Shemeka Millner-Williams
Acting Superintendent of Schools

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

Office
Lancaster ISD
Lancaster, PA 78767-0400
November 21, 2019 @ 6:00 PM

This Agenda has been posted in accordance with the Texas Open Meeting Act, Texas Government Code Chapter 551 (§ 551.051 & § 551.056). The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **Call to Order**

This Agenda has been posted in accordance with the Texas Open Meeting Act, Texas Government Code Chapter 551 (§ 551.051 & § 551.056). The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

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. **Public Hearing to Discuss FIRST Rating System**

A. The purpose of this public hearing is to discuss the FIRST Financial Accountability Rating report on the Schools Financial Integrity Rating System of Texas (FIRST) 2

Lancaster ISD
Board Agenda

Meeting Type: Regular	**Meeting Date:** November 21, 2019

Category: Public Hearing

Item Name: Presentation of Final 2018-19 FIRST Report

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

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

Attachments: ☒ Yes ☐ No

Primary Contact Person: Elijah Granger

Presenter and District Contact: Shonna Pumphrey

Explanation: The following document represents the results of the 2018-19 FIRST Rating.

Intended Audience: District Stakeholders

Impact or Expected Outcome: Financial Transparency and Analysis

Recommendation: Discussion and evaluation of the FIRST Report

Fiscal Implications and Funding Source: None

Frequency Monitored: Continuously…..Audited annually.

Project Start Date:

Project Completion Date:

Lancaster ISD

Financial Integrity System of Texas (FIRST)
Public Hearing
November 21, 2019

Objective

Financial Integrity 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.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

5

LISD FIRST Matrix Comparison

FIRST Scoring Matrix	2017-18 Rating	2018-19 Rating
A=Superior	90-100	90-100
B=Above Standard	80-89	80-89
C=Meets Standard	60-79	60-79
F=Substandard Achievement	<60	<60
Indicators	15	15
Lancaster ISD Score	86	78

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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 = 2/28/2018
*Date Submitted = **1/23/2019***

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

7

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)*

SCHOOLS FIRST FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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.

SCHOOLS FIRST FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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

($5.5M increase in Function 34 transportation expenditures)

Prior Year -10 points ($17,384,974 / $61,351,663)*365 = 103.43 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.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

DETERMINATION OF POINTS

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

13

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 ***$96,977,220 / $13,442,794 = 7.2141***

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

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

Indicator No. 8

8. Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?

10 points ***232,599,798 / 263,861,308=0.8815***

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

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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 *Cash & Equivalents: $16,116,585* ***divided by*** *Expenditures: $67,817,098 = .2376* ***x*** *365 days = 86.74 days*

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

SCHOOLS FIRST FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

Indicator No. 10

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

Current Year - 4 points 1.0958
Prior Year - 10 points 1.6881

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
>=1.20	<1.20 >=1.15	<1.15 >=1.10	<1.10 >=1.05	<1.05 >=1.00	<1.00

SCHOOLS FIRST FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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)

6 points ***0.143***

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

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

2017-18 Enrollment	*7,371*
# of FTE Staff	*852*
2015-16 Enrollment	*7,324*
# of FTE Staff	*838*

SCHOOLS FIRST FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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 $67
Total Expenditures $71,969,527

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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? (The AICPA defines material noncompliance)

0 points

SCHOOLS FIRST FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

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.

SCHOOLS FIRST
FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS

Prior Year Rating Comparison

Current Indicators	Indicator Description	2018 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?	Yes	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?	10	10
9	Did the District's general fund revenues equal or exceed expenditures?	10	10

Prior Year Rating Comparison cont'd

Current Indicators	Indicator Description	2018 Result	2019 Result
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
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 Percent of expenditures per fund type (Data Quality Measure)?	10	10
14	Did the external independent auditor report the Annual Financial Reports was free of any material weakness in internal controls over financial reports and compliance for local, state, or federal funds?	0	0
15	Did the 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	10

Proposed Future Additional Indicators

- Property Values and Funding Lag Discussion with the Board of Trustees
- 3 Year Change in Fund Balances
- Budgeted to Actual Revenues 3 Year Comparison
- Debt Per $100 of Assessed Property Value
- Enrollment Variance Ratio
- Material Weakness in Internal Controls Over Financial Reporting
- Transparency – Required Financial Postings
- Debt Payment on Capital Appreciation Bonds

QUESTIONS ?

FIRST

Financial Integrity Rating System of Texas

2018-2019 RATINGS BASED ON SCHOOL YEAR 2017-2018 DATA - DISTRICT STATUS DETAIL

Name: LANCASTER ISD(057913)	**Publication Level 1:** 8/7/2019 3:33:27 PM
Status: Passed	**Publication Level 2:** 8/8/2019 2:06:12 PM
Rating: C = Meets Standard	**Last Updated:** 8/8/2019 2:06:12 PM
District Score: 78	**Passing Score:** 60

#	Indicator Description	Updated	Score
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?	8/5/2019 11:05:43 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	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.)	8/5/2019 11:05:43 PM	Yes
2.B	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.)	8/5/2019 11:05:43 PM	Yes
3	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.)	8/5/2019 11:05:44 PM	Yes
4	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?	8/5/2019 11:05:44 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
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)? (See ranges below.)	8/5/2019 11:05:44 PM	8
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-	8/5/2019	10

	term debt? (See ranges below.)	11:05:45 PM	
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 change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.) (See ranges below.)	8/5/2019 11:05:45 PM	10
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 to 60 days?	8/5/2019 11:05:46 PM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	8/5/2019 11:05:47 PM	4
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	8/5/2019 11:05:47 PM	6
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 school district will automatically pass this indicator.)	8/5/2019 11:05:48 PM	10
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?	8/5/2019 11:05:49 PM	10
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? (The AICPA defines material noncompliance.)	8/5/2019 11:05:49 PM	0
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?	8/5/2019 11:05:49 PM	10
			78 Weighted Sum
			1 Multiplier Sum
			78 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 **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

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, 2018

Description of Reimbursements	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Meals	574.66	913.00	256.00	560.00	601.94	1,110.00	867.00	202.00
Lodging	5574.61	2,487.29	1,009.05	1,329.84	1,974.42	2,304.72	2,087.96	0.00
Transportation	3039.03	363.96	0.00	0.00	0.00	1,321.67	894.43	0.00
Motor Fuel		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other	4508.57	2,461.00	1,150.00	1,210.00	1,390.26	1,501.14	2,525.00	571.00
Total	$13,696.87	$6,225.25	$2,415.05	$3,099.84	$3,966.62	$6,237.53	$6,374.39	$773.00

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, 2018

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, 2018

	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, 2018

	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.

4. **Close Public Hearing**
5. **Citizens Communication on Agenda Items**
6. **Public Meeting to Discuss District and Campus Improvement Plans**
   A. The purpose of this meeting is to discuss the District and Campus Improvement Plans for Lancaster Independent School District 32

Lancaster ISD Board Agenda

Meeting Type: Regular	**Meeting Date**: 11/21/2019

Category: Public Meeting

Item Name: District and Campus Improvement Plans and Campus Safety

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

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

Attachments: ☒ Yes ☐ No

Primary Contact Person: Dameon Gray

Presenter and District Contact: 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

Projected Start Date: Immediately upon board approval

Projected Completion Date: Ongoing

District and Campus Improvement Plans 2019-2020

Purpose

The District/Campus Improvement Plans:

- Monitor academic achievement of all students
- Outline the campus performance objectives
- Identifies strategies for how campus goals will be met
- Allocate the resources and identifies the staff needed to implement the plan
- Sets time lines for reaching the goals
- Measures progress periodically
- Encourages parental involvement
- Includes goals and strategies to support social-emotional growth and development of students

2020 Goal

To improve district overall performance on the Texas Education Agency A- F Grading Scale from 81% to at least 85%.

2020 Targets

- Increasing overall district Reading achievement from 72% to 76%
- Increasing overall district writing achievement from 64% to 68 %
- Increasing the number of students performing at the Meets level from 45% to 49% and Mastery level from 17% to 21% respectively.
- Increasing CCMR score from 71% to 75%
- Maintain performance in Math, Science & Social Studies with incremental improvement.
- Tremendous increase in student certifications

Campus Safety

- Each campus has moved to the Standard Response Protocol (SRP) which is best practices
- The police department added 3 new police vehicles in 2018 and will add 1 in 2019.
- The police department has added 2 police officer positions increasing the number of Lancaster ISD Police Department sworn police officers to 9 total.
- Safety Week was conducted to ensure each campus responded appropriately SRP best practices
- Formed Safety and Security Committee
- Updated District Emergency Operations Plan
- Reunification Protocol
  - Training will occur on October 24th
  - District drill will occur on November 24th

Student Discipline

- ISS placements decreased from 24% in 2016-2017 to 17% in 2018-2019
- Decrease in the number of student removed from class
- DAEP placements decreased by 25 students for the district in 2016-2017 at 2.8 % student placement to 2018-2019 2.6 % student placement
- Total number of students assigned to JJAEP for 2018-2019 decreased from 5 students to 0 students
- Decrease in the number of felonies on the campuses from 2 to 1

Questions

Lancaster Independent School District

District Improvement Plan

2019-2020

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

All students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and Teacher Resource System (TRS).	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
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 GOAL 6: SAFE ENVIRONMENT

LISD Board Goal 1: Accountability/Student Achievement

The Lancaster ISD TEAM of 8 will provide leadership to support continued improvement in academic achievement and accountability by adopting policies that support academic initiatives that lead to high levels of learning for all students and increased academic ratings for Lancaster ISD.

LISD Board Goal 2: College and Career Readiness/STEM

The Lancaster ISD TEAM of 8 will provide leadership to support continued improvement in graduates' college and career readiness and preparation for STEM fields after graduation.

LISD Board Goal 3: Human Capital Management System

The Lancaster ISD TEAM of 8 will provide leadership and approve personnel policy that will ensure the recruitment, development and retention of excellent employees and the establishment of a 21st Century Human Capital Management System.

LISD Board Goal 4: Finance/Fiscal

The Lancaster ISD TEAM of 8 will provide financial and fiscal leadership by setting an appropriate tax rate and approving a budget that will protect the financial stability of Lancaster ISD.

LISD Board Goal 5: Community/Parents/Partnerships

The Lancaster ISD TEAM of 8 will provide leadership and serve as an ambassador and advocate for the District and the stakeholders.

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Goal 5: We will identify, integrate and model the principles of character as well as develop means of assessing student demonstration of these traits. 39
Goal 6: Lancaster ISD will develop and/or refine strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness. . . . 44
Goal 7: Lancaster ISD will continue to pursue funding and resource options that will provide an equitable and quality education for all students while ensuring fiscal responsibility and accomplishing the mission and goals of the district. . . . 46
District Improvement & Planning Committee . . . 47
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Comprehensive Needs Assessment

Revised/Approved: October 01, 2019

District Processes & Programs

District Processes & Programs Summary

in the Spring of 2018 Lancaster ISD began the process of reviewing all programs to ensure alignment with student needs identified in data review, district goals and initiatives, good stewardship of district assets, and sustainability of programs. We eliminated approximately $250.000.00 in Instructional program cost at that time, and will conitnue to review, reduce and simplify throughout the 2019-2020 school term.

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.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: October 01, 2019

Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

Performance Objective 1: Lancaster ISD will make an intentional effort to partner with parents, community organizations and businesses to promote a community culture of literacy and support to attain greater student achievement in this area.

Evaluation Data Source(s) 1: Community Partnership Meeting Notes
STAAR/iStation
local assessments of student reading levels

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lancaster ISD will promote best literacy practices at all community engagement events including but not limited to National Night Out, Community Walks, Fine Arts and Athletic events.	3.2	Asst Supt of C&I Chief of School Improvement	Reinforce districts goals in area of literacy and to connect parents and community to best practices that will support this initiative outside the school				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

Performance Objective 2: Implement effective instructional tools and resources for teachers that support the TRS curriculum, motivate and actively engage all students, and support increased student achievement.

