunities that expose students to rigorous inquiry-based learning in Pre K-12 that infuses multiple pathways</p> <p>Cultivate students through digital learning and industry experiences to support global competitiveness</p>



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lancaster ISD is a suburban public school district located in Lancaster, Texas on the southern border of the Dallas metroplex are. It operates 11 campuses, of which six are elementary, four are secondary and one is an alternative education program. Lancaster ISD serves over 7,300 students. Our student population is 77% African American, 19% Hispanic and 2% White. 86.6% of our students are economically disadvantaged.

### Ethnic Distribution of Students

Student Information	Count	Percent
Total Students	7,344	100.0%
Students by Grade:		
Early Childhood Education	16	0.2%
Pre-Kindergarten	695	9.5%
Kindergarten	485	6.6%
Grade 1	477	6.5%
Grade 2	474	6.5%
Grade 3	510	6.9%
Grade 4	509	6.9%
Grade 5	543	7.4%
Grade 6	515	7.0%
Grade 7	529	7.2%
Grade 8	498	6.8%
Grade 9	595	8.1%
Grade 10	570	7.8%
Grade 11	489	6.7%
Grade 12	439	6.0%
Ethnic Distribution:		
African American	5,591	76.1%
Hispanic	1,451	19.8%
White	119	1.6%
American Indian	31	0.4%
Asian	16	0.2%
Pacific Islander	5	0.1%
Two or More Races	131	1.8%
Economically Disadvantaged	6,470	88.1%
Non-Educationally Disadvantaged	874	11.9%
Section 504 Students	288	3.9%
English Learners (EL)	556	7.6%
Students w/ Disciplinary Placements (2017-18)	196	2.3%
Students w/ Dyslexia	126	1.7%
At-Risk	4,324	58.9%
Students with Disabilities by Type of Primary Disability:		
Total Students with Disabilities	609	
By Type of Primary Disability		
Students with Intellectual Disabilities	335	55.0%
Students with Physical Disabilities	86	14.1%
Students with Autism	74	12.2%
Students with Behavioral Disabilities	108	17.7%
Students with Non-Categorical Early Childhood	6	1.0%

### Staff Information

Count

62

Total Staff	914.8
Professional Staff:	571.9
Teachers	434.0
Professional Support	99.3
Campus Administration (School Leadership)	29.8
Central Administration	8.9
Educational Aides:	95.1
Auxiliary Staff:	247.8
Librarians & Counselors (Headcount):	
Librarians	
Full-time	4.0
Part-time	0.0
Counselors	
Full-time	14.0
Part-time	0.0
Total Minority Staff:	792.3
Teachers by Ethnicity and Sex:	
African American	347.4
Hispanic	21.8
White	59.7
American Indian	0.0
Asian	2.0
Pacific Islander	0.0
Two or More Races	3.0

## Demographics Strengths

Lancaster Independent School District is located in the "All America City" of Lancaster, Texas. Lancaster ISD employs over 900 staff to support a diverse student population over 7,000 students and 12 campuses. In pursuit of our mission "Every Graduate a Success" Lancaster ISD has shown a consistent increase in our annual graduation rate and the number of students taking and passing advanced placement exams. We are home to one National Blue Ribbon School, "West Main Elementary School". Lancaster ISD provides opportunities for our students to earn more than a diploma. Students may earn college hours of various associate's degrees upon graduating high school via our dual credit and early college programs. In addition, students have the opportunity to learn Mandarin, Spanish and French. Our career and Technical Education program provides our scholars with the latest industry-based certifications to prepare them for the workforce and entrepreneurship. Over the past two years, our high school has acquired 577 industry based certifications. We have several programs that help students start working towards college preparation to include Lancaster Early College High School, Lancaster T-STEM Dual Credit Program, On Ramps, and Advanced Placement courses. We offer a 529 savings account to our kindergarten and first grade students to encourage and help them build savings for college. We are the only district in the Great Southwest with 1 to 1 computer use program for all students. We are the only STEM district in the area. For the reason above, Lancaster ISD has a B rating and 169 distinctions.

Thanks to the support of Lancaster voters and forward-looking leadership, Lancaster ISD is also meeting the challenge of modernizing schools. We have invested funding renovations, additions, and other school improvements. Our new campuses are Pleasant Run Elementary School, West Main Elementary and Elsie Robertson STEM Middle School. Taken together, these efforts have afforded students the opportunity to receive a 21st-century education in state-of-the-art facilities as they prepare to compete in today's technology-rich, ever-changing, global society.

Lancaster ISD has seen continual gains in student achievement and strives to help ensure the success of every student. Upon graduation, district students are college and career

ready, primed to be productive, contributing members of the community. In addition, the number of Lancaster ISD students taking and scoring a 3 or above on Advanced Placement exams increased each year with minority students leading an upward swing in preparing students for college. LISD boasts a number campuses continue to receive distinctions and A ratings. One of our campuses was identified as a National Blue Ribbon Schools. The number of students graduating from Lancaster ISD is at its highest.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** During the COVID 19 Pandemic, there is a need to provide parents with training on new learning methods and new computer strategies that may not have been used during post- pandemic era. **Root Cause:** Limited time and parent access to internet.

**Problem Statement 2:** Teachers are experiencing an extremely high level of training which has made them more marketable in the Region and many may exercise the option of finding promotions in surrounding districts. **Root Cause:** Yearly staff surveys to identify new and upcoming talent from the teaching corp should be conducted.

**Problem Statement 3:** There is a need for teachers and administrators to have resources available to equip parents to help their children at home, assist teachers in communicating more effectively with parents, and enable campus administrators to create a school climate that is conducive to positive parental involvement. **Root Cause:** Training and resources for campus staff.

# Student Learning

## Student Learning Summary

### All Tests - 3 Year Comparison

	2017	2018	2019
Approaches	71%	73%	78%
Meets	37%	41%	45%
Masters	13%	13%	17%

### Reading/ ELAR- 3 Year Comparison

	2017	2018	2019
Approaches	65%	69%	70%
Meets	36%	36%	38%
Masters	9%	12%	14%

### Math- 3 Year Comparison

	2017	2018	2019
Approaches	78%	79%	83%
Meets	42%	40%	50%
Masters	18%	19%	23%

### Science- 3 Year Comparison

	2017	2018	2019
Approaches	76%	78%	83%
Meets	42%	41%	51%
Masters	11%	13%	16%

### Social Studies- 3 Year Comparison

	2017	2018	2019
Approaches	75%	79%	83%
Meets	38%	49%	51%
Masters	13%	22%	22%

### Student Learning Strengths

The 2018-2019 STAAR data shows that there is a need to continue to focus upon providing rigorous curriculum, instructional and assessment practices aligned to state standards which support student's attainment of CCRS, 21<sup>st</sup> century skills and STEM synthesis. 2018-2019 LISD received in Reading 70% Approaches 38% Meets and 14% Masters compared to 2017-2018 in Reading 65% Approaches, 36% Meets and 9% Masters. There were also improvements in Mathematics. Over a three year time-frame, the

Approaches data was 78% in 2017, 79% in 2018 and 83% in 2019. In Science the district scored 76% in 2017, 78% in 2018 and 83% in 2019 for the Approaches data. The district made progress in each area and would like to continue the use of TEKS Resources System as our guaranteed viable curriculum. The (TRS) curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS) and provides a rigorous instructional framework that supports student development of higher level thinking skills and preparation for postsecondary success. Elementary English Language Arts and Reading uses Harcourt Mifflin Houghton. Our data also indicates that supplemental resources to ensure quality instruction at all student tiers of learning are necessary. An intentional focus on the individual student and his/her needs is necessary to help each student work to their full capacity and to grow at a rate that is both appropriate and meets accountability expectations.

The data also shows that we need to continue to provide our teachers with high quality professional development opportunities. Our professional development should focus on strengthening teacher content and pedagogy knowledge so that we develop high quality faculty who will have a direct, positive impact on student achievement and growth. In order to accomplish this in a timely manner, we have developed a professional development model that immerses teachers in deep and meaningful conversations around good teaching practices and student learning outcomes. These professional development opportunities exist in embedded weekly professional learning clusters at each campus as well as through on-going district horizontal and vertical alignment training and district professional development days. We are intentionally focused on improving teacher capacity in reading/literacy- to include embedded writing instruction- across all content areas to strengthen student performance in that area.

It is also necessary to build the instructional leadership capacity of our campus leaders to support their ability to make data-driven decisions focused upon academic goals and student achievement. By focusing upon growing leadership capacity we are able to effectively leverage the skills of our campus leaders to support the attainment of district academic goals. We have developed a Principal Learning Community for our current principal leaders and an Aspiring Principal Leadership Cadre for Assistant Principals to build and sustain our campus leadership capacity. In 2019-2020 we are intentionally focused on developing our principals understanding of how to lead high quality literacy instruction at each academic level. We also intend for principals to develop skills in building leadership capacity among their staff members as well as supporting the development of student leadership opportunities at each campus.

In a comparison of All Test- 3 Year Comparison

In ELA/RDG students scored 65% in 2017 and 70% in 2019

In Math students scored 78% in 2017 and 83% in 2019

In Writing students scored 63% for 2019

In Science students scored 76% in 2017 and 83% in 2019

In Social Studies students scored 75% in 2017 and 83% in 2019

### **Additional Student Strengths**

All LISD Campuses Met Standard under the 2018- 2019 Texas Accountability System

According to the 2018-2019 Texas Academic Performance Report our Career/Military Graduates scored higher than Region 10 averaging 29.4% for Lancaster ISD compared to Region 10 average of 25.8%

LISD Campuses received Academic Distinctions under the 2018-2019 Texas Accountability System

90% of all LISD campuses receiving 2 or more distinctions

LISD has the highest graduation rate in the Best Southwest Region at 98%

UIL Academic / Athletic participation

68

Over 95% of LHS students graduated with a letter of acceptance to a college, university, trade school or the military

Performance levels above state in all areas of TELPAS testing

All 11th and 12th grade students taking the SAT or ACT tests based upon college admission requirements

Opening early College High School with 100% of students earning at least 6 hours of college credit in 2018-2019

Overall District Grade of B on TEA A-F Accountability System

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to provide specific parent involvement services such as workshops and resources to parents to support their children education in the home and to help their children do better academically in school by improving communication with schools and teachers; understanding how to prepare their children for college/career; learning how to navigate school and district processes; and making informed choices about curriculum and school options which match the interests of their children. **Root Cause:** Cause: Communication gaps and opportunities needed to allow for parent and family engagement.

**Problem Statement 2:** Students across all grade levels received a 70% in Approaches for Reading and 63 % in Approaches in Writing in contrast to Approaches for Math all students received an 83% in performance. **Root Cause:** Teacher and leadership changes over time have made it necessary to onboard new and returning teachers on all elements of the LISD Instructional Framework; including the Literacy Framework

**Problem Statement 3:** LISD students are performing at a higher level when reviewing the Approaches performance levels; but upon closer inspection, in 2017, 2018 and 2019 data for Reading/ELAR in a 3 year Comparison we find that Meets show 36%, 36% and 38% respectively. Showing only a marginal gain of 2%. How can we increase the scores of students with the time during the school day. **Root Cause:** Increase the number of flipped classrooms to decrease classroom time used for direct instruction to allow for more guided practice.

**Problem Statement 4:** LISD students are performing at a higher level when reviewing the Approaches performance levels; but upon closer inspection, in 2017, 2018 and 2019 data for Math in a 3 year comparison we find that Meets show 42%, 40% and 50% respectively. Showing only a marginal gain of 8%. How can we increase the scores of students with the time during the school day. **Root Cause:** Student don't have enough certified teacher interventionist/coaches in Math to meet the students' academic needs.

**Problem Statement 5:** LISD students are performing at a higher level when reviewing the Approaches performance levels; but upon closer inspection, in 2017, 2018 and 2019 data for Writing in a 3 year comparison we find that Meets show 28%, 31% and 29% respectively. Showing only a marginal gain of 1%. How can we increase the scores of students with the time during the school day. **Root Cause:** Student don't have enough certified teacher interventionist/coaches in Writing to meet the students' academic needs.

# District Processes & Programs

## District Processes & Programs Summary

### Curriculum, Instruction and Assessment

The Curriculum and Instruction team focuses on support for students, staff and parents of Lancaster ISD in the area of curriculum development, teacher technical assistance, professional development, and program development. Service and support is provided to enhance the educational program that addresses the needs of students in the area of STEM (Science Technology Engineering and Math), Secondary Education, Instructional Technology, Special Education, Response to Intervention, Dyslexia, 504, Bilingual/ESL, Gifted and Talented, Fine Arts, Pre-K, Head Start, Elementary Education, International Baccalaureate Diploma Program, Advanced Academics, Career and Technical Education, State and Local Assessments, and School Improvement.

The **Collaborative Visioning Process 2020-25** for Lancaster Independent School District is the result of the work of the Superintendent and approximately forty-four individuals participating on the priority design team. Work on the plan began in November 2019 and continued through March 2020.

Prior to the committee convening, the Lancaster ISD administrative team participated in a workshop to review and revise both **Mission** and **Vision** statements as well as a District **Motto**. Subsequently, a Board workshop was scheduled for December 5, 2019 as an overview of the Collaborative Vision Process and the Mission, Vision and Motto statements. School boards must adopt Mission and Vision statements in accordance with AE (Legal) which states, “*The Board shall adopt a vision statement and comprehensive goals for the District and the Superintendent.*” A forty-four member team met in January, February and March 2020 to build the Collaborative Vision Plan (CVP). Upon introduction of committee participants, norms were set to ensure a productive working environment focused on the best interests of the organization.

Following the introduction of the meeting structure, the Collaborative Vision Team studied the current perceptions of the district through a **SWOT analysis** determining internal strengths and weaknesses along with external opportunities and threats. Next, the team reviewed a large amount of **data** including student performance, financial information, and demographic/enrollment trends. The data findings were summarized through table discussions, summarization, and gallery walk to better calibrate the performance of the district.

The **Graduate Profile** was then developed to define the qualities each graduate should demonstrate upon completion of his/her graduation requirements. The Profile provides a clear visualization of priority goals that can be easily communicated to students, parents, staff, and community to align their collective efforts.

### Staff Recruitment and Retention

Lancaster ISD is compliant with the Highly Qualified Teacher Continuous Improvement Plan process with result documented annually. Highly qualified designations are based on criteria regarding proper certification for teaching. Highly effective designations are more challenging to define and measure, however, LISD utilizes the Teacher Advancement Program (TAP) evaluation and Performance-based incentive pay system to attract highly qualified staff and to develop them into highly effective teachers.

Lancaster ISD employed 100 new to district teachers with approximately 84% of those teachers having previous experience.

Lancaster experienced the lowest turnover rate in the region for the 2018-2019 school year.

Lancaster ISD will continue to aggressively pursue, attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and district goals. In order to attain this district goal, we continue to monitor district and campus level data to develop systems of support that prepare every member of the LISD organization to be a highly productive and value-adding member of the team.

## District Processes & Programs Strengths

## District Curriculum Program Strengths

LISD has been a District of Innovation for the past four years. This allows local school districts to obtain exemptions from certain provisions of the Texas Education Code to allow more flexibility and local control for innovative programming. District Leaders from Lancaster Independent School District have initiated the process of designation as a District of Innovation in order to increase local control over District operations and to support innovation and local initiatives to improve educational outcomes for the benefit of students in our community. The district has campuses to meet all of your students needs. Below are a few of the programs that we have in the district:

- STEM Education
- Advanced Placement (AP)
- New Central personnel for College and Career Readiness and Career and Technical Education
- TEKS Resource System
- D-MAC
- Campus Formative Assessments
- Instructional Services Team- new ELL Curriculum Specialist to support ESL/BL services and teachers
- Blended Learning Specialist and Instructional Software Directors to support a 21st century instructional model that includes technology and software to differentiated learning for students at ALL levels of achievement
- Monthly Horizontal Alignment and front loading training
- Quarterly Vertical Alignment training
- Reflective Practice Walkthroughs (Instructional Rounds)

### District Priority:

- Continue to use TEKS Resource System as the district's viable curriculum in core subjects with additional instructional supports embedded in locally developed Instructional Resource Guides to ensure rigor and appropriate teacher understanding of depth and complexity of student learning expectations.
- Continue to implement a comprehensive assessment system which includes Common Formative Assessments and Benchmarks to provide data that allows for the continuous review of instructional strategies to shape teaching and resources periodic adjustment of instructional practices to better respond to students needs in order to close instructional gaps.
- Continue to align and select a library of instructional resources, including technology to use in small group instruction and or enrichment for all students.
- Provide staff development to teachers on all district resources that are tied to the TEKS/STAAR with specific focus on literacy and writing in the content areas and other intentionally designed for identified student/teacher needs.
- Continue to monitor and adjust response to intervention model to ensure effective interventions and that the continuous progress monitoring program is in effect for all students.

## Strengths in Recruitment and Retention

Lancaster ISD has made a commitment to providing relevant professional development for all teachers to equip them with the knowledge, skills, and experiences to provide high quality instruction to students. We have developed a tiered professional development model that supports the needs of our teachers. At the campus level, teachers meet weekly in cluster meetings led by campus instructional specialists. The cluster meetings provide time for teachers to delve deeply into issues of curriculum, instruction and assessment. In the cluster meetings, teachers work in collaboration, share best practices, analyze student data and develop instructional strategies that support increased student achievement. The weekly cluster meetings serve to foster deep and meaningful conversations around good teaching practices and student learning outcomes.

Teachers also meet weekly in professional learning communities (PLCs) focused on content development. During these weekly meetings, content area teachers work interdependently with campus instructional specialists and our district STEM coordinators and coaches. Teachers also have the opportunity in (PLCs) to analyze their content specific student expectations, sequence the curriculum, and strengthening their content knowledge. The content-focused PLCs allow teachers to gain the deep content knowledge needed to be able to determine the best methods of communicating the concepts to students. The weekly PLCs and cluster meetings work simultaneously to enhance teachers' content and pedagogical proficiency and prepare them to support the success of all students.

Lancaster ISD's district level professional development model makes use of student and teacher data to promote continuous learning opportunities that address prioritized teacher

needs. The professional development is structured so that days for training are allotted in summer months, during the regular school year, during the school day and online. Our district professional development model supports the professional learning, growth and retention of our teachers by providing them with focused learning opportunities that strengthen their skills and prepares them to positively impact student learning.

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** The district lacks written processes for program review and a strategic cycle for program review and elimination. **Root Cause:** Increased funding through former Texas Instrument grant which led to increased program purchase and poor development of sustainability planning.

**Problem Statement 2:** Attracting the highest performing principals and teachers to the district during the pandemic. **Root Cause:** Recruitment strategies, compensation incentives, and quality professional development need to continue to improve.

**Problem Statement 3:** Continued difficulty with student literacy in the area of writing. **Root Cause:** Non-systematic grammar and writing instruction in all grade levels. Over reliance on selected -vs- student generated responses and/or products.

**Problem Statement 4 (Prioritized):** Although LISD has moved to be the only one to one computer district in the Great Southwest during the COVID 19 pandemic; we are continuing to identify and issue hotspots to those families who submit request. **Root Cause:** Families have not been taught to identify when there are computer problems versus hot spot issues.

# Perceptions

## Perceptions Summary

### District Culture and Climate

Lancaster ISD is working to continue to strengthen its culture and climate. The district leadership team is poised to continue the great work that has begun in Lancaster ISD. We are working to ensure that the district's culture remains one of high expectations and accountability, but also continues to foster the sense of family that has long been an asset to the district. This year our districts new theme is "Every Graduate A Success!". All staff, students and stakeholders are continuously reminded to strive for educational excellence.

Lancaster ISD has developed a positive culture and climate where students, parents, community stakeholders are valued and contribute to the success of our school district. We have instituted a team approach and marketed as a learning institution. We have empowered our students with, up to date technology as 21<sup>st</sup> century learners; also the strong values that make our society elite, through our character education program, known as "The Tiger Way." The educators within the organization are given the responsibility of modeling "The Tiger Way" behaviors, the students are given the responsibility of learning "The Tiger Way" model, while the community stakeholders are given the responsibility of exhibiting "The Tiger Way" model, while collectively we all are given the responsibility of living "The Tiger Way" model in real time. We are working to clarify and communicate the "Tiger Way" throughout the district and to all stakeholders.

We have also are continuing use of Character Education Curriculum through our guidance counseling program, which offers students consistent lesson to proactively impact student and campus culture through building social emotional intelligence among the student body and a shared language and understanding of character traits that we would like to maximize and multiply. Additionally we are providing cultural sensitivity training for all LISD employees.

Lancaster ISD is one of the largest predominantly African American districts in the state and we are proud of the significant accomplishments of our students. For five consecutive years, more than 95% of our students graduated with a diploma and a letter of acceptance to a college, university, trade school or the military. LISD is on the forefront for achieving high performance within a high poverty context.

Through the district's commitment to exemplary customer service, each member is focused on serving all of our students and their families by delivering professional, high quality service in everything we do. At the heart of great customer service for each district employee are the tenets of customer service: Professionalism, Listening, Acknowledge and Flexibility. These principles are key to forging a positive culture within the organization as they are applied, internally, colleague to colleague, as well as to students, families, taxpayers, and the entire community.

It is a strong commitment that goes beyond the conversation about what exemplary customer service looks like to becoming the norm for the way we operate in the district every day.

### Parent and Family Engagement

There is a consensus among the campuses to strengthen parental involvement. As a result of these findings, the district is committed to ensuring the parent centers are visible and accessible to our clients. It is our goal in Lancaster ISD to increase our family and community involvement through collaboration and the establishment of successful partnerships with local businesses.

Lancaster ISD will implement intentional outreach to parents and community member through both traditional and social media outlets to continue to promote the positive trends in LISD by providing information to parents about whats happening within the district, encouraging community support, pride and ownership of our school system.

There is a consensus among the campuses to strengthen parental involvement. As a result of these findings, the district is committed to ensuring the parent centers are visible and accessible to our clients. It is our goal in Lancaster ISD to increase our family and community involvement through collaboration and the establishment of successful partnerships with local businesses.

Lancaster ISD will implement intentional outreach to parents and community member through both traditional and social media outlets to continue to promote the positive trends in LISD by providing information to parents about whats happening within the district, encouraging community support, pride and ownership of our school system.

### **Perceptions Strengths**

Lancaster ISD demonstrates a willingness to partner with families and the communities . Currently our district maintains relationships with local agencies that provide emergency assistance (food, clothing,shelter), job training for parents and services to assist our students with transitioning to employment and higher education after high school. Local churches and community outreach counselors have partnered with the Lancaster ISD to provide total wrap around services for the campuses.

For the 2020-2021 each Lancaster ISD campus will offer:

A Campus Literacy Night will focus on highlighting our area of instructional priority for parents by providing tools, methods to support literacy at home and in the community. We want to foster parental support in the area of literacy in order to increase student achievement.

- The campus will host a STEM engagement night to promote and publicize learning occurring in the areas of Science, Technology, Engineering and Math at each campus in a real world setting.
- Campuses will host extracurricular activities to build self-esteem, a sense of competition, drive and motivation by offering the following programs: Choir, Dance, Athletics, Theatre, Art, Music, Band and Foreign Languages.
- All Pro Dads Monthly events to promote male involvement and connection with our students.
- A campus principal face-to face connection offering at least quarterly to provide parents and community members a planned venue to address their questions and concerns.
- Continue ESL/GED parent education sessions
- Technology Connect parent education sessions
- Developing a 6-week Curriculum and Instruction parent newsletter that provide learning and event updates for each grading period.

The diversity of professional and support staff across the district ensures a welcoming and supportive environment for our community and our students.

We have listed many of the exciting programs that we are implementing in Lancaster ISD:

- Kids Connection Elementary Guidance Curriculum
- Youth Connection Secondary Guidance Curriculum
- Parent Connect
- Sister to Sister/Act Like a Lady, Think Like a Boss
- My Brother's Keeper/Society of Gentleman
- Community Pep Rallies
- National Night Out
- Hispanic History Bowl
- Black History Bowl
- Communities in School
- Teacher STEM Surveys
- Teacher Culture and Climate surveys (TASB)

- Youth Truth Student Surveys
- Review 360 Discipline Program
- More Than a Diploma Initiative
- Culture Sensitivity Training

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** There is a need to provide specific parent involvement services such as workshops and resources to parents to support education in the home and to help their children do better academically in school by improving communication with schools and teachers; understanding how to prepare their children for college/career; learning how to navigate school and district processes; and making informed choices about curriculum and school options which match the interests of their children. **Root Cause:** Communication gaps and opportunities needed to allow for parent and family engagement.

**Problem Statement 2:** Enrollment data shows the need to develop a comprehensive recapturing and retaining plan to ensure parents know the benefits of staying in Lancaster ISD. **Root Cause:** Because of the pandemic normal marketing outreach programs have been moved to an online environment.

**Problem Statement 3:** There is a need for teachers and administrators to have resources available to equip parents to help their children at home, assist teachers in communicating more effectively with parents, and enable campus administrators to create a school climate that is conducive to positive parental involvement. **Root Cause:** Training and resources for campus staff.

**Problem Statement 4:** Continue to proactively seek to build upon the positive elements of culture, climate and emotional welfare while increasing accountability and demand for academic rigor in the COVID 19 Era. **Root Cause:** Change in accountability system measures.

# Priority Problem Statements

**Problem Statement 1:** During the COVID 19 Pandemic, there is a need to provide parents with training on new learning methods and new computer strategies that may not have been used during post- pandemic era.

**Root Cause 1:** Limited time and parent access to internet.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** There is a need to provide specific parent involvement services such as workshops and resources to parents to support their children education in the home and to help their children do better academically in school by improving communication with schools and teachers; understanding how to prepare their children for college/career; learning how to navigate school and district processes; and making informed choices about curriculum and school options which match the interests of their children.

**Root Cause 2:** Cause: Communication gaps and opportunities needed to allow for parent and family engagement.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Although LISD has moved to be the only one to one computer district in the Great Southwest during the COVID 19 pandemic; we are continuing to identify and issue hotspots to those families who submit request.

**Root Cause 3:** Families have not been taught to identify when there are computer problems versus hot spot issues.

**Problem Statement 3 Areas:** District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## Employee Data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact








# Goals

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop and implement systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Define and create a Lancaster ISD model for collaboration at the various stakeholder levels.</p> <p><b>Measure:</b> 100% of the collaboration model will be published and communicated</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of C &amp; I District Curriculum and Instruction Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Develop and implement a Lancaster ISD model of self-directed learning developed in alignment with our existing STEM philosophy.</p> <p><b>Measure:</b> 100% of the self-directed learning model will be published and communicated</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of C &amp; I District Curriculum and Instruction Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Establish and implement a comprehensive professional learning catalog aligned to LISD Employee and Graduate Profiles and identified needs.</p> <p><b>Measure:</b> Written Professional Learning Catalog will be published and communicated to stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of C &amp; I Deputy Superintendent of HR and Administration District Curriculum and Instruction Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



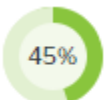
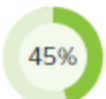
**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on or above grade level throughout their time in the district.


**HB3 Goal**


**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR3- EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Update, Communicate and Implement Lancaster ISD Literacy &amp; Numeracy Framework.  <b>Measure:</b> Published Framework Document  <b>Staff Responsible for Monitoring:</b> District Curriculum and Instruction Committee  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Develop and implement strand within professional development catalog that includes learning opportunities that align to the Literacy and Numeracy Framework.  <b>Measure:</b> Published Literacy and Numeracy Framework            Published Lancaster ISD Professional Development Catalog  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of C &amp; I            District Curriculum and Instruction Team  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Develop and implement a district-wide triage system for teacher support based on student data and classroom observations.  <b>Measure:</b> Internally published Triage Flowmap developed in collaboration with campus and Administrators            Triage Reports from each campus  <b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs            District Curriculum and Instruction team  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> Develop and implement a PK- 3rd Grade Literacy and Numeracy monitoring tool to be utilized by campus and district administrators.  <b>Measure:</b> Published monitoring document added to observation tools database, BOY-MOY- EOY reporting on indicators within the monitoring tool  <b>Staff Responsible for Monitoring:</b> Deputy Superintendent of C &amp; I            Chief of Data &amp; Accountability            District Curriculum and Instruction Team  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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	Nov 	Jan	Mar	June

 No Progress

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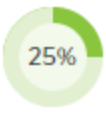
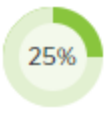
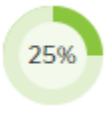




 Discontinue

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None









<b>Strategy 1:</b> Develop the employee profile at DLT meeting. <b>Measure:</b> 100% of the profile is developed <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Ensure alignment with the Lancaster ISD graduate profile. <b>Measure:</b> Chart showing alignment <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Create graphic/visual to communicate to all. <b>Measure:</b> Graphics/visuals 100% completed <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 4:</b> Create a hiring tool aligned to the employee profile. <b>Measure:</b> Hiring tool is 100% completed <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Identify needs of adult learners.  <b>Measure:</b> Needs identified through evidence in student data sources and staff survey  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Develop a district professional development plan.  <b>Measure:</b> 100% of the plan is completed and published in internal documents  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Establish implementation timeline for all tiers of professional learners.  <b>Measure:</b> Review of annual professional development hours completed by staff in Eduphoria and/or through Region 10 ESC.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff  <b>Title I Schoolwide Elements:</b> 2.5</p>	Nov 	Jan 	Mar 	June 
<p><b>Strategy 4:</b> Provide training to all professional learners on expectations and timeline of professional development plan.  <b>Measure:</b> 100% of professional learners meet or exceed the number of hours required to maintain professional certification ( 30 per calendar year).  <b>Staff Responsible for Monitoring:</b> None  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June 
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ongoing training for and modeling of positive and professional interactions.  <b>Measure:</b> 90% of staff meet or exceed stakeholder expectations as measure by quarterly customer service surveys.  <b>Staff Responsible for Monitoring:</b> Chief of Communications  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Develop and implement scope and sequence for monthly frontline service personnel to enhance positive and professional interactions with all stakeholders.  <b>Measure:</b> Quarterly customer service survey data            Meeting Agenda and Participation logs for monthly trainings  <b>Staff Responsible for Monitoring:</b> Communication Team  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Employ secret shopper/stakeholder to gain additional data on staff performance.  <b>Measure:</b> 100% of campuses/departments have been visited by shopper with 90% meeting exceeding established standards.  <b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Administration of HR and HR Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will prioritize social and emotional health of stakeholders and ensure school safety at 100% of campuses.





**Performance Objective 1:** Develop and implement innovative social-emotional learning experiences for students and adults.








**Evaluation Data Sources:** Student discipline data

Counseling Service Records

Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Determine the social and emotional support needs of the community through survey.</p> <p><b>Measure:</b> 90% of community participate in survey</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs, Counselors and Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Determine social and emotional wellness of staff.</p> <p><b>Measure:</b> 100% of staff participate in survey</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs, Counselors and Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Determine research-based strategies for SEL.</p> <p><b>Measure:</b> 100% of strategies aligned with 100% US Department of Education and Transforming Education SEL Guidance</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs, Counselors and Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Develop and implement a Professional Development Strand based on Social and Emotional Learning for all stakeholders.</p> <p><b>Measure:</b> SEL Strand in published Lancaster ISD Professional Development Catalog Budget allocation supporting implementation of SEL Professional Development</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs, Counselors and Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 5:</b> Provide training and support for trauma informed teaching for all staff and social and emotional development for all students and parents.</p> <p><b>Measure:</b> Lancaster ISD Professional Development Catalog            100% of opportunities offered align with goals            Reduction in student discipline occurrences as evidenced by data            Meeting announcements and attendance logs for parent offerings            100% of opportunities offered align with goals</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs, Counselors and Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 6:</b> Develop and implement communication plan to ensure all stakeholders are informed of opportunities.</p> <p><b>Measure:</b> Written communication plan            100% of stakeholders are informed as evidence by participation in trainings implementation of strategies learned</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs, Counselors and Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 7:</b> Provide trauma informed care resources to students, parent and staff.</p> <p><b>Measure:</b> Evidence of a minimum of four social emotional learning workshops with parents as target audience.            Workshop Announcements            Attendance Logs</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Leadership Development and Special Programs, Director of Student Services, Counselors and Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will prioritize social and emotional health of stakeholders and ensure school safety at 100% of campuses.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** 100 % of campus Safety audits reflect a safe and secure environment for students and staff.

**Summative Evaluation:** None

<b>Strategy 1:</b> Evaluate existing safety audit data. <b>Measure:</b> SWOT Analysis and internally published written Safety Action Plan based on audit results <b>Staff Responsible for Monitoring:</b> Chief of Police and Officers <b>Title I Schoolwide Elements:</b> 2.6, 3.1	<b>Reviews</b>			
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	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Evaluate facilities to determine needed areas of improvement. <b>Measure:</b> Evidence of facility evaluation in Written Safety Action Plan <b>Staff Responsible for Monitoring:</b> Chief of Police and Officers <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
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	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Develop and implement a safety training plan for staff and students. <b>Measure:</b> 100% of staff and students trained as evidenced by internally published training schedule and attendance logs <b>Staff Responsible for Monitoring:</b> Chief of Police, Officers and Director of Student Services <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
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<b>Strategy 4:</b> Establish scope and sequence for continuing education on school safety annually. <b>Measure:</b> Internally published Annual Safety Training Plan <b>Staff Responsible for Monitoring:</b> Chief of Police, Officers and Director of Student Services <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
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**Goal 4:** Lancaster ISD will increase student performance on College, Career, and Military Readiness / Digital Learning indicators to increase student readiness for post-graduation success.






**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that align to multiple career pathways.

**HB3 Goal**

**Evaluation Data Sources:** 90% of students participating in work-based learning opportunities by graduation.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Increase partnerships with local and metroplex area businesses aligned to CCMR pathways.</p> <p><b>Measure:</b> Increase 25% annually from baseline</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Accountability and CCMR Director of Career and Technical Education Central Administration, Campus Administration and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Develop and implement a Pre-Kindergarten - 5th grade awareness and exposure campaign to supplement existing 6-12 pathway for College, Career and Military readiness.</p> <p><b>Measure:</b> 100% Pre-Kindergarten -12 th grade student participation in awareness, exposure and engagement activities aligned to CCMR Pathways.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Accountability &amp; CCMR Director of Career and Technical Education Central Administration, Campus Administration and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Expand internships, externships, and capstone opportunities aligned to existing career pathways through partnerships with local and metroplex businesses.</p> <p><b>Measure:</b> 50% of graduating seniors will participate in intern or externship with incremental increase in subsequent years.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Accountability and CCMR Director of Career and Technical Education Central Administration, Campus Administration, Counselors and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Increase facility, faculty and technological capacity at all Lancaster ISD campuses to support CCMR (STEM) pathways.</p> <p><b>Measure:</b> Budget allocations for facility and technology improvements and professional development. Needs assessment and procurement plan for all CCMR (STEM) pathways</p> <p><b>Staff Responsible for Monitoring:</b> Director of Career and Technical Education Central Administration, Campus Administration and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
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	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Lancaster ISD will increase student performance on College, Career, and Military Readiness / Digital Learning indicators to increase student readiness for post-graduation success.

**Performance Objective 2:** Cultivate student learning through application-based digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Establish student digital portfolios to capture cumulative learning and student growth.</p> <p><b>Measure:</b> 100% of students will have a portfolio by 12th grade</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Accountability and CCMR Campus Administration and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 2:</b> Promote student attainment of multiple measures of College, Career and Military Readiness through strategic scheduling and guidance counseling.</p> <p><b>Measure:</b> 90% of graduating seniors with meet or exceed TEA standards for CCMR</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Accoutability and CCMR Campus Administration and High School Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 3:</b> Develop and implement personalized student CCMR plans .</p> <p><b>Measure:</b> 100% participation in scheduled student advisement (BOY-MOY-EOY).</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration ,High School Counselors and Advisory teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 4:</b> Develop and implement a targeted professional development strand to increase staff capacity in industry-aligned content.</p> <p><b>Measure:</b> Professional Development Plan CCMR Strand Number of staff completing professional development hours in CCMR strand as evidence by Eduphoria data.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent of C &amp; I Curriculum &amp; Instruction Committee Campus Administration and High School teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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0% No Progress

100% Accomplished

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**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** Internally published written Master Plan document

**Summative Evaluation:** None

<b>Strategy 1:</b> Complete Lancaster ISD Facilities Assessment. <b>Measure:</b> Facilities Assessment Report <b>Staff Responsible for Monitoring:</b> Chief of Maintenance and Operations <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Complete Lancaster ISD Energy Efficiency Audit. <b>Measure:</b> Energy Efficiency Audit Report <b>Staff Responsible for Monitoring:</b> Chief of Maintenance and Operations <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Create prioritized list of facility needs with recommended timeline for completion. <b>Measure:</b> Facilities and Capital Projects Plan <b>Staff Responsible for Monitoring:</b> Chief of Maintenance and Operations <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<b>Strategy 4:</b> Develop cost assessment of identified facilities needs. <b>Measure:</b> Quotes for identified projects Cost Assessment Document <b>Staff Responsible for Monitoring:</b> Chief Financial Officer and Chief of Maintenance and Operations <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
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



<b>Strategy 5:</b> Review and establish budget and 5-year plan for capital projects. <b>Measure:</b> Adopted budget 5 Year Plan <b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Chief of Maintenance and Operations and Superintendent <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create adopt a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Evidence of priority of staff development and facility improvement in adopted budget  
Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Present an annual budget that allocates 3% for capital outlay and deferred maintenance.  <b>Measure:</b> Adopted budget  <b>Staff Responsible for Monitoring:</b> Chief Financial Officer, Chief of Maintenance and Operations and Superintendent  <b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Improvement Planning Data:

District Goals; District Improvement Plans; District Planning and Decision Making Committee Meeting Data; State and Federal Planning Requirements.

Accountability Data:

2019-2020 STAAR Data; Texas Academic Performance Report (TAPR) Data; Performance Index Framework Data: Index 1, 2, 3, 4; System Safeguards and Texas Accountability Intervention System (TAIS) Data; Accountability Distinction Designations; Federal Report Card Data; PBMAS Data.

Student Data - Assessments:

State of Texas Assessment of Academic Readiness (STAAR); STAAR End-of-Course; STAAR ELL Progress Measure Data; Texas English Language Proficiency Assessment System (TELPAS) Results; Advanced Placement (AP) Assessment Data; SAT and/or ACT Assessment Data; Student Success Initiative (SSI) data for Grades 5 and 8.

Student Data - Student Groups:

Race and Ethnicity Data; Number of Students Assigned to Each Special Program; Economically Disadvantaged; Special Education Population; At-Risk Population; ELL or LEP Data; Career and Technical Education (CTE) Data; Section 504 Data; Homeless Data; Gifted and Talented Data; Dyslexia Data; Response to Intervention (RtI) Student Achievement Data

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

A forty-four member team met in January, February and March 2020 to build the Collaborative Vision Plan (CVP). Upon introduction of committee participants, norms were set to ensure a productive working environment focused on the best interests of the organization.

Following the introduction of the meeting structure, the Collaborative Vision Team studied the current perceptions of the district through a *SWOT analysis* determining internal

strengths and weaknesses along with external opportunities and threats. The outcome of the SWOT analysis has been provided on page 4 of this report. Next, the team reviewed a large amount of **data** including student performance, financial information, and demographic/enrollment trends. The data findings were summarized through table discussions, summarization, and gallery walk to better calibrate the performance of the district.

The **Graduate Profile** was then developed to define the qualities each graduate should demonstrate upon completion of his/her graduation requirements. The Profile provides a clear visualization of priority goals that can be easily communicated to students, parents, staff, and community to align their collective efforts. Each word of the Graduate Profile was carefully considered and intentionally included.

The collaborative vision team focused upon five priority areas. These priorities were chosen to be the key areas of focus that will continue to carry the district toward its intended vision.

1. **Teaching and Learning/Academic Achievement** prioritizes research-based instructional practices that engage and enhance student learning.
2. **Recruitment, Retention and Professional Learning** is the foundation for continuous improvement of faculty on behalf of students.
3. **Social & Emotional Health/School Safety** ensures placing importance on equipping schools and providing collaborative, safe learning environments for today's students.
4. **Facilities & Finance** prioritizes funding of strategic goals and future development.
5. **Career and Technology Education & College, Career, and Military Readiness/Digital Learning** focuses on the district offerings to increase student programming for post-graduation success.

The CVP Team's work was presented on April 23, 2020 to the members of the Board of Trustees for consideration and ultimate approval. Action plans are living documents and are subject to constant review, updating, correction, and enhancement as the implementation process begins and personnel assignments are made to initiate and complete the tasks. Objectives within the action plans were developed with a constant eye to the Mission, Vision and Graduate Profile to assure alignment with the perceived intentions of the Board and CVP Team. All progress and revisions to the action plans should be reported annually.

## 2.2: Regular monitoring and revision

The District Improvement Plan remains in effect for the duration of the year. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)]. The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

## 2.3: Available to parents and community in an understandable format and language

The district improvement plan is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The DIP has been translated into Spanish and both versions are posted on our web page. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during to address this option. (ESSA, Sec. 1114(b)(4))

## 2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111 (c)(2)] to meet the challenging state academic standards.

## **2.5: Increased learning time and well-rounded education**

Lancaster ISD will offer extended day or power school options throughout the district to help students close achievement gaps that might have occurred during the pandemic. Athletic programs and extra curricular activities are available to all students. Students are able to take advantage of the various types of programs that the campuses offer.

## **2.6: Address needs of all students, particularly at-risk**

In addition to various stem learning activities Lancaster ISD provides a variety of campus programming that addresses the unique learning styles of students such as the CTE, ROTC, Dual Credit and Early College.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Lancaster Independent School District (LISD) will implement the following Every Student Succeeds Act requirements:

1. Conduct a meaningful consultation with parents of participating children to implement programs, activities, and procedures for the involvement of parents at all of its Title I, Part A schools.
2. Develop jointly with, agree on with, and distribute to parents of participating children the district's written Parent and Family Engagement Policy. The district will incorporate this policy into the district's plan.
3. Provide technical assistance for all of its Title I, Part A schools to develop jointly with parents the school's written Parent and Family Engagement Policy including the school-parent compact.
4. Provide the coordination, technical assistance, and other support necessary to assist its Title I, Part A schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
5. Support its Title I, Part A schools to build the schools' and parents' capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement.
6. Coordinate and integrate parental involvement strategies for the Title I, Part A program with parental involvement strategies under other programs when feasible.
7. Conduct with the involvement of parents, an annual evaluation of the content and effectiveness of the Parent and Family Engagement Policy and its program in improving the academic quality of its Title I, Part A schools. The district will use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies.
8. Identify any barriers to greater participation by parents in activities of participating children at its Title I, Part A schools with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
9. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

## **3.2: Offer flexible number of parent involvement meetings**

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.