Evaluation Data Source(s) 2: Evidence of increased student performance will be monitored through implementation of TEKS Resource System (TRS), review of assessment data, intervention documentation and staff development documentation.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to use instructional digital resources to engage and motivate students with 21st Century learning tools such as Google Classroom, Canvas, iStation, and APEX and Web 2.0 tools to support problem-based learning and classroom instruction.	2.4, 2.5, 2.6	Asst Supt. Executive Directors, Director of Instructional Technology, Instructional Media Specialist, C & I Team, Campus Instructional coaches	Lesson Plans, Teacher accounts and usage reports, Student accounts, Staff development sign-in sheets, digital student projects				
2) Continue to use the TEKS Resource System as the district's viable curriculum in core subjects. Elementary ELAR will continue to use Texas Treasures with supplemental supports to increase rigor and offer support for differentiation embedded in district Instructional Resources Guides.	2.4, 2.5, 2.6	Assistant Superintendent, Executive Directors, C & I Team, Campus Instructional Coaches Teachers and Principals	Common Assessment/Benchmark Data STAAR Results Lesson Plans				
3) Continue to use DMAC to support student data analysis and data management needs. Instructional Staff has access to assessment data at all times. Provide DMAC training to new and continuing staff to ensure understanding of available data reports and their appropriate uses.	2.4, 2.5, 2.6	Assistant Superintendents, Chief of School Improvement, C & I Team/Campus Instructional Coaches and Principals	Common Assessment/Benchmark Data District Dashboard STAAR Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Continue to align and select a library of instructional resources, including technology, to use in intervention for all students.	2.4, 2.5, 2.6	Asst Supt, C& I Team, Campus Instructional Coaches , Teachers, Director of Instructional Technology,Media Specialists and Principals	Inventory of resources, Campus Intervention Plans, STAAR Results				
5) Provide staff development to teachers on district resources that are aligned to the TEKS/STAAR and define intentional uses of those resources to impact student achievement.	2.4, 2.5, 2.6	Assistant Superintendent , C & I Team/Campus Instructional Coaches,Teachers, Director of Instructional Technology, Principals	Professional Development Transcripts Agendas Sign-in sheets				
6) Develop and implement program evaluation procedures and calendar for district programs that are developmentally appropriate and aligned to the depth of knowledge required to demonstrate proficiency with standards.	2.5	Assistant Superintendent, C & I Team	Program Evaluation Committee Meeting records Calendar of Programs for evaluation				
7) Using a combination of blended learning opportunities, train staff members in the use and implementation of STEM, the Tiger Design, and Deeper Learning.	2.4, 2.5, 2.6	C & I Team, STEM Design Team, Curriculum Specialist, Blended Learning Specialist, Campus Administrators, Classroom Teachers	Lesson Plans, Teacher accounts and usage reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Strengthen the core academic program by incorporating scientifically based researched strategies concerning instructional delivery as outlined by the TAP/Instructional Rubric.	2.4, 2.5, 2.6	Chief of Leadership, Assistant Superintendents, Instructional Specialist, Campus Administrators, Classroom Teachers	Data Walk -Throughs				
9) Address the teaching and learning needs in the schools, and the specific academic needs of students at ALL levels of academic performance. Curriculum documents include guidelines, accommodations, and modifications and extensions for all learners.	2.5	Campus Administrators, Classroom Teachers, Asst. Superintendent, C & I Team, Director of Special Education	Increased effective parental involvement; use of Learning Keys strategies in instruction; increased inclusion and accommodation use				
10) Conduct classroom walkthroughs, using campus/district developed templates, to monitor the quality of the instructional program and identify teacher professional development opportunities.	2.5, 2.6	Campus Leadership Team, District leadership Team	Walkthrough Data CFAs Benchmarks STAAR scores TAP Evaluations/data				
11) Promote the development of systems to engage students in goal setting for success and motivating students to achieve at higher levels at all LISD campuses .	2.4, 2.5, 2.6	Asst Superintendent, Chief of Leadership , Campus Administrators, Classroom Teachers	Increased student achievement and understanding of their instructional strengths and areas for growth. Increased student ownership of learning				
12) Provide professional development to all teacher on TRS to promote quality implementation	2.5	Asst. Superintendent of C & I, Curriculum Team Principals	Teacher continued reference to valuable instructional information provide in TRS to support more rigorous instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) Lancaster ISD will ensure closing the gap indicators as measured by the state are intentionally monitored in order to improve student achievement with all student groups.	2.4, 2.5, 2.6	Deputy Superintendent of Curriculum , Asst Superintendent, Chief of Leadership Administrators, Chief of Accountability of and Advanced Academics, Classroom Teachers	The strategies will impact an increase in academic by monitoring growth each six week period to ensure students are demonstrating incremental growth over time to reach their maximum academic potential				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

Performance Objective 3: Establish effective mathematics, reading and writing practices and interventions for administrators/teachers to use to enhance the district curriculum.

Evaluation Data Source(s) 3: Evidence of increased student achievement in math, reading, and writing will be determined by analysis of data from intervention documentation, software reports, assessment reports and related professional development documentation.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase STEM (science, technology, engineering, math) literacy for all district stakeholders.	2.4, 2.5, 2.6	Asst. Superintendent, Curriculum Coordinators,Principals, Classroom Teachers	STEM Projects/ Activities Parent Awareness Sessions Teacher Training agendas/sign in sheet				
2) Design instruction that utilizes multiple resources, appropriate technology integration, and areas of student interest. APEX, iStation, Relex ,etc.	2.4, 2.5, 2.6	Principals, C & I Team, Campus Instructional Coaches, Teachers	STAAR Data Lesson Plans Walkthrough data				
3) Provide instructional resources and technology for teachers to support district curriculum. Such as teacher laptops, document cameras, chrome books, projectors, etc.	2.4, 2.5	Asst. Superintendent, C & I Team/Campus Instructional Coaches, Principals	Lesson Plans Resource inventory Teacher Observations				
4) Implement intervention programs - Reflex math for math fluency and IStation Think for Reading/Writing Proficiency - to assist with differentiated instruction and allow each student to be actively engaged to become successful at their own pace.	2.4, 2.5, 2.6	Assistant Superintendent, Executive Directors, C & I Team, Campus Instructional Coaches, Principals, Teachers	Lesson plans STAAR Data Intervention reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide professional development to equip teachers with the research based instructional practices and are implemented and monitored with fidelity.	2.4, 2.5	Asst. Superintendent, C & I Team Campus Instructional Coaches, Principals	Sign-in sheets Agendas Evaluations Walkthroughs				
6) Evaluate and analyze data bi-weekly or monthly to make the necessary adjustments to increase student performance. Instructional staff engage in regular discussion (cluster and PLCs) of student learning and expectations with vertical and horizontal alignments. Professional online pictures.	2.4, 2.5, 2.6	Asst. Superintendent, C & I Team/Campus Instructional Coaches, Principals, Classroom Teachers	Sign-in sheets Agendas Data dashboards Common Assessment Data				
7) Focus on strengthening the Early Childhood Program in order to build student's reading and math proficiency.	2.4, 2.5, 2.6	Asst. Superintendent, C & I Team/Campus Instructional Coaches, Principals, Classroom Teachers	Universal Screener Data IStation Data Think Through Math Data CFAs Benchmarks				
8) Provide extended day learning opportunities - i.e. tutorials, Saturday School - to strengthen students academic skills and success.	2.4, 2.5, 2.6	Campus Principal Teachers,	CFAs Benchmarks Universal Screeners STAAR				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

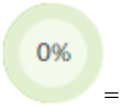
Performance Objective 4: Design and implement the Response to Intervention Mode (RTI) to support increased student achievement .

Evaluation Data Source(s) 4: Implementation of an intervention plan as evidenced by related professional development documentation, process documentation, campus intervention documentation, and assessment data analysis of student performance.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff development for the intervention needs throughout the year as topics that support student growth and development, as directed by data.	2.4, 2.5	Asst. Superintendent, C & I Team/Campus Instructional Coaches, Principals, Classroom Teachers	Sign-in sheets and agendas Data				
2) Identify and implement allowable accommodations to improve individual student outcomes. Use space, scheduling, procedures. to ensure maximum time is spent on instruction.	2.6	Director of Special Education, Asst Superintendent, Principal, Classroom Teachers	STAAR Results, Increased student performance				
3) Strengthen the core academic program by incorporating scientifically based researched strategies concerning instructional delivery as outlined by Best Practices Rubric data walks.	2.4, 2.5	Asst. Superintendent, Chief of SPED, Chief of School Improvement, C & I Team/Campus Instructional Coaches, Principals, Classroom Teachers	Classroom visits will reflect these practices being in place				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) School and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support student success.	2.4	Executive Director Student Services Administrators Campus Instructional Coaches	Classroom visits CFA STAAR Data Walkthrough data Student Handbook				
5) Conduct RTI audit on each campus utilizing Region 10 services to review processes and modify for improvement.	2.6	Asst. Superintendent, Chief of SPED, Chief of School Improvement, Principals,	Increased awareness of system successes and failures in RTI model which will allow for adjustments to ensure student success				

= Accomplished = Continue/Modify 

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Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

Performance Objective 5: At-risk students will perform comparably to their peers on the STAAR assessment.

Evaluation Data Source(s) 5: Evidence of increased student performance for identified at-risk students as determined by intervention documentation, developed academic improvement plans and data analysis of student assessment performance.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will comply with TEA documentation requirements and provide intervention for identified at-risk students based on TEA guidelines.	2.4, 2.5	Principals, Teachers/Staff Counselors, Director of Accountability, PEIMS Clerk	STAAR Results, Common and Benchmark assessment, Results, Student Files				
2) Campuses will monitor and evaluate services and intervention for identified at-risk students. Add appropriate necessary resources and tools to facilitate the intervention process.	2.4, 2.5, 2.6	Principals Teachers/Staff	STAAR Results,Common and Benchmark assessment Results, Student Academic Performance, Report Cards				
3) Provide Sheltered Instruction Observation Protocol (SIOP) training to increase the academic performance of LEP students on STAAR/STAAR M/ TELPAS with a targeted focus on reading, science, and mathematics.	2.4, 2.5, 2.6	Principal, Region 10 Specialists, Coordinator of Bilingual Education	STAAR, TELPAS scores, Reduced time as LEP				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

Performance Objective 6: At-risk students will be provided with academic and learning supports appropriate to their particular need.

Evaluation Data Source(s) 6: Evidence of support for identified at-risk student will be determined by RTI meeting documentation, counseling and guidance documentation, counselor logs, homebound documentation, Head Start program documentation and Pre-Kindergarten services documentation.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campuses will have regularly scheduled RTI meetings and a process that meets the needs of the campus.	2.4	Principal/designee, RTI Coordinator	RTI meeting minutes/agenda				
2) Students will participate in a comprehensive Counseling and Guidance curriculum. Students are taught to self assess and plan for their own improvement.	2.6	Counselors, Counselor Supervisor, Principals	Counselor's schedule/lesson plans				
3) Campuses will have systems (processes and programs) to address anger management, conflict and other identified issues and linked to appropriate support in a timely manner.	2.5	Principals, Counselors	Counselor's Log				
4) Campuses will identify students, notify parents/guardians, and create support structures for students in at risk situations such as dropping out of school, homeless services, nursing and counseling services. feedback from students is solicited and reflected upon to improve support structures to support student success.	2.6	Principals, Teachers, Counselors, Executive Director of Student Services	Parent notification, number of at risk students, student files				
5) Identify students in need of pregnancy related services and other homebound services to ensure improvement.	3.2	Principals and Homebound Coordinator	Homebound logs, documentation of services				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Continue partnership with Greater Dallas Head Start to identify Pre-Kindergarten classrooms to provide Head Start services.	2.4, 2.5, 2.6	Asst. Superintendent, C & I Team/Campus Instructional Coaches, Principals, Classroom Teachers	Head Start student data, local developed report				
7) Continue to extend Pre- Kindergarten services from half-day to full day program.	2.5, 2.6	Principals, Pre-Kindergarten Teachers.	Teacher schedule, lesson plans, attendance records				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

Performance Objective 7: LISD students will participate in STEM related activities that support their attainment of the learning standards, mastery of 21st century skills and prepare them for post-secondary success.