# District Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Dameon Gray	Director of Student Services
Classroom Teacher	Eric Williams	Teacher
Administrator	Yvonne Thornton	Principal
Parent	Kamesha Nelms	Parent
District-level Professional	Sonja Brown	Communications Specialist
Classroom Teacher	Betty Gooden-Davis	Teacher
Parent	Gary Hoyt	Parent
Paraprofessional	DeAnka Chism	Administrative Assistant
Paraprofessional	Nina Davis	Administrative Assistant
Classroom Teacher	Lakeashia Smith	Teacher
Classroom Teacher	Shamaro Roberts	Teacher
Classroom Teacher	LaKeisha Pruitt	Teacher

# Lancaster Independent School District

## Lancaster High School

### 2020-2021 Improvement Plan



**LANCASTER HIGH SCHOOL**

*“Do the work and the rewards will follow.”*

# **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

## **Lancaster High School Mission Statement:**

The mission of LHS is to prepare all students through an international education to become productive and responsible citizens in today's technologically advanced, globally diverse society.

## **Vision**

**Every graduate a success!**

## **Core Beliefs**

100

## **Motto**

**More than a diploma.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lancaster High School is located in Lancaster, Texas, just fifteen minutes south of downtown Dallas. Lancaster High School, a majority minority campus, has a student body of 1480 students, of which 1154, 78% are African American; 281, 19% are Hispanic; 14, 1% are Anglo; 44, 3% are American Indian; and 2, .09% are Asian. 85% of our students have signed up for free and reduced lunch. Our numbers for the 2018-2019 school year, in all categories have remained within 5% of last year with the Hispanic student numbers recording the largest growth.

### Demographics Strengths

Our population is an asset due to the diversity and range of personal experiences. Our students represent different backgrounds and that is embraced and appreciated.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Additional staff development is needed to address the academic and emotional success of our economically disadvantage students. **Root Cause:** Currently, LHS has 85% of the student body is classified as economically disadvantage.

# Student Learning

## Student Learning Summary

We will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning. Students will receive academic and behavioral guidance and support in order to attain their college and career goals. LHS students will receive guidance from the Campus Counselors and the College Center Counselor that will support their efforts to successfully graduate with more than a diploma.

## Student Learning Strengths

LHS students engage in multi-media learning activities. LHS graduation rate was 99%. LHS has 172 students enrolled in Dual Credit. LHS students earned over 570 CTE certifications. Students utilize APEX instructional software to promote higher levels of student achievement both at school and through home access of the program. LHS Students earned 6 distinctions.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** While our AP student participation rates exceeds the state average, student performance on AP examinations is 40% behind the state average. **Root Cause:** Need for professional development for advanced academic teachers on appropriate level of rigor for this coursework as well as the purchase of additional instructional resources to support the enhanced rigor and test preparation materials.

# School Processes & Programs

## School Processes & Programs Summary

Math and English teachers with Master Degrees are paid an additional \$5000 and Health Science teachers \$80K a year has attracted highly trained teachers in those fields to LHS. Our academic support for the TAP program has allowed us to develop Master, mentor, and Career teachers to their fullest potential. Our Advanced Academic programs has 172 students in the Dual Credit program.

## School Processes & Programs Strengths

Teachers use the TEKS Resource System as well as locally developed Planning Guides in order to effectively present state required student expectations and develop high quality instructional practices that deepen student analytic thinking skills. Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement. Teachers will use DMAC to monitor student academic data. Teachers will use instructional technology (APEX, No Red Ink, Membean) in ELAR instruction.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There needs to be a higher number of students in Dual Credit. **Root Cause:** Low passage of the TSI and ACT.

# Perceptions

## Perceptions Summary

We encourage school spirit, relationship building and commitment to campus goals by promoting student participation in campus UIL extra-curricular activities. Participation in extra-curricula activities will not only foster a positive culture, but will assist in increasing student achievement, attendance rates, and decrease disciplinary issues. To ensure that we provide a safe learning environment for students, we will ensure that we have a uniform and discipline student management plan in place that is consistently enforced through fidelity to the Student Code of Conduct.

## Perceptions Strengths

LHS maintains students that are talented and gifted and full of energy and potential. They are aware of their future and of their opportunities. The role of student leadership has increased especially with student council, Society of Gentleman, and Act Like a Lady-Think like a boss. We are progressing toward having a collaborative culture.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Campus programs need to be evaluated systematically to attract and retain more students. **Root Cause:** Insufficient advertisement of opportunities for student participation in extra-curricular activities.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

# Goals






Revised/Approved: May 28, 2021

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement</p> <p><b>Measure:</b> Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores</p> <p><b>Staff Responsible for Monitoring:</b> TLT Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>						
	<b>Formative</b>			<b>Summative</b>			
	Nov	Jan	Mar	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	






**Performance Objective 1 Problem Statements:**

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None

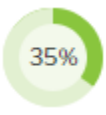




<p><b>Strategy 1:</b> Teachers will increase student success by utilizing campus library along with instructional strategies, that will improve literary analysis in reading, writing, speaking, and higher-order thinking skills</p> <p><b>Measure:</b> Benchmark, State Assessments, ACT/PSAT, TSI scores</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Teacher Advancement Program (TAP) in order to support teacher growth through the development of Individual Growth Plan (IGP) which will increase student achievement. Teachers will be triaged according to observations in the first 3 weeks of school to determine needs and define supports and meet monthly.</p> <p><b>Measure:</b> 2020 Teacher Retention Rates Strategic Based Professional Development (In-school)</p> <p><b>Staff Responsible for Monitoring:</b> TLT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 35%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	






**Performance Objective 1 Problem Statements:**

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Bi-Weekly principal bulletin and faculty meetings and trainings are held to provide timely information to teachers, to communicate deadlines, events and professional development opportunities</p> <p><b>Measure:</b> Retain and develop high quality teachers 2020 Teacher Retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> 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 - <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	






**Performance Objective 2 Problem Statements:**

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> New Teachers will be provided with a Mentor to support the first year of instruction</p> <p><b>Measure:</b> 2020 Teacher Retention Rates Retain and develop high quality teachers</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 3 Problem Statements:**

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 4:** The LHS campus environment will be conducive to growing and retaining quality personnel in order to support the attainment of campus achievement goals

**Evaluation Data Sources:** Lancaster High School's teacher turnover rate will be reduced to less than 10% of teachers each school year.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will incentivize teachers for student achievement data, attendance, observation of desired instructional strategies and Walk-throughs.</p> <p><b>Measure:</b> Higher staff morale which will translate into more effective relationship building with students 2020 Teacher Retention rates</p> <p><b>Staff Responsible for Monitoring:</b> TLT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>						
	<b>Formative</b>			<b>Summative</b>			
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

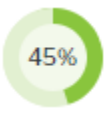




**Performance Objective 4 Problem Statements:**

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will implement Move The World strategies for every student. Implement an effective education program that focuses on the principles of character, leadership and personal development for students, staff and parents</p> <p><b>Measure:</b> Student outcomes via Counselor evaluation. Involvement in the following programs: Society of Gentlemen Community Service projects Sister to Sister National Honor Society Student Council</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	






**Performance Objective 1 Problem Statements:**

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Monitor and properly identify all campus visitors utilizing the secured vestibule</p> <p><b>Measure:</b> Functional Raptor System</p> <p><b>Staff Responsible for Monitoring:</b> Principal Chief Technology Officer Parent Center</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

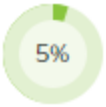




**Performance Objective 2 Problem Statements:**

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will make use Instructional Technology in their instructional delivery in order to enhance the learning experience and support increased student achievement</p> <p><b>Measure:</b> Integrate to Inspire classrooms CTE "real world" learning experiences CCR Courses implementing online/multi-media technology</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assoc. Principal LHS Staff Chief Technology Officer CCR Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 1 Problem Statements:**

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

<p><b>Strategy 1:</b> ALL LHS students will have access and be expected to utilize APEX instructional software to promote higher levels of student achievement both at school and through home access of the program. Teachers will receive training and support to implement use in a blended learning environment.</p> <p><b>Measure:</b> ACT, TSI, STAAR prep, Credit Recovery/Academic Options</p> <p><b>Staff Responsible for Monitoring:</b> TLT, Faculty</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>						
	<b>Formative</b>			<b>Summative</b>			
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 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

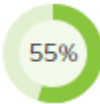




**Performance Objective 2 Problem Statements:**

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Utilize the Lecture Hall to facilitate Dual Credit students for additional teaching and learning and to use as a study hall.</p> <p><b>Measure:</b> Strategically create DC schedules</p> <p><b>Staff Responsible for Monitoring:</b> Academic Advisor</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None


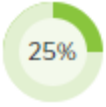
<p><b>Strategy 1:</b> We will incentivize teachers for student achievement data, attendance, observation of desired instructional strategies and Walk-throughs.</p> <p><b>Measure:</b> Higher staff morale which will translate into more effective relationship building with students 2020 Teacher Retention rates</p> <p><b>Staff Responsible for Monitoring:</b> TLT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	




**Goal 6:** We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.




**Performance Objective 1:** Students will receive instructional experiences in Math that prepares them to reach their college and career goals.



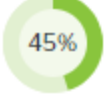
**Evaluation Data Sources:** At least 90% of all students will successfully pass the state assessments in Mathematics Students performing at the Masters level in Mathematics will increase 10%. We will improve TSI Math testing performance by 15% for all grade levels. ACT performance will increase by 10%.






**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement</p> <p><b>Measure:</b> Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores,</p> <p><b>Staff Responsible for Monitoring:</b> TLT Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Teachers will make use of the TEKS Resource System as well as locally developed Instructional Planning Guides in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytic thinking skills</p> <p><b>Measure:</b> Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR), IB, AP, TSI</p> <p><b>Staff Responsible for Monitoring:</b> Math Dept Math Master Teacher, STEM math Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content.</p> <p><b>Measure:</b> Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal Math Dept. SPED Inclusion Teacher Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Teachers will make use of instructional resources to support increased student learning and engagement in the learning process with hands-on learning opportunities where applicable.</p> <p><b>Measure:</b> 3-week, 6-week, Common Assessments, Mock and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Associate Principal Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Teachers will examine student progress using individualized student data walls in order to target immediate student needs and develop student interventions. Teachers will offer addition tutorials for students identified.</p> <p><b>Measure:</b> 3-week, 6-week, Common Assessments, Mock and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> TLT, Math Department</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 6:</b> Targeted in school and after school Math Interventions will be implemented in order to support success on State Assessments</p> <p><b>Measure:</b> 3-week, 6-week, Common Assessments, Mock and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> TLT, Math Dept</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 7:</b> We will utilize diagnostic information to track student progress in preparation for the state assessment.</p> <p><b>Measure:</b> STAAR test performance</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 8:</b> Teachers will make use of graphing calculators during instruction in order to improve students problem solving skills and provide additional methods, pathways and tools for processing mathematics</p> <p><b>Measure:</b> Benchmark Results, Semester Exam results, STAAR test performance</p> <p><b>Staff Responsible for Monitoring:</b> Math Dept</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 9:</b> Teachers will make use Instructional Technology in Math Instruction in order to enhance the learning experience and support increased student achievement</p> <p><b>Measure:</b> All students are able to view teacher modeling TI-Inspire Plus</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal, Math Master</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 10:</b> Teachers will develop and maintain class room word walls for vocabulary enrichment</p> <p><b>Measure:</b> Teacher-made Assessments Student Portfolio</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Students Campus Administrator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 11:</b> Master Teachers and District Personnel will develop common assessments aligned to content YAG, IFD's, and IRG in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum</p> <p><b>Measure:</b> 3-week, 6-week, Common Assessments, Mock and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> District Level Personnel, Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 12:</b> Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.</p> <p><b>Measure:</b> PLC Reflection forms Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> TLT, Math Dept.</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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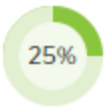
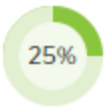
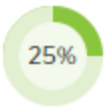



**Performance Objective 1 Problem Statements:**




**Goal 6:** We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.








**Performance Objective 2:** Students will receive instructional experiences in ELAR that prepares them to reach their college and career goals by offering more dual credit opportunities on campus in English.

**Evaluation Data Sources:** At least 95% of all students will successfully pass the state assessments in ELAR 2. Students commended scores in ELAR will increase 10%. We will improve TSI Reading/Writing performance by 15% for all grade levels. ACT performance will by 10%.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement</p> <p><b>Measure:</b> Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores</p> <p><b>Staff Responsible for Monitoring:</b> TLT Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 2:</b> Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content.</p> <p>Teachers will make individual intervention plans for retesters.</p> <p><b>Measure:</b> 3-week, 6-week, Common Assessments, Mock and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> TLT SPED Inclusion Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 3:</b> Teachers will make use of the TEKS Resource System Curriculum in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytic thinking skills.</p> <p><b>Measure:</b> 3-week, 6-week, Common Assessments, Mock and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> ELA Teachers          ELA Master Teacher          District Personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Teachers will make use Instructional Technology including APEX, No Red Ink, and Membean, in ELAR Instruction in order to enhance the learning experience and support increased student achievement</p> <p><b>Measure:</b> Students engaged in rigorous ELAR learning activities while increasing effectiveness of instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Master Teacher          ELAR Dept.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Teachers will develop and maintain class room word walls to increase and improve vocabulary development</p> <p><b>Measure:</b> Teacher-made Assessments          Student Portfolios          Word Wall</p> <p><b>Staff Responsible for Monitoring:</b> Teachers          Students          Master Teachers          Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 6:</b> Teachers will utilize individual intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high performing students</p> <p><b>Measure:</b> 3-week, 6-week, Common Assessments, Mock and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> TLT, ELAR Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 7:</b> Teachers will increase student success by utilizing campus library along with instructional strategies, that will improve literary analysis in reading, writing, speaking, and higher-order thinking skills</p> <p><b>Measure:</b> Benchmark, State Assessments, ACT/PSAT, TSI scores</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Department</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 8:</b> Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.</p> <p><b>Measure:</b> PLC Protocol forms Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> TLT, ELAR Dept</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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**Performance Objective 2 Problem Statements:**







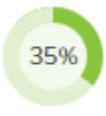
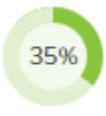
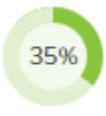
**Goal 6:** We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.




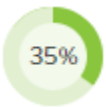
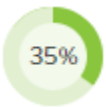
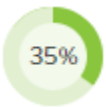



**Performance Objective 3:** Students will receive instructional experiences in Social Studies that prepares them to reach their college and career goals

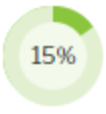




**Evaluation Data Sources:** At least 95% of all students will successfully pass the state assessments in Social Studies with atleast 70% performing at the Meets level and 35% performing at the Masters level on STAAR

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement</p> <p><b>Measure:</b> Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores</p> <p><b>Staff Responsible for Monitoring:</b> TLT Team</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td align="center">   25%                 </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June	 25%			
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<p><b>Strategy 2:</b> Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content</p> <p><b>Measure:</b> Unit/Weekly Exams, Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)</p> <p><b>Staff Responsible for Monitoring:</b> TLT Master Teacher SS Department</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td align="center">   30%                 </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June	 30%			
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<p><b>Strategy 3:</b> Teachers will make use of the TEKS Resource Center Curriculum in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytic thinking skills.</p> <p><b>Measure:</b> Unit/Weekly Exams, Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)</p> <p><b>Staff Responsible for Monitoring:</b> SS Dept TAP Master</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 4:</b> Teachers will develop common unit/bi-weekly assessments aligned to content YAG and IFD in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum.</p> <p><b>Measure:</b> Unit Assessment</p> <p><b>Staff Responsible for Monitoring:</b> TLT Master Teacher Content Lead/Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 5:</b> Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.</p> <p><b>Measure:</b> PLC Feedback Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> TLT SS Master Teacher SS Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 6:</b> Students, along with teachers will develop and maintain class room word walls for vocabulary enrichment</p> <p><b>Measure:</b> Teacher-made Assessments Student Portfolios Interactive Word Walls</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Students SS Master Teacher TLT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 7:</b> Teachers will utilize individual intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high performing students.</p> <p><b>Measure:</b> Unit, CFAs, and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> TLT SS Master Teacher SS Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 8:</b> Teachers will make use Instructional Technology in SS Instruction including APEX and EdPuzzle in order to enhance the learning experience and support increased student achievement.</p> <p><b>Measure:</b> Students engaged in rigorous SS learning activities while increasing effectiveness of instructional time</p> <p><b>Staff Responsible for Monitoring:</b> TLT SS Dept Head, SS Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 9:</b> Teachers will develop lessons that allow students to read and interpret charts, graphs, maps and legends, primary and secondary sources in order to support student learning of key social studies concepts. Teachers will develop lessons that allow students to describe, compare, contrast or analyze Social Studies sources (maps, graphs, charts, secondary, and primary sources) in order to strengthen students problem solving skills</p> <p><b>Measure:</b> Unit, CFAs, and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> SS Dept SS Master Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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**Performance Objective 3 Problem Statements:**



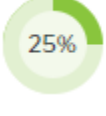
**Goal 6:** We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.














**Performance Objective 4:** Students will receive instructional experiences in Science that prepares them to reach their college and career goals

**Evaluation Data Sources:** At least 90% of all students will successfully pass the state assessments in Science with 55% performing at the Meets level and 25% performing at the Masters expectations level.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement</p> <p><b>Measure:</b> Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores</p> <p><b>Staff Responsible for Monitoring:</b> TLT Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Teachers will make use of the TEKS Resource System in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytic thinking skills</p> <p><b>Measure:</b> 3 Week, 6 Week, CFAs, and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Science Dept Science Master Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content</p> <p><b>Measure:</b> 3 Week, 6 Week, CFAs, and District Benchmark Assessments</p> <p><b>Staff Responsible for Monitoring:</b> TLT Science Dept. SPED Inclusion Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Teachers will make use of Instructional Science resources to support increased student learning and engagement in the learning process</p> <p><b>Measure:</b> Teachers equipped to engage students in active learning environment</p> <p><b>Staff Responsible for Monitoring:</b> TLT Science Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Teachers will develop and maintain class room word walls for vocabulary enrichment</p> <p><b>Measure:</b> Teacher-made Assessments Student Portfolios Science Cluster World Wall</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Students TLT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 6:</b> Teachers will make use Instructional Technology in Science Instruction in order to enhance the learning experience and support increased student achievement</p> <p><b>Measure:</b> Students engaged in rigorous Science learning activities while increasing effectiveness of instructional time</p> <p><b>Staff Responsible for Monitoring:</b> Science Department TLT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 7:</b> Teachers will utilize individual intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high performing students.</p> <p><b>Measure:</b> 3-Week, 6-Week, CFAs, and District Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> TLT Science Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 8:</b> Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.</p> <p><b>Measure:</b> Lesson Plans Science PLC Reflection Form</p> <p><b>Staff Responsible for Monitoring:</b> TLT Science Dept</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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**Performance Objective 4 Problem Statements:**

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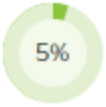
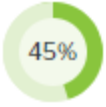








**Goal 7:** We will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and district aims.

**Performance Objective 1:** The LHS campus environment will be conducive to growing and retaining quality personnel in order to support the attainment of campus achievement goals

**Evaluation Data Sources:** Lancaster High School's teacher turnover rate will be reduced to less than 10% of teachers each school year.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the Teacher Advancement Program (TAP) in order to support teacher growth through the development of Individual Growth Plan (IGP) which will increase student achievement. Teachers will be triaged according to observations in the first 3 weeks of school to determine needs and define supports and meet monthly.</p> <p><b>Measure:</b> 2020 Teacher Retention Rates Strategic Based Professional Development (In-school)</p> <p><b>Staff Responsible for Monitoring:</b> TLT Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Bi-Weekly principal bulletin and faculty meetings and trainings are held to provide timely information to teachers, to communicate deadlines, events and professional development opportunities</p> <p><b>Measure:</b> Retain and develop high quality teachers 2020 Teacher Retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> New Teachers will be provided with a Mentor to support the first year of instruction</p> <p><b>Measure:</b> 2020 Teacher Retention Rates Retain and develop high quality teachers</p> <p><b>Staff Responsible for Monitoring:</b> Associate Principal</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> We will incentivize teachers for student achievement data, attendance, observation of desired instructional strategies and Walk-throughs.</p> <p><b>Measure:</b> Higher staff morale which will translate into more effective relationship building with students 2020 Teacher Retention rates</p> <p><b>Staff Responsible for Monitoring:</b> TLT</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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**Performance Objective 1 Problem Statements:**







**Goal 8:** We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.

**Performance Objective 1:** A positive public perception of LHS will be established in order to support the attainment of student achievement goals

**Evaluation Data Sources:** LHS will create a more positive public perception through the development of campus systems that support increased student achievement, provide supportive customer service, and disseminate information in a timely manner.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Utilize media, print, LHS websites, and teacher websites, to communicate school and district information to students, parents, and community members</p> <p><b>Measure:</b> LHS Newsletter Mass emails Call outs Parent Portal Visitor counts on the websites</p> <p><b>Staff Responsible for Monitoring:</b> Principal Communications Department Tiger Student Media</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Make use of school events to inform parents of activities, progress, special events, and other important information.</p> <p><b>Measure:</b> Parent Sign-In Sheets Community and school events Parent Night Parent Conferences Meet the Teacher Night</p> <p><b>Staff Responsible for Monitoring:</b> TLT Faculty and Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Implement a campus registration process in the summer before school starts.  <b>Measure:</b> Student paperwork entered before the start of school.</p> <p><b>Staff Responsible for Monitoring:</b> Front Office Staff  TLT  Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Respond in an appropriate and timely manner to parent and/or community concerns and complaints.  <b>Measure:</b> Increased positive community perception of HS staff responsiveness</p> <p><b>Staff Responsible for Monitoring:</b> Office Assistants,  Campus Administrators  Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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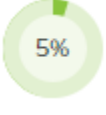





**Goal 9:** In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interests, and career aspirations.

**Performance Objective 1:** Parents and Community will play an active role in supporting the academic achievement of students

**Evaluation Data Sources:** Parental involvement opportunities will be provided in order to support student achievement increases.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Host a Meet the Teacher Night and/or Parent conference.</p> <p><b>Measure:</b> Virtual Sign-in</p> <p><b>Staff Responsible for Monitoring:</b> Principal, LHS Faculty</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Counselors will present information to parents regarding College Readiness and College Transitions as needed.</p> <p><b>Measure:</b> Virtual Sign-In College Acceptance Scholarships</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Counselors/College Center advisor will host College Night at LHS to provide parents/students opportunities to meet with college, career, and military representatives</p> <p><b>Measure:</b> Virtual Sign-In College Acceptance Scholarships</p> <p><b>Staff Responsible for Monitoring:</b> Counselors College Advisor Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Coffee with the Principal</p> <p><b>Measure:</b> Virtual Sign In</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 5:</b> Utilize the support of the district CCR team to promote completion of college applications, student FAFSA documents and provide parent trainings on steps to higher education.</p> <p><b>Measure:</b> Completed Applications Completed FAFSA Parent Sign-In sheets College Acceptance</p> <p><b>Staff Responsible for Monitoring:</b> CCR Counselor, Counselors, Executive Director of CCR, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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**Performance Objective 1 Problem Statements:**

















**Goal 10:** We will identify, integrate, and model the principles of character, as well as develop means of assessing student demonstration of those principles.

**Performance Objective 1:** A safe and orderly environment that supports character development will be implemented at LHS

**Evaluation Data Sources:** LHS will implement structures that support the development of a safe and orderly environment and student character development.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement an effective education program that focuses on the principles of character, leadership and personal development for students, staff and parents</p> <p><b>Measure:</b> Society of Gentlemen Community Service projects Sister to Sister National Honor Society Student Council</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 2:</b> Encourage and post the TIGER WAY.</p> <p><b>Measure:</b> Posted traits</p> <p><b>Staff Responsible for Monitoring:</b> LHS Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 3:</b> Monitor and properly identify all campus visitors utilizing the secured vestibule</p> <p><b>Measure:</b> Functional Raptor System</p> <p><b>Staff Responsible for Monitoring:</b> Principal Chief Technology Officer Parent Center</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 4:</b> Maintain radio capacity to increase effective communication between LISD Police Officers and all administrative staff</p> <p><b>Measure:</b> Decreased complaints of inability to hear a request for assistance from LISD Police and Administrative staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal LISD Director of Maintenance LISD Chief of Police Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 5:</b> Hold anti-bullying activities in order to promote student awareness of bullying and share strategies for addressing the issue and establish a system for anonymous reporting of bullying.</p> <p><b>Measure:</b> Decrease in bullying incidences Red Ribbon Week</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Assistant Principals LISD Police</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 6:</b> Hold grade level assemblies to review student code of conduct in order to have accountable talk regarding expectations for student behavior.</p> <p><b>Measure:</b> Review of student attendance rates and disciplinary issues Review of Student Code of Conduct.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 7:</b> Plan and implement procedures to monitor safe and orderly movements of students throughout the day</p> <p><b>Measure:</b> Reduction in Student disciplinary Infractions during transitions</p> <p><b>Staff Responsible for Monitoring:</b> Administrative Team Support Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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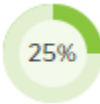
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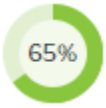
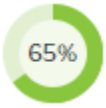
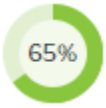










**Goal 11:** We will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.

**Performance Objective 1:** Students will receive academic and behavioral guidance and support in order to attain their college and career goals.

**Evaluation Data Sources:** LHS students will receive guidance from the Campus Counselors and the Career Center Counselor that will support their efforts to successfully graduate from high school and enroll in college.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Seniors will meet individually with Counselors at the beginning of the school year to discuss graduation needs</p> <p><b>Measure:</b> Graduation Rate</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Services</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Students will be provided with opportunities and financial support to increase the number of students taking the TSI, ACT and AP test taken</p> <p><b>Measure:</b> TSI, ACT Scores # of AP test taken</p> <p><b>Staff Responsible for Monitoring:</b> Principal TLT Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Teachers will be provided with additional professional development and resources to promote higher achievement on AP, TSI, and ACT exams.</p> <p><b>Measure:</b> AP, TSI, ACT, AP reported scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Associate Principal, Career Center Counselor, Counselors, Advanced Academics Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> Students will be provided with opportunities to visit college campuses and college fairs</p> <p><b>Measure:</b> Graduation Rate, Number of College visits</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Services Career Center Facilitator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 5:</b> Students will make use of the College Center to apply for college, scholarships, financial aid and sign-up for SAT, ACT, and TSI Testing.</p> <p><b>Measure:</b> # of College Applications, Scholarship #'s SAT, ACT #'s</p> <p><b>Staff Responsible for Monitoring:</b> Career Center Facilitator Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>Comprehensive Support Strategy - Additional Targeted Support Strategy</b></p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 6:</b> Counselors will provide dropout prevention sessions to identified students in order to provide them with alternatives to credit attainment in order to support their graduating from HS. Additional outreach to parents and guardians to support this effort will be made as well.</p> <p><b>Measure:</b> Completion Rates Graduation Rates</p> <p><b>Staff Responsible for Monitoring:</b> Counseling Services JD Hall Learning Center/Academic Options</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 7:</b> Counselors will utilize student achievement data to identify students who might be successful in Advanced Placement, Dual Credit and CTE programming and meet with student and parents to provide information and support to increase enrollment in these programs.</p> <p><b>Measure:</b> Increased enrollment in Dual Credit, AP and CTE classes</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Principal, Advanced Academic Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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**Performance Objective 1 Problem Statements:**






**Goal 12:** We will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

**Performance Objective 1:** Technology will be used to support student engagement in the learning process.

**Evaluation Data Sources:** 100% of LHS students will have opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will make use of the Media Center computer lab in order to support the success of student in the learning process</p> <p><b>Measure:</b> Students engaged in multi-media learning activities</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Counselors, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Teachers will make use Instructional Technology in their instructional delivery in order to enhance the learning experience and support increased student achievement</p> <p><b>Measure:</b> Integrate to Inspire classrooms CTE "real world" learning experiences CCR Courses implementing online/multi-media technology</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assoc. Principal LHS Staff Chief Technology Officer CCR Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> ALL LHS students will have access and be expected to utilize APEX instructional software to promote higher levels of student achievement both at school and through home access of the program. Teachers will receive training and support to implement use in a blended learning environment.</p> <p><b>Measure:</b> ACT, TSI, STAAR prep, Credit Recovery/Academic Options</p> <p><b>Staff Responsible for Monitoring:</b> TLT, Faculty</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>			
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



**Performance Objective 1 Problem Statements:**

**Goal 13:** We will increase the number of industry certifications within our CTE course sequences to improve our CCMR scores.

**Performance Objective 1:** We increase the number of certifications earned for each CTE course to a minimum of 70%.

**Evaluation Data Sources:** Each CTE teacher will report and provide documentation once a student earns the industry certification(s).

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Meet with CTE teachers to discuss previous year's certification data.</p> <p>Meet with CTE teacher to plan goal-setting for 2020-2021 and discuss needs to achieve objective.</p> <p>CTE teachers will coordinate with CTE coordinator and members of professional community to plan lessons that will foster engaging experiences for students connected to CTE certifications.</p> <p><b>Measure:</b> Number of CTE certifications earned by students</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers, CTE Coordinator, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Reviews</b>				
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**Performance Objective 1 Problem Statements:**

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Analysis of TAPR and STAAR information shows that LHS students are showing gains in passing standards on the EOC test. Further analysis shows that we are not attaining the mastery levels needed to meet our goals of college and career readiness. 10th -12th graders will take the STAAR test. The campus will need to plan for increased professional development provided by TAP Master and School Support Officers, and additional intervention and acceleration opportunities, to assist students in being successful. To further support our goals of college and career readiness, there is also a need to increase communication with parents regarding this topic and to provide students with PSAT/SAT/ACT prep sessions. We will also provide Advanced Academics teachers additional professional development opportunities, resources and support to enhance their ability to provide rigorous instruction that will lead to Dual Credit and AP course credit, etc. Also teachers will need to be adept at using a variety of resources and strategies to support the academic needs of students at all levels of performance so professional development in the area of blended and differentiated learning will be necessary. There is a concentrated effort in ensuring our students attain licenses and certifications in Career and Technology fields. Teachers will be provided professional development to enhance their ability to provide our students with the skills needed in order to attain licenses and certifications in their specified areas of interest.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators, counselors, teachers, staff and parents meet and collectively developed goals and steps needed to achieve the goals for the campus.

### 2.2: Regular monitoring and revision

LHS campus improvement plan is monitored regularly throughout the school year. The needs of the students are discussed and improvements are made to goals and strategies throughout the year.

### 2.3: Available to parents and community in an understandable format and language

LHS campus improvement plan is made available to the public on the schools web page. LHS campus improvement plan will be made available in English and Spanish to meet the needs of the entire community we serve.

### 2.4: Opportunities for all children to meet State standards

Teacher meet once a week with Administrator to discuss activities and state standards that will be covered for the week. The administration conducts at least one walk through per week on all teachers and provides feedback on instruction and the classroom environment. After completions on 6 weeks assessment data meetings is facilitated by campus.

administration.

## **2.5: Increased learning time and well-rounded education**

After completion of the first assessment LHS teachers meet as a grade level and develop interventions to address student needs. Interventions are spiraled into weekly lesson plans. Students also are encouraged to attend tutorial times provided by the teacher.

## **2.6: Address needs of all students, particularly at-risk**

LHS will develop a school-wide core belief that will be reinforced.

The attendance committee and PEIMS Clerk assists in monitoring students attendance. The committee meets as necessary.

Celebrations will be hosted to acknowledge students who show good citizenship, A/B honor roll, most improved and attendance.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Our campus goals for Parent and Family Engagement: Summarily, they involve (1) solidifying parent/family participation in campus events/initiatives. (2) enhancing campus infrastructure to support parental academic/social supports (engagement), (3) leveraging existing community partnerships established by parents and soliciting emergent tangential partnerships to create shared responsibility for improving school performance (empowerment).

### **3.2: Offer flexible number of parent involvement meetings**

Parent conferences will be scheduled as needed so that parents are able to discuss the individualized needs of their students.

An electronic newsletter will be sent out monthly to parents to communicate school events.

Social media sites such as twitter, LHS Facebook, and the school website will be maintained as a tool for communication.

# 2020-2021 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Campus Administrator	Eleanor Webb	Principal
Student	Derica (Briana) Bell	Student
Non-classroom Professional	Tracy Terrell	Master Teacher
Non-classroom Professional	Amanda Morrison	Master Teacher
Non-classroom Professional	Rophietta Malvo-London	Master Teacher
Non-classroom Professional	Shunta Jackson	Master Teacher
Parent	Tracy Allen	Parent
Community Representative	Carlos Whitfield	Community Business Partner
Administrator	Kirsten Jett	Administrator

# Lancaster Independent School District

## Lancaster STEM Early College High

### 2020-2021 Improvement Plan



# Mission Statement

**Empowering ALL students' purpose and passion through quality education.**

## CAMPUS MISSION

To prepare students, through rigorous and relevant content, to be productive and successful citizens by developing a strong work ethic and critical thinking skills needed to solve problems in the global community.

## Vision

**Every graduate a success!**

## CAMPUS VISION

To set high expectations for all students by building a foundation that fosters growth, success, and accomplishments throughout life, by linking classroom experiences to real world applications preparing students for success in college, career, and life.

# **Value Statement**

**MOTTO:**

**More than a diploma.**

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# Comprehensive Needs Assessment

# Priority Problem Statements

**Problem Statement 1:** Due to COVID -19 LSECHS does not have student achievement data from 2019-2020. We are anticipating learning gaps from loss on instruction in the spring especially in the area of ELAR.

**Root Cause 1:** Due to COVID-19 students had to be given instruction virtually for final three months of school year and students were not able to be assessed.

**Problem Statement 1 Areas:** Student Achievement - Student Learning

**Problem Statement 2:** Freshman students are entering a rigorous program and was not able to complete an essential transitional summer bridge program. Students were also not able to meet peers and teachers to form relationships.

**Root Cause 2:** Due to COVID-19 all meetings and class instructions were provided virtually.

**Problem Statement 2 Areas:** School Culture and Climate - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- STAAR Released Test Questions
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact








# Goals

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> LSECHS teachers will have weekly cluster training on the TAP rubric, either whole group or personalized learning, to deepen their understanding and execution of TAP indicators for more student-centered performance.</p> <p><b>Measure:</b> NIET EEPASS, DMAC, and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Teachers will collaborate and plan with district support officers to improve lesson delivery and student achievement.</p> <p><b>Measure:</b> DMAC, STAAR Data, Walk Through Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal District Specialist Blended Learning Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Teachers will develop and monitor an Individualized Instructional Plan (IIP) to set goals and reflect on their instructional practices to increase student achievement.</p> <p><b>Measure:</b> Teacher Data</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> LSECHS students will participate in mandatory after-school tutoring with ELAR teachers.  <b>Measure:</b> Benchmark Data, Bi-Weekly assessment data, and teacher data  <b>Staff Responsible for Monitoring:</b> Administration and Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 1 - Student Learning 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 2:</b> LSECHS creates additional ELAR prep course for targeted students second semester.  <b>Measure:</b> Student Data  <b>Staff Responsible for Monitoring:</b> Administration and Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 3:</b> LISD is now 1-1 district and the expectation is that teachers will consistently use instructional technology during ELAR instruction in order to enhance the learning environment.  <b>Measure:</b> Student Data and lesson plans  <b>Staff Responsible for Monitoring:</b> Administration and Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Student Achievement 1 - Student Learning 1</p>	<b>Reviews</b>			
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**Performance Objective 2 Problem Statements:**







<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Due to COVID -19 LSECHS does not have student achievement data from 2019-2020. We are anticipating learning gaps from loss on instruction in the spring especially in the area of ELAR. <b>Root Cause:</b> Due to COVID-19 students had to be given instruction virtually for final three months of school year and students were not able to be assessed.</p>

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None







<p><b>Strategy 1:</b> LSECHS campus environment will be conducive to growing and retaining quality personnel in order to support the attainment of campus achievement goals.</p> <p><b>Measure:</b> Evaluation Data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 2:</b> LSECHS will recruit highly qualified applicants using multiple platforms such as TEAMS, Teacher Job Network, Twitter, and Indeed. The interview process will be rigorous with high quality questions that are aligned with the district values, mission, vision, and beliefs.</p> <p><b>Measure:</b> Interview rubric</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
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**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> LSECHS staff implement the Teacher Advancement Program (TAP) in order to support teacher growth through the development of Individual Growth Plan (IGP) which will increase student achievement.</p> <p><b>Measure:</b> TAP data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> LSECHS administration will identify PD opportunities to ensure student and staff needs are met.</p> <p><b>Measure:</b> TAP data, weekly evaluation data, Benchmark Scores, and STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.1 - <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Achievement 1 - Student Learning 1</p>	<b>Reviews</b>			
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**Performance Objective 2 Problem Statements:**







<b>Student Learning</b>
<p><b>Problem Statement 1:</b> Due to COVID -19 LSECHS does not have student achievement data from 2019-2020. We are anticipating learning gaps from loss on instruction in the spring especially in the area of ELAR. <b>Root Cause:</b> Due to COVID-19 students had to be given instruction virtually for final three months of school year and students were not able to be assessed.</p>

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Incentives for Teachers and Staff for attendance, high permanence, extra effort and etc..  <b>Measure:</b> Attendance reports, student data, teacher retention  <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Provide opportunities such as creating a SBDM team for teachers to have a voice in the forward moving of the program.  <b>Measure:</b> None  <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None

<b>Strategy 1:</b> LSECHS will participate in SEL program "Move This World" at a minimum three days a week. <b>Measure:</b> Move This World Participation data, student attendance data <b>Staff Responsible for Monitoring:</b> Counselor and Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Provide social and emotional support to the students with: 1. Connection to social services 2. Parent outreach and involvement opportunities 3. Develop Campus newsletter to increase communication <b>Measure:</b> Student survey <b>Staff Responsible for Monitoring:</b> Counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 <b>Problem Statements:</b> School Culture and Climate 1 - Perceptions 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Develop a student mentor organization where upper class men have the opportunity to meet and provide support to our incoming students. <b>Measure:</b> Student Survey <b>Staff Responsible for Monitoring:</b> Counselor and MAPS teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 <b>Problem Statements:</b> School Culture and Climate 1 - Perceptions 2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 1:</b> Freshman students are entering a rigorous program and was not able to complete an essential transitional summer bridge program. Students were also not






able to meet peers and teachers to form relationships. **Root Cause:** Due to COVID-19 all meetings and class instructions were provided virtually.

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None






<p><b>Strategy 1:</b> The staff and students at LSECHS will successfully complete routine drills for crisis such as lockdowns, Lock-in, fires, and tornadoes. Documentation for drills will be kept.</p> <p><b>Measure:</b> Dril Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Administration and LHS Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None

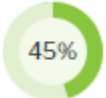




<b>Strategy 1:</b> LSECHS administration will effectively communicate the developed COVID-19 re-entry plan to all stakeholders <b>Measure:</b> Staff and student survey <b>Staff Responsible for Monitoring:</b> Administration <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None






<b>Strategy 1:</b> Collect data on the number of college credits taken and earned, TSI readiness by grade level <b>Measure:</b> TSI data and college transcript <b>Staff Responsible for Monitoring:</b> Administration and Counselor <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None







<p><b>Strategy 1:</b> LSECHS will partner with LHS to develop new CTE programs and pathways that will allow a larger number of students to receive industry based certification.</p> <p><b>Measure:</b> Student Interest Survey, Parent Survey, and Local Labor Data.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 10%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The principal will allocate funds in the appropriate areas that will allow purchases that support the mission, vision, and beliefs of the district/campus.  <b>Measure:</b> Campus Budget  <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Allow for teachers to create a "wish list" of materials they will want to increase student achievement.  <b>Measure:</b> Student Data  <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Lancaster STEM Early College High School (LSECHS) is a school within a school model. Our scholars share a building with the comprehensive high school. LSECHS has eleven instructors with seven of our teachers earning credentials to teach a dual credit course (3 Biology, 2 Education, 1 History, 1 English). Our student body has grown significantly over the last three years for a total of 320 students. The goal is LSECHS is to provide students in LISD with the opportunity to earn an associates at the completion of high school. When recruiting students LSECHS focuses on providing this opportunity to our at risk students. Currently we have 88% of our senior class on track to graduate with high school diploma and associates degree. LSECHS current school performance data is discusses in greater detail in the comprehensive needs assessments.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

A committee was created that included parents, students, teachers, staff, counselor and administrator to develop goals for LSECHS.

### 2.2: Regular monitoring and revision

LSECHS campus improvement plan is monitored regularly throughout the school year. The needs of the students are discussed and improvements are made to goals and strategies throughout the year.

### 2.3: Available to parents and community in an understandable format and language

LSECHS campus improvement plan is made available to the public on the schools webpage. LSECHS campus improvement plan will be made available in English and Spanish to meet the needs of the entire community we serve.

### 2.4: Opportunities for all children to meet State standards

Teachers meet once a week with principal to discuss activities and state standards that will be covered for the week. The administration conducts at least one walk through per week on all teachers and provides feedback on instruction and the classroom environment. After completions of district assessments, data meetings is facilitated by campus administration.

## **2.5: Increased learning time and well-rounded education**

After completion of the first assessment LSECHS teachers meet as a grade level and develop a list of students they will need for interventions. Students are added to a list provided by teacher if they must attend tutorials. Students attend these interventions at a minimum once a week. Students are given multiple opportunities to complete all assignments from teachers, however, if students are unsuccessful they are assigned Z.A.P (Zeros Aren't Permitted) to complete all assignments.

## **2.6: Address needs of all students, particularly at-risk**

LSECHS will develop a school-wide core belief that will be reinforced.

There will be a development of attendance committee that assist in monitoring students attendance. The committee will meet every 3 weeks.

Six week celebrations will be hosted to acknowledge students who show good citizenship, A/B honor roll, most improved and attendance.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

LSEHS will continue to increase the enrollment in Early College by consistently communicating with parents about to success and opportunities provided. Information will be communicated in multiple platforms such as phone calls, email, updated website, and social media. LSECHS holds a minimum of three student interest meetings where current students, faculty, and parents provide expectations of the school. Multiple community events are also held annually at LSECHS such as meet the teacher, cultural celebration, summer bridge, and celebrations.

### **3.2: Offer flexible number of parent involvement meetings**

Parent conferences will be scheduled once per semester so that parents are able to discuss the individualized needs of their students.

An electronic newsletter will be sent out monthly to parents to communicate school events.

Social media sites such as twitter and the school website will be maintained as a tool for communication.

# 2020-2021 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Anthony Thornhill	Principal
Member	Delia Moffitt	Counselor
Classroom Teacher	Ashley Tippit	ELAR Teacher
Classroom Teacher	Sarah Martindale	Science Teacher
Classroom Teacher	Terrica Walls	English Teacher
Community Representative	Avery Hartwell	Program Service Coordinator CVC
Parent	Cassandra Preston	Parent
Parent	Mildred McKinney	Parent

# Lancaster Independent School District

## BAMO 9th Grade Campus

### 2020-2021 Improvement Plan



# Mission Statement

**Empowering ALL students' purpose and passion through quality education.**

## Vision

-

**Every graduate a success!**

## Value Statement

**MOTTO:**

**More than a diploma.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Barack and Michelle Obama Ninth Grade Campus (or BAMO 9GC) is situated within the community of Lancaster, Texas in Dallas County. Lancaster is approximately 15 miles south of Downtown Dallas and has a population is 38,867. The median income for a family is 48,498. The racial makeup of the city is 51.00% Black or African American, 11.59% Hispanic, 35.63% White and less than 2.00% other races. Lancaster is the largest African American majority city in Texas.

BAMO 9GC has a population of 450 students: 78% Black or African American, 18% Hispanic and less than 4% other (to include White, American Indian and Two or more races). There are 180 females and 270 males enrolled. Currently, 87% of students qualify for free or reduced lunch.

BAMO 9GC strives to provide a variety of educational opportunities. Instructional programs are designed to meet individual needs and maximize student success. Curricular offerings include remedial, regular and advanced courses. Programs for special populations include At-Risk, English as a Second Language, Gifted and Talented, Special Education, STEM and Career and Technical Education (CTE).

# Student Achievement

## Student Achievement Summary

### HISTORICAL DATA: 7 YEAR LOOK

The data in the table represents the 3 EOC Exams taken in the 9th Grade at BAMO 9GC. Targets for student performance were created around this data set. Specific targets are defined in Goals 1,2 and 3 of this plan.

	2020*	2019	2018	2017	2016	2015	2014
<b>English I</b>	N/A	64%	55%	52%	54%	61%	53%
<b>Biology</b>	N/A	91%	83%	80%	82%	88%	81%
<b>Algebra I</b>	N/A	91%	73%	68%	56%	61%	61%
<b>Distinctions</b>	N/A	S. Studies ELAR Math Comparative Growth Post-secondary Readiness Closing Gaps	Science S. Studies	Science S. Studies	S. Studies	Science S. Studies	Science ELAR

\*TEA waived EOC STAAR Exams due to COVID-19 shutdown in March 2020.

### **Student Achievement Strengths**

Student achievement increased significantly during the 2018-2019 school year:

English 1 +9%

Biology +8%

Algebra 1 +18%

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** There is still room for much improvement in English I at the approaches level; and improvement at the meets and masters level in Biology and Algebra 1.

**Problem Statement 2:** Students will exhibit greater deficits during the 2020-2021 school year due to the loss of direct, face to face instructional time when schools shutdown in March 2020 because of COVID-19.

## School Culture and Climate

### School Culture and Climate Summary

Our motto is "Greater Expectations Equals Greater Results When You Expect Excellence Everyday." This motto sets the tone for teaching and learning at BAMO. We are working diligently to establish and then maintain a healthy, results-oriented culture rooted around high expectations for staff and students. Our focus is:

- 1) putting planning/instructional support structures in place for teachers
- 2) putting structures in place for effective collaboration
- 3) creating a healthy and productive culture of excellence
- 4) practicing restorative discipline
- 5) effectively communicating school goals and campus expectations to all stakeholders

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

#### **RETENTION**

All staff returned for the 2020-2021 school year except 3 teachers.

#### **STAFF QUALITY**

BAMO 9GC has a diverse staff roster of 54. The experience ranges from new to teaching to plus 20 years.

#### **RECRUITMENT**

Of the 54 total staff, 3 are new to Lancaster ISD.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### CURRICULUM

Increasing the quality of instruction is a key component of ensuring student attainment and achievement. Staff will consistently and effectively implement professional development strategies modeled in weekly PLC meetings and district professional development sessions. Teachers will follow the IRGs as well as use the adopted curriculum for each content with fidelity.

### INSTRUCTION AND ASSESSMENT

Teachers consistently review multiple student data sources to plan for and deliver instruction following the lesson cycle. Teachers assess students' learning on a daily basis via demonstrations of learning and bi-weekly assessments. Other forms of assessments embedded throughout the school year include: district common formative assessments, district benchmarks, mock STAAR assessments, and the EOCs/STAAR. These assessment/accountability pieces foster alignment between what is expected to be taught, what is actually taught, and what students master. When a student does not meet standard on assessed curriculum, immediate intervention and/or reteach is performed to ensure student mastery.

#### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** We need to focus on differentiation across all contents. **Root Cause:** There should be distinct differences between a remedial, on grade level and Pre-Ap course.

**Problem Statement 2:** We need to establish an effective way to instruct both virtual and face-to-face students simultaneously. **Root Cause:** Due to COVID-19, parents have the option of choosing what mode they want for their child.

**Problem Statement 3:** Teachers will need to be thoroughly trained on how to deliver online instruction. **Root Cause:** Due to COVID-19, teachers will be expected to teach online this school year.

# Parent and Community Engagement

## Parent and Community Engagement Summary

We recognize the implications for involving and partnering with parents and the community at large as it relates to nurturing and educating the whole child. We created the parental involvement committee to spearhead initiatives towards getting parents actively involved in their child's learning. Some events we would typically plan for parents in a school year include, but are not limited to: Meet the Teacher night, Open House, Parent/Teacher conferences, Family Engagement nights for all content areas. However, due to COVID-19 restraints, we will have to create virtual opportunities for parents to engage with the school.

Aside from the aforementioned events, the school strives to communicate and keep parents informed by sending home course syllabus/descriptions from the teachers, monthly calendars from the principal, and other district and community communication pieces. The school also sends progress reports home every 3 weeks. Report cards go home at the end of each 6 week period.

## School Context and Organization

### School Context and Organization Summary

<b>Administrators (Principal and Assistant Principal)</b>	<b>2</b>
Counselor	1
Registrar	1
Administrative Assistant	1
Registered Nurse	1
ELAR Department	4
Math Department	4
Biology Department	3
Social Studies Department	3
Foreign Language Department	2
Fine Arts Department	5
Career and Technical Education	3
Physical Education	2
Athletic Trainer	1
Special Education	3
JROTC	1
Paraprofessionals (includes 2 vacancies)	5
Cafeteria staff	3
Custodial staff	5

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** We have 2 paraprofessional vacancies that we need to fill (one is for ISS and the other is for a hall monitor).

# Technology

## Technology Summary

All BAMO students have their own device and are ready for face-to-face or online learning.

The Principles of A/V class has a combination of chromebooks, Macbooks and digital cameras for video production.

The special education classes have devices solely dedicated for their department.

All classrooms are outfitted with dry erase boards and projectors that sync wirelessly to staff laptops.

All teachers have laptops and are able to operate them without being hardwired.

All teachers have ELMOs.

Teachers have wireless/mobile classroom phones.

The cafeteria and gym have blue-tooth capability.

There are large projector screens in the library and cafeteria.

There are 5 large TVs mounted throughout the building for display purposes.

There is an electronic marquee in front of the building.

Visitors must ask for permission to enter the building (and get buzzed in) via an intercom system and are seen via a camera at the front door.

Visitors are given computer-generated badges via the Raptor system. This system alerts campus and district level staff if access is denied due to a prohibited criminal history.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** We need to secure additional hot spots. **Root Cause:** We only have 20 hot spots allotted for the campus.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- STAAR EL Progress Measure data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female 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
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Class size averages by grade and subject

## Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

# Goals

**Goal 1:** We will use effective instructional practices that motivate and actively engage students in the area of ELAR and develop necessary intervention plans for any student not performing well.


**Performance Objective 1:** STAAR EOC Exam scores will improve by at least 5-10% at the Approaches, Meets and Masters level.






ELAR TARGETS (2019 to 2021):








Approaches	64% to 75%	+11%
Meets	44% to 50%	+6%
Masters	5% to 15%	+10%

**Evaluation Data Sources:** Evidence of increased student achievement in ELAR will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will model and systematically lead students through each part of the writing process:</p> <p>Pre-writing Drafting Revising Editing Publishing</p> <p><b>Measure:</b> 1) Increase student mastery</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p><b>Strategy 2:</b> Teachers will create student portfolios to store writing pieces; students will deposit at least 1 full length essay into their portfolios each six weeks (that has been edited, revised and scored using the STAAR Writing Rubrics)</p> <p><b>Measure:</b> 1) Increase student mastery</p> <p><b>Staff Responsible for Monitoring:</b> 1) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Teachers will lead students in giving one another other high quality feedback when scoring writing pieces using the STAAR Writing Rubric</p> <p><b>Measure:</b> 1) Increase student mastery</p> <p><b>Staff Responsible for Monitoring:</b> 1) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> All students will receive explicit instruction that enhances vocabulary acquisition</p> <p><b>Measure:</b> 1) Build academic vocabulary</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 5:</b> Teachers will spiral in problematic SE's based on assessment pieces throughout the year</p> <p><b>Measure:</b> 1) Increase student mastery</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 6:</b> Students will complete APEX lessons consistently throughout the school year; as well as No Red Ink to supplement the curriculum</p> <p><b>Measure:</b> 1) Increase student mastery</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June

<b>Strategy 7:</b> Teachers will be provided additional resources and materials to supplement the curriculum <b>Measure:</b> 1) Build teacher capacity 2) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 8:</b> Teachers will document all intervention efforts such as before/after-school tutoring and Saturday School <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 9:</b> Teachers will lead all students in tracking their performance on assessments and assist them in setting goals <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** We will use effective instructional practices that motivate and actively engage students in the area of Math and develop necessary intervention plans for any student not performing well.




**Performance Objective 1:** STAAR EOC Exam scores will improve by at least 4-14% at the Approaches, Meets and Masters level.









MATH TARGETS (2019 to 2021):

Approaches	91% to 95%	+4%
Meets	66% to 80%	+14%
Masters	35% to 40%	+5%

**Evaluation Data Sources:** Evidence of increased student achievement in Math will be determined by the analysis of data from bi-weekly assessments, common assessments, intervention documentation, after-school tutoring logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

**Summative Evaluation:** None

<b>Strategy 1:</b> All students will receive explicit instruction that enhances vocabulary acquisition <b>Measure:</b> 1) Build academic vocabulary <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Teachers will spiral in problematic SE's based on assessment pieces throughout the year <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Students will complete APEX lessons consistently throughout the school year <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 4:</b> Teachers will be provided additional resources and materials to supplement the curriculum <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 5:</b> Teachers will lead all students in tracking their performance on assessments and assist them in setting goals <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 6:</b> Teachers will document all intervention efforts such as before/after-school tutoring and Saturday School <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 7:</b> Teachers will support writing across contents by incorporating reflective journal writing activities <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** We will use effective instructional practices that motivate and actively engage students in the area of Science and develop necessary intervention plans for any student not performing well.




**Performance Objective 1:** STAAR EOC Exam scores will improve by at least 4-17% at the Approaches, Meets and Masters level.









SCIENCE TARGETS (2019 to 2021):

Approaches	91% to 95%	+4%
Meets	63% to 80%	+17%
Masters	15% to 25%	+10%

**Evaluation Data Sources:** Evidence of increased student achievement in Science will be determined by the analysis of data from bi-weekly assessments, common assessments, intervention documentation, after-school tutoring logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

**Summative Evaluation:** None

<b>Strategy 1:</b> All students will receive explicit instruction that enhances vocabulary acquisition <b>Measure:</b> 1) Build academic vocabulary <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Teachers will spiral in problematic SE's based on assessment pieces throughout the year <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Students will complete APEX lessons consistently throughout the school year <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>








<b>Strategy 4:</b> Teachers will be provided additional resources and materials to supplement the curriculum <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 5:</b> Teachers will document all intervention efforts such as before/after-school tutoring and Saturday School <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
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	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 7:</b> Teachers will support writing across contents by incorporating reflective journal writing activities <b>Measure:</b> 1) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 1:** Establish and effectively articulate campus crisis plan to ensure students and staff are safe in the event of a crisis.

**Evaluation Data Sources:** Evaluation indicators for safety will include documentation of the anti-bullying campaign program and schedule, the district/campus crisis plans, Youth Truth Survey feedback, activities and lesson related to online safety and appropriate behavior and discipline data analysis.

**Summative Evaluation:** None










<b>Strategy 1:</b> Implement proactive initiatives such as Red Ribbon Week, Anti-Bullying Pep Assembly, etc <b>Measure:</b> 1) Build positive school climate <b>Staff Responsible for Monitoring:</b> 1) Counselor 2) LISD Police Department <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Draft campus crisis plan in accordance to the district crisis plan; effectively communicate these plans to all stakeholders <b>Measure:</b> 1) Foster school safety <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Conduct monthly drills: fire, tornado, active shooter, etc <b>Measure:</b> 1) Foster school safety <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 2:** Implement an effective education program on each campus that focuses on the principles of character, leadership and personal development for students, staff and parents.

**Evaluation Data Sources:** Evaluation indicators will include character program selection, documentation of student leadership development, documentation of character program activities on each campus in lesson plans, scheduled events and programs.

**Summative Evaluation:** None









<b>Strategy 1:</b> Identify, integrate and model the principles of character, as well as develop means of assessing student demonstration of these principles <b>Measure:</b> 1) Decrease the number of student referrals <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Establish criteria for having student election to create Student Council <b>Measure:</b> 1) Create student buy-in 2) Give students a voice in the decision making process <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> A group of students that model principles of character and leadership will be selected by classroom teachers monthly and recognized school-wide <b>Measure:</b> 1) Positive recognition <b>Staff Responsible for Monitoring:</b> 1) Counselor <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

**Performance Objective 3:** Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

**Evaluation Data Sources:** Evaluation indicators will include meeting agendas, sign-in sheets, and lesson plan documentation of programs and activities for teacher, parent, and student awareness of disciplinary procedures, prevention of sexual abuse, dating violence, school health programs, and issues related to dropout rate, attendance, and graduation rate.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Create "Student Incentive" Committee comprised of students and teachers</p> <p><b>Measure:</b> 1) Reward system for students</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Use Restorative Discipline strategies to corral negative student behaviors</p> <p><b>Measure:</b> 1) Build positive school climate</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor 3) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Identify at-risk students, establish mentor program and develop leadership institute</p> <p><b>Measure:</b> 1) Develop character and leadership skills in problematic students</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor 3) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> The counselor will identify students with high referral counts and see them in small groups bi- weekly</p> <p><b>Measure:</b> 1) Build positive school climate</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				








**Goal 5:** We will seek out opportunities to actively engage parents in their child's learning as well as seek out opportunities to establish community partnerships.







**Performance Objective 1:** Create multiple opportunities for parents to engage in their child's learning; and explore ways to establish community partnerships

**Evaluation Data Sources:** Evidenced by sign-in sheets, school marquee displays, meeting logs, meeting agendas, parent surveys, Blackboard Contact Logs, monthly calendars

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Enhance the campus website on the LISD webpage to be a more effective tool for external communication with all stakeholders</p> <p><b>Measure:</b> 1) Increase communication</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Administrative Assistant 3) Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Utilize multiple forms of social media to communicate campus information to students, parents, and community members</p> <p><b>Measure:</b> 1) Increase communication</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Administrative Assistant 3) Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Host monthly "Coffee and Conversations" or "Chat and Chew" with the Principal</p> <p><b>Measure:</b> 1) Increase communication</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
<p><b>Strategy 4:</b> Charter a Parent/Teacher Association (aka PTA)</p> <p><b>Measure:</b> 1) Increase communication 2) Create opportunities throughout the year for parents to engage with the school community</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	Nov 	Jan 	Mar 	June 
	Nov 	Jan 	Mar 	June 
	Nov 	Jan 	Mar 	June 
	Nov 	Jan 	Mar 	June 

<b>Strategy 5:</b> Create a Parental Involvement Committee <b>Measure:</b> 1) Create opportunities throughout the year for parents to engage with the school community <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Instructional Coaches 3) Administrative Assistant <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 6:</b> Charter "All Pro Dad's" chapter <b>Measure:</b> 1) Increase male presence in the school community <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 7:</b> Send home a monthly newsletter or calendar informing stakeholders of school happenings <b>Measure:</b> 1) Increase communication <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor 3) Media Specialist <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June
<b>Strategy 8:</b> Increase usage of Blackboard to keep stakeholders informed <b>Measure:</b> 1) Increase communication <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor 3) Media Specialist 4) Administrative Assistant <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 9:</b> Host Parent/Teacher conferences at least twice a year <b>Measure:</b> 1) Keep parents engaged in their child's learning <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June







<b>Strategy 10:</b> Host at least 2 Family Engagement Sessions <b>Measure:</b> 1) Keep parents engaged in their child's learning <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 11:</b> Explore opportunities to establish community partnerships <b>Measure:</b> 1) Increase community outreach <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits.</p> <p><b>Measure:</b> 1) Build teacher capacity 2) Increase student mastery 3) Long Range Plan 4) Cluster Meeting Records</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement.</p> <p><b>Measure:</b> 1) Increase student mastery</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Students will complete at least 2-3 novel studies using appropriate grade level text.</p> <p><b>Measure:</b> 1) Increase student mastery</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The Media Specialist will host a weekly Book Club Meeting with students.</p> <p><b>Measure:</b> Weekly attendance log</p> <p><b>Staff Responsible for Monitoring:</b> 1) Media Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None



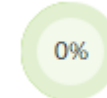


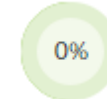







<p><b>Strategy 1:</b> Analyze both short and long term needs for BAMO and project costs for potential staffing needs as evident with current priority areas such as:</p> <p>Hire an additional Spanish 1 teacher to alleviate large class size          Hire an additional Art teacher to alleviate large class size          Hire a full-time Theater arts teacher to alleviate large class size          Hire more African American male teachers to be representative of the student body          Offer more CTE classes at BAMO</p> <p><b>Measure:</b> 1) Smaller class sizes          2) Master schedule</p> <p><b>Staff Responsible for Monitoring:</b> 1) LISD Human Resources</p>	Reviews						
	Formative			Summative			
	Nov	Jan	Mar	June			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

**Goal 7:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None



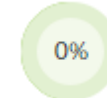






<b>Strategy 1:</b> All teachers will receive 2 TAP observations with feedback to strengthen Tier I instruction <b>Measure:</b> 1) Build teacher capacity 2) Increase student mastery <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov  20%	Jan  0%	Mar  0%	June
<b>Strategy 2:</b> Teachers will receive at least 1 walk-through a week with feedback <b>Measure:</b> 1) Change in teacher practice as documented in Eduphoria <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov  50%	Jan  0%	Mar  0%	June
<b>Strategy 3:</b> Professional development choice boards that align with teacher endorsements need to be created (similar to student 4 year plans) <b>Measure:</b> 1) Choice board 2) Certificates of completion <b>Staff Responsible for Monitoring:</b> 1) Administrators <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov  0%	Jan  0%	Mar  0%	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None


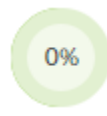

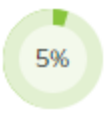




<p><b>Strategy 1:</b> The Sunshine Committee will plan monthly socials/treat days throughout the year to help teachers stay happy and positive</p> <p><b>Measure:</b> 1) Staff morale</p> <p><b>Staff Responsible for Monitoring:</b> 1) Committee Members 2) Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 2:</b> Recognize staff effort and accomplishments regularly.</p> <p><b>Measure:</b> 1) Monthly newsletter highlight 2) Glows embedded in weekly walk-through feedback 3) Verbal during staff meetings 4) Social media shout-outs</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Conduct 2 surveys for students, parents and teachers (Survey 1 at the end of the first semester; Survey 2 at the end of the second semester) in order to gauge the culture and climate.</p> <p><b>Measure:</b> 1) Survey feedback</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Teachers will implement Move This World strategies (SEL Program) daily with students for 20 minutes at the beginning of 2nd period.</p> <p><b>Measure:</b> 1) Lesson progression status</p> <p><b>Staff Responsible for Monitoring:</b> 1) Classroom teachers 2) Counselor 3) Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 2:</b> Regularly incorporate wellness activities into campus meetings for staff.</p> <p><b>Measure:</b> Meeting agendas Guest speakers</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Use the Region 10 Annual Safety Report from the 2019-2020 school year as a baseline for making safety improvements.</p> <p><b>Measure:</b> Completed items per the inspector's recommendation</p> <p><b>Staff Responsible for Monitoring:</b> 1) Campus Crisis Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Consistently review and update the Campus Re-entry Plan (covering COVID-19 Safety Protocols) as needed to mitigate viral transmission.</p> <p><b>Measure:</b> Minimum viral transmission</p> <p><b>Staff Responsible for Monitoring:</b> 1) Campus COVID Task Force</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None







<p><b>Strategy 1:</b> The math and science departments will work together to create and facilitate a series of design challenges to promote STEM.</p> <p><b>Measure:</b> Academic planning guide</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrator 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide appropriate information, course descriptions and counseling for students entering Pre-AP classes.</p> <p><b>Measure:</b> Meeting agendas Meeting sign-in sheets Master school calendar</p> <p><b>Staff Responsible for Monitoring:</b> 1) Counselor 2) Classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Train teachers how to differentiate a regular class from a Pre-AP class to encompass a more rigorous curriculum (examine teacher and student behaviors)</p> <p><b>Measure:</b> Increase in students scoring at the advanced level on formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None








<b>Strategy 1:</b> Create a campus based digital learning steering committee to explore establishing industry partnerships. <b>Measure:</b> Virtual field trips and presentations <b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Steering Committee <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Utilize the Naviance software to provide students with college planning opportunities and career assessment tools (each six weeks). <b>Measure:</b> Completed scheduled activities each six weeks <b>Staff Responsible for Monitoring:</b> 1) Counselor <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 10:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Explore offering a principles class for culinary arts (we have a state of the art kitchen with several cooking stations with new appliances not being utilized).</p> <p><b>Measure:</b> 1) a proper needs assessment that outlines why this could happen or could not happen along with associates costs</p> <p><b>Staff Responsible for Monitoring:</b> 1) CTE Coordinator 2) Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Install Paxton/Patterson lab for the Principles of Engineering class we are currently offering (we have designated room #408 for the lab)</p> <p><b>Measure:</b> 1) Outfitted classroom</p> <p><b>Staff Responsible for Monitoring:</b> 1) CTE Coordinator 2) Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Explore having all practices and/or games at BAMO for 9th Grade athletes versus busing students to and from LHS. The current configuration puts several limitations on the master schedule. There are 3 groups of students bused daily either to or from LHS (1st, 5th and 8th period).</p> <p><b>Measure:</b> 1) a proper needs assessment that outlines why this could happen or could not happen along with associates costs</p> <p><b>Staff Responsible for Monitoring:</b> 1) Athletic Director 2) Director of Maintenance 3) Director of Facilities 4) Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 10:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will submit a list of needed curricular items (by department) at the end of the school year complete with justification and cost.</p> <p><b>Measure:</b> 1) Needs assessment</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Teachers will complete an EOY professional development survey as part of their check-out process that will be used to plan for summer and fall professional development offerings.</p> <p><b>Measure:</b> 1) Completed surveys</p> <p><b>Staff Responsible for Monitoring:</b> 1) Administrators 2) Classroom teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

This part of the plan is the sum total or overview of the campus composition. It outlines categories such as demographics, student achievement, staffing as well as curriculum and instruction.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Campus Improvement Committee consists of campus administrators, school nurse and counselor, Registrar, LPAC chair, special education inclusion teacher, interventionists for reading and math, a parent, community business representative.

### **2.2: Regular monitoring and revision**

The CIP is a living document and is able to be updated at regular intervals. So far three meetings have been held: 9/16/20, 9/23/20 and 11/16/20.

### **2.3: Available to parents and community in an understandable format and language**

The CIP is posted at [www.lancasterisd.org](http://www.lancasterisd.org) and linked to the campus page. A link will also be embedded in the November newsletter to parents.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Nakesha Reddick	Principal
Administrator	Philia Stewart	Assistant Principal
Non-classroom Professional	Crystal Traylor	Counselor
Classroom Teacher	Bel Cobbs	Math Interventionist
Classroom Teacher	Elicia Criss	ELAR Interventionist/LPAC Chair
Business Representative	Lazonda Gardner	Gardner Preparatory (Owner/Director)
Classroom Teacher	Kenyetta Hickmon	Special Education Inclusion
Paraprofessional	Erika Cervantes	Campus Registrar/PEIMS
Non-classroom Professional	Carole Ruiz De Velasco	Campus Nurse
Parent	Joseph Mayberry	Parent

# Lancaster Independent School District

## Elsie Robertson Middle School

### 2020-2021 Improvement Plan



# **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

## **Vision**

**Every graduate a success!**

## **Core Beliefs**

### **MOTTO:**

**More than a diploma.**

**LMS Motto:**

**"We Believe, We Achieve"**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographic				
	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	Total	% of Student Population
Students Enrolled	594	524	1117	100%
Males	312	268	580	52%
Females	281	256	537	48%
Black	469	405	874	78%
Hispanic	100	101	201	18%
White	8	6	14	1%
Other	16	12	28	3%
At Risk	354	358	712	64%
SPED	71	52	123	11%
Econ. Disadvantage	490	437	927	83%
LEP	60	50	110	10%
GT	72	49	121	11%
504	31	39	70	6%

### Demographics Strengths

Elsie Robertson Lancaster STEM Middle School demographics offer an opportunity for growth and enrichment in the academic program. Elsie Robertson Lancaster STEM Middle School has 64 professional classroom educators, 12 educators in instructional support, and campus leadership, along with 24 paraprofessional staff members. The campus has 7th and 8th grade students and we have a number of systems and supports designed to address the various learning styles of our students. We have 8 classroom teachers who serve as instructional support instructors designed to enhance the core instruction for learners.

Elsie Robertson Lancaster STEM Middle School has 1117 students enrolled. Our attendance goal for a student body of our size is 98%. The chart above gives a snapshot of our student breakdown. Additionally, note our economically disadvantaged and at-risk populations are showing a steady increase. As our population continues to increase in these two areas, we must continue to monitor our supports and interventions to ensure the success of every student.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** As we continue to experience demographic changes in our ELL, At-Risk, and SPED populations, our student achievement in these areas has declined.

**Root Cause:** With an increase in these areas, students are needing specific and increased supports to attain grade level proficiency. The campus must adjust the supports to ensure students who need the services are receiving the support.

# Student Achievement

## Student Achievement Summary

Subject	2015 Met Standard	2016 Met Standard	2017 Met Standard	2018 Met Standard	2019 Met Standard	2020 Met Standard	Difference Between 2019 and 2020
7th Reading STAAR	71%	58%	65%	68%	68%	NT	NT
8th Reading STAAR	88%	83%	80%	82%	83%	NT	NT
7th Writing STAAR	72%	49%	60%	59%	61%	NT	NT
7th Math STAAR	76%	62%	70%	69%	74%	NT	NT
8th Math STAAR	90%	85%	87%	90%	91%	NT	NT
Algebra I STAAR	100%	100%	99%	99%	100%	NT	NT
8th Science STAAR	77%	73%	71%	78%	86%	NT	NT
8th S. Studies STAAR	73%	64%	64%	68%	75%	NT	NT

## Student Achievement Strengths

Elsie Robertson Lancaster STEM Middle School had no STAAR results for 2020 due to COVID-19 the 2019 STAAR results featured several highlights to build upon for the next school year. Highlighted areas include:

As a result of the 2019 STAAR administration, Elsie Robertson Lancaster STEM Middle School received five distinctions: 1) Top 25% in Student Progress; 2) Top 25% in Closing Student Performance Gaps; 3) Post-Secondary; 4) Mathematics; & 5) Social Studies

7th Grade STAAR Writing had a 2 point gain for the 2019 assessment year. ( 2% increase)

8th Grade STAAR Reading had a 1 point gain for the 2019 assessment year. ( 1% increase)

7th Grade STAAR Mathematics had a 5 point gain for the 2019 assessment year.( 5% increase)

8<sup>th</sup> Grade STAAR Mathematics had a 1 point gain for the 2019 assessment year. ( 1% increase)

8<sup>th</sup> Grade STAAR Science had an 8 point gain for the 2019 assessment year. ( 8% increase)

8<sup>th</sup> Grade STAAR Social Studies had a 7 point gain for the 2019 assessment year. ( 7% increase)

8th Grade STAAR students performed comparatively better as 8th graders than their 7th-grade year.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** There is a need to increase student performance in all 7th and 8th grade tested areas, especially in ELAR. There is a need for a school-wide writing/reading program that can be implemented regularly to increase student performance in this area. Also, there is a need to provide increased learning opportunities and enrichment activities for all students due to loss of in person instruction during the last six weeks of the 2019-2020 school year and COVID-19. **Root Cause:** Instruction in the classroom must adjust in real time to the growing needs of our student population. Intervention and supports cannot be delayed and instruction must adjust during the class period.

# School Culture and Climate

## School Culture and Climate Summary

The Elsie Robertson Lancaster STEM Middle School staff will continue to work towards improving school climate and culture for all stakeholders. Campus surveys are utilized to gauge school culture and climate and need for improvements. Elsie Robertson Lancaster STEM Middle School is promoting and establishing a STEM and college and career readiness school culture and climate. Students will be exposed to STEM through the STEM Infinity classes, CCMR, and other enrichment activities and clubs virtually and/or in person. For the 2020-21 school year, we will provide SEL (social and emotional learning) lessons and support daily through the use of Move This World. While our survey responses are pointing towards a more positive and nurturing campus, we are focused on developing a campus that is proactive and responsive to student and parent needs. Enhancing this area will allow our campus to position itself among the best in the area both academically and in addressing social-emotional needs.

## School Culture and Climate Strengths

Our school motto is "We Believe, We Achieve". The school motto represents more than just a quote for a letterhead. Our foundation for addressing the needs of our students begins with an understanding that every child can achieve. As a school, we must believe each student can reach their maximum potential. Our demonstration of the beliefs is manifested throughout the year in the following strategies, activities, and observations:

1. The college and career culture is being established by promoting college visits, college t-shirt day, college fairs, and various activities within the college and career area.
2. College symbols, logos, and pictures are displayed on the television screens throughout the school.
3. STEM is a school-wide focus for all teachers as they continue to incorporate technology and 21st Century learning skills regularly into their classroom instruction.
4. STEM Infinity courses will offer great exposure to engineering, math, science, and technology and will help to guide students to pursue career interests in STEM fields (i.e., through classes like CCMR, STEM, and Aquaponics).
5. STEM Pax and Patterson program provide opportunities for students to problem solve in pairs or small groups and be exposed to different STEM fields and careers through the Pax and Patterson modules.
6. Social Emotional Learning (SEL) lessons and support will be provided daily utilizing Moving This World and the services of the K-8 SEL Counselor.

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** There is a need for increasing program and enrichment opportunities for students, access to more SEL support, highlighting school accomplishments, and establishing a high-achieving culture within the school. **Root Cause:** Due to COVID-19 all classroom teachers must incorporate technology into their daily instruction. Also, interactions with stakeholders are held virtually. This has had an affect on our teachers, students and other stakeholders socially and emotionally state.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Elsie Robertson Lancaster STEM Middle School is in the process of developing a set of essential characteristics needed for our teachers and staff to be successful on our campus. We are continuing to develop systems designed to ensure the growth, support, and monitoring of instructional staff. Stability and continuous growth will allow more experienced staff to greatly impact student achievement and address student needs. LMS has 16 teachers new to our campus. We had 15 teachers who resigned last year and 1 teacher who transferred to other positions within LISD.

## Staff Quality, Recruitment, and Retention Strengths

Elsie Robertson Lancaster STEM Middle School will continue to seek new talent and individuals who can add value to the campus and increase student success. The instructional coaches and administrators will provide weekly professional development opportunities for all teachers. In addition, new teachers will participate in a semester-long new teacher academy/PLC. While attending the new teacher academy/PLC, teachers will focus on good first instruction, learn how to implement research-based instructional strategies, and improving their performance utilizing the TAP rubric. At LMS, we seek to grow staff and provide them with opportunities to lead PLCs and model best practices to increase student learning.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Elsie Robertson Lancaster STEM Middle School will need more experienced teachers in technology and engineering in the future as the STEM focus increases. Currently, all new teachers are participating in the 1:1 Integration and training sessions in order to increase student achievement and engagement through the use of technology. **Root Cause:** Developing employment criteria and new staff support program would lead to recruitment of highly qualified teachers in and preparing students for STEM career pathways while supporting core areas.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Elsie Robertson Lancaster STEM Middle School currently uses TEKS Resource (TCMPC), adopted curriculum, and various supplemental curriculum resources. Lesson planning sessions utilize the Instructional Focus Documents to gain a greater understanding of Texas Essential Knowledge and Skills statements. LMS teachers receive support from Instructional Coaches, Team Leads, and Administrators during cluster meetings. Assessments are written and/or reviewed by career teachers, Instructional Coaches, Mentor Teachers, and/or district specialists/coordinators to ensure that teaching, assessments, and the curriculum are all aligned. Other supplemental resources include, but are not limited to, Region 10 Supplemental STAAR Resources, APEX learning, and the use of the state adopted textbooks/online materials.

## Curriculum, Instruction, and Assessment Strengths

Elsie Robertson Lancaster STEM Middle School leadership has developed key strategies to monitor and track the progress of our instructional planning sessions. Additionally, the leadership has committed to a strong presence in our classrooms designed to improve instruction.

1. Teachers have TEKS resource and are using the curriculum documents such as the IFD, VAD, and IRG to ensure that they teach to the depth and rigor of the various student expectations.
2. Teachers have input on the common assessments and use a YAG and pacing calendar to keep up with the scope and sequence and assessments.
3. Teachers are supported by the TLT team (including administrators and Instructional Coaches) to ensure that teaching, instruction, and assessments are aligned with the TEKS. Instructional Coaches and Mentors support teachers to ensure that engaged, student-centered instruction is taking place in all classrooms.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** In order to equip students to achieve at the meet and mastery STAAR performance levels, we need question banks to create campus and teacher made assessments and supplemental resources for Social Studies and Science. In addition, we need access to extended learning activities and additional supplemental resources for all classes to ensure the differentiation for all students in a face-to-face and/or remote setting. **Root Cause:** The campus staff is adjusting to the new performance level requirements. We must raise our level of instruction to help students reach the new requirements for performance.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Elsie Robertson Lancaster STEM Middle School will continue to promote an increase in parental and community involvement. Each year, LMS hosts an Orientation and STEM/Family Night to inform, build relationships, collaborate with stakeholders. Parents are invited and welcomed to attend PTA meetings to discuss school matters in addition to watching different student groups/organizations perform. Other events to get the community involved is Meet the Teacher Night/Open House, cultural programs/celebrations, Parent/Student Orientation, CIP meetings, and APD.

## Parent and Community Engagement Strengths

The campus has steadily increased its parental involvement offerings and strives to create opportunities for parents to interact with staff. Our current list of events includes:

1. Parent/Student Orientation
2. Open House/Meet the Teacher
3. PTA
5. Campus Improvement Committees
6. Parent volunteers welcome
7. Campus tours for parents/families of incoming students
8. Special Town Hall sessions

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** In order to promote family and community involvement, PTA membership and involvement needs to increase, community relationships/sponsorship need to be more established, and more parents volunteers welcomed and needed. In addition, more parents need to participate in CIP meetings, SBDM meetings, MOM Club and Fathers Club. **Root Cause:** The campus needs to engage in purposeful actions designed to make parents aware of all the opportunities they have to be involved in the school.

# School Context and Organization

## School Context and Organization Summary

The campus has a principal, associate principal, one 7th grade house principal, and one 8th grade house principal. The school's leadership team also includes 6 TAP Instructional Coaches (we have 1-3 ICs each core area) and a Fine Arts/Elective mentor teacher. There are approximately 87 faculty members (62 teachers and 15 paraprofessionals, and 10 non-teaching professional staff). Elsie Robertson Lancaster STEM Middle School has pockets of success throughout the campus. Each area has bright spots and opportunities for growth. The leadership is focused on a campus that performs at its optimal level.

## School Context and Organization Strengths

There are various levels of support for the teachers to aid with classroom management and instructional needs. There are several campus professional developments to support new teachers with learning the pedagogy and managing behavior presented by the house principals. In addition, TAP Instructional Coaches help teachers in various areas of support and tier cluster to meet their needs (i.e., through core content cluster, department/grade level team planning, new teacher cluster, and electives teacher cluster).

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Elsie Robertson Lancaster STEM Middle School must grow its thinking and approach to supports and interventions for students to increase academic performance. **Root Cause:** Elsie Robertson Lancaster STEM Middle School must dedicate more time and use its time wisely for targeted professional development. The sessions include opportunities for teachers, leadership team members, and outside consultants to present best practice strategies to positively impact our students.

# Technology

## Technology Summary

Elsie Robertson Lancaster STEM Middle School is committed to an increased access approach to technology for the 2020-2021 school year. Our focus includes 1:1 Technology Integration in every classroom. Technology is improving at Elsie Robertson Lancaster STEM Middle School so, all teachers can integrate 21st-century skills with learning every day in the classroom and to increase the STEM focus.