Evaluation Data Source(s) 7: Student proficiency will be determined by analysis of data from benchmarks in identified grades, lesson plan documentation of incorporated technology standards in lesson plans and annual technology reporting.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parents with opportunities to learn about STEM through information tables at school programs and community events.	2.4, 2.5	Asst. Superintendent, Chief of SPED, Chief of School Improvement, C & I Team/Campus Instructional Coaches, Principals, Classroom Teachers	PBLs, STEM showcases, STAAR				
2) Provide parents with hands-on introductory learning models that incorporate technology and 21st century skills.	2.4, 2.5, 2.6	Campuses, Principals, Teachers	Parent Surveys, Parent engagement measures				
3) Instructional staff will incorporate technology application TEKS in their subject areas and regular instruction incorporate 21st century learning skills.	2.4, 2.5	Director of Instructional Technology, Teachers, Technology Support personnel	Lesson Plans, Walkthroughs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Create tiered teacher training that allows teachers to participate in collaborative opportunities that equip them with the knowledge and skills to successfully implement our STEM initiative.	2.4, 2.5, 2.6	Asst. Superintendent, Chief of SPED, Chief of School Improvement, C & I Team/Campus Instructional Coaches, Principals, Classroom Teachers	Lesson Plans, Walkthroughs, STAAR				
5) Provide staff development opportunities to increase information and communication literacy resulting in technology integration in instruction.	2.4, 2.5	Director of Instructional Technology	Sign-in sheets, Class evaluations and reflections				
6) Ensure that each teacher is sufficiently proficient in the use of technology hardware	2.5, 2.6	Director of Instructional Technology	Sign-in sheets Surveys PD Sessions				
7) Implement TSI intervention strategies that prepare students for success on the TSI exams and participation in Dual Credit Courses	2.4, 2.5	Advanced Academic Coordinator LHS Leadership Team	TSI Ready Students Dual Credit Course Offerings				
8) Strengthen AP and IB programs by focusing on increasing teacher quality and student interventions	2.4, 2.5, 2.6	Advanced Academic Coordinator LHS Leadership	Teacher Professional Development AP/IB participation AP/IB test scores				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: Lancaster ISD will ensure staff are using effective instructional practices that motivate, actively engage students and develop necessary intervention plans for any student that is not performing to standards.

Performance Objective 8: Expand information and communication technology opportunities and delivery options.

Evaluation Data Source(s) 8: Evidence of increased implementation of information and communication technology will be determined through software inventories and usage reports, professional development for tools and resources documentation, and technology inventories.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide access to electronic resources on the district intranet for staff anytime/anywhere.	2.5	Executive Director of Technology	External access to intranet, usage logs				
2) Provide access for staff and students to online learning with rich media such as streaming video, podcasts, applets, animation, etc.	2.5	Executive Director of Technology, Director of Instructional Technology	Access to online learning resource, lesson plans				
3) Utilize information tools and systems in the district for communication, management of schedules, resources, performance assessment, and professional development. (i.e.Eduphoria/DMAC, Review 360,TEAMS)	2.5	Director of Instructional Technology, Executive Director of Technology, Deputy Superintendent	Schedules available in TEAMS Eduphoria Workshop used for professional development documentation. DMAC utilized for data warehouse.				
4) Expand and upgrade technology to support student development of 21st century learning skills.	2.5	Executive Director of Technology, Deputy Superintendent, Director of Instructional Technology	Technology inventory, Needs Survey				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide every core academic classroom with presentation devices that support student engagement in learning.	2.5	Executive Director of Technology, Director of Instructional Technology	Inventory of classrooms with presentation devices				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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: Provide a variety of professional development opportunities for teachers at all levels of effectiveness to support identified teacher and student needs and a promote a culture that models life-long learning and growth for all of our students.

Evaluation Data Source(s) 1: Professional development transcripts in Eduphoria

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) LISD will offer stipends to teachers in critical need areas such ass English I & II, Bilingual Education, Spanish, Dual Credit and Health Science	2.4, 2.5, 2.6	Asst. Superintendent of HR	Attract and retain high quality staff in crtical needs areas				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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 2: Offer innovative educational opportunities and incentives to attract quality staff and stipends for critical need areas.

Evaluation Data Source(s) 2: Evidenced by incentive programs available to staff, stipend documentation for critical needs areas, and documentation of activities related to the establishment of an employee childcare center.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify critical need areas as approved by Board of Trustees.	2.5	Director of Human Resources	List of identified critical areas				
2) Attend job fairs, recruit from teacher certification programs, and advertise to maintain competitive avenues for attracting highly qualified teachers.	2.4, 2.5, 2.6	Director of Human Resources	Teacher Recruitment in high needs areas				
3) Offer stipend for Dual Credit and critical need areas teachers.	2.4, 2.5	Asst Supt of Admin and HR	Attract and retain high quality teachers in areas that are hard to staff or critical to district improvement efforts				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal, external communication and marketing initiatives; that will lead to greater understanding and trust among all facets of the district and community.

Performance Objective 1: Enable LISD facilities to effectively utilize electronic media and displays for district communications to all stakeholders.

Evaluation Data Source(s) 1: Evidenced by key communicator responsibility and completion documentation, billboard displays in the community, key communicator professional development documentation, installation and utilization of campus display monitors.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to use key communicators at all facilities to assist with electronic media outlets in respective departments and on campuses.	3.2	Communication Team, Media Specialist, Principals, Directors	Staff identified				
2) Continue to use communication template format for usage with media displays.		Communication Team, Executive Director of Technology	Templates created and published. Messages, created & displayed				
3) Utilize billboards and other resources to display positive accomplishments / news about the district.		Superintendent, Communication Department	Informed community, Increased participation in district and campus activities, Increased student enrollment				
4) Utilize media display monitors for each campus.		Executive Director of Technology	Display monitors purchased				
5) Create a district wide interview process that includes comprehensive standards that ensure hiring of high quality staff members.	2.4	Human Resources Department Campus Principals	Impact on the efficiency of the district and Increased student improvement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal, external communication and marketing initiatives; that will lead to greater understanding and trust among all facets of the district and community.

Performance Objective 2: Enhance the district website to be a more effective tool for external communication with all stakeholders.

Evaluation Data Source(s) 2: Evidenced by key communicator team established, website professional development documentation, and website information current and updated weekly.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Allocate staff to support the district website and update weekly.	3.1, 3.2	Executive Director of Technology , Communications Team, Media Specialist	Roles defined, website support provided				
2) Utilize key communicators to provide current communication to the campus and department websites monthly.	3.1, 3.2	Communication Team, Media Specialist, Campus Key Communicators	Website information provided				
3) Utilize key communicators to create and maintain campus/department websites weekly.	3.1, 3.2	Communication Team, Key Communicators, Department Directors	Site pages created, Site pages maintained				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal, external communication and marketing initiatives; that will lead to greater understanding and trust among all facets of the district and community.

Performance Objective 3: Utilize all forms of digital and print media to communicate district information to students, parents, and community members.

Evaluation Data Source(s) 3: Evidenced by district information communicated via media outlets, high school media/journalism student photographs, videos and audio productions published on the website, Superintendent Tiger Vision, and School Messenger automated phone contacts log.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Explore the possibility of broadcasting LISD Board of Trustee meetings via cable and internet.	3.1	Communication Team, Executive Director of Technology	Meetings broadcast				
2) Create public service announcements to air on the cable channel, local radio, or podcast on district website.	3.1	Communication Team	District announcements aired on media outlets or posted to the website.				
3) Utilize LHS media and journalism students to produce and maintain items for newsletters, public service announcements, and audio/video recording of special events.	3.1	Communication Team,High School Principal, High School Media Teacher, High School Journalism Teacher	Articles produced by students. Service announcements produced by students.				
4) Streamline the use of school messenger for the automated phone communication. Continue to stream key district events such as LHS graduation.	3.1	Communications Department, Campus Principals	Increased parent participation and parent engagement				
5) Continue to partner with the City of Lancaster to distribute district information to reducing mailing costs.	3.1	Communications Team	District information included in city newsletters				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Continue to use established posting protocol and schedules for selected digital technology.	3.2	Communication Team, Executive Director of Technology, Webmaster	Protocols defined				
7) Expand the use of digital communication technology by teachers and students.	2.4, 2.5, 2.6	Executive Director of Technology, Director of Instructional Technology	Digital Communication Outlets use reports, access loss				
8) Expand and evaluate the effective use of digital communication technology by teachers and students.	2.4, 2.5, 2.6	Communications Department, Technology Department, Campus Principals	Increased lesson effectiveness within the classroom environment, Increased ability to disaggregate data quickly to streamline lesson design				

= Accomplished = Continue/Modify

= No Progress = 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 personal challenging goals related to academics, interest, and career aspirations.

Performance Objective 1: Create and refine the process that will enable all students to master high quality rigorous learning standard while accomplishing personally challenging academic and career goals.

Evaluation Data Source(s) 1: Evaluation indicators will include documentation of print and media parent communication, campus/district sign in sheets and communication logs, campus/classroom site visit feedback, acceleration and tutorial schedules, college and career surveys and activities, completed choice sheets and pathway selection, College Go Get It Week activities, and AVID implementation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to use a communication system between parents, campuses and districts (i.e., newsletters, email). Such as Parent Connect and School Messenger	3.1, 3.2	Communication Team, Principals	Increased parent participation on the campus				
2) Connect with parents throughout the school year using a variety of communication tools. Such as Marquee, Digital Newsletters, Website	3.1	Executive Directors,Principals Teachers	Written documentation to parents, Contact logs				
3) Establish classroom visitation days throughout the school year.	2.5	Superintendent, Deputy Superintendent, Executive Directors, Principals	Site Visit Schedule/Feedback				
4) Each campus will design a Family Literacy Night throughout the school year to keep parents informed of strategies for supporting promoting literacy development at home.	3.1, 3.2	Executive Directors, Principals	Sign-in sheets, Agendas				
5) Establish flexible tutoring times for students that are convenient for parents (early morning as well as evening).	2.4, 2.5, 2.6	Principals Teachers	Tutoring Schedule, STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Design instructional units that introduce elementary students to a variety of careers to include innovative opportunities such as campus visits, field trips, online field trips, College visits, and other technology mediums such as Skype, Oovoo, Edmodo etc.	2.4, 2.5, 2.6	Principals Counselors Teachers STEM Team	Lesson plans				
7) Administer career and academic survey to all middle school students.	2.6	Principals, Teachers, Counselor	Survey results				
8) Utilize College & Career coordinator to provide higher education and career opportunities for all students.	2.4, 2.5, 2.6	Counselors, Principals College/Career Coordinator	Documentation of services College/career nights Texas Scholars agenda/ schedule				
9) Establish criteria for portfolios in conjunction with the Personal Graduation Plan (PGP). Starting in Elementary.	2.4, 2.5, 2.6	Executive Directors Principals Teachers	Portfolio criteria				
10) Establish yearly meetings with each grade level counselor to ensure students are on the right academic track.	2.4, 2.5, 2.6	Principal,Teachers, Counselors	Counselors sign-in sheets Choice sheets				
11) Establish STEM career pathway opportunities that meet the needs of students to include bridging opportunities.	2.4, 2.5, 2.6	Director of College/Career Readiness, STEM Design Team	Course outline of career pathways				
12) Continue the "More Than a Diploma" Initiative.	2.5	Executive Director Director of College/Career Readiness Principal	Programs/activities, Surveys				
13) Continue "College Go Get It Week" activities.	2.5, 2.6	Director of College/Career Readiness AVID Teachers STEM Teachers Counselors	Feedback/evaluation Posters/agenda/list				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
14) Continue to offer AVID program for teachers and students in secondary schools that align with the STEM pathways.	2.4, 2.5, 2.6	Executive Director of Secondary Schools, Director of College/Career Readiness, Director of School Improvement, Counselors, STEM Team	Teacher training logs/agendas, List of AVID teachers				
15) Evaluate student results on state assessments and college entrance exams for continued improvement on College and Career Readiness standards for all students.	2.4, 2.5, 2.6	Principal, Deputy Superintendent, Instructional Services Team, Director of Team College and Career Readiness.	Students results on CCRS.				
16) 3rd - 12th grade students will complete the Youth Truth Survey to share perceptions of the quality of the instructional programs, campus culture, and STEM. Using the data to improve student-driven instruction.	2.4, 2.5, 2.6	STEM Evaluation Director Campus Principals Campus STEM Survey Leads	Youth Truth Data				
17) Continue to build the an Early College High School for the 2018-2019 school year. Targeted recruitment of 8th grade students from both inside and outside the district starting in the Fall of 2018 and continuing to increase enrollment numbers in the program.	2.6	Director of CTE at Early College High School, ECHS Principal, Communication Team	Enrollment of students Early College High School designation				

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= No Progress = Discontinue

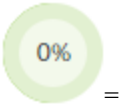
Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personal challenging goals related to academics, interest, and career aspirations.

Performance Objective 2: Consistently implement instructional processes throughout the district that support increased student achievement.