## Technology Strengths

The commitment to providing blended learning support in the classrooms will be evident during 2020-2021 school year. All secondary in-district/returning students were offered a 1:1 device. Additionally, all teachers are provided with ongoing support and have opportunities to participate in the 1:1 Technology training so, they can integrate technology into their classrooms. Blended Learning support is provided the District Blended Learning Specialist.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** We are having to teach virtually due to COVID-19 and every student on the campus must be equipped with a Chrome book. Teachers still need ongoing support with incorporating technology in their classrooms virtually and/or in person (i.e., Google classroom). Due to the large amount of technology being used on campus we need a better internet connection. **Root Cause:** As we have expanded the number of devices on the campus, the campus will need a better internet connection on campus and, teachers will need training on all technology and applications to increase student engagement and achievement.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female 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
- STEM/STEAM data
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

235

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact







# Goals

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None









<p><b>Strategy 1:</b> Elsie Robertson STEM Middle School will develop a professional learning catalog.</p> <p><b>Measure:</b> 100 % of the professional learning catalog will be published and communicated to all staff at LMS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Department Support</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Elsie Robertson Lancaster STEM Middle School will build instructional capacity of teachers using EEPASS data, DMAC walk-through data, local assessments, and STAAR data. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.</p> <p><b>Measure:</b> Data identified through EEPASS, DMAC, BMK, and STAAR data.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Elsie Robertson STEM Middle School will implement campus-wide literacy and writing for all students.  <b>Measure:</b> 100% of students writing campus-wide.  <b>Staff Responsible for Monitoring:</b> Administrators, Department Support and Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Elsie Robertson Lancaster STEM Middle School will offer power school, SWIM camp, and Saturday school in addition to teacher tutorials.  <b>Measure:</b> Student data and teacher data  <b>Staff Responsible for Monitoring:</b> Administrators, Department Support and Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> LMS Incentive program that incorporates opportunities for increases in student performance, attendance and provides personally meaningful relevant motivational techniques to encourage students attendance and participation(i.e., 6 weeks attendance incentives, awards/recognition, and free dress pass).  <b>Measure:</b> Increased student participation(Power School, Swim Camp, and Saturday School), attendance records, assessment data  <b>Staff Responsible for Monitoring:</b> Teachers, Attendance Clerk, Department Support and Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> We will offer assistance with writing formal papers for scholarships and communicating effectively.  <b>Measure:</b> Amount of scholarships submitted.  <b>Staff Responsible for Monitoring:</b> Counselors, Administrators and Teachers  <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None







<p><b>Strategy 1:</b> In addition to Instructional Coaches, Elsie Robertson STEM Middle School will provide opportunities for growth by grooming future department leads that demonstrate excellence in and outside of the classroom.</p> <p><b>Measure:</b> Each Department, including electives and fine arts, will be supported by Instructional Coaches and Department Leads.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None

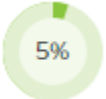





<p><b>Strategy 1:</b> The TLT will develop a PD action plan to ensure teacher and students' needs are met. Instructional Support/Admin. will monitor, support, and coach career teachers on action plan.</p> <p><b>Measure:</b> Improve scores STAAR Results, Authentic student work displayed on bulletin boards, portfolios, and other. Common weekly, CFAs, monthly assessments. Teacher observation and evaluation of instructional practices. (In-person and/or virtual)</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers and Instructional Support</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Teachers will have opportunities to receive professional development during cluster, after school, region 10 and with district personnel to support teachers and student needs.</p> <p><b>Measure:</b> Teachers will implement and use the strategies learned during daily instruction to increase student and teachers performance.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Support, Counselors and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None



<b>Strategy 1:</b> Staff and faculty survey. Parent and student survey. <b>Measure:</b> Survey will be given each semester to monitor and improve the climate and culture on campus. <b>Staff Responsible for Monitoring:</b> Administrators and Counselors <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Incentives for teachers (attendance, high performance and etc...) <b>Measure:</b> Use teacher attendance and assessment data to determine incentives. <b>Staff Responsible for Monitoring:</b> Administrators and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Elsie Robertson STEM Middle School will incorporate "Move This World" SEL program into our advisory period daily.</p> <p><b>Measure:</b> 100% of all teachers and students will participate in the program daily.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Counselors and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> We will support students and teachers with social and emotional skills.</p> <p><b>Measure:</b> Students and teachers will get support as needed from the district SEL Counselor</p> <p><b>Staff Responsible for Monitoring:</b> SEL Counselor and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Students will receive counseling, advice, mentoring, and other services to deal with bullying, drug use, pregnancy, dropout prevention, attendance/truancy issues, mental wellness, and suicide prevention.</p> <p><b>Measure:</b> Reduced number of behavioral and academic issues with students having any of the related problems and receiving services.</p> <p><b>Staff Responsible for Monitoring:</b> Health Teacher , Nurse, Counselors, SEL Counselor and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	Nov 	Jan 	Mar 	June 
<p><b>Strategy 4:</b> LMS will promote physical wellness virtually and /or in person with students through the use of PE, athletics, cheerleading, dance, karate, ROTC and through the instruction of the health curriculum.</p> <p><b>Measure:</b> Students will have increased physical fitness.</p> <p><b>Staff Responsible for Monitoring:</b> PE Teachers, Health Teacher, ROTC Instructor, Karate Teacher, Athletic Coaches, Cheer Sponsor, and Dance Instructor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June 










<p><b>Strategy 5:</b> Effective use of the Students in Transition Program(S.I.T.) to help students with behavioral problems to succeed and reach academic goals. S.I.T. also reduces the amount of students sent to DAEP and is an in house intervention program for students with discipline problems.</p> <p><b>Measure:</b> Student Academic Data and Student Discipline Data</p> <p><b>Staff Responsible for Monitoring:</b> Mr. R. Johnson, Administrators, Instructional Support</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> The campus will implement and promote an Anti-Bullying/Cyber Bullying Awareness Campaign and provide opportunities for someone to anonymously report bullying.</p> <p><b>Measure:</b> Students will respect each other and not engage in bullying activities. Increased bully reporting and decreasing bullying incidents on campus.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, LISD Police, Nurse, Administrators, and Technology</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Elsie Robertson STEM Middle School will conduct and practice routine drills for crisis such as lock downs, lockouts, fires, and tornadoes safety drills to ensure we keep students and staff safe.</p> <p><b>Measure:</b> The staff and students at Elsie Robertson STEM Middle School will successfully complete all drills. Documentation of drills will be kept.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and LMS faculty and staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> All students are required to wear their LMS issued ID badges at all times when on campus.</p> <p><b>Measure:</b> We will utilize Review 360 analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Counselors, Hall Monitors</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Beginning of the school year grade level orientations/assembly virtual and/or in person emphasizing campus expectations.</p> <p><b>Measure:</b> In fostering a positive parent partnership, all LMS students and their parents will be invited to attend grade level orientation along with all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Elsie Robertson STEM Middle School will utilize school counselors, Pax and Patterson and campus CCMR programs to enable students to develop academic and career goals.</p> <p><b>Measure:</b> 100% of students in CCMR and STEM classes will participate in stem activities and/or CCMR programs daily.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, Teachers, Counselors</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None







<p><b>Strategy 1:</b> All Elsie Robertson STEM Middle School 8th grade and a few 7th grade students will be required to take the CCMR course.</p> <p><b>Measure:</b> Students and teachers will take virtual College tours/ visits and virtual guest speakers from different industries. Students will wear college t-shirts on Wednesday. Students, faculty and staff will participate in College go get it week and career day.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, counselors and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> We will have scholarship awareness and opportunities, STEM Night and other activities that incorporate family involvement in school activities. The events will be used to help students pursue interests and goals upon graduation.</p> <p><b>Measure:</b> The counselors will post all available scholarships and share with students and parents. We will invite parents and students to STEM Night and other activities on and off campus</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselors and administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Elsie Robertson STEM Middle School will promote our STEM programs and other innovative learning opportunities through our multimedia platforms.</p> <p><b>Measure:</b> We will promote and share upcoming school programs through our multimedia platform.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Elsie Robertson STEM Middle School team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.</p> <p><b>Measure:</b> Parents will be informed and knowledgeable of activities and events at LMS.</p> <p><b>Staff Responsible for Monitoring:</b> Technology, teachers, and Journalism teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Increase opportunities for teachers and staff to attend professional developments that will promote professional growth and improvement.</p> <p><b>Measure:</b> Certificates and Implementation of the skills learned in the professional development.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers and staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Elsie Robertson Lancaster STEM Middle School is currently a campus that has earned 6 distinctions. The current school performance data is discussed in greater detail in the comprehensive needs assessment. Schoolwide programs to increase student performance include Power School, S.W.I.M. Camp, tutorials, enrichment clubs, and Saturday School. Power School is extended day learning offered to certain students Monday - Thursday for 90 minutes each day after school. Monday is ELAR, Tuesday is math, Wednesday is science, and Thursday is social studies. Students are given personal invitations to Power School where they are engaged in student-centered lessons from various teachers in the different subject areas. S.W.I.M. (Student Work Is Mandatory) Camp is offered for the same subjects each day running concurrently with Power School. Students are assigned to S.W.I.M. Camp after they have been given several opportunities to make up zeroes with their classroom teachers. Students will receive help from a teacher in that content area to help complete assignments that have not been turned in. Students that fail to attend S.W.I.M. Camp are assigned to I.S.S. (In-School Suspension). In addition, each teacher offers tutoring and/or club sponsorship 2 days a week in addition to Power School/S.W.I.M. Camp.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators, counselors, teachers, staff and parents meet and collectively developed goals and steps needed to achieve the goals for the campus.

### 2.4: Opportunities for all children to meet State standards

Schoolwide programs to increase student performance include Power School, S.W.I.M. Camp, tutorials, enrichment clubs, and Saturday School. Power School is extended day learning offered to certain students Monday - Thursday for 90 minutes each day after school. Monday is ELAR, Tuesday is math, Wednesday is science, and Thursday is social studies. Students are given personal invitations to Power School where they are engaged in student-centered lessons from various teachers in the different subject areas. S.W.I.M. (Student Work Is Mandatory) Camp is offered for the same subjects each day running concurrently with Power School. Students are assigned to S.W.I.M. Camp after they have been given several opportunities to make up zeroes with their classroom teachers. Students will receive help from a teacher in that content area to help complete assignments that have not been turned in. Students that fail to attend S.W.I.M. Camp are assigned to I.S.S. (In-School Suspension). In addition, each teacher offers tutoring and/or club sponsorship 2 days a week in addition to Power School/S.W.I.M. Camp.

### 2.5: Increased learning time and well-rounded education

Schoolwide programs to increase student performance include Power School, S.W.I.M. Camp, tutorials, enrichment clubs, and Saturday School. Power School is extended day learning offered to certain students Monday - Thursday for 90 minutes each day afterschool. Monday is ELAR, Tuesday is math, Wednesday is science, and Thursday is social studies. Students are given personal invitations to Power School where they are engaged in student-centered lessons from various teachers in the different subject areas. S.W.I.M. (Student Work Is Mandatory) Camp is offered for the same subjects each day running concurrently with Power School. Students are assigned to S.W.I.M. Camp after they have been given several opportunities to make up zeroes with their classroom teachers. Students will receive help from a teacher in that content area to help complete assignments that have not been turned in. Students that fail to attend S.W.I.M. Camp are assigned to I.S.S. (In-School Suspension). In addition, each teacher offers tutoring and/or club sponsorship

2 days a week in addition to Power School/S.W.I.M. Camp.

## **2.6: Address needs of all students, particularly at-risk**

Schoolwide programs to increase student performance include Power School, S.W.I.M. Camp, tutorials, enrichment clubs, and Saturday School. Power School is extended day learning offered to certain students Monday - Thursday for 90 minutes each day after school. Monday is ELAR, Tuesday is math, Wednesday is science, and Thursday is social studies. Students are given personal invitations to Power School where they are engaged in student-centered lessons from various teachers in the different subject areas. S.W.I.M. (Student Work Is Mandatory) Camp is offered for the same subjects each day running concurrently with Power School. Students are assigned to S.W.I.M. Camp after they have been given several opportunities to make up zeroes with their classroom teachers. Students will receive help from a teacher in that content area to help complete assignments that have not been turned in. Students that fail to attend S.W.I.M. Camp are assigned to I.S.S. (In-School Suspension). In addition, each teacher offers tutoring and/or club sponsorship 2 days a week in addition to Power School/S.W.I.M. Camp.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Elsie Robertson Lancaster STEM Middle School will continue to promote an increase in parental and community involvement. We will share information with the parents via email, phone, and website. Each year a school carnival/family night is held to get the students, parents, and staff to bring learning and fun together in one night. Parents are invited and welcomed to attend PTA meetings to discuss school matters in addition to watching different student groups/organizations perform. Other events to get the community involved is Meet the Teacher Night/Open House, cultural programs/celebrations, Parent/Student Orientation, and CIP meetings.

### **3.2: Offer flexible number of parent involvement meetings**

Each year a school family night is held to get the students, parents, and staff to bring learning and fun together in one night. Parents are invited and welcomed to attend PTA meetings to discuss school matters in addition to watching different student groups/organizations perform. Other events to get the community involved is Meet the Teacher Night/Open House, cultural programs/celebrations, Parent/Student Orientation, and CIP meetings.

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Andre Taylor	7th Grade Assistant Principal
Administrator	James Kimbrough	8th Grade Assistant Principal
Administrator	Latosha Dawn	Associate Principal
Administrator	Willisa House	Campus Principal
Counselor	Alexis Wasson	K-8 Social Emotional Counselor
Math Master Teacher	Grethiane Douglas	7th Grade Math Teacher/Instructional Coach
Math Instructional Coach	Omar Kelley	7th Grade Math Teacher/Instructional Coach
Classroom Teacher	Eric Williams	7th Grade Science Teacher

# Lancaster Independent School District

## Lancaster 6th Grade Center

### 2020-2021 Improvement Plan



# **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

# **Vision**

**Every graduate a success!**

# **Core Beliefs**

**MOTTO:**

**More than a diploma.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

George Washington Carver 6th Grade STEM Learning Center is beginning its 9th year as a stand-alone campus in Lancaster ISD. The Carver 6th Grade STEM Learning Center, currently serves 566 students in the city of Lancaster, TX. Below is the current demographics for George Carver Washington 6th Grade STEM Learning Center.

The student demographics area as follows:

- African - American-77% (438)
- Hispanic - 18% (103)
- White - 2% (11)
- American Indian-0% (1)
- Asian- 0% (2)
- Two or more races- 2% (9)

Currently, our special populations are 24 ESL students and a total of 36 LEP students. In our special education department we have 65 students, 5 of which are serviced through the transitions classroom and 7 that are serviced through the life skills classroom. Our additional special population groups are 71 Gifted and Talented, 45 504 students, and 310 At- Risk students for a total of 566 students campus-wide.

Approximately 90% (504) of the students are identified as economically disadvantaged. This data was compiled from the TEAMS Prologic System as well as other disaggregated district data. While our overall attendance for the 2019-2020 school year was 97.4%, the attendance rate goal for the 2020-2021 school year is 98%.

Carver Learning Center has a total of 47 professional and support staff members. The staff includes 14 core classroom teachers, 4 special education teachers, 2 intervention lab teachers, 1 ESL teacher, 1 Math Interventionist, 1 English Interventionist, 10 Elective teachers, 2 Instructional Coaches, 6 paraprofessionals, 1 counselor, 2 Instructional Coaches, and 2 administrators, a Principal & Assistant Principal. 86% of the staff members have bachelor degrees, with 30% holding an advanced degrees. The teacher turnover rate in 2019-2020 was .04%. Our goal is to have less than 0% teacher turnover rate between the end of the 2020-2021 and the start of the 2021-2022 school years. All teaching staff meet the criteria for Highly Qualified as required.

### Demographics Strengths

G.W. Carver is the melting pot of Lancaster ISD in the regard that all seven elementary campuses feed into the school. This affords us the unique task of

uniting students from diverse backgrounds, academically and socially, into a Carver Scholar with the following criteria as a foundation.

- Students are all in the same grade and age range.
- Students create and build a bonding relationships as school wide grade level and future graduating class.
- Despite a high mobility rate, the enrollment continues to increase from year to year.
- Over eighty percent of the teaching staff has more than 6 years of experience.

# School Culture and Climate

## School Culture and Climate Summary

George Washington Carver 6<sup>th</sup> Grade STEM Learning Center reflects a school learning community that is focused on increasing student achievement and exposing our 6<sup>th</sup> grade students to the world of STEM while sparking their interest in the areas of science, technology, engineering, and mathematics. Our campus motto is "Unfinished Business".

As a STEM campus, we realize that inter-connectivity between the school and home is the key to success for students and teachers. Our goal is to provide an responsive and comprehensive educational experience for all students by building relationships between parents, students and staff as well as embedding the 21st Century skills to instructional best practices in the classroom. We will do so by focusing on what we call the "5 Levers of an Effective School".

- High Quality Data-Driven Instruction
- High Quality Observation & Feedback
- High Quality Planning
- High Quality Student Culture
- High Quality Staff Culture

At G.W. Carver, one of our major objectives is improve parental involvement through the following programs: Carver PTA, Family Connect Nights, Bring a Parent-to-School Day, All Pro Dads, Muffins for Moms, Moms Fashion Show, and the various other school related events. These programs advocate for parent/community partnerships and volunteerism with the school in an effort to strength the home and school connection. To be successful with this virtually will be the task for the 2020-2021 school year

## School Culture and Climate Strengths

G.W. Carver has established many practices that create a warm, inviting, and servant-led environment. Our belief is that we meet students where they are and allow our teachers to do what they do best...educate every student. The students and staff work in unity to create a partnership that promotes learning, safety, and respect. The following factors have contributed to a strong and purposeful school culture and climate.

- Respect is given and earned by staff and students
- Student and staff monthly attendance incentives
- Ron Clark House System
- Tiger Turn Up and Tiger of the Month
- Practicing the 6 P's of Good Citizenship by being Prompt, Productive, Presentable, Polite, Positive, Positive, & Prepared
- Mentoring and interactive clubs and activities
- Servant-leadership is a requirement

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Improving the quality of instruction is a central component of increasing student achievement at Carver. This can only be fully attained with a low teacher turnover rate. Over this past year, teacher retention has decreased dramatically. Currently, out of the 50 staff members, there were 12 new hires this school year. These hires come with various ranges of experience.

### **Staff Quality, Recruitment, and Retention Strengths**

With 100% of the teaching staff being highly qualified, more than 75% of G.W. Carver Learning Center's staff has 5 or more years of teaching experience. Professional development is provided at the campus level in areas of need during the built in PD hour during the planning period and after dismissal. A main focus of professional development is developing highly effective collaborative teams (PLC's) and providing a targeted RtI program to identify and intervene with struggling students. New staff members are assigned campus mentor teachers to help their transition and orientation to the school. In addition, department and staff meetings foster, facilitate and ensure collegiality and collaborative best practices. G.W. Carver Learning Center continues to implement TAP, a systematic approach for Teacher Advancement. The campus benefits from the presence of TAP Master Teachers and administrators that provide the following: Weekly cluster meetings focused on pedagogy Weekly PLC meetings focused on content Established Campus Leadership Team that coaches and supports in and out of the classroom.

Campus moral is a non negotiable at Carver. The staff will feel appreciated, will work hard, and will be eager to begin the next year.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Improving the quality of instruction is a central component of increasing student achievement and ensuring student progress. The TAP Leadership Team is fully committed to enhancing student achievement by providing the teachers with effective staff development that will increase their instructional capacity and foster a shift in mindset towards student driven teaching. As a campus leadership team, we have re-configured our approach on improving the instructional practices of the campus. We have begun the process of modeling our expectations as well as providing opportunities to inspect for the desired outcomes. This plan will allow for every teacher to have a clear understanding of how an effective lesson is planned as well as see the execution of that plan modeled in their classrooms. It will also allow our leadership team to identify our greatest areas of need for instructional improvement.

The teachers will be required to know each scholars target for next level and their growth target. We will track the progress of each Benchmark to determine the scholar's growth throughout the school year. Each professor is required to complete a data reflection guide after each CFA and Benchmark. The ability to articulate the problem and solution will be required.

## Curriculum, Instruction, and Assessment Strengths

Currently, we are implementing an advisory period for on campus tutorials on Tuesdays and Thursdays. Each scholar's pathway will be different based on the data and need of the scholar. Those scholars that were unsuccessful on the 2019 STAAR test, are enrolled in a Math and/or Reading lab class. Intentional planning is taking place to ensure instruction is intentional. Professors will also have tutorials after school for those students who are in need of assistance.

Below are other areas that has shown to improve overall instruction and student performance.

- Weekly/Bi-weekly assessments
- Spiraling of identified SEs throughout the scope and sequence of instruction
- Front-loading instructional planning in the lab classes(prior to each 6 weeks)
- Detailed feedback via walk-throughs and observations
- Detailed lesson plan feedback
- Bell ringer calendars

# Parent and Community Engagement

## Parent and Community Engagement Summary

Research shows that students perform better academically and are more developed socially and emotionally when their parents are involved in their educational experiences. The campus's goal is to foster a stronger relationship and connection between our scholar's home and school lives. Doing so will not only enhance the partnership of school and home, but it will effectively impact the learning of our scholars.

G.W. Carver hosts monthly PTA meetings that focus on STEM, all Core Content Areas, the Arts & STAAR. Many community partners participate in our Carver Career Week which helps students be exposed to all of the many STEM Career paths and College majors.

This year we will also implement parental involvement activities that will focus on bringing the community into the school. GWC will host Carver Connect Nights, alongside PTA, that will focus on engaging our parents with the content their scholars are learning in the 6th grade. These meetings will have an academic focus through the use of simple life activities. The campus will also host a Bring Your Parent to School day in November and in April during the spring semester.

Parents receive a call every Sunday with information coming up for the week as well as a S'More Newsletter with current and future information.

## Parent and Community Engagement Strengths

Carver seeks to create/increase bonds between parents and the school virtually. Below are the yearly opportunities for parental involvement, that we will continue to push virtually

- 6 Week Incentive Blow-Out Celebrations for Students & Parents
- Career Week
- Donuts with Dads/All-Pro Dads
- Grandparents Day
- Muffins with Mom
- Fall Festival
- Sweetheart Dance
- Field Day
- 6<sup>th</sup> Grade Prom
- Christmas Angel Tree

# School Context and Organization

## School Context and Organization Summary

The attitudes, beliefs and actions of the staff members at G.W. Carver shape the school culture and are distributed throughout the organization. The TAP Program emphasizes building strong relationships among administrators, master teachers, and career teachers, which promotes a like-minded belief system for the campus. With this, the campus leadership team has worked to ensure that instructional time is protected, as well as provide little opportunity for disruptions to the learning the environment. Pull-out intervention times have been scheduled specifically not to reduce time on task in core content areas. These strategic schedule decisions and administrative actions supports a school culture of student achievement and teacher effectiveness.

## School Context and Organization Strengths

Highly collaborative environment among faculty and staff

Two Instructional Coaches that provide detailed and targeted pedagogy and content

Collaboration is encouraged and required among all Carver faculty and staff when making decisions about campus policies and procedures. Teachers meet to discuss and share best practices at least two times per week. Instructional support staff work collectively to implement systems in the cafeteria and hallways to ensure the functions appropriately. This type of collaboration promotes buy-in among all stakeholders, and encourages open communication on the campus. These practices also provide a safe, drug-free and nurturing environment where ALL scholars can thrive academically without barriers to student learning.

# Technology

## Technology Summary

At Carver, we provide students with opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking, communication and collaboration. Technology is used to stimulate and develop writing skills, STEM PBL's, assist students in collaborating with peers, and conducting authentic research/learning opportunities. Increasing technology use aids in creating 21<sup>st</sup> century learners and the ability for self-directed learning.

## Technology Strengths

This year Carver is one of the campuses implementing the district-led 1:1 pilot for 150 students of the campus's students. This program allows for 1 teacher in each core area (Math, Reading/ELAR, Science, Social Studies) to have a continual blended learning classroom setting. Teachers and students were provided laptops and Google classroom privileges as some of the tools for blended learning.

In addition to the 1:1 pilot program, G.W. Carver is the home campus of a 21st Century Learning Lab. This learning environment focuses on a collaborative learning environment that uses technology to support student engagement and learning. Teachers are able to plan inviting and collaborative lessons for students to participate in while experiencing an environment similar to college-style spaces.

Each core content area teacher has been provided an interactive projector and document camera. There are also projectors available for check out to the elective teachers. Each math and reading core teacher has 5 to 10 Kindle Fires in their classrooms to use for blended instruction or intervention/supplemental instruction. Ipads and net books are also available for checkout as well through our Instructional Media Specialist. Teachers are also able to reserve our 21st Learning Lab as an alternate classroom setting.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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






# Goals

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Professors will participate in ongoing PD through PLC/Cluster, working on strategies to implement in the classroom that will maintain and improve student/teacher achievement.</p> <p><b>Measure:</b> Data Walkthroughs Cluster bring backs</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None






<p><b>Strategy 1:</b> During the Advisory block (two days out of the week) scholars will participate in fluency drills to increase the speed and accuracy in which scholars are reading.</p> <p><b>Measure:</b> Data Running Records (Fluency drills)</p> <p><b>Staff Responsible for Monitoring:</b> Admin Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> During 8th period days scholars will work on STAAR like passages to build stamina, comprehension, and Lexile levels in order to increase and maintain reading level.</p> <p><b>Measure:</b> Data Lexile Level Reports</p> <p><b>Staff Responsible for Monitoring:</b> Admin Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> GWC scholars will participate in after-school tutorials and Saturday School.</p> <p><b>Measure:</b> Benchmark Data, Bi-Weekly assessment data, and teacher data</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None

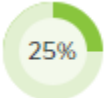




<p><b>Strategy 1:</b> The GWC interview process will consist of multiple questions that align to the values, mission, vision, and beliefs of the district. The process will also include a lesson/scenario demonstration in the final round of the interview process.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 10%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> G.W. Carver staff will participate in on-going PD to develop high quality teachers and ensure they receive the support necessary to achieve our campus goals.</p> <p><b>Measure:</b> Data</p> <p><b>Staff Responsible for Monitoring:</b> Admin Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None


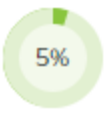





<p><b>Strategy 1:</b> GWC will ensure faculty and staff are shown continuous appreciation through the acknowledgement of Teacher of the Month/Year, Paraprofessional of the Month/Year, staff perfect attendance incentives, in addition to spontaneous gifts of appreciation.</p> <p><b>Measure:</b> Staff Retention</p> <p><b>Staff Responsible for Monitoring:</b> None</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None


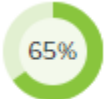




<p><b>Strategy 1:</b> Students will learn strategies to cope and manage their feelings by participating in the Move This World curriculum during advisory period three days a week.</p> <p><b>Measure:</b> Referral reduction ISS reduction</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Students will participate in campus-wide Fall and Spring service learning projects focusing on community service and giving back.</p> <p><b>Measure:</b> Student dialogue Student interviews Review 360 Data</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor Teachers</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Identified students will have counseling sessions with the school counselor and/or be referred to outside agencies to address immediate and/or traumatic personal issues that are experienced.</p> <p><b>Measure:</b> Student Interviews Parent Interviews Teacher Interviews/Observations Review 360 Data Counselor Data</p> <p><b>Staff Responsible for Monitoring:</b> Admin Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p>	<p><b>Nov</b></p> 	<p><b>Jan</b></p>	<p><b>Mar</b></p>	<p><b>June</b></p>
	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<p><b>Jan</b></p>	<p><b>Mar</b></p>	<p><b>June</b></p>
	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<p><b>Jan</b></p>	<p><b>Mar</b></p>	<p><b>June</b></p>
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Design safety plans, (i.e. tornado, lockdown, fire, etc.) to ensure students and staff know the protocols and procedures during emergency situations.</p> <p><b>Measure:</b> Participation in monthly active drills Timed drills Emergency responder feedback</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Design COVID-19 procedures for entry and exit of the building as well as response procedures for any individual that exhibits COVID symptoms.</p> <p><b>Measure:</b> COVID symptom survey Room sanitation checklist</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None

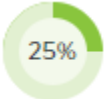




<b>Strategy 1:</b> Ensure all classes in the CTE feeder pattern remain aligned to each respective pathway. <b>Measure:</b> CTE curriculum Walkthroughs Scheduling <b>Staff Responsible for Monitoring:</b> Admin Counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Students will be exposed to various platforms of digital learning across all academic content.</p> <p><b>Measure:</b> Student access to Google classrooms Student proficiency with online learning programs Student proficiency with peer collaboration, individual, and group projects.</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p>	<b>Reviews</b>						
	<b>Formative</b>			<b>Summative</b>			
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None


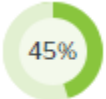




<p><b>Strategy 1:</b> Create a master plan to address the beautification of the campus environment that will provide multiple opportunities for critical thinking.</p> <p><b>Measure:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Admin Custodial Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Purchase instructional programs to provide innovative learning opportunities that will increase student achievement.</p> <p><b>Measure:</b> Student Data</p> <p><b>Staff Responsible for Monitoring:</b> Admin Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The principal will allocate funds in the appropriate areas that will allow purchases that support the mission, vision, and beliefs of the district/campus.  <b>Measure:</b> Campus Budget  <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> The principal will allocate funds in the appropriate areas that will allow purchases that support increased student achievement.  <b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# 2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Rickyl Wesson	
Administrator	LaQuetta Conway	
Counselor	Arabrian Lewis	
Parent	Eleanor Hairston	
Classroom Teacher	Karen Franklin	
Community Representative	Clyde Hairston	

# Lancaster Independent School District

## Belt Line Elementary

### 2020-2021 Improvement Plan



# Mission Statement

Empowering ALL students' purpose and passion through quality education.

**The Belt Line Elementary staff, in collaboration with parents and community, will passionately invest in the self-sustaining success of all students.**

## Vision

Every graduate a success!

**At Belt Line Elementary, all students are eager to take ownership of their learning and work towards self-sustaining success.**

# Core Beliefs

## MOTTO:

**More than a diploma.**

VISION 2020 -2025 PRIORITIES	CORRESPONDING DISTRICT OBJECTIVES
<b>1. Teaching and Learning/Academic Achievement</b>	<p>Develop systemic practices for collaboration and self-directed learning</p> <p>Provide and implement enhanced curricular experiences to support the graduate profile</p>
<b>2. Recruitment, Retention and Professional Learning</b>	<p>Develop and implement a Lancaster ISD employee profile that embodies the value, mission, vision, and beliefs of the district</p> <p>Sustain and enhance a positive and professional organizational culture and climate</p>
<b>3. Social &amp; Emotional Health/School Safety</b>	<p>Develop innovative social-emotional learning experiences for students and adults</p> <p>Design and implement improved safety measures at all facilities based on evaluated needs</p>
<b>4. Facilities &amp; Finance</b>	<p>Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces</p> <p>Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements</p>

VISION 2020 -2025 PRIORITIES	CORRESPONDING DISTRICT OBJECTIVES
<p><b>5. Career and Technology Education &amp; College, Career, and Military Readiness/Digital Learning</b></p>	<p>Provide experiences / opportunities that expose students to rigorous inquiry-based learning in Pre K-12 that infuses multiple pathways</p> <p>Cultivate students through digital learning and industry experiences to support global competitiveness</p>



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# Comprehensive Needs Assessment

Revised/Approved: September 19, 2020

## Demographics

### Demographics Summary

#### Demographic Summary:

2019-2020 Enrollment: 665; 2020-2021 Enrollment: 480

Demographics Breakdown: 85% African American, 11% Hispanic, 4%, Other

Economically Disadvantaged 94%

Talented & Gifted (TAG): 5.4%

Special Education (SPED): 4.9%

English Language Learners (ELL): 2.1%

Student Gender Distribution: 314 males & 283 females.

Mobility rate: 32.7.4%

Total Teaching Staff: 33, 91% Females and 9% Males

Teacher Demographics Breakdown: 0% Hispanic, 98% African American, 2% White

Teachers by years of experience: 22 teachers have six or more years of experience, 11 have 0-5 years of experience

2018-2019 Student Attendance Rate: 95.5

Belt Line currently serves 480 students in PK3 through Fifth Grade. Staff includes 23 homeroom teachers, 3 Special Education teachers (1 lifeskills, 1-PPCD, 1 Inclusion/CM) three CLAMP teachers (Art, Music, PE) and 1 Interventionist.

Professional support staff will consist of our nurse and counselor. Paraprofessional support staff consists of one library assistant and 18 instructional para-professionals: 2-special education, 1 ISS para, 1 Head Start/ 4 Pre-K4, 5 PK3 paras and 5 Bright Beginnings(2 are part time). One administrative assistant and one PEIMS clerk also serve Belt Line.

We will have a total of 5 teachers new to the campus and one new Assistant Principal. All staff members meet the criteria for Highly Qualified as measured by NCLB.

### **Demographics Strengths**

The demographics of our teaching staff reflects the demographics of the student body.

The teaching staff is experienced with the majority (over 50%) having more than 5 years of teaching experience.

All teachers are highly qualified and certified to serve students.

The administrative team has an average of 28 years of experience in education.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our enrollment has dropped by over 100 students in one year. **Root Cause:** The world-wide pandemic has caused some parents to choose homeschooling; especially our 3- year olds which is where we saw the greatest decrease.

# Student Achievement

## Student Achievement Summary

Belt Line Elementary School received an accountability rating of Met Standard and received five distinctions in 2018-2019.

Distinctions were earned in Math, Reading/Language Arts, Science, postsecondary readiness and closing achievement gaps. Intentional plans are being made to improve student performance on STAAR.

A five -year trend of STAAR data is depicted in the chart below:

Content	2014	2015	2016	2017	2018	2019
3rd Math	48	65	80	80	73	79
4th Math	44	40	63	70	78	63
5th Math	77	79	86	89	96	93
3rd Reading	55	53	65	67	53	76
4th Reading	63	56	55	50	71	71
5th Reading	71	87	72	65	78	87
4th Writing	79	56	64	53	69	66
5th Science	61	89	77	55	85	89

The percentage of students meeting grade level standards is depicted in the chart below:

Meets Grade Level Standard	
Grade/Content	2019
	287

**Meets Grade Level Standard**

3rd Math	36%
4th Math	28%
5th Math	69%
3rd Reading	42%
4th Reading	26%
5th Reading	59%
4th Writing	16%
5th Science	67%

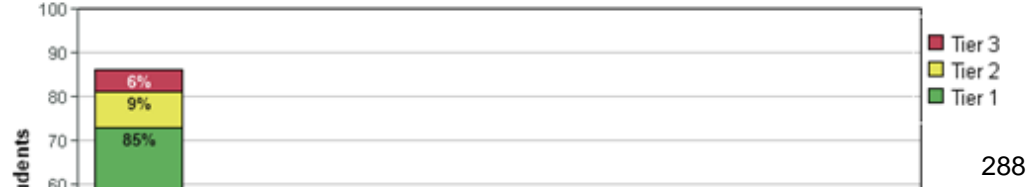
Masters Level Achievement is depicted in the chart below:

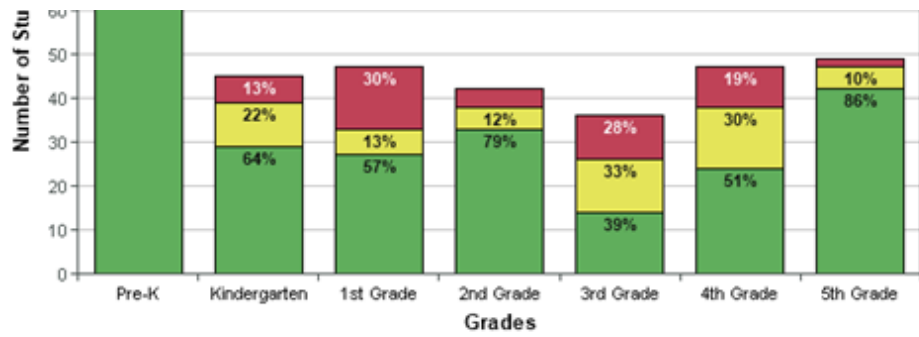
**Masters Level Achievement**

Content	2017	2018	2019
3rd Math	31%	5%	17%
4th Math	24%	35%	13%
5th Math	20%	29%	33%
3rd Reading	14%	8%	28%
4th Reading	14%	13%	9%
5th Reading	15%	22%	31%
4th Writing	5%	8%	2%
5th Science	5%	13%	39%

Istation reading data for the end of the year is depicted in the chart below:

**All Grades - May 2019**





**Student Achievement Strengths**

**STAAR**

There was growth in all but 4 tested areas: 3rd reading +23, 5th reading +9, 3rd math +6, 5th science +4.

The percentage of students scoring at masters level increased in all but 3 areas.

We were above the state average in 3rd math, 4th writing, 5th math and 5th science. We matched the state average at 3rd reading and 5th reading.

**Istation**



**Incoming Kinder –**

- Overall Reading 85% Tier 1
- Listening Comprehension 81% Tier 1
- Letter Knowledge 83% Tier 1
- Vocabulary 84% Tier 1
- High Rate of Improvement for Tier 3
- High Rate of Improvement for Tier 2
- High Rate of Improvement for Tier 1
- Overall Reading increased by 20% from September to May at Tier 1

-

**Incoming 1st Grade –**

- Listening Comprehension 83% Tier 1
- Letter Knowledge 83% Tier 1
- High Rate of Improvement for Tier 3
- Moderate Rate of Improvement for Tier 2
- Overall Reading increased by 12% from September to May at Tier 1
- Listening Comprehension increased by 16% from September to May at Tier 1
- Letter Knowledge increased by 23% from September to May at Tier 1
- Vocabulary increased by 26% from September to May at Tier 1

-

**Incoming 2nd Grade -**

- Overall Reading increased by 13% from September to May at Tier 1
- Phonemic Awareness increased by 11% from September to May at Tier 1
- Spelling increased by 13% from September to May at Tier 1
- High Rate of Improvement for Tier 1
- High Rate of Improvement for Tier 2

**Incoming 3rd Grade –**

- Overall Reading 79% Tier 1
- Spelling 74% Tier 1
- High Rate of Improvement for Tier 3
- Moderate Rate of Improvement for Tier 1 and Tier 2

**Incoming 4th Grade –**

231

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** 63% of 4th graders met standard in math; down from 78%. The number of 4th graders scoring at the mastery level dropped across each content area: math from 35% to 13%; reading from 13% to 9%' writing from 8% to 2%. We missed the distinction in comparative growth. **Root Cause:** There is a need to provide differentiated instruction so that students' targeted needs are met thereby ensuring that all students show growth.

# School Culture and Climate

## School Culture and Climate Summary

In 2020, Belt Line welcomed a new assistant principal. Upon completing summative conferences with staff members, school-wide discipline management for high needs students and authentic parent engagement, training and accountability were noted as areas of concerns. There was also a request for applicable PD opportunities for PK teachers who make up the majority of our core teaching staff.

In the 2019-2020 school year, Incidents of Persistent Misbehavior decreased by 14.6%; Incidents of Fighting decreased by 18.3% and Incidents of Disrupting the School Environment decreased by 13.1%. The majority of the behaviors could be corrected by conferring with administrative personnel coupled with parent/guardian phone calls. However, a distinct number of disruptive behavior incidents were reported on a select group of high-needs students with repeated in-class incidents. In 2017, state law regarding suspension or ISS for K-2 students changed in that these strategies were deemed unlawful for K-2 students. This change left schools to figure out on their own creative and innovative ways to address young students with social and emotional needs. Data also presents a need for differentiated professional development for teachers regarding how to manage the behaviors associated with high needs students. The Social/Emotional Learning committee continued to work this year to address those needs. This committee continued a cool-down room, the morning message with a focus on character traits, and student advocates. There was also PD provided on school-wide routines and procedures.

The RTI committees met consistently once per six weeks to identify and create plans for students with academic and behavioral concerns. Progress was monitored and documented in DMAC.

The PTA Board was officially acknowledged by the State, and the Parent Engagement Committee was awarded as the highest functioning committee at the school. The PTA supported the school's literacy focus through their involvement in the Reading is Fundamental Program. Monthly PTA meetings and events were scheduled with increased parental attendance. The Dad's Club organized monthly Donuts with Dads events with above expected attendance. Other parental engagement events such as Muffins with Moms, Grandparent's Day, Thanksgiving luncheon, Fall carnival, Veteran's Day program, field day and a Volunteer Appreciation reception were also completed. We continued with the weekly electronic newsletter and school messenger call as well as Tuesday folders and student agendas for ongoing and regular communication between home and school.

Student incentives and activities were created to reward those students who showed progress or followed classroom expectations. These included the Tiger Mart, 6 week celebrations, Fun Fridays, sock hops and pep rallies. Various clubs and organizations functioned including cheerleading, basketball, science club, broadcasting/yearbook, choir, art, computer, Divas and My Brother's Keeper.

The Sunshine Committee and administrative team provided monthly incentives for teachers to motivate and inspire the team. Positive notes, shout-outs over the PA system and campus Groupme, and team-building activities supported staff climate. School-wide core beliefs were also established and revisited throughout the school year.

## School Culture and Climate Strengths

The Social Emotional Learning (SEL) Committee continued to address the needs of our tier 3 students with several students on the list showing great improvement with consistent follow-through from those Student Advocates who were committed to the cause. The SEL also established cafeteria procedures to show students how to talk at appropriate levels in the cafeteria.

Various clubs and organizations functioned at high levels; engaging students and connecting them to the school.

School partnerships with Walmart and Umoja Church were continued.

293

The RTI Committee met consistently to establish plans and monitor student progress towards those plans.

PTA Meetings and Dad's Club meetings were held monthly with strong parental attendance.

Monthly incentives were provided by the Sunshine Committee for staff.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1 (Prioritized):** Proper strategies to address students with specialized behavioral needs were lacking. **Root Cause:** Staff training and access to resources have not been identified.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Staff Retention

At the end of the 2019-2020 school year, 2 teachers retired, 2 teachers moved to other districts primarily due to proximity to their homes and 1 was promoted to an Assistant Principal position and 1 was promoted to a diagnostician.

### Staff Quality

In 2019-2020, all teachers were highly qualified. Instructional support included full time Instructional Coaches, an Interventionist, grade level leads and the administrative team. Instructional Coaches (ICs) lead cluster (PLC) meetings each week focusing on the implementation of the TAP rubric as well as instructional strategies. Job embedded PD opportunities such as learning walks, visits to other campuses and at-elbow planning focused on pedagogy and alignment. Teachers had opportunities to attend off-campus workshops and conferences with the expectation to share the learning during cluster.

### Teacher Recruitment

All teachers for hire at Belt Line participate in a panel interview with performance tasks such as a mini-lesson or data analysis. Administrators attended the district's job fair as well as other job fairs coordinated by the HR department. Other efforts include social media, alternative certification programs and word of mouth.

### Staff Quality, Recruitment, and Retention Strengths

All but one teacher in the STAAR-tested grades will return for the 2020-2021 school year. These teachers played an important role in the school achieving 5 distinctions and receiving a B (88) rating. Administrative Interns on campus are supported and encouraged through invitations to participate in campus and district-wide events. Teachers and staff members are able to see opportunities for promotion within the school system which encourages retention.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** There is a need for increased team building and PD to improve interpersonal interactions amongst the staff on campus. **Root Cause:** Leaders must utilize organizational structures that are in place to provide time for informal communication and team building.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Systemic district-created tools such as the year-at-a glance documents, assessment blue prints and common formative assessments (CFA) are used with fidelity to plan instruction at Belt Line. Teachers review data to drive instructional decisions and attempt to modify their instruction based on student needs. Interventions are designed based on the targeted needs of identified students and school-wide supports such as STAAR Camp, Friday Night Lights, pull out programs and push in interventions have been implemented in response to the data. In- class station work is also a tool utilized by some teachers as a means to differentiate instruction. The curriculum is monitored through frequent classroom observations, weekly lesson plan reviews and data meetings following common assessments once per six weeks. School-wide instructional strategies have been implemented such as the problem-solving strategy as well as a comprehension strategy for both fiction and non-fiction texts. Daily Math Problems (DMPs) and Target Teach lessons for reading are aligned with student learning needs and spiraled as needed based on the data. The "I do," "We do," "You do" lesson design is embedded in the lesson plan template to maximize student engagement and foster a positive learning environment. Students are grouped homogeneously so that interventions can be targeted. Instructional Coaches are charged with co-teaching, demonstrating and providing small-group instruction daily. Tools such as All in Learning data management system and other software programs are used to enhance the instructional program. Hardware such as clickers are used to increase student engagement and in-the-moment feedback.

## Curriculum, Instruction, and Assessment Strengths

Data and planning meetings are used to front-load and guide instruction.

HOT SE's are spiraled throughout the scope and sequence.

Weekly walk-throughs allow administrators to see and provide feedback on the curriculum being implemented.

Other efforts to monitor the instructional program include Composition Walks and Guided Reading Sweeps.

Documents such as the Year-at-a glance (YAG), Instructional Resource Guides (IRGs), Instructional Focus Documents (IFDs) and assessment blue prints are created and utilized to support a managed instructional program.

Data management systems such as All in Learning allow for timely responses to data and data analysis.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** Data and planning meetings are used to front-load and guide instruction. **Root Cause:** Teachers still need support in better understanding how the standards are taught and tested.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent and community involvement at Belt Line continues to be a prioritized area of focus. During the 2019-2020 school year, parent events included an open house program, Muffins for Mom, monthly Donuts for Dad, monthly PTA meetings, quarterly SBDM meetings, weekly electronic newsletter and a weekly school messenger. The PTA officers were organized at the beginning of the school year and were able to support the school's literacy initiative and teacher incentives. Several key parents and community members volunteered at the school on a regular basis supporting field trips, assisting with clerical tasks as well as lending their time during arrival and dismissal. The Dad's Club President organized a school basketball team and mentored students. The Dad's Club sponsored the school's cheerleading club, hosted our annual Valentine's Dance and organized our annual athletics banquet. Partnerships continue to exist between Crossroads Baptist Church and Walmart Market Place and consist primarily of donations for student incentives, volunteer support and teacher appreciation events. The Parent Engagement Committee proved to be one of the most effective committees at our school; supporting and facilitating all parent engagement events. Pastor Hudson of the Umoja Christian Church was identified as the SBDM Chairperson and quarterly meetings were held. Umoja also provided student incentives, Thanksgiving dinners for our neediest families, bikes for attendance incentives and snacks for STAAR Pep Rallies. A Partnership with Project Turn Around through Oak Cliff Bible Fellowship (OCBF) was re-established.