Evaluation Data Source(s) 2: Evaluation indicators will include professional development agendas and sign-in sheets, professional development catalog, and data meeting documentation.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide additional training and resources to teachers that support student attainment of higher levels of performance on SAT/ACT, IB Examinations, AP Examinations, and completion of CTE Certifications	2.4, 2.5, 2.6	Deputy Superintendent, Executive Directors, High School Administrators, Classroom teachers	Improved performance for students currently enrolled in Advanced Academics offerings.				
2) Continue to train teachers on the connection between state accountability and STAAR exams.	2.4, 2.5, 2.6	Deputy Superintendent	Sign-in sheets, Agendas				
3) Require teachers to attend reflective data meetings utilizing information from common assessments and benchmarks.	2.4, 2.5, 2.6	Deputy Superintendent, Executive Directors, Master Teachers, Principals	Sign-in sheets, Common Assessments,Benchmark Reports				

= Accomplished = Continue/Modify 

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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 personal challenging goals related to academics, interest, and career aspirations.

Performance Objective 3: Increase the percentage of students who graduate as CCMR ready as measured by the Texas education Agency form 70 % to 85 %.

Evaluation Data Source(s) 3: TEA District Report Cards

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop and utilize an Early Warning System to predict performance on CCMR indicators in current and upcoming school years to guide student counseling and scheduling.	2.4, 2.5, 2.6	Asst. Superintendent, Chief of SPED, Chief of School Improvement, Principals, PIEMS DIrector, Counselors	To enhance systems to proactively ensure student success in the area of CCMR as measured by TEA				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: We will identify, integrate and model the principles of character as well as develop means of assessing student demonstration of these traits.

Performance Objective 1: 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 Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training an curricular resources to all Lancaster ISD Counselors to support the development of common expectations for character development ans shared language to support student and staff implementation of the expectations.	2.5	Executive Director of School Improvement, Campus Principals, Counselors, Classroom Teachers	Improved student behavior and reduction of school day infractions that interfere with academic achievement				
2) Implement character attributes identified in the Belief statements of the Vision 2020.	2.5	Executive Directors Principals Counselors	Counselor lesson plans				
3) Provide students with opportunities to develop measurable goals in their academic, physical and social areas of life through the TIGER WAY and Character Education.	2.5	Executive Directors, Deputy Superintendent, PBL Coaches Campus Administrators, Counselors	Monthly Counseling Reports				
4) Character Education Programs -My Brother's Keeper -Sister to Sister	2.5, 2.6	Campus Principal/Designee/Sponsor	Student Interviews Review 360 (check discipline reports) Counseling Reports				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: We will identify, integrate and model the principles of character as well as develop means of assessing student demonstration of these traits.

Performance Objective 2: Promote parent involvement and develop partnerships with businesses and local agencies and organizations as part of the district Character Education initiative.

Evaluation Data Source(s) 2: Evaluation indicators will include agendas, sign-in sheets from community gatherings, training sessions, documentation of increased partnerships to support STEM implementation; character education activities and documentation of student service activities along with learning projects.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to recruit knowledgeable and motivational speakers to introduce the program to our partners.	2.4, 2.5, 2.6	Executive Directors Principals Counselors	Meeting agendas				
2) Conduct regular ongoing information and training sessions for community members.	3.2	Executive Directors Principals Counselors	Agendas/sign-in sheets				
3) Use a variety of forums to promote the Character Education initiative.	2.4, 2.5, 2.6	Executive Directors Principals Counselors Student/Parent Support Coordinator	Agendas/sign-in sheets				
4) Continue to develop and implement opportunities for students to work with community partners to promote and demonstrate character traits through activities and service learning projects.	2.4, 2.5, 2.6	Executive Directors Principals Counselor Communication Team College/Career Readiness Director	Evidence of community projects				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Expand partnerships with community groups and organizations to serve as mentors for the Character Education initiative.	3.2	Executive Directors Principals Counselor Communication Team	Contact log, List of mentors and partners				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: We will identify, integrate and model the principles of character as well as develop means of assessing student demonstration of these traits.

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

Evaluation Data Source(s) 3: 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 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The district will continue to revise, implement and monitor the discipline handbook to consistently implement disciplinary procedures that will provide due process for all students.	2.4, 2.5, 2.6	Principals,Assistant Principals, Executive Director of Student Services	Discipline Handbook, Decrease in number of referrals/removals				
2) Implement Review 360 Behavior Management System to implement and track students.	2.4, 2.5, 2.6	Principals Behavioral Specialist	Individual Student and campus Behavior reports				
3) Continue to provide staff, student, and parent awareness of issues regarding sexual abuse of children.	2.4, 2.5, 2.6	Principals Counselors	Campus data PTA agendas Handouts				
4) Address issues related to education about and prevention of dating violence.	2.4, 2.5, 2.6	Counselors Principals Nurses/Nurse Assistant LISD Police Department	Campus reports/ Handouts/agendas				
5) Provide a Coordinated School Health Program	2.4, 2.5	PE/Health Teachers, Director of Nurses	Meeting minutes/agendas Lesson plans				
6) Address issues related to dropout rate, attendance, and graduation rate.	2.4, 2.5, 2.6	Executive Directors Principals	State/locally developed reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Employ Coordinators for College Readiness and Career and Technical Education to provide direct oversight to the HS campus to strategically improve in these areas.	2.4, 2.5, 2.6	Asst. Supt of C & I Asst Supt of HR and Admin	Continuous monitoring and adjustment of programming, resources and in the area of CCMR to support teacher and students in acquiring more industry certifications and career readiness training as well as increased attainment of college credits during high school.				
8) The district will create and monitor an early warning system to proactively plan for CCMR needs for LHS students.	2.4, 2.5, 2.6	Coordinators of CCMR and CTE Asst Spt of C & I Director of PIEMS	Ability to plan and prepare for certification, dual credit, testing, ARD needs for all students to meet CCMR indicators designated by the Texas Education Agency prior to graduation.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: Lancaster ISD will develop and/or refine strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Establish and refine safety plans across the district to ensure students and staff are safe in the event of a crisis.

Evaluation Data Source(s) 1: Evaluation indicators for safety will include documentation of the anti-bullying campaign program and schedule, the district/campus crisis plans, activities and lesson related to online safety and appropriate behavior and discipline data analysis.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue anti-bullying awareness and campaign and support campuses in providing an anonymous bullying reporting system.	2.5, 2.6, 3.1	Principals Assistant Principals Executive Directors Chief of Police Director of Instructional Technology	Survey Results Discipline referrals Counseling Logs Attendance Records				
2) Ensure the implementation of comprehensive district and campus crisis plans	2.5	Principals Chief of Police Counselors	District/Campus Crisis Plans Uniform active shooter plan (lockdown, inclement weather, etc.)				
3) Provide instruction in appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber-bullying awareness and response.	2.5	Executive Director of Technology Technology Teachers Media Specialists Counselor	Lesson Plan documentation, Curriculum Instructional Planning Guides				
4) Review district discipline data to ensure that a safe and orderly environment is maintained.	2.5, 2.6	PEIMS Clerk Director of Accountability Executive Directors Principals	State/Locally developed reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Track discipline placement assignments for various offenses for each campus by each grading period throughout the 2018-19 school year.	2.6	Principal, Staff, Campus Administrators, Deputy Superintendent, Director of Special Population	Review 360 will provide campuses with data that will demonstrate fewer discipline incidents compared to prior school year data for a specific period. Uniform reports for teachers and administrators through TEAMS.				
6) Continue to monitor campus entry protocols to ensure they support the safety of students and staff.	2.5, 2.6	Police Department Asst. Superintendents Campus Principals	Sign-In Sheets Campus Incident Reports Alarm for doors that are open for long periods Routine check of doors				
7) Lancaster ISD will conduct disaster/ active shooter simulation drill to ensure prepared response for any safety event that may occur.	2.5	Executive Director of Student Services	Refine district's coordinated efforts toward student safety, response to crisis, reunification, and communication in preparation for a school crisis event.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 7: Lancaster ISD will continue to pursue funding and resource options that will provide an equitable and quality education for all students while ensuring fiscal responsibility and accomplishing the mission and goals of the district.

Performance Objective 1: Ensure fiscal responsibility, financial transparency and proper allocation of resources to improve student achievement.

Evaluation Data Source(s) 1: Evaluation indicators for fiscal responsibility will include documentation of internal controls, quarterly reporting, and professional development agendas and sign-in sheets.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct annual review of the internal controls	2.5	CFO Directors Principals	Annual reports				
2) Quarterly financial reports showing actual budget compared to adopted budget	2.5	CFO Business Office Staff	Monthly and/or Quarterly reports				
3) Provide updated training for all necessary district personnel on the district financial procedures.	2.5	CFO Directors Principals	Training agendas/minutes/ sign-in sheets				
4) Revise policy and procedure documents for all elements of finance systems during the 2019-2020 school year.	2.5	Supt Asst Supt of Admin and HR CFO	Clearly defined operational expectations for all budget managers to ensure internal controls.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

District Improvement & Planning Committee

Committee Role	Name	Position
District-level Professional	Dameon Gray	District Representitive
District-level Professional	Sherese Lightfoot	Chief of Communications
Non-classroom Professional	Lakeashia Smith	PEIMS Clerk
Parent	Kamesha Nelms	Parent
Community Representative	Neal Ballance	Community Representative
Administrator	Yvonne Thornton	Principal
Classroom Teacher	Eric Williams	Teacher
Parent	Eboney Richardson	Parent
Classroom Teacher	Reneta Perkins	Reading Interventionist
District-level Professional	LaRhonda Mays	Board Trustee

Addendums

District Improvement Plan Committee Meeting Oct. 1, 2019

Name	Signature	Campus/Department	Title
Lakeashia Smith	L. Smith	Rolling Hills / Peims	Peims Clerk
KAMESHA S. NELMS		ROLLING HILLS/PATIENT	PATIENT
Neal Ballance		Edward Jones	Financial Adv.
Yvonne Thornton		Rose Parks/Millbrook	Principal
Rosalind Johnson		J D Hall Learning Ctr	Teacher Elem
Eric Williams		LMS Science	Teacher
Shirese Lightfoot		Admin	Communications
Ebonee Richardson		Rolling Hills	Mom
Renetta Perkins		Houston Elem.	Reading Int / Dyslexia
Daiveon Gray		District Office	Director of Student Services
LaRhonda Mays		LISD SCHOOL BOARD	BOARD TRUSTEE

Lancaster Independent School District

Belt Line Elementary

2019-2020 Campus Improvement Plan

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

The Belt Line Elementary staff, in collaboration with parents and community, will passionately invest in the self-sustaining success of all students.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

At Belt Line Elementary, all students are eager to take ownership of their learning and work towards self-sustaining success.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in eductation 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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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 GOAL 6: SAFE ENVIRONMENT

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Goal 2: By December 2019, teacher evaluation performance in the areas of presenting instructional content and planning will increase by 5% and by 10% in May 2020. . . . 30
Goal 3: By December 2019, 70% of all parents and teachers who complete a climate survey will respond positively to the questions and 80% will respond positively by May 2020. . . . 32
Goal 4: By December 2019, data will indicate that 60% of our parents take advantage of schoolwide communication tools and 70% will take advantage of school-wide communication tools by May 2020. . . . 36
Goal 5: Social emotional supports will be established so that the number of discipline referrals decrease by 10% in year over year comparisons by December 2019 and by 20% in May of 2020. . . . 38
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Summary:

2017-2018 Enrollment: 597, 2019-2020 Enrollment: 665

Demographics Breakdown: 85% African American, 10% Hispanic, 5%, Other

Economically Disadvantaged 96%

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: 28.4%

Total Teaching Staff: 33, 91% Females and 9% Males

Teacher Demographics Breakdown: 0% Hispanic, 85% African American, 12% White

Teachers by years of experience: 22 teachers have six or more years of experience, 11 have 0-5 years of experience

2017-2018 Student Attendance Rate: 95.8

Belt Line currently serves 665 students in PK3 through Fifth Grade. Staff includes 23 homeroom teachers, 3 Special Education teachers (1 lifeskills, 1-PPCD, 1 Inclusion/CM) five CLAMP teachers (Computer, Innovative Lab,Art, Music, PE), 1 Interventionist and 2 Instructiona Coaches (Math and ELA).

Professional support staff will consist of a nurse and a 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.

Because of increased enrollment, Belt Line will add one PK4 classroom and 1 kinder classroom. We will have a total of 5 teachers new to the campus. 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 having more than 5 years of teaching experience.

All teachers are highly qualified and certified to serve students.

Enrollment has risen due to the PK3 parents wanting to remain at the campus.

The administrative team has remained intact for the 2019-2020 school year.