## Parent and Community Engagement Strengths

Current partnerships continue to exist with Walmart Market Place, Umoja Church and Crossroads Baptist Church.

The Parent Engagement Committee received the "Committee of the Year" award for effectiveness.

The Dad's Club met monthly with often overwhelming turn-outs.

Other PTA events such as Grandparent's Day, Fall Literacy Festival, Muffins with Moms and monthly meetings were well-attended.

Our PTA was officially established and acknowledged at the state level.

The partnership with Project Turn Around through OCBF was re-established.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** : Although school events were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended. **Root Cause:** Parents are unaware or uncomfortable with partnering with the school towards their child's academic and behavioral success.

# School Context and Organization

## School Context and Organization Summary

Belt Line Elementary school strives to provide a safe and orderly learning environment in which all students are provided high quality instruction on a daily basis. With that in mind, the leadership team and staff are working diligently to protect instructional time, reduce distractions and disruptions, and eliminate barriers that would limit our ability to do that. We have implemented a master schedule that blocks mandatory instructional breaks such as teacher planning time and lunches in PK through 5th grades. The master schedule also creates a natural looping environment at 4th/5th grades, which is a research-based best practice for improving outcomes for students. Teachers meet vertically in content area planning to discuss content, share instructional strategies and suggest reteach and intervention activities to benefit all students. They also meet horizontally to discuss grade level concerns and for cluster sessions. Weekly planning sessions are facilitated by Instructional Coaches, Administrators and the Interventionists using a campus-created planning document that requires an analysis the previous week's data and a study of the standard being taught in the coming week. A cluster cycle has been developed to include data talks for week 1 of each six weeks and RTI meetings for week 2 of each six weeks. School Committees are developed to strengthen school initiatives and to build leadership density. The master schedule also builds in time for elective teachers who serve as members of the Social Emotional Learning (SEL) team to meet with and advocate for their assigned mentees who are our tier 3 students for behavior.

## School Context and Organization Strengths

Belt Line Elementary currently employs a highly qualified leadership team consisting of a principal, assistant principal, one interventionist to support K-2 literacy and dyslexia and one counselor. A Campus Instructional Leadership Team (CILT) has been established to lead grade-level teams and departments. We also have an experienced staff with the average years of teaching experience as 9 years. Our staff is highly qualified according to TEA standards and has the desire to improve instructional practice that will affect the positive change we expect for our students.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** The leadership team has added its 3rd AP in one year and no longer includes instructional coaches for instructional support. **Root Cause:** New leaders need clear expectations and ongoing feedback to develop confidence and improve their practice.

# Technology

## Technology Summary

This year, Lancaster ISD initiated a one-to-one device program for all students PK3-12th grades. In addition to this, Belt Line boasts the existence of an Innovative Lab with an additional STEM teacher. Lab teachers expose students to PBL ideas, experts in the field of Information Systems and Software Design and they host an annual campus-based STEAM fest. The Innovative Lab is accessible for the entire school and serves as a PD hub for the district and visitors. The station lab remains in the CLAMP or elective rotation and allows for a full 50 minutes of station curriculum each week. The computer lab also allows for open lab times so that teachers who sign up may have additional time in the lab for station. Each core teacher in 3rd-5th grades has access to a mobile technology unit for instructional and intervention purposes. K-2 teachers are provided laptops and ipads for classroom use. In 2018-2019, our 5th grade science teacher won the TI STEM grant which awarded \$5,000 for the school's activity fund. These funds were used to purchase additional items for the Innovative Lab as well as science software for school-wide use.

## Technology Strengths

All eligible students, PK3-12th grade were issued a device for the 2020-2021 school year.

White boards and projectors are mounted in all core classrooms.

Mobile computer carts are provided to all 3-5 core teachers.

K-2 teachers are provided with 4-5 computing devices for use in the classroom.

Station lab provides additional 50 minutes for intervention weekly with open lab times as needed.

The Innovative Lab supports the articulation of our school's STEM pathway as well as exposure to PBL activities

An annual STEAM fest culminates the year and integrates the arts.

The TI STEM grant awarded to the campus provides resources to the lab and to the science curriculum.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** Due to staffing changes, the Innovative Lab teacher does not have the technology background desired in this role. **Root Cause:** Changes in enrollment impacted the ability to fill this elective position.

# Priority Problem Statements

**Problem Statement 1:** Our enrollment has dropped by over 100 students in one year.

**Root Cause 1:** The world-wide pandemic has caused some parents to choose homeschooling; especially our 3- year olds which is where we saw the greatest decrease.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 63% of 4th graders met standard in math; down from 78%. The number of 4th graders scoring at the mastery level dropped across each content area: math from 35% to 13%; reading from 13% to 9%' writing from 8% to 2%. We missed the distinction in comparative growth.

**Root Cause 2:** There is a need to provide differentiated instruction so that students' targeted needs are met thereby ensuring that all students show growth.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Proper strategies to address students with specialized behavioral needs were lacking.

**Root Cause 3:** Staff training and access to resources have not been identified.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** There is a need for increased team building and PD to improve interpersonal interactions amongst the staff on campus.

**Root Cause 4:** Leaders must utilize organizational structures that are in place to provide time for informal communication an team building.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** Data and planning meetings are used to front-load and guide instruction.

**Root Cause 5:** Teachers still need support in better understanding how the standards are taught and tested.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** : Although school events were well attended by parents, the engagement of parents in activities that directly impact students' academic success were not well attended.

**Root Cause 6:** Parents are unaware or uncomfortable with partnering with the school towards their child's academic and behavioral success.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** The leadership team has added its 3rd AP in one year and no longer includes instructional coaches for instructional support.

**Root Cause 7:** New leaders need clear expectations and ongoing feedback to develop confidence and improve their practice.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** Due to staffing changes, the Innovative Lab teacher does not have the technology background desired in this role.

**Root Cause 8:** Changes in enrollment impacted the ability to fill this elective position.

**Problem Statement 8 Areas:** Technology

# Comprehensive Needs Assessment Data Documentation

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

# Goals




Revised/Approved: September 28, 2020






**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Create Daily Math Problem (DMP) folders for each student and embed a critical thinking task each week to increase the number of students scoring at the advanced level on STAAR.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in the area of math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Math Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Create a school-wide data monitoring system including data analysis tools, classroom and content data walls, student data folders and ongoing systems to inform parents of student progress.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% for all tested areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Provide interactive notebooks to be used to record examples, notes and student thinking during instruction.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in all tested areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				





<b>Strategy 4:</b> Purchase resources, such as AIRR, to enhance small group instruction <b>Measure:</b> STAAR passing rates will increase by 10% for all tested areas. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	


**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

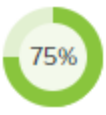






**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will administer quick fluency probes once per six weeks in grades 3-5 in order to track students' progress in the area of fluency.</p> <p><b>Measure:</b> Students will show a 10% increase in STAAR reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal &amp; Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> A lesson plan powerpoint template that encourages a balanced approach to literacy instruction will be implemented for K-5 classrooms during virtual and face-to-face instruction.</p> <p><b>Measure:</b> Students will show a 10% increase in overall STAAR scores.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Provide ongoing PD using resources such as the "Great Habits Great Readers" book with K-5 teachers to strengthen whole-group and guided reading instruction in a face-to-face and virtual environment.</p> <p><b>Measure:</b> Students will show at least one tier movement on istation by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Interventionist</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> Employ an RTI teacher to provide small-group intervention and progress monitoring for students with the greatest needs.</p> <p><b>Measure:</b> Students will show at least one tier movement on istation by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Teacher and Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June

<p><b>Strategy 5:</b> Utilize leveled readers to support small group instruction and independent reading.</p> <p><b>Measure:</b> Students will show at least one tier movement on istation by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Literacy teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 6:</b> Class sets of novels will be purchased to expose students to rich literature of increasing lengths and levels of difficulty.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 7:</b> Parent letters will be sent home every six weeks to communicate fluency and comprehension levels.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and RTI teacher</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 8:</b> Schedule pull out sessions to provide targeted small-group instruction to identified students.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 9:</b> Schedule 6 weeks Composition Walks to review and provide feedback on student writing.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June







<p><b>Strategy 10:</b> Purchase writing journals and portfolios appropriate for K-2 and 3-5 students.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in writing.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 11:</b> Display student writing from each grade level on a school-wide bulletin board each six weeks.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% on STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 12:</b> Virtual content support strategies will be provided to support literacy instruction such as read-alouds, powerpoints, zoom meetings, videos and screencastify lessons.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in literacy.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None





<p><b>Strategy 1:</b> A campus mission and vision statement will be developed in collaboration with staff that aligns with the districtwide mission and vision.  <b>Measure:</b> 80% of all staff members will respond positively to a campus climate survey.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Campus core beliefs will be co-created and reviewed during monthly faculty meetings.  <b>Measure:</b> 80% of staff will respond positively to a campus climate survey.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.








**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Literacy Cadre of teachers will be organized to strengthen teacher pedagogy related to literacy instruction across the content areas.</p> <p><b>Measure:</b> 80% of students will score as tier 1 students on istation reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Schedule 6 weeks Guided Reading sweeps to review and provide feedback on student guided reading implementation.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Allow teachers to attend training and workshops such as Region 10 training to strengthen instruction.</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% across all tested areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p> <p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Provide professional development on school-wide problem solving and test taking strategies across the content areas</p> <p><b>Measure:</b> STAAR passing rates will increase by 10% across all tested areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and Lead Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 5:</b> Learning walks will be scheduled in lieu of cluster from time to time to allow teachers the opportunity to see the strategies in action, create a common understanding of what good looks like and establish a common vocabulary.</p> <p><b>Measure:</b> Observation data will indicate an increased percentage of implementation with regards to new strategies/learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Face-to-face feedback sessions will be calendared and planned for all tier 2 and tier 3 teachers.</p> <p><b>Measure:</b> Each teacher who receives face-to-face feedback will show improvement in the area of need on subsequent observations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Instructional Coaches, administrators and lead teachers will conduct weekly "at elbow" planning sessions to provide feedback and content expertise.</p> <p><b>Measure:</b> 90% of students will meet literacy, math and science goals on STAAR and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, RTI teachers and lead teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 8:</b> Data meetings will be facilitated once per six weeks so that instructional decisions that support student achievement can be made.</p> <p><b>Measure:</b> 90% of students will meet literacy, math and science goals on STAAR and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, IC and RTI teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Coaching cycles that include observation, pre-conferences, co-teaching, demonstration lessons or post conferences will be scheduled for tier 3 teachers.</p> <p><b>Measure:</b> 90% of students will meet literacy, math and science goals on STAAR and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and lead teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 10:</b> Observation and feedback will focus primarily on the implementation of aggressive monitoring, student engagement and routines.</p> <p><b>Measure:</b> 90% of students will meet literacy, math and science goals on STAAR and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 11:</b> Vertical team PD sessions will be scheduled each month to ensure a common understanding of what good looks like within any given content.</p> <p><b>Measure:</b> 90% of students will meet literacy, math and science goals on STAAR and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teacher leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 12:</b> A professional development/ cluster calendar will be created so that teachers and staff are provided PD on school-wide initiatives.</p> <p><b>Measure:</b> 90% of students will meet literacy, math and science goals on STAAR and district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and Instructional Coach (IC)</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

**Staff Quality, Recruitment, and Retention**









**Problem Statement 1:** There is a need for increased team building and PD to improve interpersonal interactions amongst the staff on campus. **Root Cause:** Leaders must utilize organizational structures that are in place to provide time for informal communication an team building.

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None




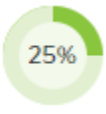
<p><b>Strategy 1:</b> School-wide core beliefs will be revisited and reinforced as a way to establish the school's identity.</p> <p><b>Measure:</b> Teachers will respond positively to 80% of the questions posed on a climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> A "culture calendar" will be established by the Climate and Culture Committee (3 C) to ensure that teacher morale is addressed on a regular basis.</p> <p><b>Measure:</b> Teachers will respond positively to 80% of the questions posed on a climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Committee Chairperson and Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> A weekly staff newsletter will be provided as a means of improving communication.</p> <p><b>Measure:</b> Teachers will respond positively to 80% of the questions posed on a climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Nov 	Jan 	Mar 	June 
<p><b>Strategy 4:</b> Provide opportunities for teachers to sit in leadership roles such as PD leaders, committee chairs and grade level chairs.</p> <p><b>Measure:</b> Teachers will respond positively to 80% of the questions posed on a climate survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June 
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June 
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan 	Mar 	June 
 No Progress  Accomplished  Continue/Modify  Discontinue				

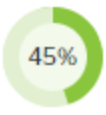
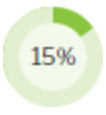
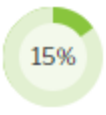




**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The daily "Morning Message" will focus on lessons from Move this World.  <b>Measure:</b> Discipline referrals will decrease by 10%.  <b>Staff Responsible for Monitoring:</b> Counselor and Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> CLAMP teachers will serve as Student Advocates for students identified as Tier 3 based on behavior.  <b>Measure:</b> Discipline referrals will decrease by 10%.  <b>Staff Responsible for Monitoring:</b> Assistant Principal and CLAMP teachers.  <b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> A "cool down" room will be established for students who need time away from the classroom to gather themselves and receive strategies for addressing concerns.  <b>Measure:</b> Discipline referrals will decrease by 10%  <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> RtI meetings will be scheduled once per six weeks to address academic and behavioral concerns as soon as data is identified.  <b>Measure:</b> Discipline referrals will decrease by 10%  <b>Staff Responsible for Monitoring:</b> RtI teacher, Principal and AP  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>









<b>Strategy 5:</b> Teachers will be trained on how to use Review 360 to track student behavior. <b>Measure:</b> Discipline referrals will decrease by 10% <b>Staff Responsible for Monitoring:</b> Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 6:</b> Six week celebrations will be hosted to acknowledge students who show good citizenship, A/B honor roll, most improved and perfect attendance. <b>Measure:</b> Discipline referrals will decrease by 10% <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 7:</b> Various clubs and organizations will be available to engage student interest and to connect them to the school. <b>Measure:</b> Discipline referrals will decrease by 10% <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None


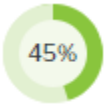




<p><b>Strategy 1:</b> A re-entry plan will be developed and communicated to mitigate the spread of Covid 19 while on campus.  <b>Measure:</b> Attendance rates will be maintained or increase in comparison to the previous school year.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Training will be provided to staff and the community on the schoolwide emergency plan.  <b>Measure:</b> Training evaluations will indicate that over 80% of the staff understands their role in the emergency plan.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> A schedule of drills such as fire and lock down will be calendared and followed to ensure emergency preparedness of the entire school community.  <b>Measure:</b> District police will evaluate selected drills to ensure that 100% of required procedures are followed.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Campus Officers  <b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> Staff will be trained on the use of the Standard Response Protocol annually.  <b>Measure:</b> Training evaluation will indicate that at least 90% of the staff understand their role in the Standard Response Protocol.  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None

<b>Strategy 1:</b> Establish an advisory board to support the information systems and software design academy. <b>Measure:</b> 90% of students will have participated in work-based learning opportunities <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Innovative Lab Teacher <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Organize a school-wide "STEAM-FEST" to provide hands-on experience with the ISSD pathways. <b>Measure:</b> 90% of students will have participated in work-based learning opportunities <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Innovative Lab Teacher <b>Title I Schoolwide Elements:</b> 2.5 <b>Problem Statements:</b> Technology 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

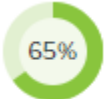





<b>Technology</b>
<b>Problem Statement 1:</b> Due to staffing changes, the Innovative Lab teacher does not have the technology background desired in this role. <b>Root Cause:</b> Changes in enrollment impacted the ability to fill this elective position.

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

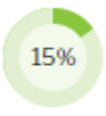
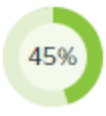




<b>Strategy 1:</b> Incorporate PBL lessons into core curriculum. <b>Measure:</b> 90% of our graduating seniors will achieve college-ready standards as measured by TEA <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Innovative Lab Teacher <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Provide opportunities for students to practice digital citizenship using district course materials. <b>Measure:</b> 90% of our graduating seniors will achieve college-ready standards as measured by TEA <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Librarian <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None

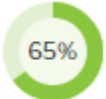





<p><b>Strategy 1:</b> Plan for an additional wing to be added to the campus to ensure accommodations for students currently housed in portable classrooms.</p> <p><b>Measure:</b> The comprehensive facilities Master Plan is developed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Plan annual walk-through with Chief Operation officer to identify funding priorities and address campus needs.</p> <p><b>Measure:</b> The comprehensive facilities Master Plan is developed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Administer a professional development needs assessment to address individualized staff growth areas .</p> <p><b>Measure:</b> Students will show a 10% increase on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Create an annual technology assessment to ensure the computer lab area and media center house "cutting-edge" devices and software.</p> <p><b>Measure:</b> Students will show a 10% increase on STAAR assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# 2020-2021 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Wendy Hawthorne	Principal
Administrator	LaJoyce Johnson	Assistant Principal
Classroom Teacher	Camillia Hardaway	Teacher/Instructional Coach
Classroom Teacher	Damitra Massey	RTI Teacher
Non-classroom Professional	Rosalyn Nimmer	Counselor
Community Representative	Donald Hudson	SBDM Chairperson

# Lancaster Independent School District

## Houston Elementary

### 2020-2021 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



# **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

**Houston Elementary, a premier community school, committed to the success of every student, family and teacher, provides a safe, respectful, nurturing environment that fosters quality instruction which prepares and develops the whole child through the expression of fine arts, academics, and technology for an ever changing world. At Houston Elementary, we Honor, Exceed and Serve.**

## **Vision**

**Every graduate a success!**

At Houston Elementary, We maintain high expectations for our students and for ourselves. We give 100% every day and expect the same from our students. We support them, encourage them, and are purposeful in our instructional decisions.

## Core Beliefs

### MOTTO:

**More than a diploma.**

VISION 2020 -2025 PRIORITIES	CORRESPONDING DISTRICT OBJECTIVES
1. <i>Teaching and Learning/Academic Achievement</i>	Develop systemic practices for collaboration and self-directed learning Provide and implement enhanced curricular experiences to support the graduate profile
2. <i>Recruitment, Retention and Professional Learning</i>	Develop and implement a Lancaster ISD employee profile that embodies the value, mission, vision, and beliefs of the district  Sustain and enhance a positive and professional organizational culture and climate

VISION 2020 -2025 PRIORITIES	CORRESPONDING DISTRICT OBJECTIVES
<b>3. Social &amp; Emotional Health/School Safety</b>	Develop innovative social-emotional learning experiences for students and adults Design and implement improved safety measures at all facilities based on evaluated needs
VISION 2020 -2025 PRIORITIES	CORRESPONDING DISTRICT OBJECTIVES
<b>4. Facilities &amp; Finance</b>	<p>Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces</p> <p>Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements</p>
<b>5. Career and Technology Education &amp; College, Career, and Military Readiness/Digital Learning</b>	<p>Provide experiences / opportunities that expose students to rigorous inquiry-based learning in Pre K-12 that infuses multiple pathways</p> <p>Cultivate students through digital learning and industry experiences to support global competitiveness</p>

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Houston Health Science Technology Academy is in its 16th year in its current edifice. Our school is composed of students in PK(4) through 5th Grade including bilingual students in all grade levels.

At the end of the 2019-20 school year, Houston Elementary had an enrollment of 706 students. The campus provides a comprehensive academic program that includes: general education services, bilingual education services, fine arts services, physical education services, counseling services, special education and speech services, Section 504 services, Teacher Advancement Program (TAP), Headstart, English as a Second Language (ESL) services, and gifted and talented (GT) services. Approximately 89% of our students are economically disadvantaged.

There are a total of 59 staff members on the campus. Of the 40 classroom teachers, 4 are new to the district. The principal has been in the district for 15 years and has 25 years of public school experience. We have one assistant principal who also has several years experience in the district. The school secretary, PEIMS clerk, and nurse's aide all have in district experience. We have 5 special areas (Art, Music, Physical Education, Technology and Library).

Grade Level	Number of Teachers
Pre-Kindergarten	5
Kindergarten	5
First Grade	5
Second Grade	5
Third Grade	5
4 <sup>th</sup> Grade	5
5 <sup>th</sup> Grade	5

Support Staff	Number of Staff
Campus Administrators	2
Office Staff	3
Instructional Coaches	0
Counselors	1
Special Education Teacher	1
Interventionist	1
Instructional Assistants	3 PreK, 2 BIL, 1 Sped
Custodial Staff	5
Child Nutrition Staff	4

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## **Demographics Strengths**

The diverse population of our students and staff helps stakeholders develop an understanding of the cultures of children and staff from various backgrounds, and to learn to function in a multicultural environment. We have highly qualified bilingual teachers who add to the academic success of our students. Houston Elementary also has a low mobility rate.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** We have only one male teacher on our staff. In addition, we have a male instructional coach **Root Cause:** The recruitment of high -qualified male teachers needs to be explored if hiring opportunities become available to be more reflective of the student body

**Problem Statement 2:** Houston has a large number of students in foster care, single parent homes or grandparents raising grandchildren **Root Cause:** The Lancaster community has a high population of foster care homes, single parent homes, etc. that is reflected in our population.

# Student Learning

## Student Learning Summary

## Student Achievement Summary

Year	Reading	Writing	Math	Science
2012	72	52	57	72
2013	64	53	51	45
2014	61	51	65	50
2015	59	57	54	52
2016	75	65	79	54
2017	70	67	78	83
2018	67	54	82	72
2019	72	67	88	71

**2013 Accountability Rating: Improvement Required**

**2014 Accountability Rating: Met Standard**

**2015 Accountability Rating: Met Standard**

**2016 Accountability Rating: Met Standard**

**2017 Accountability Rating: Met Standard**

Distinctions: Academic Achievement in Science, Top 25 Percent Closing Performance Gaps, Top 25 Percent Postsecondary Readiness, Top 25 Percent Student Progress

**2018 Accountability Rating: Met Standard**

Distinction: Academic Achievement in Math

**2019 Accountability Rating: \_\_\_\_\_**

B- Rating Score "85"

Distinction: Closing Gaps

Distinction: Post-Secondary Readiness

## Student Learning Strengths

Areas of strength in student achievement for Houston Elementary are:

1. Math
2. 3rd Grade Reading
3. Our attendance rate was at a rate of 96% for the 2018-2019 school year.
5. Earned two distinctions in Closing Gaps and Post Secondary Readiness.
6. Relative Performance Scale Score of 85

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** We need to increase our growth scale score in the school progress Domain 2a. **Root Cause:** We had 88 students earn no growth points on STAAR for 2018-2019.

**Problem Statement 2:** Houston Elementary did not receive a distinction amongst our comparison group in reading for 2018-19. **Root Cause:** We have a need for more effective, quality literacy instruction in all grade levels.

# School Processes & Programs

## School Processes & Programs Summary

We use the TAP System and Strive for teacher evaluations and walk-throughs. Our teachers are currently using Google Meets to provide instruction on our WEBOLearning structure. We follow the district's profile for hiring potential candidates.

## School Processes & Programs Strengths

The TAP System has been in place for a while in LISD. The system has proved to help increase student achievement.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The virtual learning platform is still difficult to manage for some staff members. **Root Cause:** Teachers need more training. We hope to return to face to face learning soon.

# Perceptions

## Perceptions Summary

HONOR. EXCEED. SERVE. is the motto for Houston Health Science Technology Academy. We insist on high standards of respect for ALL. We expect students to exceed in their academic performance and behavior. Our staff humbly serves our students. Houston students serve others. We ALL serve the community. It is with pride that we hold these high standards and ask each of our students to commit to maintaining the extraordinary record of achievement and contribution that has been the legacy of Lancaster ISD students.

We are one of the largest elementary campuses in Lancaster ISD serving over 650 students each day. In addition to our core course offerings, we also have bilingual learning programs for our students in Pre-K through 5th grades. It is the contribution and active role of our parents and community partners to our school that makes Houston Elementary an exceptional learning community.

We encourage a collaborative, family atmosphere among our staff members. Our 1st priority is instruction, but we also like to make Houston a fun place to work and learn. Houston consistently scored amongst the highest scorers on the District's climate survey. We also recognize students, teachers, and staff members of the month.

Discipline policies and practices are proactive because we believe all students deserve an opportunity to learn in a safe, orderly, bully-free, classroom environment. Teachers are afforded the opportunity to deliver instruction with minimal disruptions due to our campus-wide discipline procedures.

## Perceptions Strengths

1. Teachers and students are sincere and truly care about one another.
2. Parental support and engagement is one of the highest in the district.
3. Teachers are reflective about their practices and seek to improve their craft at every opportunity.
4. Students love their teachers and feel supported, safe and are comfortable exceeding in the classroom.
5. Students can participate in the following: Bike club, Chess club, Cheer & Dance, Garden Club, History Bowl, Student Council, My Brother's Keeper, Sister 2 Sister, Nurse's Club and Kids who Code.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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 Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

## Employee Data

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

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# Goals

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

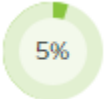




<p><b>Strategy 1:</b> Instructional staff in 3-5 will meet vertically and PK-2 will meet horizontally weekly in team meetings/cluster to discuss reading strategies and analyze data each 3 or 6 weeks.</p> <p><b>Measure:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus instructional leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Provide tutoring/small group instruction for students that are not progressing and for those that require enrichment.</p> <p><b>Measure:</b> 20% increase in student performance on assessed TEKS(running records, iStation, campus and district assessments)</p> <p><b>Staff Responsible for Monitoring:</b> Classroom and Special populations teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None



<p><b>Strategy 1:</b> Houston Elementary School's daily instruction in General Ed, Special Education, Bilingual, ESL, and Gifted and Talented education will reinforce and/or improve every student's reading skills (comprehension, fluency, and phonics) and learning gaps, as measured by campus and district assessments, ensuring that at least 90% of all students are approaching, meeting, or exceeding grade level.</p> <p><b>Measure:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principal, campus instructional leaders, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 5%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Invest time; mentoring partnerships; resources; and training opportunities to include campus and district professional development, region 10, lead4ward for continual teacher quality improvement.</p> <p><b>Measure:</b> Quality teachers and Quality staff</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Lead teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None

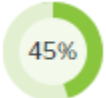




<p><b>Strategy 1:</b> Ensure that teachers and staff are provided with opportunities to attend effective and relevant professional developments</p> <p><b>Measure:</b> Increased teacher knowledge and performance in implementing effective instructional practices.</p> <p><b>Staff Responsible for Monitoring:</b> District/Campus Instructional specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Provide opportunities for weekly/monthly positive reinforcement and reinforce social emotional learning for staff.  <b>Measure:</b> Increase of positive school culture percentages on staff and faculty surveys.  <b>Staff Responsible for Monitoring:</b> District personnel and campus leadership team  <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Houston Elementary teachers will deliver daily SEL lessons from Move this World SEL program and community mentors will deliver SEL lessons through mentorship programs.</p> <p><b>Measure:</b> Counselor reports outcomes with an expected outcome of 15% decrease in discipline referrals and 10% decrease in referrals to the school counselor.</p> <p><b>Staff Responsible for Monitoring:</b> Community mentors, teachers, school counselor, administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> The school counselor will provide SEL based guidance lessons monthly.</p> <p><b>Measure:</b> Increased motivation to display positive SEL traits.</p> <p><b>Staff Responsible for Monitoring:</b> School counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	<b>Formative</b>		<b>Summative</b>	
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 35%			
	 45%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None

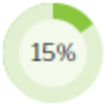




<b>Strategy 1:</b> Houston Elementary students and staff will be provided with CDC authorized PPE. <b>Measure:</b> Well-being of all. <b>Staff Responsible for Monitoring:</b> All <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Houston Elementary students and staff will follow all safety guidelines. <b>Measure:</b> Well-being of all <b>Staff Responsible for Monitoring:</b> All <b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Houston Elementary students will have general awareness of the available options for post-graduation success and to prompt discussions at home about the opportunities for college choices, trade school opportunities and military careers while using various technology platforms, for example G Suite products, video editing, social media and communication tools to create presentations.</p> <p><b>Measure:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers Mrs. Hoggatt Mrs. Robertson Mrs. Smith</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress		 Accomplished		
		 Continue/Modify		
		 Discontinue		

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

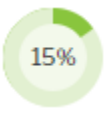




<p><b>Strategy 1:</b> Students will interview/research and share findings with their Social Studies classes via a digital presentation or video, using the holiday period to gather information and prepare a presentation. .</p> <p><b>Measure:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers Mrs. Hoggatt Mrs. Robertson Mrs. Smith</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None

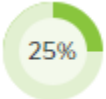





<b>Strategy 1:</b> Maintain campus to attract future residents and businesses. <b>Measure:</b> None <b>Staff Responsible for Monitoring:</b> All students and staff <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 15%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<b>Strategy 1:</b> At HES, we will maintain a balanced budget, review annually and make predictions for growth <b>Measure:</b> None <b>Staff Responsible for Monitoring:</b> Principal, Secretary <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> We will dedicate resources to ensure a positive staff morale. <b>Measure:</b> None <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Improvement Planning Data:

Campus Goals; Campus Improvement Plans; Campus Planning and Decision Making Committee Meeting Data;

Accountability Data:

2019-2020 STAAR Data; Texas Academic Performance Report (TAPR) Data; TELPAS Data

Student Data - District and Campus Assessments

District Common Assessments, Benchmarks; Weekly Assessments from Textbook Adoption or Teacher created; Texas English Language Proficiency Assessment System (TELPAS) Results;

Student Data - Student Groups:

Race and Ethnicity Data; Number of Students Assigned to Each Special Program; Economically Disadvantaged; Special Education Population; At-Risk Population; ELL or LEP Data; Data; Section 504 Data; Homeless Data; Gifted and Talented Data; Dyslexia Data; Response to Intervention (RTI) Student Achievement Data

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

On September 23, 2020, 20 members including community members, staff members, parents and administrators met virtually to create and discuss a Campus Improvement plan for HES that included discussions and planning regarding Budget, CCMR, SEL, Safety, Recruitment, Curriculum & Instruction. Members are constantly reviewing the plan for campus improvement and indicating progress on improvement plan goals.

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan remains in effect for the duration of the year. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [ TEC 42.152(d)]. The date the CIP was developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for HES.

### **2.3: Available to parents and community in an understandable format and language**

The HES CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP can be translated into any language by clicking the translate button on our webpage.

### **2.4: Opportunities for all children to meet State standards**

The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners) to meet the challenging state academic standards.

### **2.5: Increased learning time and well-rounded education**

HES will offer Saturday/Sunday school options throughout the school year. Clubs (Lego, Sister to Sister, My Brothers Keeper) are available to all students. Students are able to take advantage of the various types of programs that the campus offers.

### **2.6: Address needs of all students, particularly at-risk**

In addition to various stem learning activities, HES provides a variety of campus programming that addresses the unique learning styles of students such as the Bilingual, Special Education Inclusion, and Gifted & Talented

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

347

### **3.1: Develop and distribute Parent and Family Engagement Policy**

HES will

1. Coordinate and integrate parental involvement strategies for the Title I, Part A program with parental involvement strategies under other programs when feasible.
2. Identify any barriers to greater participation by parents in activities of participating children at its Title I, Part A schools with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
3. Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.

### **3.2: Offer flexible number of parent involvement meetings**

Our campus provides a flexible number of meetings for parents (virtually). We encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Literacy Nights, STEM nights, Dollars for College meetings, technology training and many academic and social/emotional focused workshops.

# 2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Principal	Tatanisha Stevenson	Principal
Community Representative	Lakesha Raynor	CVC Relationship Manager
Non-classroom Professional	Reneta Perkins	Interventionist
Administrator	Pamela Nealey	Asst. Principal
Classroom Teacher	Ofelia Vazquez	Bilingual Teacher
Non-classroom Professional	Shakeitha Smith	Counselor
Classroom Teacher	Martazia Badger	1st Grade Teacher
Parent	Omar Kelley	Parent
Classroom Teacher	Genevra Whitfield	ELAR Teacher
Community Representative	David Diggles	Pastor SOW Church
Paraprofessional	Esmeralda Elizalde	PEIMS Clerk
Paraprofessional	Griselda Gamino	Secretary
Parent	Yadir Reyes	Parent
Parent	Alicia Reed	Parent
Parent	John Reed	Parent
Classroom Teacher	Kathleen Hoggatt	Technology Teacher
Classroom Teacher	Ana Rodriguez	4th Grade BIL Teacher
Classroom Teacher	Sheria Linnear	3rd Grade ELAR Teacher
Paraprofessional	Rose Demaree	Nurse
Classroom Teacher	Yolanda Gonzalez	3rd Grade ELAR BIL Teacher
Parent	Tamara Walls	Parent
Community Representative	Nicholas Haggerty	My Brother's Keeper Volunteer

# Lancaster Independent School District

## Pleasant Run Elementary

### 2020-2021 Improvement Plan



# **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

## **Vision**

**Every graduate a success!**

## **Core Beliefs**

### **MOTTO:**

**More than a diploma.**

<b>VISION 2020 KEY STRATEGY</b>	<b>CORRESPONDING DISTRICT GOALS</b>
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Pleasant Run Elementary has become an integrated campus with all the changes that occurred in previous years. Staff and students were brought together from six campuses. That dynamic impacted the culture and climate of the building. We worked throughout the 19-20 school year to create a "family" atmosphere while providing a trusting and supportive environment. We will continue to foster these collaborative efforts as we strive to take our students and campus to the "Next Level".

Pleasant Run Elementary School has an estimated enrollment of 740 students in grades Pre-K4 through 5. The ethnic breakdown is approximately 87% African American, 10% Hispanic, and 3% White. Pleasant Run is about 96% economically disadvantage. Of that the 740 students, approximately 45 are identified as gifted and talented, 50 are special education, 19 are 504, 400 are at risk, and 25 are ELL. The average class size at Pleasant Run consists of 23 students.

The teaching staff is 85% female, 70% African American, 2% Hispanic, and 28% White. It includes 31 classroom teachers, 1 art teacher, 1 music teacher, 1 physical education teacher, 4 special education teachers (2-behavior units and 1-transition unit), 1 library assistant, and 1 Reading Interventionist. The support staff includes 13 instructional assistants (9 special education), a school secretary, a peims clerk, and a school nurse. The front office is staffed with 1 Executive Principal, 1 Assistant Principal, 3 Instructional Coaches, and 1 Counselor.

### Demographics Strengths

The diverse population at Pleasant Run Elementary helps stakeholders develop an understanding of the cultures of children and staff from various backgrounds, and to learn to function in a multicultural environment. The equity in staff racial diversity assures interaction among cultures, and provides students the opportunity to have both adult figures with whom they identify, as well as role models from cultures other than their own.

- Pleasant Run Elementary experienced a low employee turnover rate for the 2019 - 2020 school year.
- The number of male staff members increased to 15%.
- Pleasant Run Elementary has 1 RTI Coach

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Increasing the number of highly qualified teachers with ESL certification to accommodate our growing ELL population. **Root Cause:** The average number of teachers with their ESL certification per grade level is two.

**Problem Statement 2:** Increasing the number of highly qualified teachers with ESL certification to accommodate our growing ELL population. **Root Cause:** The average number of teachers with their ESL certification per grade level is two.

# Student Learning

## Student Learning Summary

### 2019-2020 STAAR Accountability Rating

Scale Score - 86

Rating - B

## Student Learning Strengths

### Distinctions Earned

- ELA/Reading
- Mathematics
- Academic Growth
- Closing the Gaps

## **School Processes & Programs**

### **School Processes & Programs Summary**

The Instructional Coaches ensure teachers are well prepared to teach and reach students with different needs.

### **School Processes & Programs Strengths**

The Master Schedule, Cluster Schedule, Class Schedules and Grade level meetings are the program strengths that continue to happen on a daily bases.

# Perceptions

## Perceptions Summary

Here at Pleasant Run Elementary I have had the fortunate opportunity to embrace the culture of the community, school, and the students that I truly glorify to astonishing levels. Pleasant Run Elementary is not a place where we come to work; it is a place where individuals make dreams happen in real time.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

#### **Employee Data**

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact



# Goals

**Goal 1:** Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well. PRE will implement DARE core values to increase student achievement, improve teacher quality, and improve our philosophy of learning.

**Performance Objective 1:** By June 2021, at least 85% of our Kindergarten through 2nd graders will be on their grade appropriate Reading level.

**Evaluation Data Sources:** iStation Report, Running Records, district assessments, DMAC reports, HMH, lesson plans

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will get the appropriate amount of minutes per week on iStation, according to their tier (tier 1 = 30, tier 2 = 60, tier 3 = 90)</p> <p>Critical Success Factors CSF 1</p> <p><b>Measure:</b> iStation reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> 2) Students will receive guided reading instruction daily.</p> <p>Critical Success Factors CSF 1, CSF 4</p> <p><b>Measure:</b> Small Groups folder DMAC RtI information walk throughs daily schedule</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Master Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

**Strategy 3:** Running Records will be conducted each six weeks


Critical Success Factors

CSF 1, CSF 2


**Measure:** Running Records data  
 Universal Screener  
 weekly assessments  
 district assessments


**Staff Responsible for Monitoring:** Literacy Coach  
 Master Teachers  
 Teachers  
 Administrators

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 30%			

 No Progress

 Accomplished

 Continue/Modify








 Discontinue

**Goal 1:** Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well. PRE will implement DARE core values to increase student achievement, improve teacher quality, and improve our philosophy of learning.

**Performance Objective 2:** By June 2021, at least 85% of our 3rd through 5th graders will meet Satisfactory Phase-in level 2 on district and state assessments.

**Evaluation Data Sources:** STAAR Reports, DMAC reports, Rtl Data, grade reports, HMH, weekly assessments, district assessments

**Summative Evaluation:** None







<b>Strategy 1:</b> Provide incentives for instructional programs <b>Measure:</b> CFA, 2019 STAAR scores <b>Staff Responsible for Monitoring:</b> Teachers Master Teachers Administrators <b>Title I Schoolwide Elements:</b> 2.4	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Grade levels will meet to discuss instructional strategies in Cluster meetings. <b>Measure:</b> Cluster meeting agendas, classroom walk through, observations, lesson plans and weekly data meetings <b>Staff Responsible for Monitoring:</b> Teachers, TAP leadership team, Master Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Provide staff development on the TAP rubric <b>Measure:</b> Documentation that training has occurred. <b>Staff Responsible for Monitoring:</b> Master Teachers Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well. PRE will implement DARE core values to increase student achievement, improve teacher quality, and improve our philosophy of learning.

**Performance Objective 3:** PRE will closely monitor all student progress and offer intervention and student support services for struggling students. By the end of the school year all students in need of support services will be identified and will receive appropriate services.

**Evaluation Data Sources:** STAAR Reports, RtI Notes, Counselor input

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Teachers will review weekly assessment, CFA, and Benchmark data. CSF 1, CSF 4</p> <p><b>Measure:</b> Identify students for intervention and additional support services.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Master Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Students will receive small group instruction daily through morning interventions.</p> <p><b>Measure:</b> Small Groups RtI Information Walk through</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Master Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well. PRE will implement DARE core values to increase student achievement, improve teacher quality, and improve our philosophy of learning.

**Performance Objective 4:** By June 2021, 85% of all teachers will achieve an average score of 3.5 on the Presenting Instructional Content indicators on the TAP rubric.

**Evaluation Data Sources:** CODE reports, evaluations

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Teachers will attend cluster meeting on Presenting Instructional Content with an emphasis on modeling by the teacher to demonstrate his or her performance expectations</p> <p><b>Measure:</b> Walk through Observations</p> <p><b>Staff Responsible for Monitoring:</b> Master Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Teachers will review weekly assessment, CFA, and Benchmark data. CSF 1, CSF 4</p> <p><b>Measure:</b> Identify students for intervention and additional support services.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Master Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Students will receive small group instruction daily through morning interventions.</p> <p><b>Measure:</b> Small Groups RtI Information Walk through</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Master Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<div style="text-align: center;">  <p>80%</p> </div>	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>100% Accomplished</p> </div> <div style="text-align: center;">  <p>Continue/Modify</p> </div> <div style="text-align: center;">  <p>Discontinue</p> </div> </div>				

**Goal 2:** We will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and District Aims.

**Performance Objective 1:** Teachers and administrators will attend training in order to be better equipped for working with students.