There has been and increase in staffing to support the growing number of PK and Kinder students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance continues to be a concern. We are averaging 95%-96% attendance, and our goal is 98%. **Root Cause**: Parents seem unaware of how missing school impacts academic success. PK3 had the lowest attendance rate. Some parents consider the 3 year old program similar to daycare.

Problem Statement 2: There is a need to increase the percentage of GT students from 5.4% to 10%. **Root Cause**: Communication of the referral deadline comes late and teachers are not referring enough students for testing.

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**
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:

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 –

- Moderate Rate of Improvement for Tier 2 and Tier 3

Incoming 5th Grade –

- High Rate of Improvement for Tier 2
- Moderate Rate of Improvement for Tier 2 and Tier 3
- Text Fluency increased by 15% from September to May at Tier 1

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 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 med thereby ensuring that all students show growth.

School Culture and Climate

School Culture and Climate Summary

In 2018, Belt Line welcomed a new assistant principal, 2 new Instructional Coaches and a new Interventionist. We also added a PK4 section due to overcrowding in those classroom. 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 2018-2019 school year, Incidents of Persistent Misbehavior decreased by 14.6%; Incidents of Fighting decreased by 18.3% andIncidents of Disrupting the School Environment decreased by 13.1%. The majority of the incident behaviors could be corrected by conferring with admistrative 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 suspenstion 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 consistent in 2018-2019 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 involvment 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 activiies 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 Socia 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.

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: 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 2018-2019 school year, one teacher retired and 2 teachers moved to other districts primarily due to proximity to their homes. One paraprofessional who was placed on the campus resigned and 2 paraprofessionals left seeking opportunities to lead their own classrooms at daycare or charter programs.

Staff Quality

In 2018-2019, 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 pedegogy 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. This resulted in the hiring of 3 new staff members. Other efforts include social media, alternative certification programs and word of mouth.

Staff Quality, Recruitment, and Retention Strengths

All teachers in the STAAR-tested grades will return for the 2019-2020 school year. These teachers played an important role in the school achieving 5 distinctions and receiving a B (88) rating. Belt Line hired 3 veteran teachers each with 4 or more years of service. 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: There is a need for increased team building and PD to improve interpersonal interactions amongst the staff on campus. **Root Cause**: Leaders must utilize the 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 managment 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 hte 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: Ongoing training is necessary so that teachers may become comfortable delivering and identifying aligned lesson activities that support the written standards. **Root Cause**: Teachers still need assistance 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 2018-2019 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 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 Marke Place, Umoja Church and Crossroads Baptist Church.

The Parent Engagment 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.

New PTA officers were enstalled.

The partership with Project Turn Around through OCBF was re-established.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 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 of how to partner 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 scheduled 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 Committess 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, 2 Instructional Coaches who support reading and math instruction, 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: The administrative team members are still fairly new to their positions with all but 2 members in their 2nd year as school leaders. There is a need for consistent feedback and coaching. **Root Cause**: New leaders need clear expectations and ongoing feedback to develop confidence and improve their practice.

Technology

Technology Summary

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 istation lab remains in the CLAMP or elective rotation and allows for a full 50 minutes of istation 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 istation. 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 will be used to purchase additional items for the Innovative Lab as well as science software for school-wide use.

Technology Strengths

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.

Istation lab provides additional 50 minutes for intervention weekly with open lab times as needed.

The Innovative Lab supports the articulation of our schools STEM pathway as well as exposure to PBL activities

An annual STEAM fest culiminates the year and integrates the arts.

The TI STEM grant awarded to the campus will add resources to the lab and to the science curriculum.

Problem Statements Identifying Technology Needs

Problem Statement 1: A new Innovative lab teacher was hired which will require additional guidance and support to continue our STEM focus. **Root Cause**: Consistency in staffing will maintain the positive trajectory of the STEM program at the school.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records 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

- Attendance data
- Mobility rate, including longitudinal data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: By December 2019, 75% of our students will meet the literacy, math and science standard for passing on benchmarks, istation and STAAR , and 90% will meet standard by June 2020 with 70% reaching the Meets grade level standard and 50%% reaching the Masters grade level standard .

Performance Objective 1: By December 2019, 75% of our students will meet the READING standard for passing on Benchmarks, istation and STAAR, and 90% will reach standard by June 2020 with 70% reaching the MEETS grade level standard and 50% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 1: District benchmarks, istation, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Implement a "Daily Informational text Practice" (DIP) strategy across all classrooms so that students are exposed to informational text daily.	2.4	Principal Reading Instructional Coach	Students will show a 10% increase in comprehending informational text and using graphic features on state and local assessments.				
2) 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.	2.4	Principal Reading Instructional Coach	Students will read fluently and improve comprehension on STAAR by 10%.				
3) Students will review Fry's Sight Word Lists daily as either a whole-class review or a fluency station daily to increase their fluency rate.	2.4	Reading Instructional Coach	Students will read fluently and improve comprehension on STAAR by 10%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) The Accelerated Reading program will be purchased to encourage leisure reading and improve comprehension. An incentive plan will be added to encourage independent reading.	2.4	Principal and Reading Instructional Coach	Students will improve comprension on STAAR reading by 10%.				
5) A lesson plan template that encourages a balanced approach to literacy instruction will be implemented for K-5 classrooms.	2.4	Reading Instructional Coach Principal	Literacy scores on benchmarks and CFA's will increase by 10%.				
6) Class sets of novels will be purchased to expose students to rich literature of increasing lengths and levels of difficulty.	2.4	Principal	Students will increase comprehension by 10% on STAAR reading.				
7) Provide ongoing PD using the "Great Habits Great Readers" book with K-5 teachers to strengthen whole-group and guided reading instruction.	2.4	Principal Reading Instructional Coach Reading Interventionist	At least 90% of students will show at least one year's growth on readling level assessments.				
8) Utilize leveled readers to support small group instruction and independent reading.	2.4	Principal Reading Instructional Coach	At least 90% of students will show at least one year's growth on reading level assessments.				
9) Employ a Reading Instructional Coach to support reading instruction PK-5th grade.	2.4	Principal	Student acheivement on state and local assessments will increase to 10%.				
10) Parent letters will be sent home every six weeks to communicate fluency and comprehension levels.	2.4	Principal Reading Instructional Coach	Students will read fluently and improve comprehension on STAAR by 10%.				
11) A Literacy Cadre of teachers will be organized to strengthen teacher pedagogy related to literacy instruction across the content areas as well as to support implementation of the new reading basal program.	2.4	Reading Instructional Coach	At least 90% of students will show at least one year's growth on reading level assessments.				
12) A word part of the week will be shared over the PA system and added to interactive word word walls to strengthen students' vocabulary.	2.4	Instructional Coach	Student performance on vocabulary standards for STAAR will increase by 10%.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
13) Schedule pull out sessions to provide targeted small-group instruction to identified students daily.	2.5	Reading Instructional Coach and Interventionist	90% of students pulled for additional support will meet the passing standard for reading.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: By December 2019, 75% of our students will meet the literacy, math and science standard for passing on benchmarks, istation and STAAR , and 90% will meet standard by June 2020 with 70% reaching the Meets grade level standard and 50%% reaching the Masters grade level standard .

Performance Objective 2: By December 2019, 75% of our students will meet the WRITING standard for passing on Benchmarks and STAAR, and 90% will reach standard by June 2020 with 70% reaching the MEETS grade level standard and 50% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 2: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schedule 6 weeks Composition Walks to review and provide feedback on student writing.	2.4	Reading Instructional Coach	The number of students scoring at or above a 5 will increase by 10%.				
2) Purchase writing journals and portfolios appropriate for K-2 and 3-5 students.	2.4	Principal Reading Instructional Coach	The number of students scoring at or above a 5 will increase by 10%.				
3) Display student writing from each grade level on a school-wide bulletin board each six weeks.	2.4	Reading Instructional Coach	The number of students scoring at or above a 5 will increase by 10%.				
4) Allow teachers to attend trainings and workshops such as Empowering Writers to strengthen writing instruction.	2.4	Principal	The number of students scoring at or above a 5 will increase by 10%.				
5) Provide training on launching the writing workshop, mini-lessons and the writing process.	2.4	Principal	The number of students scoring at or above a 5 will increase by 10%.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: By December 2019, 75% of our students will meet the literacy, math and science standard for passing on benchmarks, istation and STAAR , and 90% will meet standard by June 2020 with 70% reaching the Meets grade level standard and 50%% reaching the Masters grade level standard .

Performance Objective 3: By December 2019, 75% of our students will meet the MATH standard for passing on Benchmarks, istation and STAAR, and 90% will reach standard by June 2020 with 70% reaching the MEETS grade level standard and 50% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 3: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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.	2.4	Math Instructional Coach	The percentage of students reaching the masters level will increase to 35%.				
2) 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.	2.4	Math Instructional Coach	The percentage of students meeting passing standard on STAAR will increase to 85%.				
3) Provide professional development on school-wide problem solving and test taking strategies across the content areas.	2.4	Math Instructional Coach	The percentage of students meeting mastery on STAAR will increase to 85%.				
4) Provide interactive notebooks to be used to record examples, notes and student thinking during instruction.	2.4	Math Instructional Coach	The percentage of students meeting passing standard on STAAR will increase to 85%.				
5) Schedule pull out interventions during the school day for targeted groups of students.	2.5	Math Instructional Coach	90% of the students pulled will meet the passing standard for math.				
6) Purchase resources, such as AIRR, to enhance small group instruction.	2.4	Math Instructional Coach	The percentage of students meeting passing standard on STAAR will increase to 85%.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: By December 2019, 75% of our students will meet the literacy, math and science standard for passing on benchmarks, istation and STAAR , and 90% will meet standard by June 2020 with 70% reaching the Meets grade level standard and 50%% reaching the Masters grade level standard .

Performance Objective 4: By December 2019, 75% of our students will meet the SCIENCE standard for passing on Benchmarks, istation and STAAR, and 95% will reach standard by June 2020 with 70% reaching the MEETS grade level standard and 50% reaching the MASTERS grade level standard.

Evaluation Data Source(s) 4: District benchmarks, Mock STAAR and Common Formative Assessments (CFAs)

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Each 5th grade student will rotate through a hands-on science lab class daily to reinforce science concepts	2.4	Principal	The percentage of students meeting standard on STAAR will increase to 95%.				
2) Plan opportunities for students to engage in PBL activities once per six weeks.	2.4	Principal	The percentage of students scoring at the "masters" level on STAAR will increase by 10%.				
3) A campus-based STEM fair will be organized showcasing PBL activities.	2.4	Principal	The percentage of students scoring at the "masters" level on STAAR will increase by 10%.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: By December 2019, teacher evaluation performance in the areas of presenting instructional content and planning will increase by 5% and by 10% in May 2020.

Performance Objective 1: Job-embedded PD activities will be implemented to provide for the targeted needs of individual teachers.

Evaluation Data Source(s) 1: Code data, walk-through data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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.	2.4	Principal and Instructional Coaches	Observation data will indicate an increased percentage of implementation with regards to new strategies/learning.				
2) Face-to-face feedback sessions will be calendared and planned for all tier 2 and tier 3 teachers.	2.4	Principal and Instructional Coaches	Each teacher who receives face-to-face feedback will show improvement in the area of need on subsequent observations.				
3) Instructional Coaches and administrators will conduct weekly "at elbow" planning sessions to provide feedback and content expertise.	2.4	Principal and Instructional Coaches	90% of students will meet literacy, math and science goals on STAAR and district assessments.				
4) Data meetings will be facilitated once per six weeks so that instructional decisions that support student achievement can be made.	2.4	Principal and Instructional Coaches	90% of students will meet literacy, math and science goals on STAAR and district assessments.				
5) Coaching cycles that include observation, pre-conferences, co-teaching, demonstration lessons or post conferences will be scheduled for tier 3 teachers.	2.4	Principal and Instructional Coaches	90% of students will meet literacy, math and science goals on STAAR and district assessments.				
6) Observation and feedback will focus primarily on the implementation of aggressive monitoring, student engagement and routines.	2.4		90% of students will meet literacy, math and science goals on STAAR and district assessments.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: By December 2019, teacher evaluation performance in the areas of presenting instructional content and planning will increase by 5% and by 10% in May 2020.

Performance Objective 2: Face-to-face PD sessions will be scheduled so that content and grade-level teams are able to meet school-wide goals for student achievement.

Evaluation Data Source(s) 2: PD evaluations, CFA and STAAR data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vertical team PD sessions will be scheduled each month to ensure a common understanding of what good looks like within any given content.	2.4	Principal and Instructional Coaches	Consistent school-wide strategies will be implemented with fidelity across the content areas.				
2) Teachers will have opportunities to attend off-camps workshops and conferences based on identified campus and student needs.	2.4	Principal	85% of students will meet literacy, math and science goals on STAAR and district assessments.				
3) A professional development calendar will be created so that teachers and staff are provided PD on school-wide initiatives.	2.4	Principal and Instructional Coaches	90% of students will meet literacy, math and science goals on STAAR and district assessments.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: By December 2019, 70% of all parents and teachers who complete a climate survey will respond positively to the questions and 80% will respond positively by May 2020.

Performance Objective 1: Teachers will respond positively to 80% of the questions posed on a climate survey by the end of the school year.

Evaluation Data Source(s) 1: Survey data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) School-wide core beliefs will be revisited and reinforced as a way to establish the school's identity.	2.6	Principal	Teachers will respond positively to 80% of the questions posed on a climate survey.				
TEA Priorities Recruit, support, retain teachers and principals 2) A weekly staff newsletter will be provided as a means of improving communication	2.4	Principal	80% of teachers will respond positively to a campus-based climate survey.				
TEA Priorities Recruit, support, retain teachers and principals 3) The Sunshine Committee will be re-establisheed as a vehicle for organizing staff events and activities each month.	2.4	Principal and Committee Chair	80% of teachers will respond positively to a campus-based climate survey.				
TEA Priorities Recruit, support, retain teachers and principals 4) Provide opportunities for teachers to sit in leadership roles such as PD leaders, committee chairs and grade-level chairs.	2.4	Principal	80% of teachers will respond positively to a campus-based climate survey.				
TEA Priorities Recruit, support, retain teachers and principals 5) A "culture calendar" will be established to ensure that teacher morale is addressed on a regular basis.	2.4		Teachers will respond positively to 80% of the questions posed on a climate survey.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: By December 2019, 70% of all parents and teachers who complete a climate survey will respond positively to the questions and 80% will respond positively by May 2020.

Performance Objective 2: Parents will respond positively to 80% of the questions posed on a climate survey by the end of the school year.

Evaluation Data Source(s) 2: Survey data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) At least 2 parent workshops will be scheduled per semester.	3.2	Principal and Committee Chair	Identified parent needs will be met consequently increasing authentic engagement.				
TEA Priorities Build a foundation of reading and math 2) Family Academic Nights will be organized such as a Fall Literacy Festival, Math and Science Nights.	3.2	Principal and Instructional Coaches	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
3) Tools for communication such as class dojo, School messenger, weekly newsletters, agenda and Tuesday folders will be provided to students and families.	3.2	Principal	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
4) Positive post cards to parents will be sent home to identified students once per semester.	3.2	Principal	At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				
5) A volunteer drawing will be conducted each six weeks based on volunteers who sign the volunteer log.	3.2		At least 80% of parents surveyed will respond positively to a climate survey by the end of the school year.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: By December 2019, 70% of all parents and teachers who complete a climate survey will respond positively to the questions and 80% will respond positively by May 2020.

Performance Objective 3: Student attendance will increase from 95.8% to 96.8% by the end of the school year.

Evaluation Data Source(s) 3: Attendance reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) An attendance committee will be established with representatives from each grade level serving and meeting each six weeks.	2.6	Assistant Principal	Attendance will increase to 96.8%.				
2) An attendance bulletin board will track attendance percentages for each homeroom.	2.6	Principal, PEIMS clerk	Attendance will increase to 96.8%.				
3) Parent workshops regarding attendance will be organized for students with excessive absences.	2.6	Principal, PEIMS Clerk	Attendance will increase to 96.8%.				
4) Incentives for students, classrooms, teachers and parents will be secured for those meeting attendance goals.	2.6	Principal	Attendance will increase to 96.8%.				
5) Credit recovery activities will be organized for students with excessive absences each six weeks.	2.6	Principal, Assistant Principal	Attendance will increase to 96.8%.				
6) Daily phone calls will be made to students who are absent.	2.6	Principal, PEIMS clerk	Attendance will increase to 96.8%.				
7) Students who have perfect attendance for the week will be able to "dance in the halls" for the length of a song immediately following announcements on Friday mornings.	3.2	PEIMS Clerk, Teachers, Principal	Attendance will increase to 96.8%.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: By December 2019, data will indicate that 60% of our parents take advantage of schoolwide communication tools and 70% will take advantage of school-wide communication tools by May 2020.

Performance Objective 1: 100% of teachers will establish classroom communication tools.

Evaluation Data Source(s) 1: Parent survey data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Training on the use of classroom dojo will be provided to new and returning teachers.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
2) Student agendas will be purchased as a tool for two-way communication between the home and school.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
3) Tuesday folders will be purchased as a tool for two-way communication between the home and school	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
4) Parent conferences will be scheduled once per semester so that parents are able to discuss the individualized needs of their students.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: By December 2019, data will indicate that 60% of our parents take advantage of schoolwide communication tools and 70% will take advantage of school-wide communication tools by May 2020.

Performance Objective 2: The implementation of school-wide communication tools will result in a 10% increase in parental engagement in school initiatives and academic goals.

Evaluation Data Source(s) 2: Parent survey data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) An electronic newsletter will be sent out weekly to parents to communicate school events.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
2) A student handbook which includes the Parent Compact will be distributed to all students.	3.1	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
3) Social media sites such as facebook, twitter and the school website will be maintained as a tool for communication.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
4) A weekly update will be sent out using School Messenger.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				
5) Training will be provided to parents over the use of parent portal.	3.2	Principal	Student achievement and behavioral expectations will be met due to increased communication.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: Social emotional supports will be established so that the number of discipline referrals decrease by 10% in year over year comparisons by December 2019 and by 20% in May of 2020.

Performance Objective 1: Tier 3 interventions will be established so that 100% of identified students are supported and monitored for improvements in behavior.

Evaluation Data Source(s) 1: DMAC reports
Discipline referral data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The daily "Morning Message" will focus on lessons from Move this World.	2.6	Principal	Discipline referrals will decrease by 10%.				
2) CLAMP teachers will serve as Student Advocates for students identified as Tier 3 based on behavior.	2.6	Principal	Discipline referrals will decrease by 10%.				
3) 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.	2.6	Principal	Discipline referrals will decrease by 10%.				
4) RtI meetings will be scheduled once per six weeks to address academic and behavioral concerns as soon as data is identified.	2.6	Principal	Discipline referrals will decrease by 10%.				
5) Teachers will be trained on how to use Review 360 to track student behavior.	2.6	Principal	Discipline referrals will decrease by 10%.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

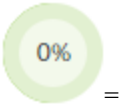
Goal 5: Social emotional supports will be established so that the number of discipline referrals decrease by 10% in year over year comparisons by December 2019 and by 20% in May of 2020.

Performance Objective 2: Tier 1 interventions will be established so that 100% of students have access to positive behavioral interventions and supports.

Evaluation Data Source(s) 2: Discipline referral data
Survey data.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Tiger Mart store will be established so that students who earn Tiger Bucks for behavioral and academic reasons may exchange them for incentives.	2.6	Principal	Discipline referrals will decrease by 10%.				
2) Six week celebrations will be hosted to acknowledge students who show good citizenship, A/B honor roll, most improved and attendance.	2.6	Principal	Discipline referrals will decrease by 10%.				
3) Various clubs and organizations will be available to engage student interest and to connect them to the school.	2.6	Principal	Discipline referrals will decrease by 10%.				
4) Training will be provided to teachers on implementing effective routines and procedures.	2.6	Principal	Discipline referrals will decrease by 10%.				

= Accomplished = Continue/Modify 

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2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Non-classroom Professional	Camillia Hardaway	Instructional Coach
Classroom Teacher	Damitra Massey	Interventionist/Dyslexia Coordinator
Administrator	Saraya Jackson	Assistant Principal
Non-classroom Professional	Timisha Lincoln	Instructional Coach
Administrator	Wendy Hawthorne	Principal
Parent	Francesca Meredith	PTA President
Parent	Karmin Lane	Parent
Community Representative	D Hudson	SBDM Chair

Lancaster Independent School District

Houston Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite

learning that translates into sustainable success for all students in an ever-changing

society.

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

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

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.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly

execute every task and action with fidelity and excellence

know themselves and how they fit into the world at large

be knowledgeable of STEM and the opportunities available from STEM

know how to apply what they have learned

identify and utilize the technological tools to achieve a positive end result

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology

persevere and achieve success despite barriers in life

recognize and embrace diversity

make socially responsible, personal, and professional decisions to support their future goals

apply the ability and responsibility to positively improve their lives and impact others

have the autonomy (free will) to channel their passions and strengths

possess the confidence and curiosity to lead them into becoming responsible researchers

use their creative thinking skills to generate innovative ideas

demonstrate effective leadership skills and know when to lead and when to follow

be able to communicate in multiple languages and will be proficient in all forms of communication

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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 GOAL 6: SAFE ENVIRONMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Houston Health Science Technology Academy is in its 15th 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 2018-19 school year, Houston Elementary had an enrollment of 708 students. The campus provides a comprehensive academic program that includes: general education services, bilingual education services, fine arts services, physical educations 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 39 classroom teachers, 4 are new to the district. The principal has been in the district for 14 years and has 24 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	4
Kindergarten	5
First Grade	5
Second Grade	5
Third Grade	5
4th Grade	5
5th Grade	5

Support Staff	Number of Staff
Campus Administrators	2
Office Staff	3
Instructional Coaches	2
Counselors	1
Special Education Teacher	1

Support Staff	Number of Staff
Interventionist	1
Instructional Assistants	4 PreK, 2 BIL, 1 Sped
Custodial Staff	5
Child Nutrition Staff	5

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 Academic Achievement

Student Academic Achievement 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 Academic Achievement 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 Academic Achievement 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.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Houston Elementary's student achievement will increase in the following areas:
Accelerated Student Growth in ELA/Reading: +5%(from 75 to 80%)
3rd Reading Performance +7 (Meets- 60%) +8(Masters- 40)
4th Rdg Performance +3 (Meets- 50) +13(Masters- 30)
5th Rdg Performance +9 (Meets-50%) +12(Masters-30)

Performance Objective 1: Houston Elementary School's daily reading instruction in general, special education, bilingual, ESL, and Gifted and Talented education will reinforce and/or improve every student's reading skills as measured by standardized reading assessments and increased student reading achievement scores by at least one grade level in one school term.

Evaluation Data Source(s) 1: STAAR, Campus/District Common and Benchmark Assessments, EOY Istation, EOY Running Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Instructional staff in 3-5 will meet vertically and PK-2 will meet horizontally weekly in cluster to discuss reading content, align instructional strategies and analyze data each six weeks.	2.4	Principal, AP, Master Teachers and instructional staff	20% increase in student achievement performance on assessed TEKS				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 2) All will be trained in administering and analyzing iStation test data and implement leadership team guided action plans to respond to student deficits. New teachers to district will be trained on how to interpret/use Istation data.	2.4	Principal, AP, Master Teachers and instructional staff	By the end of 32 instructional weeks, 80% of students will be at or above benchmark performance on iStation.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 3) All instructional staff will use the HMH Reading Adoption with fidelity and receive embedded professional development to increase student achievement.	2.4	Principal, AP, Master Teachers and instructional staff	By the end of 32 instructional weeks, 80% of students will read at or above current grade level as evidenced by STAAR and Istation.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) All instructional staff will receive 2 or 4 TAP observations to provide specific feedback to guide and improve instructional performance.	2.4	Principal, AP, Master Teachers	95% of instructional staff will be rated as at least proficient as measured by the TAP evaluation rubrics.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) All students will receive explicit instruction that enhances vocabulary acquisition. Staff will utilize HMH adoption to ensure effective vocabulary instruction/acquisition.	2.4	Principal, AP, Master Teachers and instructional staff	Improved student performance on comprehension based assessments as measured by running records and classroom assessments in K-2 and STAAR reading for 3rd - 5th grades.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) All students will be assessed for mastery weekly of TEKS in Reading using the skills assessment and served in Intervention/Enrichment groups based on their level of mastery.	2.4	Principal, AP, Master Teachers and instructional staff	Improved student performance on comprehension based assessments as measured by running records and classroom assessments in K-2 and STAAR reading for 3rd - 5th grades				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) All Tier III Reading students in grades PreK-5 will be pulled into small groups daily for a minimum of 60 minutes a week.	2.4	Principal, AP, Master Teachers and instructional staff	Improved student performance on comprehension based assessments as measured by STAAR reading for 3rd - 5th grades and improved Istation scores.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Teachers will be required to seek out additional professional development training via the district or Region 10.	2.4	Instructional Leadership Team	Increased teacher content knowledge				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) Teachers will be provided additional resources/materials to utilize in classroom centers/station.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, AP, Master Teachers	Increased student engagement				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: All students will receive writing instruction that exemplifies best practices in writing that is developmentally appropriate, and that will lead to increased writing performance (Masters) by 10% and 80% of students in grade 4 passing all versions of the STAAR test with a score of 3 or 4 on all compositions.