**Evaluation Data Sources:** Professional Development implementation, improved instructional coaching, improved capacity

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Teachers will attend ESL/Bilingual in-services. -District PD Critical Success Factors CSF 7</p> <p><b>Measure:</b> documentation of training. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Hold campus Data Dig days for teachers after campus and district assessments. Critical Success Factors CSF 1, CSF 2, CSF 3, CSF 7</p> <p><b>Measure:</b> STAAR data district and campus assessments iStation data agendas <b>Staff Responsible for Monitoring:</b> TAP Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Teachers and administrators will attend conferences. Critical Success Factors CSF 7</p> <p><b>Measure:</b> Conference notes and registration proof  Think Conference...Lead4Ward TABSE NABSE TEPSA <b>Staff Responsible for Monitoring:</b> TAP Leadership Team <b>Title I Schoolwide Elements:</b> 2.5</p>	<p><b>Nov</b></p> 	<p><b>Jan</b></p>	<p><b>Mar</b></p>	<p><b>June</b></p>
<p><b>Strategy 2:</b> Hold campus Data Dig days for teachers after campus and district assessments. Critical Success Factors CSF 1, CSF 2, CSF 3, CSF 7</p> <p><b>Measure:</b> STAAR data district and campus assessments iStation data agendas <b>Staff Responsible for Monitoring:</b> TAP Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Teachers and administrators will attend conferences. Critical Success Factors CSF 7</p> <p><b>Measure:</b> Conference notes and registration proof  Think Conference...Lead4Ward TABSE NABSE TEPSA <b>Staff Responsible for Monitoring:</b> TAP Leadership Team <b>Title I Schoolwide Elements:</b> 2.5</p>	<p><b>Nov</b></p> 	<p><b>Jan</b></p>	<p><b>Mar</b></p>	<p><b>June</b></p>
<p><b>Strategy 3:</b> Teachers and administrators will attend conferences. Critical Success Factors CSF 7</p> <p><b>Measure:</b> Conference notes and registration proof  Think Conference...Lead4Ward TABSE NABSE TEPSA <b>Staff Responsible for Monitoring:</b> TAP Leadership Team <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
<p style="text-align: center;">  No Progress            Accomplished            Continue/Modify            Discontinue         </p>	<p><b>Nov</b></p> 	<p><b>Jan</b></p>	<p><b>Mar</b></p>	<p><b>June</b></p>










**Goal 3:** We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.

**Performance Objective 1:** PRE will work to enhance parental involvement, engagement, and empowerment.

**Evaluation Data Sources:** Parent Meetings - Virtual Coffee w/the Principal, Goals Night, PTA, STAAR info, Literacy Night, student programs

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The Paw Print will be sent home monthly to provide important information to parents.</p> <p>Critical Success Factors CSF 5, CSF 6</p> <p><b>Measure:</b> Number of volunteers newsletter copy home calling log</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Conduct parent conferences to share STAAR data, benchmarks, &amp; CFA data; conduct student-led conferences to share student accomplishments.</p> <p>-Goals Night (Fall and Spring) -STAAR conferences</p> <p>Critical Success Factors CSF 1, CSF 2, CSF 5, CSF 6</p> <p><b>Measure:</b> sign in sheets photos</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, staff, parents, students</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> Host PTA meetings in conjunction with school programs.</p> <p>Critical Success Factors CSF 1, CSF 5, CSF 6</p> <p><b>Measure:</b> Parent sign-in sheets photos agendas</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators PTA officers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	<b>Formative</b>		<b>Summative</b>	
	<p><b>Nov</b></p>  <p>100%</p>	<p><b>Jan</b></p>  <p>100%</p>	<p><b>Mar</b></p>  <p>100%</p>	<p><b>June</b></p>
	<p><b>Nov</b></p>  <p>45%</p>			
	<p><b>Nov</b></p>  <p>35%</p>			




<b>Strategy 4:</b> Keep school website updated with current information for communication purposes between school, home, and community. Critical Success Factors CSF 5, CSF 6 <b>Measure:</b> Parent Contacts website stats home calling log marquee updates <b>Staff Responsible for Monitoring:</b> Principal Secretary <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<b>Strategy 5:</b> Coffee With Principal will be held on 3rd Fridays to update parents on school improvement. Critical Success Factors CSF 1, CSF 5, CSF 6 <b>Measure:</b> Attendance, sign in sheets, agenda <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Develop and distribute Student Handbook detailing policies and procedures to parents and family members. <b>Measure:</b> Student and parent signed receipt of acknowledgement of policies and procedures. <b>Staff Responsible for Monitoring:</b> Principal Principal Secretary <b>Title I Schoolwide Elements:</b> 3.1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

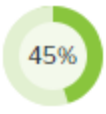





**Goal 3:** We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.

**Performance Objective 2:** PRE will work to have a school climate rated as Proficient.

**Evaluation Data Sources:** Survey, emails, pictures, soft data, certificates, agendas

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Weekly communication newsletter...Monday Memo sent to staff Critical Success Factors CSF 3, CSF 6</p> <p><b>Measure:</b> newsletters emails</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Climate survey administered by the District Critical Success Factors CSF 6</p> <p><b>Measure:</b> results email</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Highlight staff members every 2 weeks that exemplify the District's Core Values...PIRATES Critical Success Factors CSF 3, CSF 6 3)</p> <p><b>Measure:</b> certificates photos agendas</p> <p><b>Staff Responsible for Monitoring:</b> Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<p><b>Nov</b></p> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>


<b>Strategy 4:</b> Weekly personal notes to staff recognizing best practices and their efforts Critical Success Factors CSF 6 <b>Measure:</b> notes agendas <b>Staff Responsible for Monitoring:</b> Leadership Team <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Implement monthly team building activities Critical Success Factors CSF 3, CSF 6 <b>Measure:</b> survey data photos soft data Teacher Appreciation in November and May Attendance certificates Monthly themes <b>Staff Responsible for Monitoring:</b> Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 4:** In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

**Performance Objective 1:** 85% of all PK students will master skills in Reading and Math indicated on their report cards.

**Evaluation Data Sources:** Report cards

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Running Records will be conducted each six weeks</p> <p>Critical Success Factors CSF 1, CSF 2</p> <p><b>Measure:</b> Running Records data weekly assessments district assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Master Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> By June 2021, at least 85% of our Kindergarten through 5th graders will be on their grade appropriate Reading level.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> By June 2021, at least 85% of our Kindergarten through 2nd graders will be on their grade appropriate Reading level.</p>	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
<p><b>Strategy 4:</b> Students will get the appropriate amount of minutes per week on iStation, according to their tier (tier 1 = 30, tier 2 = 60, tier 3 = 90)</p> <p>Critical Success Factors CSF 1</p> <p><b>Measure:</b> iStation reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June


<b>Strategy 5:</b> 2) Students will receive guided reading instruction daily. Critical Success Factors CSF 1, CSF 4  <b>Measure:</b> Small Groups folder DMAC RtI information walk throughs daily schedule  <b>Staff Responsible for Monitoring:</b> Teacher Master Teachers Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Running Records will be conducted each six weeks Critical Success Factors CSF 1, CSF 2  <b>Measure:</b> Running Records data Universal Screener weekly assessments district assessments  <b>Staff Responsible for Monitoring:</b> Literacy Coach Master Teachers Teachers Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 4:** In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

**Performance Objective 2:** 85% of all students in grades 3 - 5 will meet the standard under Student Achievement on Domain 1 of the Reading STAAR.

**Evaluation Data Sources:** STAAR Reports, formative assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will receive grade level instruction according to their reading levels using the HMH curriculum.</p> <p><b>Measure:</b> District Assessments Weekly Assessments iStation Reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coaches Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> By June 2021, at least 85% of our Kindergarten through 5th graders will be on their grade appropriate Reading level.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> By June 2021, at least 85% of our Kindergarten through 2nd graders will be on their grade appropriate Reading level.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Students will get the appropriate amount of minutes per week on iStation, according to their tier (tier 1 = 30, tier 2 = 60, tier 3 = 90)</p> <p>Critical Success Factors CSF 1</p> <p><b>Measure:</b> iStation reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>






<b>Strategy 5:</b> 2) Students will receive guided reading instruction daily. Critical Success Factors CSF 1, CSF 4  <b>Measure:</b> Small Groups folder DMAC RtI information walk throughs daily schedule  <b>Staff Responsible for Monitoring:</b> Teacher Master Teachers Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 6:</b> Running Records will be conducted each six weeks Critical Success Factors CSF 1, CSF 2  <b>Measure:</b> Running Records data Universal Screener weekly assessments district assessments  <b>Staff Responsible for Monitoring:</b> Literacy Coach Master Teachers Teachers Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

**Performance Objective 3:** Increase overall attendance rate from 96.4% to 98%.

**Evaluation Data Sources:** Daily PEIMS reports, TEA reports

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide incentives for students and teachers with an attendance rate of at least 97% Critical Success Factors CSF 1, CSF 2 <b>Measure:</b> attendance report certificates pics <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 20%			
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 5:** We will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles.

PRE will sponsor clubs that are academic, social, and gender specific to focus on improving the whole child.

**Performance Objective 1:** Implement a character education program for PreK through 5th grade students; and, increase student participation in the principles of the character education program.

**Evaluation Data Sources:** Guidance counselor reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The counselor will provide bi-weekly lessons on character education to each classroom and work with individual students that require extra help. Critical Success Factors CSF 6 <b>Measure:</b> Product created from activities. <b>Staff Responsible for Monitoring:</b> Counselor <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All staff members will provide students with incentives that reward demonstration of quality traits. <b>Measure:</b> Principal's 200 <b>Staff Responsible for Monitoring:</b> Staff Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> The Lancaster I.S.D. Police Department will work with students on a Bullying Awareness Program. Critical Success Factors CSF 6 <b>Measure:</b> Decrease in counselor/discipline referrals. <b>Staff Responsible for Monitoring:</b> Counselor Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 5:** We will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles.

PRE will sponsor clubs that are academic, social, and gender specific to focus on improving the whole child.

**Performance Objective 2:** PRE will sponsor the Sister2Sister club for girls that will promote high student achievement and build character.

**Evaluation Data Sources:** Evaluation indicators will include invitation, parent consent forms, meeting agendas, sign in sheets, activity outline, and students response surveys

**Summative Evaluation:** None

<b>Strategy 1:</b> Incorporate activities for members of Sister 2 Sister Critical Success Factors CSF 3, CSF 5, CSF 6  <b>Measure:</b> Pictures Sign in sheets  <b>Staff Responsible for Monitoring:</b> Sponsors Administrators  <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** We will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles.






PRE will sponsor clubs that are academic, social, and gender specific to focus on improving the whole child.

**Performance Objective 3:** PRE will sponsor various clubs for students to promote entrepreneurship and leadership.

My Brothers Keeper, Sister 2 Sister, Dancing Paws, Choir, Chess, etc

**Evaluation Data Sources:** Sign in sheets, activity outline

**Summative Evaluation:** None






<b>Strategy 1:</b> Incorporate activities for students to develop a business or product. Critical Success Factors CSF 3, CSF 5, CSF 6 <b>Measure:</b> Pictures Sign in sheets <b>Staff Responsible for Monitoring:</b> Sponsors <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 50%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 6:** Lancaster ISD will develop and/or refine for all the students, staff, and facilities strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness. PRE will implement operations and systems to best monitor activity on the campus during school hours.

**Performance Objective 1:** Conduct Monthly Fire drills

**Evaluation Data Sources:** Fire drill reports

**Summative Evaluation:** None








<p><b>Strategy 1:</b> The campus safety team will train teachers on expectations, processes, and procedures.</p> <p><b>Measure:</b> Safe Environment Staff and students will be prepared for emergencies</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Safety Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 6:** Lancaster ISD will develop and/or refine for all the students, staff, and facilities strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness. PRE will implement operations and systems to best monitor activity on the campus during school hours.

**Performance Objective 2:** PRE will utilize Classroom Dojo school wide to engage students and inform parent .

**Evaluation Data Sources:** reports, parent involvement

**Summative Evaluation:** None




<b>Strategy 1:</b> Teachers will use Classroom Dojo as a resource to provide academic and behavior progress to parents. <b>Measure:</b> Classroom Dojo Parent contact log <b>Staff Responsible for Monitoring:</b> Teachers <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	





**Goal 7:** PRE students will develop technology skills to foster 21st century skills: creativity, communication, collaboration, critical thinking

**Performance Objective 1:** All classrooms will utilize the equipment daily and promote online learning.

**Evaluation Data Sources:** video clips emailed to parents, pics, classroom data














**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students in grades 3 - 5 will have access to Chromebooks with a 1:1 ratio.</p> <p><b>Measure:</b> Chromebooks Increase use of technology to promote learning</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Library Assistant</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
<p><b>Strategy 2:</b> The Paw Print will be sent home monthly to provide important information to parents.</p> <p>Critical Success Factors CSF 5, CSF 6</p> <p><b>Measure:</b> Number of volunteers newsletter copy home calling log</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Host PTA meetings in conjunction with school programs.</p> <p>Critical Success Factors CSF 1, CSF 5, CSF 6</p> <p><b>Measure:</b> Parent sign-in sheets photos agendas</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators PTA officers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 4:</b> Keep school website updated with current information for communication purposes between school, home, and community. Critical Success Factors CSF 5, CSF 6 <b>Measure:</b> Parent Contacts website stats home calling log marquee updates <b>Staff Responsible for Monitoring:</b> Principal Secretary <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Develop and distribute Student Handbook detailing policies and procedures to parents and family members. <b>Measure:</b> Student and parent signed receipt of acknowledgement of policies and procedures. <b>Staff Responsible for Monitoring:</b> Principal Principal Secretary <b>Title I Schoolwide Elements:</b> 3.1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** PRE will ensure that each student has access to the Online (COVID-19 Learning) lesson structure implemented by the district.

**Performance Objective 1:** We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.



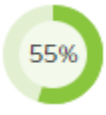
<p><b>Strategy 1:</b> The Paw Print will be sent home monthly to provide important information to parents.</p> <p>Critical Success Factors CSF 5, CSF 6</p> <p><b>Measure:</b> Number of volunteers newsletter copy home calling log</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 2:</b> Conduct parent conferences to share STAAR data, benchmarks, &amp; CFA data; conduct student-led conferences to share student accomplishments.</p> <p>-Goals Night (Fall and Spring) -STAAR conferences</p> <p>Critical Success Factors CSF 1, CSF 2, CSF 5, CSF 6</p> <p><b>Measure:</b> sign in sheets photos</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, staff, parents, students</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 3:</b> Climate survey administered by the District</p> <p>Critical Success Factors CSF 6</p> <p><b>Measure:</b> results email</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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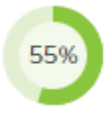




**Goal 9:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning. Teachers and administrators will attend training in order to be better equipped for working with students

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> By June 2021, at least 85% of our Kindergarten through 5th graders will be on their grade appropriate Reading level.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> By June 2021, at least 85% of our Kindergarten through 2nd graders will be on their grade appropriate Reading level.</p>	<b>Formative</b>			<b>Summative</b>
<p><b>Strategy 3:</b> Students will get the appropriate amount of minutes per week on iStation, according to their tier (tier 1 = 30, tier 2 = 60, tier 3 = 90) Critical Success Factors CSF 1 <b>Measure:</b> iStation reports <b>Staff Responsible for Monitoring:</b> Teachers Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	<p><b>Nov</b></p> 	<p><b>Jan</b></p>	<p><b>Mar</b></p>	<p><b>June</b></p>
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	<b>Formative</b>			<b>Summative</b>
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<b>Strategy 4:</b> 2) Students will receive guided reading instruction daily. Critical Success Factors CSF 1, CSF 4  <b>Measure:</b> Small Groups folder DMAC RtI information walk throughs daily schedule  <b>Staff Responsible for Monitoring:</b> Teacher Master Teachers Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Running Records will be conducted each six weeks Critical Success Factors CSF 1, CSF 2  <b>Measure:</b> Running Records data Universal Screener weekly assessments district assessments  <b>Staff Responsible for Monitoring:</b> Literacy Coach Master Teachers Teachers Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 10:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None






<p><b>Strategy 1:</b> We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.</p> <p><b>Measure:</b> Site Based Committee</p> <p><b>Staff Responsible for Monitoring:</b> All PRE staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None




<p><b>Strategy 1:</b> The campus safety team will train teachers on expectations, processes, and procedures.</p> <p><b>Measure:</b> Safe Environment Staff and students will be prepared for emergencies</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Safety Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	





**Goal 12:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students in grades 3 - 5 will have access to Chromebooks with a 1:1 ratio.</p> <p><b>Measure:</b> Chromebooks Increase use of technology to promote learning</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Library Assistant</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 2:</b> Conduct parent conferences to share STAAR data, benchmarks, &amp; CFA data; conduct student-led conferences to share student accomplishments.</p> <p>-Goals Night (Fall and Spring) -STAAR conferences</p> <p>Critical Success Factors CSF 1, CSF 2, CSF 5, CSF 6</p> <p><b>Measure:</b> sign in sheets photos</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, staff, parents, students</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
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	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Host PTA meetings in conjunction with school programs.</p> <p>Critical Success Factors CSF 1, CSF 5, CSF 6</p> <p><b>Measure:</b> Parent sign-in sheets photos agendas</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators PTA officers</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
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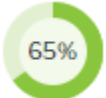




<b>Strategy 4:</b> Keep school website updated with current information for communication purposes between school, home, and community. Critical Success Factors CSF 5, CSF 6 <b>Measure:</b> Parent Contacts website stats home calling log marquee updates <b>Staff Responsible for Monitoring:</b> Principal Secretary <b>Title I Schoolwide Elements:</b> 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Develop and distribute Student Handbook detailing policies and procedures to parents and family members. <b>Measure:</b> Student and parent signed receipt of acknowledgement of policies and procedures. <b>Staff Responsible for Monitoring:</b> Principal Principal Secretary <b>Title I Schoolwide Elements:</b> 3.1	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 12:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

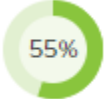






<b>Strategy 1:</b> Students in grades 3 - 5 will have access to Chromebooks with a 1:1 ratio. <b>Measure:</b> Chromebooks Increase use of technology to promote learning <b>Staff Responsible for Monitoring:</b> Teachers Library Assistant <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 13:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<b>Strategy 1:</b> Teachers will attend ESL/Bilingual in-services. -District PD Critical Success Factors CSF 7 <b>Measure:</b> documentation of training. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
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	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 2:</b> Hold campus Data Dig days for teachers after campus and district assessments. Critical Success Factors CSF 1, CSF 2, CSF 3, CSF 7 <b>Measure:</b> STAAR data district and campus assessments iStation data agendas <b>Staff Responsible for Monitoring:</b> TAP Leadership Team <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 3:</b> Teachers and administrators will attend conferences. Critical Success Factors CSF 7 <b>Measure:</b> Conference notes and registration proof  Think Conference...Lead4Ward TABSE NABSE TEPSE <b>Staff Responsible for Monitoring:</b> TAP Leadership Team <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# 2020-2021 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Marlon Waites	Executive Principal
Administrator	Erika Johnson Williams	Assistant Principal
Teacher	Donna Sherman	Instructional RTI Teacher
Teacher	Ashley Carter	PK
Teacher	Regina Sheffield	Kinder
Teacher	Contessa Banks	1st
Teacher	Dedra Biscoe	2nd
Teacher	Alfred Lincoln	4th
Teacher	Chasity Armstead	5th
Teacher	Icis Burgos	Art
Teacher	Tiffany Webb	SpEd
Business Representative	Pamela Mays	Beautician/Business Owner
Parent	Shamia Brooks	Parent
Parent	Kristi Searcy	Parent
Community Representative	Lashawnda Williams	Community Representative

# Lancaster Independent School District

## Rolling Hills Elementary

### 2020-2021 Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



## **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

## **Vision**

**Every graduate a success!**

## **Core Beliefs**

## **MOTTO:**

**More than a diploma.**



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# Comprehensive Needs Assessment

Revised/Approved: September 27, 2020

## Demographics

### Demographics Summary

Rolling Hills Elementary sits on 12.01 acres of suburban real estate located equidistant between the streets of Pleasant Run and Belt Line Road. The building, with 51,000 sq. feet, was completed in 1989. Rolling Hills Elementary has an instructional staff of approximately 50 people, including para-professionals, teachers, support staff and administrators. Student enrollment is 421 students for the 2020-2021 school year. The ethnic distribution of the campus is approximately as follows: African-American-89.3%, Hispanic-7.6%, White-.8%. Approximately 92% of the students are identified as economically disadvantaged. Although many of our students are not recognized as English Language Learners (ELL's) by the state's criteria, they fit the title by definition because they have the same struggles as the identified ELL's.

### Demographics Strengths

Considering the ethnic distribution of students at Rolling Hills Elementary, the teachers and staff represent the population. On a daily basis, students are able to see themselves represented as leaders, instructors, and community servants. Rolling Hills Elementary is sensitive to the need for diversity and inclusion. Thus, the campus is intentional with exposure, lessons and programming that introduce students to varying cultures, experiences, and perspectives.

# Student Learning

## Student Learning Summary

Curriculum and instruction is a shared responsibility among the RHE leadership team and teacher leaders. The RHE leadership team and teachers utilize the LISD curriculum documents and resources created by our LISD academic team, district teachers, and content specialists, in each content area and grade level. The primary goal of our curriculum and instructional program is to provide quality documents and resources that include the TEKS, ELPS, and CCRS standards to guide consistent, effective planning and implementation. The LISD academic team work in partnership with the campus instructional staff to provide quality professional development, build instructional capacity, model, and provide best instructional practices, and provide Tier I, II, III programs that are proactive in meeting the needs of a diverse population of students. All special programs and student groups are well served through differentiated model of instruction and services while ensuring all students meet the grade level expectations and advance academic performance level.

## Student Learning Strengths

RHE experienced growth in several key areas from the 2017-2018 school year to the 2018-2019 school year.

- 3rd grade reading increased by 12 percentage points
- 4th grade reading increased by 9 percentage points
- 4th grade writing increased by 14 percentage points
- 4th grade math increased by 3 percentage points
- 5th grade science increased by 7 percentage points

We will continue to build upon these growth areas, as we have sustained key staff members to ensure continuity of teaching and learning.

# School Processes & Programs

## School Processes & Programs Summary

Rolling Hills Elementary instructional staff is rated using the TAP Instructional rubric. This rubric ensures that evaluations are objective, while training teachers on how to develop their craft, to improve student achievement. Weekly classroom observations are captured in STRIVE, allowing teachers to review feedback. Teachers plan their lessons and upload into the campus shared drive to be reviewed by the instructional leadership team.

Feedback, is constructive, providing reinforcements and refinements. RHE is committed to being intentional with staff efforts, creating a positive environment for teaching and learning. This collegial atmosphere is a embedded recruitment, support and retention tool.

## School Processes & Programs Strengths

The teaching and support staff at Rolling Hills Elementary has internalized the themes of "Team Excellence" "We Matter" and the mantra "Growth is the goal." Thus, teachers are open to feedback, knowing that their development is one of the critical factors to ensure students achievement. All staff, both teachers and paraprofessionals receiving training and development.

# Perceptions

## Perceptions Summary

Since 2019, the Rolling Hills Elementary motto has been "RHExcellence is what we do!" Our 2020-2021 theme is "We Matter!"

Rolling Hills Engineering Academy is a school with proven success. We inspire students to boldly seek solutions, creatively think, and sincerely care for others. Our staff is committed to providing high quality instruction through collaboration with parents, staff, and the community. With compassion as our foundation, RHE will build and sustain lifelong learners in a positive and supportive atmosphere. With student achievement as our goal, and enthusiasm for education as our sail, Excellence marks the spot at Rolling Hills Elementary!

## Perceptions Strengths

With intentional messaging and constant communication, Rolling Hills Elementary has branded itself and come to be known as Team Excellence. This reinforcement provides staff members with a sense of belonging that impacts every classroom. The expectation is for all teachers to do "common things in an uncommon way." RHE parents are excited about having their children at a school where students are cared for and pushed to reach their academic potential.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- 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)
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- STEM/STEAM data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact






# Goals

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> RHE will develop professional learning communities.</p> <p><b>Measure:</b> Teachers and instructional staff will receive regular training , along with opportunities to share best practices among colleagues.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership team, Teachers, RHE LEADS</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 40%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	









**Performance Objective 1 Problem Statements:**

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Integrate reading and writing through genre studies to promote thoughtful and critical thinking in all grade levels.  <b>Measure:</b> Teacher lesson plans and daily implementation will reflect both reading and writing instruction through the use of adopted curriculum and best practices.  <b>Staff Responsible for Monitoring:</b> Administrators, RHE LEADS, Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Teachers will utilize read-alouds to engage students, model prosody and expression.  <b>Measure:</b> Read alouds will be apart of the daily curriculum.  <b>Staff Responsible for Monitoring:</b> Administrators, RHE Leads, Teachers, Parents  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Monitor Tier 1 instruction, assessment data, and interventions to progress monitor students.  <b>Measure:</b> Instructional Leadership Team will provide high quality feedback through evaluations, walk-throughs, and assessment review.  <b>Staff Responsible for Monitoring:</b> Administrators, RHE LEADS, Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> School Context and Organization 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> Continue to use campus-wide reading strategy across all grade levels.  <b>Measure:</b> Teachers will use the campus reading strategy with any text presented to students, fiction or informational.  <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Instructional Leadership Team  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum  <b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Performance Objective 2 Problem Statements:**

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 3:** Integrate real-world current events in social studies lessons and activities.

**Evaluation Data Sources:** Percentage of teachers scoring at Proficient on the TAP Instructional Rubric- Motivate Students indicator, by ensuring content is "personally meaningful and relevant, where inquiry, curiosity, and exploration are valued."

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Teachers will incorporate current events to enhance student learning of community, civic responsibility, history, and culture.</p> <p><b>Measure:</b> Weekly lesson plans reflecting connection between current events and student learning.</p> <p><b>Staff Responsible for Monitoring:</b> RHE LEADS, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 4:** Ensure that all students are performing on or above grade level while becoming proficient in problem solving.

**Evaluation Data Sources:** Percentage of students scoring at "Meets" on Campus, District and State assessments








**Summative Evaluation:** None

<p><b>Strategy 1:</b> Expose students to real world connections in mathematics.</p> <p><b>Measure:</b> Percentage of teachers scoring at Proficient on the TAP Instructional Rubric- Motivate Students indicator, by ensuring content is "personally meaningful and relevant, where inquiry, curiosity, and exploration are valued."</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Implement school-wide best practices, including RHE problem solving model PK-5th, and interactive math journals.</p> <p><b>Measure:</b> Percentage of teachers scoring proficient and above on the Problem Solving indicator on the Tap Instructional Rubric. Evidence of student usage during walk-throughs and evaluations.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Problem Statements:**

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 5:** Ensure all students are developing inquiry-based learning in Science.






<p><b>Strategy 1:</b> Utilize interactive journals to record vocabulary, investigations, and key concepts.  <b>Measure:</b> Evidence of student usage during walk-throughs and evaluations.  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Reinforce reading strategies to ensure vocabulary acquisition.  <b>Measure:</b> Explicit vocabulary instruction will take place in daily science lessons.  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Develop student inquiry, curiosity and problem solving skills through hands-on investigations and live demonstrations.  <b>Measure:</b> Teachers will utilize the 5E model to ensure students engage, explore, explain, elaborate, and evaluate.  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 6:** Empower parents to adequately support the learning and achievement goals of their child.

**Evaluation Data Sources:** Provide parents with learning and connection opportunities.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Based on campus needs and student data, provide opportunities to empower parents through intentional programming, meetings, and activities.</p> <p><b>Measure:</b> Provide campus-wide programming at least twice each semester.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p>	<b>Reviews</b>						
	<b>Formative</b>			<b>Summative</b>			
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>			
 0%							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

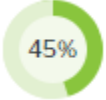





**Performance Objective 6 Problem Statements:**

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None

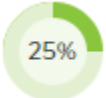






<p><b>Strategy 1:</b> Consistently share our story through social media, and partner with organizations in our community in order to attract candidates that align with our employee profile.</p> <p><b>Measure:</b> Secure partnerships with at least five local businesses or organizations to secure support for the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Regularly share campus activity on Twitter, Face Book, and Instagram.</p> <p><b>Measure:</b> Weekly posts of campus highlights.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Staff, Administrators</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Promote best practices among RHE staff by allowing RHE teachers and staff to facilitate training to their colleagues.</p> <p><b>Measure:</b> Monthly training for instructional staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership Team, RHE LEADS</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Allow teachers to choose their development based on personal growth and needs of students.</p> <p><b>Measure:</b> Ensure differentiation of professional development based on need.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Develop the leadership capacity of staff members.</p> <p><b>Measure:</b> Provide monthly training, resources, workshops and growth opportunities for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None








<b>Strategy 1:</b> Plan and execute initiatives to recognize and celebrate the efforts of teachers and staff members. <b>Measure:</b> Monthly recognition and appreciation events <b>Staff Responsible for Monitoring:</b> Administrators, All staff <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None









<p><b>Strategy 1:</b> Utilize the program Move This World , allowing students and staff to become familiar with strategies that will help them recognize and control their emotions.</p> <p><b>Measure:</b> Daily walkthroughs to check for usage.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Provide virtual school counseling and therapy options.</p> <p><b>Measure:</b> Percentage of families utilizing programming and resources.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor, School Nurse</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> Provide after school clubs to enhance social skills.</p> <p><b>Measure:</b> Clubs offered to provide a well-rounded learning experience.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

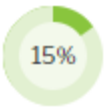





**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None

<b>Strategy 1:</b> Students and staff will engage in monthly safety drills to raise awareness and be prepared for emergency situations <b>Measure:</b> Drills logged for the school year. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Recognize and participate in National School Safety Month <b>Measure:</b> None <b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Utilize the "Standard Response Protocol" to familiarize students with emergency responses. <b>Measure:</b> Signage posted in classrooms and throughout campus. Teachers and Administrators' usage of SRP during monthly drills. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, Staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 4:</b> Utilize appropriate signage and indicators to ensure safe processes for morning intake and dismissal. <b>Measure:</b> All adults, staff and parents, will adhere to safety protocols and processes. <b>Staff Responsible for Monitoring:</b> Administrators, Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 3:** Learn and utilize personal hygiene practices.

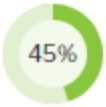




<p><b>Strategy 1:</b> Teach students effective hand washing and other personal hygiene practices, that promote personal care and community awareness.</p> <p><b>Measure:</b> All teachers will share best practice information and resources with students.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse, Administrators, Teachers, Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Mitigate and stop the spread of COVID-19 on campus.</p> <p><b>Measure:</b> All teachers and staff will wear personal protective equipment, utilize sanitizing practices, and participate in screening exercises.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse, Administrators, Teachers, Custodial Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None






<b>Strategy 1:</b> Students participate in college activities throughout the school year, including College Go Get it Week and Career Day. <b>Measure:</b> All students will participate in College and Career activities <b>Staff Responsible for Monitoring:</b> Counselor, Administrators, Teachers <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Teach students digital tools to enhance learning and exposure.  <b>Measure:</b> 90% of students will be proficient with digital tools.  <b>Staff Responsible for Monitoring:</b> Teachers, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None







<b>Strategy 1:</b> Maintain the campus and request enhancements and upgrades, as needed. <b>Measure:</b> 100% of needs will be reported and addressed. <b>Staff Responsible for Monitoring:</b> Administrators, Facilities & Operations <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 20%			
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Maintain a balanced budget that prioritizes campus goals.  <b>Measure:</b> 100% of campus budget spending will support the needs and goals of the campus.  <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Dedicate funds and resources to support a positive staff morale.  <b>Measure:</b> None  <b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Improvement Planning Data:

District Goals; Campus Goals; District Improvement Plans; Campus Improvement Plan Committee Meeting Data;

Accountability Data:

2019-2020 STAAR Data; Texas Academic Performance Report (TAPR) Data; Performance Index Framework Data: Index 1, 2, 3, 4; System Safeguards and Texas Accountability Intervention System (TAIS) Data; Accountability Distinction Designations; Federal Report Card Data; PBMAS Data.

Student Data- Assessments:

State of Texas Assessment of Academic Readiness (STAAR); Texas English Language Proficiency Assessment System (TELPAS) Results; Student Success Initiative (SSI) data for Grade 5.

Student Data- Student Groupings:

Race and Ethnicity Data; Number of Students Assigned to Each Special Program; Economically Disadvantaged; Special Education Population; At-Risk Population; ELL or LEP Data; Section 504 Data; Homeless Data; Gifted and Talented Data; Dyslexia Data; Response to Intervention (RtI) Student Achievement Data

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

A twenty-three member team met September 2020 to review 2019-2020 progress and establish goals for 2020-2021. The team consisted of campus administrators, teachers, from both general education and special education, support staff, parents and community stakeholders. The team reviewed campus reinforcements and refinements, 2019 data and campus goals.

- Teaching and Learning/Academic Achievement
- Recruitment, Retention and Professional Learning
- Social & Emotional Health/School Safety
- Facilities & Finance
- Career and Technology Education & College, Career & Military Readiness/Digital Learning

Team members presented their discussion on each area in the format of goals, objectives and strategies.

## **2.2: Regular monitoring and revision**

The Rolling Hills Campus Improvement Plan remains in effect for the duration of the year. The plan and its implementation shall be regularly monitored and revised as necessary, to ensure student achievement and the accomplishment of campus and district goals. The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners and "at-risk" students [ TEC 42.152(d)].

## **2.3: Available to parents and community in an understandable format and language**

The Rolling Hills Elementary campus improvement plan is available to all stakeholders on our campus website. Upon request, an electronic or paper copy will be provided to interested parties.

## **2.4: Opportunities for all children to meet State standards**

Based on student data and needs, Rolling Hills Elementary created and will monitor strategies to ensure the success of all students. Our CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging state academic standards.

## **2.5: Increased learning time and well-rounded education**

Rolling Hills Elementary offers time for intervention, including extended day opportunities. Extra-curricular offerings are available.

## **2.6: Address needs of all students, particularly at-risk**

In addition to academic offerings, Rolling Hills Elementary provides a research-based social and emotional program. This wellness program equips students to be emotionally well and prepared to interact with peers, teachers and the world around them.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Rolling Hills Elementary will intentionally:

- Empower parents and build their capacity for active parental involvement and promoting parenting skills and family literacy to improve academic achievement

- Identify any barriers to greater participation by parents in activities of participating children, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background.
- Ensure that all parent notifications and school reports will be in an understandable and uniform format and to the extent practicable, in a language that parents can understand.
- Communicate all campus, grade level and classroom events, activities or programs in a timely manner.

### **3.2: Offer flexible number of parent involvement meetings**

Rolling Hills Elementary encourages our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops.

# 2020-2021 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Principal	Cherish Pipkins	Principal
Assistant Principal	Margo Spencer	Assistant Principal
Non-classroom Professional	Nickki Armstard	Counselor
Non-classroom Professional	Mary Thompson	Rtl Teacher
Paraprofessional	LaKeashia Smith	PEIMS Clerk
Classroom Teacher	Marian Polk-Gorden	PK Teacher
Classroom Teacher	Chimere Mitchell	Kinder Teacher
Classroom Teacher	Keonaka Brown	First Grade Teacher
Classroom Teacher	Tamara Ballard	Second Grade Teacher
Classroom Teacher	LaTonia Johnson	Third Grade Teacher
Classroom Teacher	Quanisha Vickers	Fourth Grade Teacher
Classroom Teacher	Miesha Medford	Fifth Grade Teacher
Classroom Teacher	Michael Fanner	Music Teacher
Classroom Teacher	LaTonya Sloan	SPED Teacher
Community Representative	Tamitra Griffin	OCBF Turn Around Agenda; In-School Program Coordinator- Lancaster Cluster
Parent	Amre Martin	Parent
Parent	Kamesha Nelms	Parent
Community Representative	Marlow McGuire	Children's Ministry Pastor
Paraprofessional	Detrick Adkism	Office Manager
Paraprofessional	Benita Sparrow	Nurse
Classroom Teacher	George King	Technology Teacher
Classroom Teacher	Traci McDougall	PE Teacher
Parent	Kayla Long	Parent

# Lancaster Independent School District

## Rosa Parks-Millbrook Elementary

### 2020-2021 Improvement Plan



# **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

## **Campus Mission Statement**

The Rosa Parks-Millbrook staff will pursue excellence as we walk in our purpose to ensure all students take responsibility for their academic and social development in the quest for self-sustaining success.

## **Vision**

**Every graduate a success!**

# Value Statement

**MOTTO:**

**More than a diploma.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Rosa Parks-Millbrook Elementary School will continue to make impressive gains after maintaining high levels of academic achievement earning a TEA rating of Met Standard with 4 distinctions, and earning a campus rating of B in the 2018-2019 academic school year, and were well on our way of increasing in all areas for the 2019-2020 year prior to school closure due to the Covid19 pandemic. Rosa Parks faculty and staff also celebrate the accomplishment of a student attendance rate of 97.5% for the 2019-2020 school year.

### Student Achievement Summary

Rosa Parks-Millbrook has successfully made substantial progress from 2017-2020. Rankings include meeting standard (2016-17, 2017-18, 2018-19), earning three State Distinctions (2016-17), earning all six State Distinctions (2017-2018), and four State Distinctions (2018-2019), with an overall B accountability rating. Overall student performance has steadily increased in all content areas. While unable to complete state assessments due to COVID19 induced school closure, our 2018-2019 STAAR data suggests a continued need to focus on student achievement at the Meets and Masters level.

There will also continue to be a focus on professional development to build teacher capacity with regards to blended learning, digital engagement, and virtual learning.

Rosa Parks-Millbrook continues to work through change having inducted 6 new teachers into the fold, while maintaining consistency on the administrative team for a third year, including the Principal, Assistant Principal and Counselor. While we no longer have Instructional Coaches, but do have a lead RTI Teacher who serves in the capacity of interventionist as well as support for building teacher capacity.

For the upcoming school year, the district will continue to employ the TAP system which encompasses elements that promote student achievement and teacher development. The RTI Teacher will provide comprehensive support to teachers and students.

Rosa Parks-Millbrook Elementary serves 445 students in PreK through fifth grade. The student population is approximately 86% African American, 9% Hispanic, 3% two or more races, and less than 1% White, American Indian, Hawaiian/Native Pacific, and Asian. The staff includes 22 homeroom teachers, 2 Special Education teachers (1-PPCD), 3 Special area teachers (Art, Music, and PE), and a professional support staff consisting of 1 RTI Teacher, 1 Gifted and Talented Teacher, a counselor, and nurse. Rosa Parks-Millbrook has 7 instructional paraprofessionals (4-special education and 3 general education). We are also served by a campus administrative assistant, PEIMS clerk, and an Assistant Principal who also serves as the campus testing coordinator along with the school counselor. All staff

members meet the criteria for Highly Qualified Educators as measured by NCLB.

Rosa Parks-Millbrook is entering TAP with 93% of its returning staff for the 2020-2021 school year.

In 2020-2021, the academic focus will continue to be on ELAR and Writing at all grade levels, while ensuring growth in all content areas including Math and Science. Weekly cluster meetings focused on strategies to help teachers understand and plan reading/writing instruction to maximize learning as well as improve their state assessment scores. Cluster meetings and professional development will also focus on digital learning tools to address our current state of affairs with regards to the Covid19 pandemic.

Pre K, Kindergarten, first, and second-grade classes are self-contained, while third through fifth grades are departmentalized. We continue to use the 45minute block for grade-level and vertical team planning. During this time, the administrative leadership team meets with teachers to provide assistance with data disaggregation and intentional planning for the good first instruction. This time also allows for ongoing professional development through weekly cluster meetings and interventions built into the master schedule.

In the 2020-2021 school year, we will continue to focus on improving academic performance for all students with a heavy emphasis on virtual learning as dictated by COVID19. Addressing instructional gaps created by school closure last year is paramount. Teachers and staff will intentionally

- Research-based instructional practices
- Writing across the curriculum
- Innovative science instruction
- Monitoring and assessing student performance through intentional data analysis (both teacher and student)
- Targeted intervention built into each instructional block
- Aggressive monitoring and small group instruction
- Targeted after-school tutorials
- Early identification of students in need of additional assistance or services

#### **Demographics Strengths**

93% returning staff

Veteran staff reflects the student body

RTI Teacher supports academic and behavioral needs of students, as well as instructional needs of teachers

97.5% attendance rate

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** There is a need to increase, as well as monitor and adjust, instruction for students who perform at Meets and Masters level in Reading in 3rd-5th grade.

**Root Cause:** Students make minimal progress (1-3 point gains) or regress in Meets and Masters categories.

**Problem Statement 2 (Prioritized):** There is a need to focus on the development of writing instruction across the board. **Root Cause:** Students have only been successful at making gains in the Approaches category; Meets and Masters both declined.

**Problem Statement 3:** There is a need to consistently increase individual student performance at the Meets and Masters level in Mathematics from third to fourth to fifth grade through targeted instruction. **Root Cause:** Students performing at Meets or Masters the previous year are not showing expected growth the following year.

**Problem Statement 4:** There is a need to increase focus on science instruction from kinder through 5th grade. **Root Cause:** Students consistently perform at lower mastery percentages on state, district, and campus science assessments.

**Problem Statement 5:** There is a need to close gaps between sub-populations. **Root Cause:** Hispanic, Asian, Two or More Races, and White sub-populations outperform African American population for 2 consecutive years.

# Student Achievement

## Student Achievement Summary

Statistical data showed academic progress gains at Rosa Parks/Millbrook for the 2018-2019 school year. In Math, student performance rates were 75%, 81%, and 97% for 3rd, 4th, and 5th grades respectively at the approaches level. Reading performance rates for 3rd, 4th, and 5th grades were 67%, 66%, and 76%. The performance rate for 4th grade writing was 51% and 5th grade Science 78%. PreK-2nd grade demonstrated gains in the iStation

Campus attendance records indicate a 96% daily attendance rate with measures and incentives in place to increase this rate and lower daily tardies.

## Student Achievement Strengths

Campus Rating: B - Met Standards with 4 Distinctions

By STAAR state assessment standards academic achievements with increases in the following areas:

- 3rd Grade Reading Meets and Masters Level
- 3rd Grade Math Meets Level
- 4th Grade Reading, Math, and Writing - Approaches Level
- 5th Grade Reading - Approaches and Meets Level
- 5th Grade Math - Approaches Level

75% PreK students were Tier 1 in March.

78% Kinder were Tier 2 in March.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** There is a need to increase student achievement in Science. **Root Cause:** Inconsistent Science instruction and hands-on experiences across grade levels.

## School Culture and Climate

### School Culture and Climate Summary

A factor that has contributed to Rosa Parks/Millbrook's great success is the people and their sense of "Developing the whole child." Parents, staff, and students have adopted a belief system that exemplifies the action of "we will either find a way or make one." This motto has made events such as clubs, festivals, volunteering after-school, Friday tutorials, and adopting families that are in need of financial support with uniforms, shoes, and supplies just another day at "The Parks".

### School Culture and Climate Strengths

Rosa Parks/Millbrook believes in developing the whole child. After school clubs that support student talent and social development include the three time champion History Bowl Team, My Bothers Keeper and Sister to Sister mentoring, Girl Scouts, Step Club, basketball, RPM Choir, Art Club, and Student Ambassadors. Students from kindergarten to 5th grade are eligible to participate depending on the club. Students are able to sign up for the clubs set to begin the 2nd 6 weeks of school. Parents are also becoming more involved in volunteer work for teacher and student success.