Performance Objective 1: All students will receive writing instruction that exemplifies best practices in writing, that is developmentally appropriate that will lead to 80% of students in grade 4 passing all versions of the STAAR test with a score of 3 or 4 on all compositions

Evaluation Data Source(s) 1: Cumulative student writing portfolios aligned to Texas education writing standards for grades K-5; and levels 4-8 of the STAAR Writing Rubric in grades 3rd - 5th

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) 1. Create a campus-wide writing plan (HES Writing Model, STAAR Writing Rubric) for all ELAR instructional staff	2.4	Principal, AP, Master Teachers, and 4th grade Writing teachers	1. Writing samples added to student portfolio. 2. 80% of students will score 4-8 on the expository written composition as measured by 4th grade STAAR Writing test.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Students in Grades Pre-K through 5th will complete at least 2 writing assignments within each 6 week period using HMH with fidelity and posting one writing sample for every teacher.	2.4, 2.6	Principal, AP, Master teachers, and classroom teachers	1. Writing portfolios 2. Writing samples (from all grade levels0 displayed each six weeks 3. 80% of student writing scores of 3-4 on written compositions as measured by 4th grade STAAR Writing test				
3) All 4th grade students will be routinely assessed for mastery of TEKS in writing and served in Intervention/Enrichment groups based on their level of mastery	2.4, 2.6	Principal, AP, Master Teachers, and 4th grade Writing teachers	80% of student writing scores of 3-4 on written compositions as measured by 4th grade STAAR Writing test. 10% increase for students who master writing assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Math, Science, Social Studies and Specials teachers will support writing development in students by incorporating reflective writing activities and displaying every week.	2.4, 2.6	Principal, AP, Master Teachers, and classroom teachers	80% of student writing scores of 3-4 on written compositions as measured by 4th grade STAAR Writing test. 10% increase for students who master writing assessments in all content areas				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Teachers will be required to seek out professional development trainings through Region 10 or the state of Texas as aligned to the TEKS	2.4	ILT	Certificates of completion				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Teachers will be provided additional resources/materials to utilize in classroom centers/stations	2.4	Principal, AP, Master Teachers	Increased student engagement				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Students will be introduced to the writing strategy and conventions that are grade level appropriate in PreK.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Staff	80% of student writing scores of 3-4 on written compositions as measured by 4th grade STAAR Writing test. 10% increase for students who master writing assessments in all content areas				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: All students will receive rigorous mathematics instruction at a cognitive level that meets their individual learning needs and 85% of all students in grade 3-5 will meet or exceed standard on the STAAR assessment.

Performance Objective 1: Houston Elementary School's daily mathematics instruction in general, special education, bilingual, ESL, and GT education will reinforce and/or 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 Source(s) 1: 85% of students will meet standard on the STAAR Math test in grades 3rd-5th and Campus/District EOY Assessments for grade levels K through 2; with at least 20% of students in grades 3-5 performing at the advanced level on STAAR.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers will use DMAC to analyze data and adapt/modify teaching strategies to plan for math instruction and intervention.	2.4	Principal, AP and Master Teachers	Incremental increases of student performance on Campus and District Benchmarks and cumulative assessments specifically on retested skills.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Administrative team will meet with all teachers, faculty and staff to establish expectations and instructional non-negotiables in the area of Mathematics.	2.4	Administrative team will meet with all teachers, faculty and staff to establish expectations and instructional non-negotiables in the area of Mathematics.	100% implementation of campus instructional non-negotiables by mathematics teachers as measured through walk-thru observation and feedback				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Professional staff will vertically meet to discuss Math content and identify and align instructional strategies monthly.	2.4	Principal, AP, Master Teachers	1. Vertical Team meeting Agenda and Minutes detailing instructional strategies and intervention activities to be utilized in the immediate next 3 weeks of instruction. 2. Walk-thru and observation data confirming 100% implementation of planned intervention and instructional strategies.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) All mathematics teachers will implement cyclical computational and review during the math instructional block weekly.	2.4, 2.6	Principal, AP, Master Teachers	Overall increase of student mastery of TEKS/Computational skills				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Tier II and III students will be provided with an extra 30 minutes of math intervention at least 2 or more times a week.	2.4, 2.6	Instructional Coaches	Improve student performance and close academic gaps.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Teachers will be provided additional resources/materials such as Reflex Math to utilize in classroom centers/stations.	2.4, 2.5	Principal, AP, Master Teachers	Provide hands-on and TEKS based engaging instruction to help improve student performance				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Teachers will be required to seek out additional professional development as needed through Region 10 and other credible sources.	2.4, 2.5, 2.6, 3.1, 3.2	ILT	Increased skill in rigorous instruction to help improve student performance and best practices				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: All students will have access to a science program that provides for hands on science labs and opportunities to use the scientific method to solve real world problems through the STEM pipeline of Health Science and Technology. These exposures will lead to 90% of all students at Grade 5 passing all versions of the STAAR Test in Science and increase academic performance in Science at the masters level by 15%. .

Performance Objective 1: Houston Elementary School's daily science instruction in general, special education, ESL, Bilingual, and GT education will reinforce and/or improve every student's conceptual understanding of science vocabulary and scientific process as measured by standardized science assessments and rubric graded hands on laboratory activities.

Evaluation Data Source(s) 1: 90% of 5th Grade students will meet standard on the STAAR Science test and Campus/District EOY Assessments for grade levels K through 4; with at least 25% of students in 5th grade performing at the advanced level on STAAR.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Instructional staff will analyze K through 5th grade district science data, identify instructional trends and student needs and modify and adjust instructional and intervention plans to address those trends and needs.	2.4	Principal, AP and Master Teachers	Incremental increases to at least 50% by January in student achievement as measured by cumulative campus and district assessments where skills tested on Common Formative Assessments are reassessed.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Science instructional staff and coaches will meet vertically to support teachers in choosing and implementing of effective instructional strategies to build student conceptual understanding of Science TEKS.	2.4	Principal, AP and Master Teacher	1. Vertical Team meeting agenda and minutes detailing instructional strategies and intervention activities to be utilized in the immediate next 3 weeks of instruction. 2. Walk-thru and observation data confirming 100% implementation of planned intervention and instructional strategies.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Instructional staff in grades 3-5 will utilize Science Fusion, STEMSCOPES, hands on activities/lab work and Motivation Science (5th) to ensure each student receives rigorous, STAAR formatted practice of Science TEKS in Enrichment/Intervention period including centers.	2.4	Principal, AP and Master Teachers	Incremental increases in student achievement as measured by cumulative campus and district assessments where skills tested on Common Formative Assessments are reassessed.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) 4)Each student will participate in a science or STEM related field trip activity that addresses TEKS objectives appropriate to their grade level with specific classroom connections.	2.4, 2.6	Principal, AP, Master Teachers and classroom teachers	Increased exposure to STEM related activities in the Health Science and Technology pipeline.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Science teachers will explicitly teach science vocabulary via concept webs, thinking maps, interactive word walls, other advanced graphic organizers, journal writing and instructional videos.	2.4, 2.6	Principal, AP and Master Teachers	Increased accountable talk and student performance on science assessments. increased bilingual support for EL students				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.	2.4	Principal, AP and Master Teachers	Increasingly engaging lessons				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) STEM committee will create at least 1 parent engagement opportunity during each semester.	2.4, 3.1	Principal and STEM Committee	Increased parent participation in STEM related activities aligned to Health Science Technology Pipeline.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Teachers will be required to seek out additional professional development as needed through Region 10	2.4, 2.5, 2.6, 3.1, 3.2	ILT	Increase teacher knowledge of the Science through 2 or more professional development opportunities each quarter.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 5: All students will have access to social studies programming that provides for mastery learning of TEKS Expectations to aid in their understanding of American and world cultures as well as their community. All students will achieve 80% mastery on all teacher-made Assessments in the area of Social Studies.

Performance Objective 1: All students will be provided daily instruction using social studies resources to ensure mastery and opportunities to understand the world in which they live.

Evaluation Data Source(s) 1: All grade levels will achieve an 80% passing rate on all teacher-made assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers will be provided with opportunities to purchase approved additional resources/materials to utilize in classroom centers/stations.	2.5	Principal, AP and Master Teachers	Increased engagement during Social Studies lessons				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) All students K-5 will complete a minimum of 2 cumulative Social Studies projects.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Staff	Increased engagement during Social Studies lessons				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: All parents will be encouraged and supported to become more involved in all school activities and events, especially those related to academic achievement.

Performance Objective 1: All parents will have multiple opportunities during the school year to engage in their child's learning process in addition to monthly parent events and programs.

Evaluation Data Source(s) 1: Parental involvement will increase by 30% during the 2018-2019 school year as measured by attendance to Parent nights, parent surveys, and sign-in sheets at parent events.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) The principal will be create ways to connect with parents including Class Dojo.	3.2	Principal	Parent sign-in sheet				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Parent information will be made readily available in the front office or sent home with parents in the Tuesday folder to keep them abreast of academics and school business.	3.1	Principal, Office Manager, Classroom teachers	Parent surveys				
3) Parents will be recognized for their involvement monthly and at school programs to highlight volunteer efforts. We will continue to recognize parents at the EOY awards assemblies with certificates.	3.1	Counselor and classroom teachers	Parent sign-in sheets				
4) Teachers will be properly trained on how to effectively and consistently use Class Dojo or Remind 101 to communicate with parents daily.	3.1	Blended Learning Specialist	Increased parent communication				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Teachers will be responsible for contacting each parent of their homeroom student individually by the end of the 1st six weeks.	3.1	Instructional Staff	Increase in positive feedback from parents. Highlights of contacts on social media.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Dads will be engaged through the inclusion of the "All Pro Dads' program.	2.4, 2.5, 2.6, 3.1, 3.2	Volunteer, ILT	Increased parental engagement				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 7: All students at HES will be citizens of a safe and nurturing learning environment that will provide them with the character education that will enable them to succeed academically and socially through the guidance and counseling program.

Performance Objective 1: All students will display positive character traits on a daily basis as a result of being consistently exposed to character education initiatives throughout the school year.

Evaluation Data Source(s) 1: 1. Rotation schedule
2. Observation data
3. Counselor News letter
4. Counselor Referral Count
5. Review 360 Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) The counselor will see all classes monthly and teach them the components of character education.	2.5	Counselor	Counselor shows outcomes in weekly newsletter with an expected outcome of 25% decrease in discipline referrals and 10% decrease in referrals to counselor.				
2) Staff members will provide students with incentives that reward their demonstrations of character traits. Ex: Classroom Newsletter Recognition, Caught being good certificates, Newsletter Top 10, end of year award per grade level.	2.5	All	Increased motivation to display positive character traits.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Principal will remind students of character trait of the week via morning announcements. Counselor collaborates with teachers so that they are aware of lessons being taught; additional incentives when students are caught demonstrating the character trait.	2.4, 2.5, 2.6, 3.1, 3.2	Counselor, all staff	Increased motivation to display positive character traits.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 8: All Houston elementary staff will integrate technology into their classroom instruction to promote student use of 21st century learning opportunities and skills and our STEM Pipeline of Health Science & Technology.

Performance Objective 1: All teachers will model the use of 21st century technology on a consistent basis and safety-first internet usage creating learning opportunities for students to apply these skills.