We also have spirit weeks and celebrations throughout the year. Our typical Back to School Festival was held virtually this year allowing teachers, students, and parents the opportunity to meet each other prior to the start of their online learning. The remaining festivals that Rosa Parks is widely known for such as the Fall Festival and other programs to promote cultural awareness such as the Hispanic Heritage, Christmas, Black History month, and Cinco de Mayo are creatively being adjusted as we continue to make adjustments virtually to help mitigate the spread of Covid19. To support our attendance goals, classes earn incentives such as Party with the Principals and End of Month AttenDANCE. It is a long standing tradition to have Pre-K and Kindergarten graduations at the end of May and a Bridging Ceremony for 5th Grade students.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Rosa Parks/Millbrook Elementary School is entering its seventh year of the TAP System with a high teacher retention rate with 80% of its returning staff for the 2019-2020 school year. Rosa Parks-Millbrook Elementary serves 445 students in PreK through fifth grade. The student population is approximately 85% African American, 10% Hispanic, 3% two or more races, and less than 1% White, American Indian, Hawaiian/Native Pacific, and Asian. The staff includes 22 homeroom teachers, 2 Special Education teachers (1-PPCD), 3 Special area teachers (Art, Music, and PE), and a professional support staff consisting of 1 RTI Teacher, 1 Gifted and Talented Teacher, 1 counselor, and school nurse. Rosa Parks-Millbrook has 7 instructional paraprofessionals (4-special education and 3 general education). We are also served by a campus administrative assistant, PEIMS clerk, and an Assistant Principal who also serves as the campus testing coordinator along with the school counselor. All staff members meet the criteria for Highly Qualified Educators as measured by NCLB.

### **Staff Quality, Recruitment, and Retention Strengths**

The Rosa Parks/Millbrook staff is one that does what it takes and supports campus efforts for the good of the team. The teachers and staff are willing to put in the work needed to achieve student success. After school tutorials are held daily from 3:15-3:50 beginning in September. Friday Night @ The Parks extended tutoring and enrichment targeting STAAR assessments is held each Friday beginning in January.

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Ensuring that students receive the level of instruction needed to help them reach their potential is of utmost importance. TAP includes professional development that is based on the needs found in the data. Teachers attend weekly cluster meetings where they are presented with strategies that target the needs of the campus. They then go into their classrooms and immediately begin implementing the strategy. They also receive assistance and support from the master teachers. We are also using TRS as our curriculum for math, science and ELAR. We also administer district- wide common formative assessments approximately every 4 weeks to determine mastery of the concepts taught. Our students also receive progress monitoring every 3 weeks in reading and math to determine the level of intervention needed in a timely manner.

## **Curriculum, Instruction, and Assessment Strengths**

The campus participates in vertical alignment planning meetings on a monthly basis to plan the upcoming TRS. We also have grade level meetings to discuss the findings from the CFAs and to discuss the intervention needs of individual students. Student Profile Sheets are updated after each assessment and intervention records are kept on the Student Profile Sheets to inform teachers and guide parent conferences. During the fall semester, tutoring will be by invitation based on our iStation/GoMath and CFA data so that student needs can be targeted.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

Rosa Parks/ Millbrook encourages parent and community involvement. We make sure to keep the stakeholders informed of what is going on at the school. We also listen to ideas and input from stakeholders and include this in our planning process. Parents receive communication through a variety of medium including the use of ClassDojo, social media, email, campus website, weekly grade level newsletters, and weekly callouts and newsletters from the Principal.

### **Parent and Community Engagement Strengths**

Rosa Parks/ Millbrook has large turnouts for our school events such as Back to School Festival , Beautification Day, Fall Festival, Field Day, graduation ceremonies and performances. Teachers also work to keep the parents informed of what is taking place in the classrooms.

Forms of communication used school-wide:

Class Dojo

Email

Phone Calls

Weekly Grade-level Newsletters

Weekly Callouts

Parks Press for Parents (weekly campus newsletter)

# Technology

## Technology Summary

The ability to use technology is becoming more and more important. Students are not afraid of technology and are generally engaged when using it. Teachers on the campus have taken the lead in the area of technology and are teaching their students how to use it and in turn are learning themselves. The implementation of STEM and the 21st Century Learning skills makes the need for and use of technology skills a necessity. We will have a Bring Your Own Device policy in place so that students can bring their personal devices from home allowing more students to have access to individual technology.

## Technology Strengths

We are a 1-to-1 campus which allows for students access at home or face-to-face learning in the building.

All students in PreK have iPads, and all students Kinder through have access to Chromebooks.

Teachers collaboratively support one another with new digital platforms, virtual teaching strategies, and technology issues.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** There is a need to support parent learning with regards to our digital learning platforms. **Root Cause:** Parents are not familiar with the learning platforms used for online learning.

# Priority Problem Statements

**Problem Statement 1:** There is a need to focus on the development of writing instruction across the board.

**Root Cause 1:** Students have only been successful at making gains in the Approaches category; Meets and Masters both declined.

**Problem Statement 1 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data



# Goals







**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Develop and implement strong student centered, hands-on, real-world, research-based classroom instruction in all content areas with teachers as facilitators of student learning.</p> <p><b>Measure:</b> Observations Benchmarks STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Professional staff will meet in grade level (PreK-2) or vertical (3-5) teams to discuss and plan reading content, align instructional strategies and analyze data monthly.</p> <p><b>Measure:</b> Benchmarks iStation STAAR Observations Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				




<p><b>Strategy 3:</b> Teachers will participate in weekly cluster meetings, vertical/grade level teams, and varied professional development opportunities to build and increase teacher capacity.</p> <p><b>Measure:</b> Effective and purposeful instruction utilizing varied instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principals RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 4:</b> Implement intervention model including morning enrichment, small-group pullouts within the master schedule, along with after school tutoring.</p> <p><b>Measure:</b> STAAR, CFA, Benchmark and iStation results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

















**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Implement the District curriculum (HMH) reading strategies in grades K-5 to emphasize the five essential components of literacy; phonemic awareness, phonics, fluency, vocabulary, and comprehension</p> <p><b>Measure:</b> ISIP Assessments / iStation Running Records CFAs/Benchmarks STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals RTI Teacher Teachers District Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All students will be provided the opportunity for daily intervention utilizing scientifically based reading strategies.</p> <p><b>Measure:</b> Common Assessments Benchmarks iStation Running Records STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Provide rigorous reading instruction and targeted intervention utilizing iStation results, Benchmarks, and Common Assessments as diagnostic assessments.</p> <p><b>Measure:</b> Principals RTI Teacher Teachers District Representatives</p> <p><b>Staff Responsible for Monitoring:</b> Benchmarks iStation STAAR</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>




<p><b>Strategy 4:</b> Use the Reading IRGs at each grade level to ensure TEKS coverage and quality of instruction.</p> <p><b>Measure:</b> Weekly classwork Weekly assessments Benchmarks STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals RTI Teacher Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 5:</b> Use small group instruction/guided reading groups to meet the needs of individual learners to improve reading fluency and comprehension.</p> <p><b>Measure:</b> Benchmarks iStation STAAR Running Records Reading A-Z</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 6:</b> Use running records every 6 weeks to progress monitor and assess reading levels of K-2 students.</p> <p><b>Measure:</b> Benchmarks iStation STAAR Running Records</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 7:</b> Increase the development of students' critical and analytical reading skills using HMH (leveled) Rigby Readers/Big Books, Tumblebooks, Epic, or Amira.</p> <p><b>Measure:</b> Benchmarks iStation STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>  No Progress       Accomplished      445  Continue/Modify       Discontinue </p>																	





**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.







**Performance Objective 3:** Ensure ALL represented student groups in PreK-2 grade will perform on or above grade level on the End of Year Assessments in Math.

**Evaluation Data Sources:** We will analyze our end of year iStation, CFA, Benchmark, and STAAR assessment data to see if goals were met.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Students will increase math fluency by engaging in daily math drills in addition, subtraction, multiplication, and division.</p> <p><b>Measure:</b> Teacher Made Assessments ISIP Math (K-2) Timed Tests Reflex Math (3-5) Education Galaxy</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p>  <p>60%</p>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Professional staff will meet in grade level (PreK-2) or vertical (3-5) teams to discuss and plan math content, align instructional strategies and analyze data monthly.</p> <p><b>Measure:</b> Benchmarks iStation STAAR Observations Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p>  <p>70%</p>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Implement district curriculum (GoMath) and supplemental instructional materials to ensure student growth.</p> <p><b>Measure:</b> Benchmarks STAAR Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<p><b>Nov</b></p>  <p>70%</p>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 4:</b> Use the TRS Math IFD and enhanced clarification document at each grade level to ensure TEKS coverage and quality of instruction.</p> <p><b>Measure:</b> Weekly classwork Weekly Exams Benchmarks STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Provide rigorous mathematics instruction and targeted intervention utilizing data from ReFlex Math and Education Galaxy, Benchmarks, and Common Assessments.</p> <p><b>Measure:</b> Benchmarks STAAR Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 6:</b> Utilize interactive journals in grades K-5, with emphasis on literature and vocabulary in the math lesson cycle.</p> <p><b>Measure:</b> Benchmarks STAAR Common Assessments iStation</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 7:</b> Use concept walls, interactive vocabulary cards, and vocabulary activities with intensity to increase math vocabulary K-5.</p> <p><b>Measure:</b> Benchmarks STAAR Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>








<p><b>Strategy 8:</b> Utilize manipulatives (tactile and digital) in every classroom for whole and small group instruction to increase conceptual understanding.</p> <p><b>Measure:</b> Benchmarks STAAR Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 9:</b> Use small group instruction to meet the needs of individual learners to improve math skills and understanding of math concepts.</p> <p><b>Measure:</b> Benchmarks STAAR Common Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 4:** Ensure that all students are proficient in writing at their grade level as assessed by campus, district, and state assessments.

**Evaluation Data Sources:** We will analyze district common assessments and STAAR assessment to determine if goals were met.

**Summative Evaluation:** None














<b>Strategy 1:</b> Implement Writer's Workshop (HMH) and continue writing across all grade levels with curriculum and content connections.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Use the HMH curriculum at each grade level to ensure TEKS coverage and quality of instruction. <b>Measure:</b> Weekly class work Weekly exams Benchmarks STAAR <b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Reinforce student use of organizational tools for writing to organize and communicate their thinking to a variety of audiences. <b>Measure:</b> Students' progress will be demonstrated in writing samples, Writers Theater, and portfolios. <b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 5:** Ensure that all students will be proficient in Science at their grade levels as assessed by district, campus, and state assessments.

**Evaluation Data Sources:** We will analyze district common assessments and STAAR assessment to determine if goals were met.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Use the Science TRS Instructional Focus Document and district curriculum and resources at each grade level to ensure TEKS coverage and quality of instruction.</p> <p><b>Measure:</b> Weekly class work Weekly exams Benchmarks STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 2:</b> Provide hands-on relevant/real world experiences to enhance student performance in science.</p> <p><b>Measure:</b> Weekly class work Weekly exams Benchmarks STAAR Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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Nov	Jan	Mar	June														
																	
<p><b>Strategy 3:</b> Professional staff will meet in grade level and vertical teams to discuss and plan science content, align instructional strategies and analyze data monthly.</p> <p><b>Measure:</b> Benchmarks Common assessments STAAR Observations Lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>																	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None






<b>Strategy 1:</b> Utilize Lancaster ISD employee profile in the identification of new teachers and staff members. <b>Measure:</b> Highly qualified, professional staff hired. <b>Staff Responsible for Monitoring:</b> Principals <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Teachers and staff will participate in professional development on team building throughout the year.</p> <p><b>Measure:</b> Effective collaboration and teamwork</p> <p><b>Staff Responsible for Monitoring:</b> Principals Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None








<b>Strategy 1:</b> Publish the Parks Press, weekly communication to inform parents of campus and district initiatives. <b>Measure:</b> Parents and community knowledgeable of and actively engaged in campus initiatives. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Publish the Parks Press for Teachers weekly communicating pertinent information, and encouragement for teachers and staff. <b>Measure:</b> Staff knowledgeable of weekly events and deadlines. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Ensure daily use of the Move This World curriculum to introduce and teach students strategies for identifying and managing emotions.</p> <p><b>Measure:</b> Increase in self-regulation of student emotional outbursts and meltdowns.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Use Boys Town curriculum to teach student self-advocacy, and social and behavioral management skills.</p> <p><b>Measure:</b> Students improved ability to problem solve, self-manage, and advocate for self.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Counselor will teach monthly character development lessons to all classes, PreK-5th Grade.</p> <p><b>Measure:</b> None</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None






<b>Strategy 1:</b> Utilize Standard Response Protocol to safely manage emergency evacuation situations. <b>Measure:</b> Staff and students properly move to safe areas in timely manner. <b>Staff Responsible for Monitoring:</b> Principals <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None





<p><b>Strategy 1:</b> All students will engage in virtual and in-person learning excursions promoting inquiry based learning and exposure to a variety of career paths.</p> <p><b>Measure:</b> Teachers and students will attend virtual field trips and career expositions. Students and staff will participate in College Go Get It Week and wear college shirts every Wednesday.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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



**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers will engage in professional development throughout the year to increase their knowledge and use of digital learning platforms and strategies creating 21st century learning opportunities for students.</p> <p><b>Measure:</b> Increased teacher capacity and instructional practices</p> <p><b>Staff Responsible for Monitoring:</b> Principals Blended Learning Specialist RTI Teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All teachers will use iPads, Chromebooks, or other digital devices for classroom and remote instruction .</p> <p><b>Measure:</b> Integration of technology across all subjects</p> <p><b>Staff Responsible for Monitoring:</b> Principals Instructional Coaches Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Develop school wide activities so that all students will have opportunities to be successfully showcase global competitiveness and technology skills.</p> <p><b>Measure:</b> Number of students participating</p> <p><b>Staff Responsible for Monitoring:</b> Principals Master Teachers Classroom Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Integrate technology into all classrooms (face-to-face or virtual) for each student.</p> <p><b>Measure:</b> Evaluations Walk through data</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<b>Strategy 5:</b> Utilize various digital tools to increase schoolwide communication and assign technology based assignments. <b>Measure:</b> Effective use of Google Classroom, SeeSaw, home digital assignments, Reflex Math and iStation reports <b>Staff Responsible for Monitoring:</b> Principals RTI Teacher Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.







**Summative Evaluation:** None

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Purchase book for leadership team and conduct a book study to build leadership capacity.  <b>Measure:</b> Grade levels and department team cohesively execute campus goals and objectives for student and campus development.  <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Purchase books and conduct a book study on servant leadership and success strategies to help strengthen campus culture.  <b>Measure:</b> All staff effectively executes campus goals and objectives for student and campus development.  <b>Staff Responsible for Monitoring:</b> Principals  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Lancaster Independent School District

## West Main Elementary

### 2020-2021 Improvement Plan



# **Mission Statement**

**Empowering ALL students' purpose and passion through quality education.**

## **Vision**

**Every graduate a success!**

## **Core Beliefs**

### **MOTTO:**

**More than a diploma.**



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Goal 2: All in person and virtual learners will receive developmentally appropriate writing instruction that exemplifies best practices in writing resulting in: 85% of students in 4th Grade performing at or above the Approaches level on the Writing STAAR with an increase of 28% at the Meets level and 23% at the Masters level.	21
Goal 3: All in person and virtual learners will receive rigorous mathematics instruction at a cognitive level that meets their individual learning needs resulting in: 90% of students in Pre-Kindergarten through 2nd Grade students performing at or above grade level as measured by the Universal Screener (iStation) and district Summative Assessments and 90% of students in 3rd Grade performing at the Approaches level on the Math STAAR with an increase of 20% at the Meets and 27% at the Masters level and 90% of students in 4th Grade performing at the Approaches level on the Math STAAR with an increase of 13%% at the Meets level and 10% at the Masters level and 90% of students in the 5th Grade performing at the Approaches level on the Math STAAR with an increase of 9% at the Meets level and 6% at the Masters level.	23
Goal 4: All in person and virtual learners will have access to a science program that will accommodate virtual and in-person learners while providing for learning opportunities requiring the use of the scientific method to solve real world problems resulting in: 80% of students in 5th grade performing at the Approaches level on the Science STAAR and maintaining previous Science STAAR performance of 43% Meets and 16% Masters level.	26
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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The current enrollment is 689 students in grades Pre-K4 through 5th versus 734 students last year. The ethnic breakdown at this time is approximately 64% African American, 27% Hispanic, 3% White and 4% other. West Main is about 90% economically disadvantaged. To date we have 44 special education students, with 15 of those being in the life skills class, 23 students receive services under Section 504, 23 students are in foster care, 391 students are identified as at-risk, 60 students are homeless, 74 students are identified as Gifted and Talented, 138 students in K-2nd have been flagged on the Early Reading Indicator as being in Tier II or III on BOY iStation assessment and 38 students are receiving ESL services.

The teaching staff includes 30 classroom teachers, 1 music teacher, 1 physical education teacher, 1 blended learning/technology teacher, 1 art teacher, 1 piano teacher, 1 dance teacher, 1 theater teacher, 1 library assistant and 1 SPED inclusion teacher. Our support staff includes 8 teaching assistants (two bilingual), a school secretary, an attendance clerk, a full-time nurse assistant, 5 custodians and 6 food service positions. The front office is staffed with 1 Principal, 1 Assistant Principal, 1 Counselor, and 1 RTI Teacher.

### Demographics Strengths

West Main has a diverse student population

40% of the West Main teaching staff is ESL Certified with an ESL certified teacher at every grade level

10% of the West Main teaching staff is represented by a male

3 of West Main's staff members are bilingual

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increasing the number of highly qualified teachers that are more reflective of the student body **Root Cause:** The number of diverse and highly qualified applicants are limited and recruiting such individuals must be a priority

**Problem Statement 2:** Increasing the number of highly qualified male teachers that are more reflective of the student body **Root Cause:** The number of highly qualified male applicants in Early Childhood are limited and recruiting such individuals must be a priority

# Student Achievement

## Student Achievement Summary

<b>Grade 3</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>
Reading	74%	54%	58%	59%	65%	91%	80%
Math	42%	58%	76%	59%	80%	91%	85%

<b>Grade 4</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>
Reading	53%	70%	50%	71%	57%	78%	87%
Math	38%	57%	61%	67%	68%	92%	91%
Writing	47%	71%	68%	74%	52%	52%	71%

<b>Grade 5</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>	<b>STAAR</b>
Reading	94%	55%	81%	65%	71%	83%	89%
Math	74%	60%	78%	69%	84%	94%	97%
Science	78%	50%	69%	62%	76%	65%	75%

## Student Achievement Strengths

West Main received a National Blue Ribbon Award for Exemplary Achievement Gap-Closing

West Main Elementary received 5 out of 6 distinctions:

Academic Achievement in ELAR/Reading

Academic Achievement in Math

Top 25 Percent Student Progress

Top 25 Percent Closing Performance Gaps

Postsecondary Readiness

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Writing and science scores have increased however students are still performing below standard on State Assessments. **Root Cause:** Inconsistent exposure and the lack of intentional instructional planning in non-tested grade levels have created student deficits in writing and science. Systems and processes should be implemented and monitored for the 2020-2021 school year.

# School Culture and Climate

## School Culture and Climate Summary

At WME, we are "Racing to the Next Level" because "Exemplary is the Expectation." This motto shows in what we do for students on a daily basis. We realize the expectation starts with every adult in the building and translates to the student body through what they hear us say and what they see us do. West Main's staff understands that intentional instructional planning directly attributes to students' not only learning but achieving at high levels. It is our belief that ALL students can learn.

West Main teachers also support each other and collaborate on a daily basis. They are expected to meet by grade level with Instructional Coaches to learn research based strategies that will help improve instruction. They also meet with Instructional Coaches to ensure instruction and activities and materials are aligned to Texas Essential Knowledge and Skills. Campus leadership makes every attempt to include teachers when most decisions that affect their classrooms are made. Teachers are also given the autonomy to make most academic and classroom changes resulting in a feeling of empowerment and increased confidence.

Schoolwide Positive Behavior Intervention and Support and Social Emotional Learning systems are used to promote positive behavior and self control. We believe all students deserve an opportunity to learn in a safe, orderly, bully-free, environment. Implementing these systems afford teachers the opportunity to deliver instruction with minimal disruptions.

## School Culture and Climate Strengths

1. Teachers are proud of what they have accomplished throughout the years and this competitive nature drives them in their daily quest to be the best.
2. Teachers know that service and support is available.
3. The various activities, clubs, and organizations available for students to participate in throughout the year: Step team, Honor Choir, Art Club, National Honor Society, My Brother's Keeper (3rd-5th boys only), Sister 2 Sister (3rd-5th girls only) and Quiz Bowl Teams. The Fine Arts Academy offers students in 3rd through 5th grade an intensive study in dance, piano, visual arts, theatre and music. Non-Academy students in Prekindergarten through 5th grade gain exposure to these classes every 9 weeks

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Teacher and student performance should be consistently recognized and celebrated. **Root Cause:** A focus on academic success and not being intentional when it comes to rewarding student and teacher success. More measures will be explored during the 2020-2021 school year and implemented to ensure teacher and student effort is valued.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### RETENTION

1 retired

2 teachers left as a result of recruitment by the previous Assistant Superintendent

3 other teachers resigned in lieu of a recommendation for termination

The 2017-2018 principal and assistant principal intern were reassigned to another campus

### STAFF QUALITY

At WME, teaching and learning is a priority. When a teacher fails to consistently plan for and deliver instruction at a level conducive to high levels of student attainment and achievement several corrective actions are implemented to ensure immediate support and growth. We have a campus based mentoring model in accordance with the district model.

### RECRUITMENT

All potential hires are screened by campus administrators via Talent Ed before being offered an interviewed. Potential candidates have to prepare a model lesson to share with an interview panel that consists of the counselor, campus administrators, classroom teachers, and Master teachers.

## Staff Quality, Recruitment, and Retention Strengths

West Main has a high teacher retention rate. The staff works hard and is willing to support each other.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teachers need instructional support as it relates to providing student interventions and differentiation **Root Cause:** Tier 1 instruction and aligned activities and materials have been the focus resulting in a high number of students meeting minimum standards. However, differentiation and small group instruction resulting in student growth are areas of opportunity.

**Problem Statement 2:** The number of students who are at risk for performing below standard on readiness exams continues to be high. **Root Cause:** Teachers need more professional development in research based strategies to improve first pass/Tier 1 instruction

**Problem Statement 3:** Increased number of new or novice staff members for the 2020-2021 school year **Root Cause:** Rising health concerns for teaching during Covid-19 and changing staff needs

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

### CURRICULUM

Increasing the quality of instruction is a key component of ensuring student attainment and achievement. Staff will consistently and effectively implement professional development strategies modeled in weekly PLC meetings. In addition, staff will use the following adopted curriculum with fidelity: Owl, Into Reading, Texas Go Math, Science Fusion, and My World (Social Studies). The following supplemental programs will also be used with fidelity to enhance the core instruction: iStation and other approved district instructional learning sites.

### INSTRUCTION AND ASSESSMENT

Teachers consistently review multiple student data sources to plan for and deliver instruction following the lesson cycle. Teachers assess students' learning on a daily basis through intentional questioning, demonstrations of learning and weekly assessment. Other forms of assessments embedded throughout the school year include: district common formative assessments, district benchmarks, mock STAAR assessments, and the STAAR. These assessment/accountability pieces foster alignment between what is expected to be taught, what is actually taught, and what students master. When a student does not meet standard on assessed curriculum, immediate intervention and/or reteach is performed to ensure student mastery.

### Curriculum, Instruction, and Assessment Strengths

1. Teachers will continue to attend weekly, campus-based professional development training's focused on research based strategies and best practices.
2. Teachers will attend district horizontal and vertical alignment professional development training's.
3. A vibrant RtI Model (to include intervention blocks, pull-out interventionists, computer-based intervention programs, etc.) is used to assist Tier II and Tier III students.
4. Teachers will continue to utilize demonstrations of learning on a daily basis to assess students to ensure concepts have been taught to the depth and complexity outlined in the standard/TEKS.
5. We will offer Saturday school November-April for Tier II and Tier III students (1st-5th grades only).

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Differentiating instruction needs to be a priority campus-wide to ensure all learners have an opportunity to be successful **Root Cause:** Intentional planning and lack of knowledge have created a gap in student achievement

**Problem Statement 2:** Teachers need to incorporate 21st century learning skills into their lessons to support students' ability to think critically and problem solve. **Root Cause:** Teachers lack professional development opportunities that will give them with the knowledge needed to plan lessons that include 21st Century activities.

**Problem Statement 3:** Students continue to struggle with literacy **Root Cause:** Teachers are not being intentional as it relates to literacy. Teachers will need to plan lessons that will integrate literacy in all subjects.

**Problem Statement 4:** Students struggle with academic vocabulary **Root Cause:** Teachers have not been intentional as it relates to academic vocabulary. Teachers will need to include vocabulary instruction in every content..

# Parent and Community Engagement

## Parent and Community Engagement Summary

We recognize the implications for involving and partnering with parents and the community at large as it relates to nurturing and educating the whole child. We created the parental involvement committee to spearhead initiatives towards getting parents into the school. Some events we plan for parents and extended family members include, but are not limited to: Meet the Teacher night, Open House, Parent/Teacher conferences, Muffins with Mom, Donuts with Dad, father/daughter dance, Grandparents' Day, Family Movie Nights, STEM Family nights, Curriculum Family nights for Reading, Math and Science.

Aside from the aforementioned events, the school strives to communicate and keep parents informed by providing virtual access to weekly newsletters from the teachers, monthly newsletters from the principal, breakfast and lunch menus for the month, calendar of events, and other community communication pieces. The school also gives access to progress reports home every 3 weeks and report cards at the end of every 6 week period.

Teachers keep parents informed by sending weekly newsletters via Class Dojo that explain lesson objectives and homework assignments. Teachers take the expectation of regularly communicating a step further by using Class Dojo to immediately notify parents of classroom events and/or behavioral and academic concerns on a daily basis. This is in addition to the using student binders and/or folders in PreK through 2nd grade.

## Parent and Community Engagement Strengths

1. We have a parental involvement committee to plan and oversee family engagement events.
2. All students participate in at least 2 community service projects throughout the year.
3. We have multiple ways to communicate with parents

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Low parental involvement **Root Cause:** Limited number of activities requiring parent participation scheduled or planned for the year

**Problem Statement 2:** Few community partnerships. **Root Cause:** Limited number of opportunities created to develop community partnerships

# School Context and Organization

## School Context and Organization Summary

At West Main, we believe “Excellence has no Finish Line” so we are always setting goals and “Racing to the Next Level”. A huge part of West Main’s success is its consistency and continuity. When making decisions that impact students, data, and research-based strategies are almost always used. Although developmentally scaffolded, West Main implements essential classroom expectations including classroom configurations, concept walls, student goal setting, and campus-wide reading/math strategies to ensure continuity and consistency for all students. Teachers also meet a minimum of once a week, by content and/or grade level, to ensure strategies are consistent and novice teachers are supported. They also receive weekly in house professional development sessions to learn research-based instructional strategies and review student artifacts to ensure activities and materials are aligned to the state curriculum.

West Main is also known for its family-like environment. Teacher and staff turnover is low therefore, most of the teaching staff is well acquainted with one another’s personality traits and grade-level content. Because the climate of the school allows everyone to feel free to learn and grow, staff members work hard to support one another, even across grade levels and departments. West Main’s family-like relationships even translate to the community. Staff members are known to show up at a student’s little league game, family funeral, or a hospital room to support parents and/or visit a sick student.

West Main has an AWESOME staff who believes that every child can learn so the staff works hard to build relationships with parents, ensure everyone is supported, and uplift one another, resulting in a positive atmosphere and academic success year after year.

## School Context and Organization Strengths

1. We have a Department Chair for reading and math who lead reading and math planning meetings. Administrators deliver weekly cluster meetings (professional development) to train teachers on research based strategies. Pre-K through 5th grade teachers also plan together to deliver solid intervention and Tier I instruction
2. We have 1 RTI teacher. This teacher works with Kindergarten through 2nd grade teachers to plan for and deliver reading instruction. This teacher also pulls Tier III reading students in small group for K-3rd.
3. Systems for data review, reflection, and sharing are in place.
4. The leadership team meets weekly to address teaching and learning specifics.
5. There are 3 outdoor garden plots for students to utilize.
6. There is an outdoor amphitheater for student performances.
7. The library has indoor/outdoor learning spaces.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** There are systems and processes in place to ensure teachers receive instruction on how to deliver effective Tier 1 instruction and intervention however there is not a system to monitor the processes to ensure they are being implemented with fidelity **Root Cause:** Failure to put a plan for followup to ensure systems and processes

are being followed

# Technology

## Technology Summary

West Main is a one to one campus. The teachers ensure students have access to software and technology that will make the transition to virtual learning a success.

## Technology Strengths

1. All students have access to a device as West Main is a one to one campus
3. All classrooms are outfitted with dry erase boards, projectors, and document cameras.
4. All teachers have laptops and are able to operate them without being hardwired.
5. Teachers have wireless/mobile classroom phones.
6. The cafeteria, gym and learning space on the staircase areas have blue-tooth capability.
7. There are large projector screens on the stair case and in the library and cafeteria.
8. We have a portable PA system (with a wireless microphones) for assemblies and other campus events.
9. There are 4 large TVs mounted throughout the building for instructional and display purposes.
10. There is an electronic marquee in front of the building.
11. There are 2 learning labs.
12. Visitors must ask for permission to enter the building via an intercom system and are seen via a camera at the front door; then they are buzzed in.
13. Visitors are given computer-generated badges via the Raptor system. This system will alert campus and district level administrators if a visitor is not permitted on campus due to certain crimes.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Students are not developing 21st Century skills as it relates to technology **Root Cause:** Teachers are not planning lessons that incorporate technology in innovative ways..

**Problem Statement 2:** Technology assistance is not readily available **Root Cause:** Blended Learning Specialist assigned to the campus teaches computer class and district technician is not housed on campus

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Employee Data**

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

# Goals

**Goal 1:** All in person and virtual learners will receive rigorous reading and language arts instruction at a cognitive level that meets their individual learning needs resulting in:


90% of students in Pre-Kindergarten through 2nd Grade performing at or above grade level as measured by the Universal Screener (iStation) and 90% of students in 3rd Grade performing at the Approaches level on the Reading STAAR with an increase of 24% at the Meets and 16% at the Masters level and

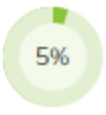
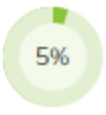
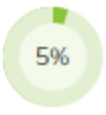









90% of students in 4th Grade performing at the Approaches level on the Reading STAAR with an increase of 14% at the Meets level and 12% at the Masters level and 90% of students in the 5th Grade performing at the Approaches level on the Reading STAAR with an increase of 14% at the Meets level and 10% at the Masters level.







**Performance Objective 1:** The teachers at West Main Elementary School will implement a framework that includes balanced literacy to reinforce and/or improve every student's reading and writing ability

**Evaluation Data Sources:** As measured by STAAR, CFAs, Benchmark Assessments, EOY Universal Screener, EOY Running Records

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Every family will have an opportunity to meet with their child's teacher to receive an overview of the Pre-Kindergarten through 5th grade reading and language arts curriculum. Campus goals and research based strategies will be shared with parents throughout the year so that parents can assist with achieving those goals.</p> <p><b>Measure:</b> Communicate campus expectations, focus areas and goals for the 2019-2020 school year using Campus and Classroom Newsletters</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p>Strategies</p> <p>PTA Funds</p> <p>Amount Allotted \$1,000.00</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Reviews			
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<p><b>Strategy 2:</b> To improve literacy, Reading and Social Studies teachers will meet weekly to plan how to integrate Reading, Language Arts, and Social Studies.</p> <p><b>Measure:</b> Aligned instructional practices in reading, language arts and social studies classes as measured by classroom instruction and lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, Interventionist</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 3:</b> Every teacher and student in Kindergarten through 5 grade will set individual goals in reading to monitor their progress throughout the year.</p> <p><b>Measure:</b> As measured by goal setting sheets and classroom observations</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, District Coaches, and Interventionist</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 4:</b> All students in Kindergarten through 2nd grade will utilize leveled readers such as Reading A to Z and/or Raz-Kids to improve fluency and prosody</p> <p><b>Measure:</b> By the end of the school year 90% of students will perform at or above grade level on the Reading Istation Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Technology teacher, Library Assistant and Reading Teachers</p> <p>Strategy Funding- District funds</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 5:</b> Reading/Language Arts teachers will intentionally plan lessons using research based strategies to improve comprehension and enhance vocabulary acquisition.</p> <p><b>Measure:</b> Improved student performance on weekly comprehension based assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, and classroom teachers</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 6:</b> All students will have access to reading intervention and/or targeted skill practice for a minimum of 30 minutes each day.</p> <p><b>Measure:</b> 90% of students will be able to perform at or above grade level on the Istation Reading Universal Screener</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, and classroom teachers</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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<p><b>Strategy 7:</b> Teachers will receive explicit instruction on how to plan for data driven intervention and the resources/materials needed for effective implementation</p> <p><b>Measure:</b> Increased student performance in reading as measured by campus, district, and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, District Coaches, and Interventionist</p> <p>Strategy Funding- Title I</p> <p>Amount- \$4,500</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> 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 - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b></p>	<b>Reviews</b>			
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**Goal 2:** All in person and virtual learners will receive developmentally appropriate writing instruction that exemplifies best practices in writing resulting in: 85% of students in 4th Grade performing at or above the Approaches level on the Writing STAAR with an increase of 28% at the Meets level and 23% at the Masters level.


**Performance Objective 1:** All students Pre-kindergarten through 5th grade will receive age appropriate writing instruction that exemplifies best practices in writing leading to 85% of 4th grade students passing the STAAR exam


**Evaluation Data Sources:** Cumulative student writing portfolio using a writing rubric that is aligned to the Texas Education writing standards for grades K-2; and levels 4-8 of the STAAR Writing Rubric in grades 3rd- 5th.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Staff development on the WME Campus-Wide Writing Plan that will include Components of New Jersey Writing Project &amp; Ready Write, 4 Square Writing Model, and the STAAR Writing Rubric for all ELAR Instructional staff</p> <p><b>Measure:</b> 85% of student will score 4-8 on the expository written compositions as measured by 4th grade STAAR Writing test</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Instructional Coaches, Interventionist and ELAR teachers</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> Students in Grades Pre-K through 5th will Drop Everything and Write each day to address student deficits and provide opportunities for authentic writing and to nurture creativity.</p> <p><b>Measure:</b> Create consistent opportunities for students to practice handwriting and produce final drafts</p> <p><b>Staff Responsible for Monitoring:</b> Principal , AP, Instructional Coaches and classroom teachers</p> <p>Strategy Funding- None needed</p> <p>Amount- \$100</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
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<p><b>Strategy 3:</b> Teachers will be provided additional resources/materials to utilize in classroom centers/stations.</p> <p><b>Measure:</b> Increased student performance in writing</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, and Instructional Coaches, Teachers</p> <p>Strategy Funding- Title I</p> <p>Amount- \$1,300</p>	<b>Reviews</b>			
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**Goal 3:** All in person and virtual learners will receive rigorous mathematics instruction at a cognitive level that meets their individual learning needs resulting in:

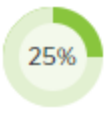


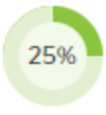
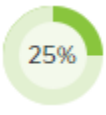




90% of students in Pre-Kindergarten through 2nd Grade students performing at or above grade level as measured by the Universal Screener (iStation) and district Summative Assessments and 90% of students in 3rd Grade performing at the Approaches level on the Math STAAR with an increase of 20% at the Meets and 27% at the Masters level and 90% of students in 4th Grade performing at the Approaches level on the Math STAAR with an increase of 13%% at the Meets level and 10% at the Masters level and 90% of students in the 5th Grade performing at the Approaches level on the Math STAAR with an increase of 9% at the Meets level and 6% at the Masters level.

**Performance Objective 1:** Improve every student's computational and problem solving skills as measured by standardized mathematics assessments and increased student math achievement scores by at least one grade level in one school term.

**Evaluation Data Sources:** 90% of students will meet standard on the STAAR Math test in 3rd through 5th grades and Campus/District EOY Assessments for grade levels K through 2;

**Summative Evaluation:** None

<p><b>Strategy 1:</b> To improve campus wide math performance, every math and math support teacher will meet vertically a minimum of two times a week to discuss math content and skill focus, aligning instructional strategies and analyzing data</p> <p><b>Measure:</b> Aligned instructional strategies across grade levels in math</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and department chairs</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
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<p><b>Strategy 2:</b> Teachers will analyze formative and summative assessments to adapt/modify teaching strategies when planning for math instruction and intervention.</p> <p><b>Measure:</b> Increased student performance on Campus and District Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Department Chairs and Classroom teachers</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p>	Reviews			
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<p><b>Strategy 3:</b> Professional staff will meet vertically to discuss math content, identify gaps, align instructional strategies, and analyze data</p> <p><b>Measure:</b> Increased performance on test and aligned instructional practices K-5th</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, and Department Chairs</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p>	<b>Reviews</b>			
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<p><b>Strategy 4:</b> All math and support teachers will use daily math problems and spiral reviews to address current and previously taught skills.</p> <p><b>Measure:</b> Increased performance on formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, and Department Chairs</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 5:</b> All non academy students will receive math intervention and/or targeted skill practice for a minimum of 30 minutes each day. Academy students will receive intervention through tutoring.</p> <p><b>Measure:</b> Students are able to perform at or above grade level</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, and Department Chairs</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 6:</b> Teachers will be provided additional resources/materials to utilize in classroom centers/stations.</p> <p><b>Measure:</b> Increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, and Department Chairs</p> <p>Strategy Funding- Title I</p> <p>Amount- \$4,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 7:</b> Teachers will be required to attend additional professional development sessions to improve math instruction</p> <p><b>Measure:</b> Enhance teacher capacity and instructional prowess</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and District Coaches</p> <p>Strategy Funding- General budget</p> <p>Amount- \$1,000</p>	<b>Reviews</b>			
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	Nov 	Jan	Mar	June
 No Progress  Accomplished     486  Continue/Modify  Discontinue				





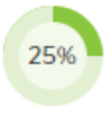
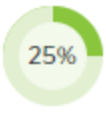
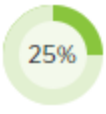




**Goal 4:** All in person and virtual learners will have access to a science program that will accommodate virtual and in-person learners while providing for learning opportunities requiring the use of the scientific method to solve real world problems resulting in: 80% of students in 5th grade performing at the Approaches level on the Science STAAR and maintaining previous Science STAAR performance of 43% Meets and 16% Masters level.

**Performance Objective 1:** West Main Elementary School's daily science instruction will reinforce and/or improve every student's conceptual understanding of science vocabulary and the scientific process as measured by standardized science assessments, campus/district assessments, and rubric assessed hands-on and laboratory activities.

**Evaluation Data Sources:** STAAR Science Assessment, Campus/District Assessments for 5th grade  
Campus/District Assessments for Kindergarten through 4th grade

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Instructional staff will analyze K through 5th grade campus science data, identify instructional trends and student needs and modify and adjust instructional and intervention plans to address those trends and needs.</p> <p><b>Measure:</b> Increase in student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and Science Department Chairs</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 25%			
<p><b>Strategy 2:</b> Science instructional staff will meet vertically to support science teachers in choosing and implementing research based strategies such as Reciprocal Teaching to build student conceptual understanding of science TEKS.</p> <p><b>Measure:</b> Enhance teacher capacity as measured by walk through's , formal evaluations, and student engagement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and Department Chair</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 0%			

<p><b>Strategy 3:</b> Science teachers will explicitly teach science vocabulary using strategies including but not limited to concept webs, thinking maps, interactive word walls, other advanced graphic organizers, journal writing, instructional videos such as Floocabulary, BrainPOP, Bill Nye the Science Guy, PBS Kids, etc.</p> <p><b>Measure:</b> Increase in student performance on formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and Science leads</p> <p>Strategy Funding- General budget</p> <p>Amount-</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> Teachers will have access to additional resources/materials to utilize for science labs and in classroom centers/stations.</p> <p><b>Measure:</b> Formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, and Science Lead</p> <p>Strategy Funding- Title I</p> <p>Amount- \$500</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 5:</b> Science Teachers will be required to seek out additional professional development opportunities</p> <p><b>Measure:</b> Enhance teacher capacity and instructional prowess</p> <p><b>Staff Responsible for Monitoring:</b> LT and District Coaches</p> <p>Strategy Funding- General budget</p> <p>Amount- \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				




**Goal 5:** Family and Community involvement will increase as a result of:







an increase in the number of in person and/or virtual school activities and events involving parent/guardians and community members as measured by sign in and volunteer documentation.

**Performance Objective 1:** All parents will have multiple in person and/or virtual opportunities during the school year to engage in their child's learning process in addition to monthly PTA events and programs.

**Evaluation Data Sources:** Parental involvement will increase for the 2020-2021 school year as evidenced by sign-in logs and photos.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> PTA will meet once a month for the 2020-2021 school year. The PTA will facilitate in person and/or virtual activities including but not limited to:</p> <p>Stem/Science Night Literacy Night</p> <p><b>Measure:</b> Sign in sheets, photos, event calendars <b>Staff Responsible for Monitoring:</b> Principal</p> <p>Strategy Funding- General budget</p> <p>Amount- \$1000</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
<p><b>Strategy 2:</b> Monthly newsletters, weekly newsletters, campus callouts, website and electronic marquee updates listing pertinent information regarding academics and school business will be utilized to keep parents,</p> <p><b>Measure:</b> Newsletters and parent emails <b>Staff Responsible for Monitoring:</b> Administrators, Counselors and Office Managers</p> <p>Strategy Funding- none</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
<p><b>Strategy 3:</b> All teachers will be properly trained on how to effectively and consistently use Class Dojo, Review 360, and send mass emails to communicate with parents</p> <p><b>Measure:</b> Messages and emails <b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>		<b>Summative</b>	
	<p><b>Nov</b></p>  <p>0%</p>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<p><b>Nov</b></p>  <p>25%</p>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	<p><b>Nov</b></p>  <p>25%</p>	<b>Jan</b>	<b>Mar</b>	<b>June</b>








<b>Strategy 4:</b> Increase parental involvement and community engagement through intentional planned activities <b>Measure:</b> Donuts with Dads Muffins with Mom Campus Fundraisers Daddy Daughter Dance Veterans Day Celebration Sister 2 Sister Outreach Event My Brothers Keeper Outreach Event <b>Staff Responsible for Monitoring:</b> Administrators, Club Leaders, Event Logs  Strategy Funding- Parental Involvement  Amount- \$1500 <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<b>Strategy 5:</b> Parents and community volunteers will be recognized for their involvement and volunteer efforts <b>Measure:</b> Parent Awards and Volunteer Logs <b>Staff Responsible for Monitoring:</b> Administrators, Counselor, and Volunteer logs  Strategy Funding- Parental Involvement  Amount- \$300 <b>Title I Schoolwide Elements:</b> 3.1, 3.2	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** All students and staff at West Main will be citizens of a safe and nurturing learning environment that encourages social, emotional, and physical well being through the implementation of Positive Behavior Interventions and Support, character education, anti-bullying initiatives and stringent procedures for entering and exiting the building enabling students to succeed academically and socially.

**Performance Objective 1:** All students will display positive character traits on a daily basis as a result of being consistently exposed to Positive Behavior Interventions and Support as well as character education initiatives throughout the school year.

**Evaluation Data Sources:** There will be a decrease in discipline referrals and a decrease in referrals to the counselor.

**Summative Evaluation:** None







<p><b>Strategy 1:</b> The counselor will see all classes bi-weekly and teach them the components of character education.</p> <p><b>Measure:</b> Acclimate students to the six pillars of character</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and Counselor</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Staff members will provide students with incentives that reward their demonstrations of positive behavior and character traits.</p> <p><b>Measure:</b> Exemplify expectations as highlighted in the PBIS model</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and Counselor</p> <p>Strategy Funding- Combination of general budget and PTA Fundraisers</p> <p>Amount- \$2,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 3:</b> All students in grades 2-5 will participate in an Anti Bullying Assembly</p> <p><b>Measure:</b> 1) Consistently reinforce and communicate anti-bullying</p> <p>2) Teach students to embrace differences and practice acceptance of others</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and Counselor</p> <p>Strategy Funding- Combination of general budget and PTA Fundraisers</p> <p>Amount- \$3,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** All West Main Elementary staff will integrate technology into their classroom instruction to promote student use of 21st century learning opportunities and skills.

**Performance Objective 1:** All teachers will model the use of 21st century technology on a consistent basis and create learning opportunities for students to apply these skills.

**Evaluation Data Sources:** At least 90% of students in grades 3-5 will be able to proficiently apply 21st century technology skills.

**Summative Evaluation:** None




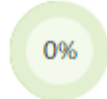




<p><b>Strategy 1:</b> Teachers will be trained throughout the school year on how to create 21st century technology skills learning opportunities for students.</p> <p><b>Measure:</b> Enhance teacher capacity and instructional prowess</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Blended Learning Specialists, and Instructional Coaches</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Campus leadership team will model the use of 21st century technology skills when applicable (such as staff meetings, cluster meetings, and campus-based professional development days).</p> <p><b>Measure:</b> Model for teachers how to effectively implement technology in their lessons</p> <p><b>Staff Responsible for Monitoring:</b> Campus leadership team</p> <p>Strategy Funding- None needed</p> <p>Amount- \$0</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 8:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None

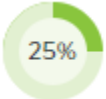







<p><b>Strategy 1:</b> Every West Main family will have an opportunity to meet with their child's teacher to receive an overview of the Pre-Kindergarten through 5th grade reading and language arts curriculum. Campus goals and research based strategies will be shared with parents throughout the year so that parents can assist with achieving those goals.</p> <p><b>Measure:</b> Campus meeting and communication logs, Campus and Classroom Newsletters</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> Every teacher and student in Kindergarten through 5th grade will set individual goals in reading to monitor their progress throughout the year.</p> <p><b>Measure:</b> Student goal sheets, district and campus assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 8:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None

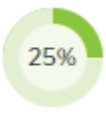
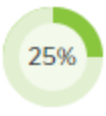




<p><b>Strategy 1:</b> West Main Elementary School will implement a balanced literacy approach that will reinforce and/or improve every student's reading language arts skills as measured by standardized reading assessments and increased student achievement by at least one grade level in one school term</p> <p><b>Measure:</b> 90%</p> <p><b>Staff Responsible for Monitoring:</b> None</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> All students in Kindergarten through 2nd grade will utilize leveled readers such as Reading A to Z and/or Raz-Kids to improve fluency and prosody</p> <p><b>Measure:</b> Running Records, Campus and District Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, and Library Assistant</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b> 	<b>Mar</b> 	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None



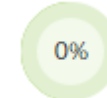


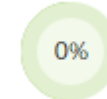





<p><b>Strategy 1:</b> To ensure West Main Science Teachers receive a foundation of continuous improvement they will be required to seek out additional professional development opportunities to assist in perfecting their craft.</p> <p><b>Measure:</b> Professional development certificates</p> <p><b>Staff Responsible for Monitoring:</b> School Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<p><b>Strategy 2:</b> Teachers will receive professional development throughout the school year to create learning opportunities that will enhance students ability to use 21st century skills</p> <p><b>Measure:</b> lesson plans and student activities</p> <p><b>Staff Responsible for Monitoring:</b> teachers and administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None

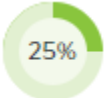




<p><b>Strategy 1:</b> West Main Teachers will receive explicit instruction on how to plan for data driven intervention and the resources/materials needed for effective implementation</p> <p><b>Measure:</b> Meeting Logs, training certificates, lesson plans</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and District Curriculum Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov  25%	Jan  0%	Mar  0%	June
<p><b>Strategy 2:</b> West Main Reading/Language Arts teachers will intentionally plan lessons using research based strategies to improve comprehension and enhance vocabulary acquisition.</p> <p><b>Measure:</b> Campus formative and summative assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov  25%	Jan  0%	Mar  0%	June
<p><b>Strategy 3:</b> To improve literacy, teachers will receive campus professional development highlighting research based strategies to enhance Reading, Language Arts, and Social Studies instruction and student performance.</p> <p><b>Measure:</b> lesson plans and student artifacts</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov  0%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 9:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** Staff and faculty surveys. Parent and student surveys.

**Summative Evaluation:** None








<b>Strategy 1:</b> WME administrators will create monthly activities to sustain and enhance a positive organizational culture <b>Measure:</b> Calendar of events <b>Staff Responsible for Monitoring:</b> Campus Administrators <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 10:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None




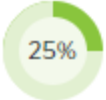




<b>Strategy 1:</b> Integrate Social Emotional Learning into the classroom through Move This World <b>Measure:</b> Observations <b>Staff Responsible for Monitoring:</b> Teacher and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Integrate SEL opportunities such as writing, daily greetings, and student jobs into the instructional day <b>Measure:</b> Lesson plans and observations <b>Staff Responsible for Monitoring:</b> Teachers and administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Create calm down areas in every classroom for students to use coping strategies to calm down <b>Measure:</b> Walkthrough <b>Staff Responsible for Monitoring:</b> Teachers and Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 10:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None

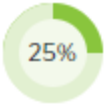

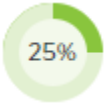




<b>Strategy 1:</b> All common areas will be marked for social distancing <b>Measure:</b> Building Walkthroughs <b>Staff Responsible for Monitoring:</b> Administrators	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> All arrival and dismissal procedures will be monitored daily to ensure a safe arrival and dismissals for students <b>Measure:</b> Walkthroughs <b>Staff Responsible for Monitoring:</b> Administrators, Teachers, and Auxiliary Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Safety measures such as temperature checks and sanitizing stations will be used upon arrival , dismissal, and throughout the day <b>Measure:</b> Building Walkthroughs <b>Staff Responsible for Monitoring:</b> Administrators and Staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 4:</b> All safety drills will be conducted monthly or per semester depending on the drill <b>Measure:</b> Safety Drill Log <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None

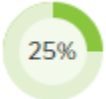
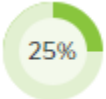




<b>Strategy 1:</b> Utilize alternate learning spaces to create inquiry based opportunities <b>Measure:</b> Lesson Plans <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> Students will experience lessons that will turn into projects or project based learning throughout the year <b>Measure:</b> Lesson plans and observations <b>Staff Responsible for Monitoring:</b> Administrators and Teachers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 3:</b> Teachers will create opportunities for students to generate questions throughout lessons <b>Measure:</b> Lesson Plans and Observations <b>Staff Responsible for Monitoring:</b> Teachers and Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 11:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

<b>Strategy 1:</b> Create lessons that require students to reflect and stimulate personal inquiry and digital conversations <b>Measure:</b> Lesson plans and observations <b>Staff Responsible for Monitoring:</b> Administrators and Teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
<b>Strategy 2:</b> create opportunities for students to interact and collaborate with each other to construct new meanings form digital information presented <b>Measure:</b> Lesson plans, observations, walkthroughs <b>Staff Responsible for Monitoring:</b> Administrators and teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 12:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Develop a comprehensive facilities Master Plan that prepares for increased enrollment, next-level innovative learning opportunities, and efficient utilization of current spaces.

**Evaluation Data Sources:** The comprehensive facilities Master Plan is developed.

**Summative Evaluation:** None

**Goal 12:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 2:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

At WME, we are "Racing to the Next Level" because "Exemplary is the Expectation." This motto shows in what we do for students on a daily basis. We realize the expectation starts with every adult in the building and translates to the student body through what they hear us say and what they see us do. West Main's staff understands that intentional instructional planning directly attributes to students' not only learning but achieving at high levels. It is our belief that ALL students can learn.

The pandemic has had a major affect on the education system nationwide and West Main has been no exception. Therefore the teachers are supporting each other and collaborating on a daily basis. They are meeting by grade level to learn research based strategies that will help improve face to face and virtual instruction. They are focusing on activities and materials to ensure they are engaging and are aligned to Texas Essential Knowledge and Skills. Campus leadership will make every attempt to include teachers when most decisions that affect their classrooms are made. Teachers are also given the autonomy to make most academic and classroom changes resulting in a feeling of empowerment and increased confidence.

Schoolwide Social Emotional Learning systems will be used to promote positive behavior and self control. We believe all students deserve an opportunity to learn in a safe, orderly, bully-free, environment. Implementing these systems afford teachers the opportunity to deliver instruction with minimal disruptions.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

A ten member team met virtually to build West Main's Campus Improvement Plan. The team met as a group then divided the plan into sections. At the end of the meeting each group presented their revisions.

### 2.2: Regular monitoring and revision

The Campus Improvement Plan remains in effect for the duration of the year. The plan and its implementation shall be regularly monitored and revised as necessary, based on the need to ensure that all students are provided an opportunity to meet the state standards. The effectiveness of all strategies included in the plan will be monitored as well.

### 2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan remains in effect for the duration of the school year. The plan and it's implementation shall be regularly monitored and revised as necessary. Administrators at West Main shall send information to parents in language and format they can understand.

### 2.4: Opportunities for all children to meet State standards

505

The West Main leadership team will review lesson plans to ensure instructional plans and activities support state standards. They will also review activities and strategies to determine if they are strengthening the schools core academic program. Teachers will identify opportunities to use manipulatives in various core areas. Teachers and administrators will disaggregate data to determine the effectiveness of lessons.

## **2.5: Increased learning time and well-rounded education**

The leadership team will review the master schedule to identify opportunities for extended learning time. West Main staff will offer Saturday school after Thanksgiving to help students close achievement gaps that might have occurred as a result of school closing due to the pandemic. After school clubs and virtual programs will also be offered to ensure students are exposed to a well-rounded education.

## **2.6: Address needs of all students, particularly at-risk**

West Main will provide a variety of campus programming that will address the unique learning styles of students such as intervention during asynchronous time and Saturday school for students in grades 1st-5th grades.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

West Main administrators will communicate with parents on a regular basis using a language and format they can understand. Teachers and staff will also virtually assist parents in understanding the states academic content and achievement standards and requirements through parent conferences and STAAR meetings in the spring.

## **3.2: Offer flexible number of parent involvement meetings**

West Main will send information to parents in a language and format they can understand. Virtual parent teacher conferences will be held twice a year to keep parents informed about students progress. Meetings will also be held in the spring and the fall to assist parents in understanding the states academic content and achievement standards.

# 2020-2021 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Gail Wright	Principal
Administrator	Dashonda Millner-Perkins	Assistant Principal
Classroom Teacher	Alterice Sadler	Teacher and parent
Non-classroom Professional	Benita Rubio	Campus Interventionist
Community Representative	Doris Brown	City of Lancaster Police Department Lieutenant
Parent	Shamaro Roberts	Teacher and Parent
Parent	Kristie Martinez	District Aide and Parent
Parent	Cathy Moore	Teacher
Classroom Teacher	Leslie Slider	Teacher
Classroom Teacher	Sharmaine Curtis	Teacher and Parent
Counselor	Jacqueline Rasheed	Counselor

# Lancaster Independent School District

## JD Hall Learning Center

### 2020-2021 Improvement Plan



# Mission Statement

**Empowering ALL students' purpose and passion through quality education.**

## Campus Mission Statement

It is our goal to develop future ready leaders by meeting the social, emotional, and academic needs of each scholar.

## Vision

509

2 of 41

# Every graduate a success!

## Core Beliefs

### **In Lancaster ISD, we believe that:**

**Equity in education is a human right.**

**Educators, parents and students share in the responsibility of developing well-rounded individuals.**

**Engaged, relevant learning experiences provide for a quality education leading to quality of life.**

**Learning is a life-long process that is enhanced by taking risks.**

**A person has the capacity to learn from past experiences.**

**Purposeful planning to meet individual student needs leads to intentional outcomes for student success.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The JD Hall STEM Learning Center is the central location for the following programs: 1). The DAEP (Discipline Alternative Education Program); and 2). The AAA (Academic Acceleration Academy) credit recovery program.

The DAEP is a behavior management program that services 3rd - 12th grades from every campus within the district.

AAA is a credit recovery program that serves High School students who are at risk of not graduating.

Engage 100% of our AAA students in guidance sessions to evaluate academic and CCMR options and the impact of their decision making process.

Engage 100% of our DAEP students in guidance sessions to evaluate behavior decisions and the impact of their decision making process.

Train 100% of the staff in current, research-based, effective instructional strategies.

Train 100% of staff in techniques that encourage positive behavior to de-escalate volatile situations.

Develop a positive campus culture where students are motivated to achieve academically and behaviorally.

Decrease the number of campus referrals and suspensions by 70%.

### Demographics Strengths

1. We have a AAA credit recovery program that allows students to complete courses via Apex Learning.
2. 100% of staff participated in Boys Town and CHAMPS Behavior Management Professional Development which provided effective instructional strategies.
3. Staff implemented "Why Try Resiliency Program" with 95% fidelity.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We have a significant amount of students sent to DAEP due to drug related offenses. **Root Cause:** Lack of drug awareness and drug programs for students on the home campus.

**Problem Statement 2:** We have a significant amount of under-serviced and unidentified students with social and emotional challenges or needs. **Root Cause:** Lack of student identification and under service on the home campus.

# Student Achievement

## Student Achievement Summary

Students in grades 3-5 will receive instruction in a self-contained setting. Students in grades 6-12 will receive instruction in the core academic from certified secondary teachers. Curriculum alignment is an essential element that is taken very seriously. To ensure that our students stay on course and do not fall behind the home campus instruction, teachers will follow the District's curriculum guide (TEKS Resource System) and will collaborate with teachers at the home campus. Academic progress is continued while assigned to DAEP. Efforts have been put in place to increase elective grades. Google Classrooms are used for each elective class and student's home campus elective teachers upload student work. Students complete work and communicate to their elective teacher of record via Google Classroom.

## Student Achievement Strengths

1. Teachers attended cluster meetings bi-weekly throughout the year.
2. Teachers followed the Scope and Sequence and collaborative with teachers from the home schools to ensure there was no gap in academic expectations.
3. AAA students receive tutoring from the Core teachers at JD Hall. The number of graduates from the AAA (Academic Acceleration Academy) has increased each year.
4. Elementary classes are kept under ten students which allows for more one-on-one direct teaching.
5. Teachers meet weekly to collaborate learning and instructional strategies to be used across curriculum.

# School Culture and Climate

## School Culture and Climate Summary

Our teachers are arranged in an instructional format that supports learning and collaboration. They are participants and contributors to a learning community that aligns goals for continuous instructional improvement. This configuration and partnership with our feeder campuses will ensure high academic standards for all.

Additionally, our staff provides interventions that demonstrate the development of confidence and a respectful and responsible character. We will provide opportunities for students to participate in projects, sessions, and activities that encourage them to think critically, evaluate the impact of their decision, explore and discover their talents, interests, and aspirations. We will meet the needs of all students regardless of their cultural background, medical conditions, behavioral patterns, or academic performance.

## School Culture and Climate Strengths

1. Teachers have common planning where weekly meetings are facilitated by the Administrator.
2. Students demonstrate respectful and responsible behavior.
3. Students participate in "Overcoming Obstacles" daily (Character Development class).
4. JD Hall & AAA students participate in Community Building Circles.
5. The structured environment of JD Hall provides a learning environment that is safe for both the student and staff. Systems are in place to monitor all students entering the building, student academic and disciplinary progress.
6. AAA students participate in college visits throughout the year.
7. AAA students participate in "Senior Recognition & Rites of Passage" at the end of the year.
8. AAA students are assigned mentors.
9. DAEP -Student of the week.
10. Teacher & Staff - Employee of the month.
11. AAA -Student of the month.
12. AAA students are eligible to receive "Second Chance Scholarship".

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Students learn behavior strategies at DAEP that are not reinforced when they return to their home campus. **Root Cause:** There are not consistent behavior strategies utilized district-wide.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The JD Hall STEM Learning Center consists of five (5) Disciplinary Alternative Education Program (DAEP) teachers and one (1) paraprofessional; one (1) student advisor; one (1) Academic Acceleration Academy (AAA) teacher; one (1) counselor; and one (1) Administrative Assistant. The entire staff is Crisis Prevention Institute (CPI) trained. Most DAEP teachers consist of 5 years of experience to teachers with over 30 years of teaching experience.

Retention at JDH is high and therefore, the need for recruitment is low. Recruitment efforts will consist of highly qualified teachers certified in needed grade level and/or content.

## Staff Quality, Recruitment, and Retention Strengths

1. JD Hall practices an open-door policy for all staff. The staff is certified in their specific area of responsibility.
2. Staff are sent to in-district and out-of-district training and conferences yearly to ensure they are exposed to and are practicing 21st century instructional strategies and understand the student population that JDH serves.
3. Staff birthdays, achievements, and losses are recognized, celebrated, and comforted appropriately.
4. Employee of month celebrations.
4. Retention is high given that staff members understand their role and value their part in student behavioral and academic success.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** There is a high need for Staff Development and Professional Development focused on topics centered around behavior techniques, SEL, and Restorative Discipline. **Root Cause:** Not all staff are knowledgeable of SEL, de-escalation strategies, and/or Restorative Practices.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The JD Hall STEM Learning Center uses TEKS Resource System as the district's viable curriculum in core subjects. Teachers align their lessons according to the appropriate grade-level TEKS and Year At a Glance (YAG). For electives, the home campus teachers provide the content, books (if applicable), and upload assignments and exams in Google Classrooms created for each elective class.

Our purpose is to provide a caring learning environment where staff are sensitive to the needs of the whole child. Students assigned to the J.D. Hall STEM Learning Center at Rocky Crest will experience the opportunity for academic success in a non-traditional educational setting. We provide a relative, positive, engaging, rigorous, and hands-on programs to all students. The concurrent use of prescriptive interventions and resources to aid in the development of appropriate social skills and proper decision-making strategies with effective instructional strategies will allow students to realize their potential and prepare them for multiple academic options.

## Curriculum, Instruction, and Assessment Strengths

1. Student class size is fifteen (15) or less.
2. Courses completed in Apex Learning by AAA students. EOC standards meet by 95% of AAA students.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Students who are sent to DAEP often have significant learning gaps and deficient. **Root Cause:** Students with behavior issues are frequently sent out of the class and miss critical teacher instruction.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parent/guardians attend orientation prior to a student starting at the DAEP or AAA. Constant communication between teachers and parents/guardians is made via a point sheet that a student receives on a daily basis. We also send home a monthly newsletter with parenting tips and a character emphasis.

Various community agencies will visit our campus to deliver life skills sessions for students and/or parents on a rotating schedule. These sessions are designed to provide resources and to assist students in making good choices. Similar programs have been effective in reaching students and serving as resources for parents. One hundred percent of our DAEP students receive group and/or individual counseling.

## Parent and Community Engagement Strengths

1. JD Hall is in partnership with several outside sources that provide mentoring, counseling, and responsive services to our students.
2. JD Hall partners with agencies that supply our students and families with clothing and other requested resources.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parental turn out at events is low. **Root Cause:** More parental involvement is needed.

# School Context and Organization

## School Context and Organization Summary

We have targeted additional resources for social skills and character education training. Through the partnerships established with community agencies, we are eager to take a proactive approach by providing intervention to students who demonstrate behaviors that would ordinarily lead to placement here. In an effort to provide a seamless instructional transition, our teachers will collaborate with elementary and secondary campuses to remain aligned with the District's instructional plan. We will also continue to enhance campus, classroom, and professional libraries. Additionally, we focus on meeting the various needs of the whole child, as we continue to see greater numbers of students assigned to alternative programs.

The main goal of the campus is that students leave JD Hall more positive in who they are, confident in their academic abilities, and focused on their academic goals for high school and beyond.

## School Context and Organization Strengths

1. JD Hall students receive counseling and social services without charge to the families.
2. We have made major gains in our use of Restorative Discipline; as a result students are learning to settle matters without physical confrontation.
3. Students participate in Community Building Circles in each teachers classroom.
4. Principal conducts COSA/ Circle of Support and Accountability Transition meetings when students are preparing to return to the home campus.

# Technology

## Technology Summary

The building is equipped with WiFi throughout the campus, allowing teachers to be mobile with a laptop.

Teachers continue to use instructional technology effectively, with a balance of computer-assisted/teacher directed instructions.

JD Hall has enough technology devices to ensure a 1-to-1 instructional environment for all students.

## Technology Strengths

1. Teachers use instructional technology.
2. JD Hall has projectors in all classrooms and the conference room.
3. The campus has a comprehensive security system that monitors the multi-purpose room (serves as the cafeteria and auditorium), hallways, and perimeter of the campus. Each classroom has a computer station, printing capabilities, and WiFi.
4. AAA students have 20 laptops and 5 Chrome books.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Not all classrooms have projectors for instructor use. **Root Cause:** Budget

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Behavior and Other Indicators**

- Student surveys and/or other feedback

## **Employee Data**

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

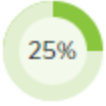




# Goals

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 1:** Develop systemic practices for collaboration and self-directed learning.

**Evaluation Data Sources:** Percentage of K-12 classrooms exhibiting systemic practices for collaboration and self-directed learning as evidenced by the number of teacher endorsements.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards. Increase the integration of technology resources and systems in order to produce 21st century learners</p> <p><b>Measure:</b> Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, District Curriculum Staff, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 2:** Ensure Lancaster ISD students read on or above grade level by the beginning of third grade and remain on level or higher throughout their time in the district.

**Evaluation Data Sources:** Percentage of students performing at or above grade level on STAAR EOC Reading/Writing/ ELAR assessments

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Teachers will increase student success by utilizing classroom libraries along with instructional strategies that will improve literary analysis in reading, writing, speaking, ACT/PSAT, TSI scores</p> <p><b>Measure:</b> Benchmark, State Assessments, ACT/PSAT, TSI scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 1:** Lancaster ISD will prioritize research-based instructional practices that engage and enhance student learning.

**Performance Objective 3:** Develop multiple opportunities for students to write in varied contexts for varied reasons.

**Evaluation Data Sources:** Increased writing samples for multiple writing purposes.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Teachers will frequently select authentic writing assignments that allow students varied opportunities to utilize their writing skills.</p> <p><b>Measure:</b> Number of writing assignments students produce monthly for multiple audiences.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, ELAR Curriculum Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 1:** Develop and implement a Lancaster ISD employee profile that embodies the values, mission, vision, and beliefs of the district.

**Evaluation Data Sources:** The existing Lancaster ISD employee profile will be utilized

**Summative Evaluation:** None






<p><b>Strategy 1:</b> JD Hall will recruit highly qualified applicants using multiple platforms such as TEAMS, Teacher Job Network, Twitter, and Indeed. The interview process will be rigorous with highly qualified questions that are aligned with the district values, mission, vision, and beliefs.</p> <p><b>Measure:</b> Interview rubric</p> <p><b>Staff Responsible for Monitoring:</b> Principal and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 20%				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 2:** Create and develop professional learning experiences tailored to the individual needs of adult learners.

**Evaluation Data Sources:** Eduphoria class rosters, staff professional development documentation.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Bi-weekly faculty meeting and cluster meeting and Training will be held to provide timely information to teachers and provide professional development opportunities.</p> <p><b>Measure:</b> 2020 Teacher Retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 3:** Sustain and enhance a positive and professional organizational culture and climate.

**Evaluation Data Sources:** 1. Staff and faculty surveys.  
2. Parent and student surveys.

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Incentives for teachers and staff for attendance, high performance, extra effort, and etc.  <b>Measure:</b> Attendance reports, student data, teacher retention  <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	Nov 	Jan	Mar	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 4:** Support ongoing professional development in trauma and trauma sensitivity for all staff members.

- Evaluation Data Sources:**
1. Staff members receive ongoing training on trauma-related topics throughout the school year.
  2. Trauma-related topics and strategies have been incorporated into staff meetings.

**Summative Evaluation:** None



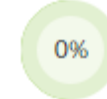

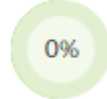
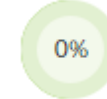




<p><b>Strategy 1:</b> 1. Provide training in trauma related strategies, provide curriculum and behavioral strategies (PD) that are appropriate for use with students attending the DAEP, through Region X Workshops, local and state conferences, and visits to local DAEP's as needed.</p> <p><b>Measure:</b> 1. Increased staff participation in local and state Professional Development focused on trauma-related topics and strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 5:** Support staff resilience, including addressing the impact of secondary traumatic stress and vicarious trauma.

- Evaluation Data Sources:**
1. Staff members report feeling heard, valued, respected, and supported in their jobs.
  2. Staff levels of professional satisfaction on formal measures are high.
  3. Staff levels of burn out and secondary traumatic stress on formal measures are low.

**Summative Evaluation:** None











<p><b>Strategy 1:</b> Educate staff about the effects of trauma, STS, and related conditions and provide regular opportunities for staff to address potential issues related to secondary traumatic stress.</p> <p><b>Measure:</b> Staff's increased knowledge and awareness of the effects of trauma and STS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, trauma work group</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 45%	 0%	 0%		
<p><b>Strategy 2:</b> Identify and monitor STS and related conditions among staff, and develop formal strategies for peer support.</p> <p><b>Measure:</b> 1. School Self- Care Plan 2. Compassion fatigue self-test 3. Professional quality of life scale</p> <p><b>Staff Responsible for Monitoring:</b> principal, counselor, sunshine committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 35%	 0%	 0%		
<p>  No Progress            Accomplished            Continue/Modify            Discontinue         </p>				

**Goal 2:** Lancaster ISD will make recruitment, retention and professional learning the foundation for continuous improvement of faculty on behalf of students.

**Performance Objective 6:** Integrate expectations related to trauma sensitivity into job descriptions, performance review processes, staff and team meetings, and new hire practices.

- Evaluation Data Sources:**
1. Staff members view trauma sensitivity as a component of their job.
  2. Staff meetings are conducted in ways that reflect core principles of a trauma-sensitive approach.

**Summative Evaluation:** None

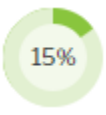
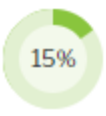





<p><b>Strategy 1:</b> Staff incorporate social and emotional skills from the 5 CASEL competencies into their daily classroom interactions with students.</p> <p><b>Measure:</b> 1. Increased Social and Emotional Skills used from the Social and Emotional Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principal, counselor, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Topics related to self-care and stress management are addressed in staff meetings. School provides opportunities for community building among employees.</p> <p><b>Measure:</b> 1. Meeting Agendas 2. Staff Morale</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Sunshine Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 1:** Develop innovative social-emotional learning experiences for students and adults.

**Evaluation Data Sources:** Students and staff have the resources, tools, and strategies to successfully manage social and emotional experiences

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Crisis prevention and intervention practices are trauma sensitive.</p> <p><b>Measure:</b> 1. Staff use positive behavioral interventions with all students. 2. Staff consistently employ de-escalation strategies such as breathing exercises, grounding techniques, and calming spaces.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, all staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Integrate universal strategies for teaching and modeling social and emotional skills.</p> <p><b>Measure:</b> 1. School adopts a formal curriculum for supporting social and emotional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Student Advisor, Trauma Work Group</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 3:</b> Integrate a formal curriculum for educating parents and formal strategies for helping students cope with stress and traumatic stress.</p> <p><b>Measure:</b> 1. Parents attend training sessions on stress and its effects. 2. Classrooms use techniques such as breathing and mindfulness activities as part of daily routines. 3. Students demonstrate an understanding of stress and its effects.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, student advisor, counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p>	<b>Reviews</b>			
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**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 2:** Design and implement improved safety measures at all facilities based on evaluated needs.

**Evaluation Data Sources:** Safety audit reflects a safe and secure environment for students and staff

**Summative Evaluation:** None



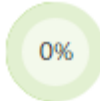




<p><b>Strategy 1:</b> Create safe, secure, and nurturing physical and emotionally supportive environments for all students and staff.</p> <p><b>Measure:</b> 1. School has a security system.                  2. School is clean and well maintained.                  3. School is compliant with all state &amp; district safety standards.                  4. Staff consistently use positive, strengths-based approaches with students.                  5. Students report feeling valued and respected by adults at the school.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** Lancaster ISD will ensure the social, and emotional health along with school safety by placing importance on equipping schools and providing safe learning environments for today's students.

**Performance Objective 3:** Foster awareness and respect for the cultural backgrounds and experiences of students, families, and staff.

- Evaluation Data Sources:**
1. Staff members and students demonstrate knowledge of the cultural backgrounds represented by the school community.
  2. Artwork and curricula reflect the racial, ethnic, and cultural composition of the school community.

**Summative Evaluation:** None

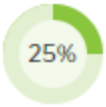




<p><b>Strategy 1:</b> Pair SEL with Culturally Responsive teaching to help students navigate multiple contexts both inside and outside of school. The school will create questionnaires and surveys to gather information about the students at the beginning of the school year.</p> <p><b>Measure:</b></p> <ol style="list-style-type: none"> <li>1. Data obtained from the questionnaires or surveys are analyzed.</li> <li>2. Staff receives skill-based training, with a specific focus on effective communication skills and cultural considerations within the classroom and outside the classroom.</li> <li>3. Students are represented in the curriculum based on their background knowledge, experiences, and skills.</li> <li>4. The school provides chats, newsletters, and/or blogs that promote the diverse school culture, showcase how the school values diversity, and strive to meet each student's needs.</li> <li>5. The school promotes regular school-to-parent communications in the native languages of parents and guardians.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Reviews			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 1:** Provide experiences/opportunities that expose students to rigorous inquiry-based learning in pre K-12 that infuse multiple pathways.

**Evaluation Data Sources:** 90% of students will have participated in work-based learning opportunities

**Summative Evaluation:** None






<p><b>Strategy 1:</b> Teachers will make use of Instructional Technology in their instructional delivery in order to enhance the learning experience and support increased student achievement.</p> <p><b>Measure:</b> CCR courses implementing online/multi-media technology</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AAA teacher</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 2:** Cultivate students through digital learning and industry experiences to support global competitiveness.

**Evaluation Data Sources:** 90% of our graduating seniors will achieve college-ready standards as measured by TEA

**Summative Evaluation:** None

















<p><b>Strategy 1:</b> All Middle School and High School students will have access and be expected to utilize APEX instructional software to promote higher levels of student achievement both at school and through home access of the program.</p> <p><b>Measure:</b> ACT, TSI, STAAR prep, Credit Recovery/ AAA</p> <p><b>Staff Responsible for Monitoring:</b> Principal, all teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Reviews</b>			
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 4:** Lancaster ISD will focus on Career and Technology Education & College, Career, and Military Readiness / Digital Learning to increase student programming for post-graduation success.

**Performance Objective 3:** Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community.

**Evaluation Data Sources:** Improved local 4-year graduation rates.

**Summative Evaluation:** None









<p><b>Strategy 1:</b> 1).AAA (Academic Acceleration Academy)Students will work in Apex Learning to complete courses toward graduation requirements, 2).Track their completion rate(s).</p> <p>3). AAA students will visit 2 to 3 colleges/universities/businesses within a calendar school year.</p> <p>4). AAA Students will utilize the Course Percentage Complete Report for planning purposes.</p> <p>5). Students will utilize a point sheet to record daily progress.</p> <p>6). Communicate with home school Counselor to indicate the areas in which students need to improve. The home school will provide suggestions, and/or interventions.</p> <p><b>Measure:</b> Graduation rate (from AAA). Number of credits achieved per month Course Completion Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, AAA (Academic Acceleration Academy) Facilitator, Home School Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p><b>Strategy 2:</b> Create an Employability Skills manual to help students acquire a broad-based foundational knowledge upward trend expected for Texas employment opportunities.</p> <p><b>Measure:</b> Students demonstrate proficiency in College and Career Readiness by completing a Career Prep Center College and Career Readiness Unit.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Counselor, District CCR Coordinator</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>																	

**Goal 5:** Lancaster ISD will prioritize funding of strategic goals and future development.

**Performance Objective 1:** Create a budget that prioritizes teacher and staff growth and development, expanded learning opportunities, and facility improvements.

**Evaluation Data Sources:** Meet the established percentage designated annually for capital outlay

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Campus budget identifies funding for teacher professional development, new program training, and purchase of innovative trauma-sensitive programs.</p> <p><b>Measure:</b> Increased teacher proficiency in academics, SEL, and Trauma-Sensitivity</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Solicit staff selections of content PD by mid October, review Region 10 list of PD offerings. Survey staff, students, and parents about facility improvements by mid October.</p> <p><b>Measure:</b> 1. Tracking staff certificates for PD 2. Pull monthly report of work tickets</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6:** JD Hall will adopt, implement, and support sustainability of the core principles and practices necessary in becoming a trauma- informed/trauma-sensitive campus as identified by TEA.

**Performance Objective 1:** Ensure students have access to trauma-specific clinical interventions -- based in the school or community -- as needed.

- Evaluation Data Sources:** 1. School-based mental health professionals provide evidence-based practices that address trauma-related symptoms.  
2. Student plans include tiers/levels that include trauma-specific clinical interventions.

**Summative Evaluation:** None



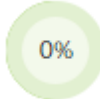




<p><b>Strategy 1:</b> Identify and partner with school counselors, social workers, psychologists, psychiatrists, or other mental health providers who coordinate and/or provide support for students exposed to trauma. Utilize a Behavioral RTI system for identifying students needs.</p> <p><b>Measure:</b> 1.. Student Individualized plans (Behavioral RTI) include Tiered Levels of Support 2. Number of partnership we have established 3. Number of student referrals for mental health services</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, Student Advisor, Teachers, District Student Services, District SPED Department</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 20%	 0%	 0%		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 6:** JD Hall will adopt, implement, and support sustainability of the core principles and practices necessary in becoming a trauma- informed/trauma-sensitive campus as identified by TEA.

**Performance Objective 2:** Create individual student plans that consider trauma and trauma-related needs.

- Evaluation Data Sources:**
1. Individual student plans include a place for addressing trauma-related issues such as triggers, necessary accommodations and helpful adult responses, and trauma-related supports.
  2. Formal guidelines are in place for how to conduct assessments in a consistently trauma-sensitive manner.
  3. Students' trauma-related symptoms are identified and addressed among relevant staff during meetings.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Identify and provide Holistic Wrap-Around services to ensure success of the students.</p> <p><b>Measure:</b> 1. Community programs 2. Parent and Partner surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, staff, counselor, volunteers</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	Reviews			
	Formative			Summative
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 6:** JD Hall will adopt, implement, and support sustainability of the core principles and practices necessary in becoming a trauma- informed/trauma-sensitive campus as identified by TEA.

**Performance Objective 3:** Develop and implement formal guidelines for engaging with families in a trauma sensitive manner, and regularly assess level of collaboration with families.

**Evaluation Data Sources:** 1. Family feedback about staff interactions is mainly positive.  
2. Degree of collaboration with families, as defined by formal measures is high.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Provide parental programs, mental health programs, community resources for parents in need of assistance.</p> <p><b>Measure:</b> 1. Surveys 2. Agendas and Sign-in sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal, staff, counselor, student advisor, volunteers</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Reviews			
	Formative			Summative
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**Goal 6:** JD Hall will adopt, implement, and support sustainability of the core principles and practices necessary in becoming a trauma- informed/trauma-sensitive campus as identified by TEA.

**Performance Objective 4:** Develop and implement school policies and discipline practices that include a commitment to support trauma-sensitive approaches.

- Evaluation Data Sources:**
1. The school's mission incorporates language about trauma sensitivity.
  2. School staff can articulate how trauma sensitivity is embedded in the mission and practice of the school.
  3. School has adopted a restorative practices approach to discipline.
  4. Classroom teachers facilitate restorative circles.

**Summative Evaluation:** None








<p><b>Strategy 1:</b> Integrate knowledge about trauma into all facets of the school system.</p> <p><b>Measure:</b> 1. Staff members receive ongoing training on trauma-related topics throughout the school year.                  2. Trauma-related topics and strategies have been incorporated into staff meetings.                  3. A curriculum is implemented for students to create, sustain, and promote a positive and safe learning environment.                  4. Staff continues using a restorative practices approach to conflict and conflict mediation with appropriate disciplinary action.                  5. A space for self-regulation is provided in the school environment.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, SEL teacher, Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 6:** JD Hall will adopt, implement, and support sustainability of the core principles and practices necessary in becoming a trauma- informed/trauma-sensitive campus as identified by TEA.

**Performance Objective 5:** Ensure school polices and procedures foster a sense of safety for students, families, and staff.

- Evaluation Data Sources:**
1. Students report feeling safe with adults at school.
  2. There are clear procedures for staff to access support when they are feeling unsafe.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Establish a process for regular review of policies and practices to ensure continued alignment with a trauma-sensitive approach.</p> <p><b>Measure:</b></p> <ol style="list-style-type: none"> <li>1. Staff can identify potential trauma-related triggers for students and parents and have adopted specific strategies for reducing trauma-related triggers in classrooms and common areas.</li> <li>2. Parents have channels for providing regular feedback on school policies and practices.</li> <li>3. Students report feeling valued and respected by adults at the school.</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Trauma work group</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 6:** JD Hall will adopt, implement, and support sustainability of the core principles and practices necessary in becoming a trauma- informed/trauma-sensitive campus as identified by TEA.

**Performance Objective 6:** Adopt a process for the regular review of policies and practices to ensure continued alignment with a trauma-sensitive approach.

**Evaluation Data Sources:** 1. Submission documentation to TEA  
2. Trauma work group meeting notes

**Summative Evaluation:** None

<p><b>Strategy 1:</b> A trauma work group is developed. The trauma work group reviews school policies yearly, with concrete feedback provided from school staff beyond the work group.</p> <p><b>Measure:</b> 1. Written policies and documents 2. Surveys or focus groups</p> <p><b>Staff Responsible for Monitoring:</b> Trauma work group members, Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Reviews			
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No Progress	Accomplished	Continue/Modify	Discontinue	

**Goal 6:** JD Hall will adopt, implement, and support sustainability of the core principles and practices necessary in becoming a trauma- informed/trauma-sensitive campus as identified by TEA.

**Performance Objective 7:** Develop and implement a process for ensuring the maintenance of the trauma-sensitive work group, monitoring progress towards goals, and evaluating impact related to adopting a trauma-sensitive approach.

**Evaluation Data Sources:** 1. Trauma work group meeting notes  
2. TEA designation documentation

**Summative Evaluation:** None






<p><b>Strategy 1:</b> 1. Trauma-sensitive work group meetings are embedded into school structures and processes. 2. The trauma-sensitive work group meets regularly. 3. Work group members and staff are aware of the school's goals and action steps related to adopting trauma-sensitive practices. 4. The work group receives regular feedback from staff, students, and families about progress in adopting a trauma-sensitive approach. 5. Progress towards goals is documented quarterly. 6. Qualitative and quantitative measures for assessing impact of trauma-sensitivity have been identified and formally documented. 7. Staff interviews and focus groups about efforts related to trauma sensitivity are routinely conducted.</p> <p><b>Measure:</b> 1. Group retention rate 2. Feedback and surveys</p> <p><b>Staff Responsible for Monitoring:</b> Trauma work group, Principal, secretary</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Reviews			
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**Goal 7:** JD Hall will clearly communicate campus goals and resources to all constituents.

**Performance Objective 1:** Develop and implement a communication plan about JD Hall's goals and resources for all families.

- Evaluation Data Sources:**
1. Communication plan is developed by staff.
  2. School regularly communicates campus goals to staff, students, parents, and all stakeholders.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Communicate important information and resources via a monthly newsletters to parents and students, the community, and staff.</p> <p>Communicate information via telephone blast.</p> <p><b>Measure:</b></p> <ol style="list-style-type: none"> <li>1. Parental involvement and engagement</li> <li>2. Increased staff meeting due dates and deadlines and participation in events.</li> <li>3. Communication survey for feedback</li> </ol> <p><b>Staff Responsible for Monitoring:</b> Principal, Student Advisor, Counselor, secretary</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 70%				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Improvement Committee

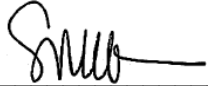
<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dr. Antionette Mathews	Principal
Classroom Teacher	Shavette Holland	Secondary ELAR Teacher
Classroom Teacher	Cynthia Johnson	AAA Facilitator
Business Representative	Vernetta Kinnard	Business President
Paraprofessional	Terry Tucker	Student Advisor
Non-classroom Professional	Veronica Hamilton	Counselor
Parent	Latoya Lewis	AAA parent
Classroom Teacher	Bianca Williams	Elementary Teacher
Parent	Esther Gonzalez	Parent

# Addendums

**6. Close Public Hearing**

**7. Adjournment**

This notice was posted in compliance with the Texas Open Meetings Act on Monday, December 14, 2020 at 6:00 p.m.



**Shemeka Millner-Williams,  
Interim Superintendent of Schools**



**Marion F. Hamilton, MBA-MHA  
Board President**