Evaluation Data Source(s) 1: At least 90% of students in grades 3-5 will be able to proficiently apply 21st century technology skills as evidenced by walk-through data, teacher lesson plans, Istation reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers will be trained throughout the school year on how to create 21st century technology skills learning opportunities for students including Google Classroom and Class Dojo.	2.5	Blended learning specialist, ILT	Staff will adhere to the district standards to promote digital safety with at least 80% of students having taken the modules per quarter.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) 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)	2.5	ILT	Teacher implementation will increase in the classroom.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Students will showcase their use of 21st century technology skills in the district's STEM Showcase.		Classroom teachers	Broader STEM showcase participation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Students in the 5th grade will begin to utilize their 21st century skills to turn in assignments or share data with their teachers.	2.4, 2.5, 2.6, 3.1, 3.2	4th and 5th Grade Teachers	Students will be more college and career ready after being exposed to 21st century modes of creating product.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Instructional staff in 3-5 will meet vertically and PK-2 will meet horizontally weekly in cluster to discuss reading content, align instructional strategies and analyze data each six weeks.
1	1	2	All will be trained in administering and analyzing iStation test data and implement leadership team guided action plans to respond to student deficits. New teachers to district will be trained on how to interpret/use Istation data.
1	1	3	All instructional staff will use the HMH Reading Adoption with fidelity and receive embedded professional development to increase student achievement.
1	1	4	All instructional staff will receive 2 or 4 TAP observations to provide specific feedback to guide and improve instructional performance.
1	1	5	All students will receive explicit instruction that enhances vocabulary acquisition. Staff will utilize HMH adoption to ensure effective vocabulary instruction/acquisition.
1	1	6	All students will be assessed for mastery weekly of TEKS in Reading using the skills assessment and served in Intervention/Enrichment groups based on their level of mastery.
1	1	7	All Tier III Reading students in grades PreK-5 will be pulled into small groups daily for a minimum of 60 minutes a week.
1	1	8	Teachers will be required to seek out additional professional development training via the district or Region 10.
1	1	9	Teachers will be provided additional resources/materials to utilize in classroom centers/station.
2	1	1	1. Create a campus-wide writing plan (HES Writing Model, STAAR Writing Rubric) for all ELAR instructional staff
2	1	2	Students in Grades Pre-K through 5th will complete at least 2 writing assignments within each 6 week period using HMH with fidelity and posting one writing sample for every teacher.
2	1	4	Math, Science, Social Studies and Specials teachers will support writing development in students by incorporating reflective writing activities and displaying every week.
2	1	5	Teachers will be required to seek out professional development trainings through Region 10 or the state of Texas as aligned to the TEKS
2	1	6	Teachers will be provided additional resources/materials to utilize in classroom centers/stations
2	1	7	Students will be introduced to the writing strategy and conventions that are grade level appropriate in PreK.
3	1	1	Teachers will use DMAC to analyze data and adapt/modify teaching strategies to plan for math instruction and intervention.

Goal	Objective	Strategy	Description
3	1	2	Administrative team will meet with all teachers, faculty and staff to establish expectations and instructional non-negotiables in the area of Mathematics.
3	1	3	Professional staff will vertically meet to discuss Math content and identify and align instructional strategies monthly.
3	1	4	All mathematics teachers will implement cyclical computational and review during the math instructional block weekly.
3	1	5	Tier II and III students will be provided with an extra 30 minutes of math intervention at least 2 or more times a week.
3	1	6	Teachers will be provided additional resources/materials such as Reflex Math to utilize in classroom centers/stations.
3	1	7	Teachers will be required to seek out additional professional development as needed through Region 10 and other credible sources.
4	1	1	Instructional staff will analyze K through 5th grade district science data, identify instructional trends and student needs and modify and adjust instructional and intervention plans to address those trends and needs.
4	1	2	Science instructional staff and coaches will meet vertically to support teachers in choosing and implementing of effective instructional strategies to build student conceptual understanding of Science TEKS.
4	1	3	Instructional staff in grades 3-5 will utilize Science Fusion, STEMSCOPES, hands on activities/lab work and Motivation Science (5th) to ensure each student receives rigorous, STAAR formatted practice of Science TEKS in Enrichment/Intervention period including centers.
4	1	4	4)Each student will participate in a science or STEM related field trip activity that addresses TEKS objectives appropriate to their grade level with specific classroom connections.
4	1	5	Science teachers will explicitly teach science vocabulary via concept webs, thinking maps, interactive word walls, other advanced graphic organizers, journal writing and instructional videos.
4	1	6	Teachers will be provided additional resources/materials to utilize in classroom centers/stations.
4	1	7	STEM committee will create at least 1 parent engagement opportunity during each semester.
4	1	8	Teachers will be required to seek out additional professional development as needed through Region 10
5	1	1	Teachers will be provided with opportunities to purchase approved additional resources/materials to utilize in classroom centers/stations.
5	1	2	All students K-5 will complete a minimum of 2 cumulative Social Studies projects.
6	1	1	The principal will be create ways to connect with parents including Class Dojo.
6	1	2	Parent information will be made readily available in the front office or sent home with parents in the Tuesday folder to keep them abreast of academics and school business.
6	1	5	Teachers will be responsible for contacting each parent of their homeroom student individually by the end of the 1st six weeks.

Goal	Objective	Strategy	Description
6	1	6	Dads will be engaged through the inclusion of the "All Pro Dads' program.
7	1	1	The counselor will see all classes monthly and teach them the components of character education.
7	1	3	Principal will remind students of character trait of the week via morning announcements. Counselor collaborates with teachers so that they are aware of lessons being taught; additional incentives when students are caught demonstrating the character trait.
8	1	1	Teachers will be trained throughout the school year on how to create 21st century technology skills learning opportunities for students including Google Classroom and Class Dojo.
8	1	2	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)
8	1	3	Students will showcase their use of 21st century technology skills in the district's STEM Showcase.
8	1	4	Students in the 5th grade will begin to utilize their 21st century skills to turn in assignments or share data with their teachers.

2019-2020 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	Dolores Martinez	Bilingual Teacher
Non-classroom Professional	Shakeitha Smith	Counselor
Classroom Teacher	Brandi Barnett	Art Teacher
Classroom Teacher	Jessica Govan	ELAR Teacher
Non-classroom Professional	Omar Kelley	Instructional Coach
Classroom Teacher	Genevra Whitfield	ELAR Teacher
Community Representative	David Diggles	Pastor SOW Church
Classroom Teacher	Felecia Jackson	PreK Teacher
Parent	John Usher	Parent
Parent	Yadir Reyes	Parent
Parent	Alicia Reed	Parent
Parent	John Reed	Parent
Non-classroom Professional	Blanca Rodriguez	Instructional Coach

Addendums

Houston Elementary

Honor. Exceed. Serve.

All students will achieve self-sustaining success and leave a lasting legacy.

Campus Improvement Plan Committee Meeting

September 10, 2019

Print Name	Signature	Position
1. LaKesha Raynor	LaKesha Raynor	CVC Relationship Mgr
2. Tolar Baker		Parent
3. Reneta Perkins	Reneta Perkins	Reading Interventionist
4. Ta Tanisha Stevenson	TStevenson	Principal
5. Pamela Nealey	Pamela Nealey	Assistant Principal
6. Dolores P. Martinez	Dolores P. Martinez	Bil Teacher
7. Yadira Y. Reyes.	Yadira Y. Reyes.	Parent
8. Shakeitha Smith	Shakeitha Smith	Counselor
9. Alicia Reed	Alicia Reed	parent
10. John Reed	John Reed	parent
11. Brandi Barnett	Brandi Barnett	Teacher
12. Jessica Govan	Jessica Govan	Teacher
13. Omar Kelley		Instruction Coach
14. Genevra Whitfield	Genevra Whitfield	Teacher
15. David Diggles		Pastor S.O.W. Church
16. Felecia Jackson	Felecia Jackson	Teacher

Houston Elementary

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17. Blanca Rodriguez		Inst. coach
18.		
19.		
20.		

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Lancaster Independent School District

Pleasant Run Elementary

2019-2020 Campus Improvement Plan

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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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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. . . . 24
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. . . . 32
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. . . . 36
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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 18-19 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 3 Instructional Coaches.
    - PK - 2nd
    - 3rd - 5th ELAR/Social Studies
    - 3rd - 5th Math/Science

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 Academic Achievement

Student Academic Achievement Summary

2019 STAAR Accountability Rating

Scale Score - 86

Rating - B

Student Academic Achievement 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.

Perceptions Strengths

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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 English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: September 06, 2019

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 2020, at least 85% of our Kindergarten through 2nd graders will be on their grade appropriate Reading level.

Evaluation Data Source(s) 1: iStation Report, Running Records, district assessments, DMAC reports, HMH, lesson plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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	2.4, 2.5, 2.6	Teachers Administrators	iStation reports				
2) 2) Students will receive guided reading instruction daily. Critical Success Factors CSF 1, CSF 4	2.4, 2.5, 2.6	Teacher Master Teachers Administrators	Small Groups folder DMAC RtI information walk thrus daily schedule				
3) Running Records will be conducted each six weeks Critical Success Factors CSF 1, CSF 2	2.4, 2.5, 2.6	Literacy Coach Master Teachers Teachers Administrators	Running Records data Universal Screener weekly assessments district assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished

= Continue/Modify

= No Progress

= 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 2020, at least 85% of our 3rd through 5th graders will meet Satisfactory Phase-in level 2 on district and state assessments.

Evaluation Data Source(s) 2: STAAR Reports, DMAC reports, RtI Data, grade reports, HMH, weekly assessments, district assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide incentives for instructional programs	2.4	Teachers Master Teachers Administrators	CFA, 2019 STAAR scores				
2) Grade levels will meet to discuss instructional strategies in Cluster meetings.	2.4, 2.5, 2.6	Teachers, TAP leadership team, Master Teachers	Cluster meeting agendas, classroom walk through, observations, lesson plans and weekly data meetings				
3) Provide staff development on the TAP rubric	2.4, 2.5, 2.6	Master Teachers Administrators	Documentation that training has occurred.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

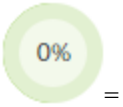
Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well. PRE will implement DARE core values to increase student achievement, improve teacher quality, 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 Source(s) 3: STAAR Reports, RtI Notes, Counselor input

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will review weekly assessment, CFA, and Benchmark data. CSF 1, CSF 4	2.4, 2.5, 2.6	Teachers Master Teachers Administrators	Identify students for intervention and additional support services.				
2) Students will receive small group instruction daily through morning interventions.	2.4, 2.5, 2.6	Teachers Master Teachers Administrators	Small Groups RtI Information Walk through				

= Accomplished = Continue/Modify 

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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 2020, 85% of all teachers will achieve an average score of 3.5 on the Presenting Instructional Content indicators on the TAP rubric.

Evaluation Data Source(s) 4: CODE reports, evaluations

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will attend cluster meeting on Presenting Instructional Content with an emphasis on modeling by the teacher to demonstrate his or her performance expectations	2.4, 2.5, 2.6	Master Teachers Administrators	Walk through Observations				

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= No Progress = Discontinue

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 Source(s) 1: Professional Development implementation, improved instructional coaching, improved capacity

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will attend ESL/Bilingual in-services. -District PD Critical Success Factors CSF 7	2.5	Principal	documentation of training.				
2) Hold campus Data Dig days for teachers after campus and district assessments. Critical Success Factors CSF 1, CSF 2, CSF 3, CSF 7	2.4, 2.5, 2.6	TAP Leadership Team	STAAR data district and campus assessments iStation data agendas				
3) Teachers and administrators will attend conferences. Critical Success Factors CSF 7	2.5	TAP Leadership Team	Conference notes and registration proof Think Conference...Lead4Ward TABSE NABSE TEPSA				

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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 Source(s) 1: Parent Meetings - Coffee w/the Principal, Goals Night, PTA, STAAR info, Literacy Night, student programs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Paw Print will be sent home monthly to provide important information to parents. Critical Success Factors CSF 5, CSF 6	3.1	Principal, Secretary	Number of volunteers newsletter copy home calling log				
2) Conduct parent conferences to share STAAR data, benchmarks, & CFA data; conduct student-led conferences to share student accomplishments. -Goals Night (Fall and Spring) -STAAR conferences Critical Success Factors CSF 1, CSF 2, CSF 5, CSF 6	3.2	Principal, AP, staff, parents, students	sign in sheets photos				
3) Host PTA meetings in conjunction with school programs. Critical Success Factors CSF 1, CSF 5, CSF 6	3.2	Teachers, Administrators PTA officers	Parent sign-in sheets photos agendas				
4) Keep school website updated with current information for communication purposes between school, home, and community. Critical Success Factors CSF 5, CSF 6	3.2	Principal Secretary	Parent Contacts website stats home calling log marquee updates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Coffee With Principal will be held on 3rd Fridays to update parents on school improvement. Critical Success Factors CSF 1, CSF 5, CSF 6	3.2	Principal	Attendance, sign in sheets, agenda				
6) Develop and distribute Student Handbook detailing policies and procedures to parents and family members.	3.1	Principal Principal Secretary	Student and parent signed receipt of acknowledgement of policies and procedures.				

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= No Progress

= Discontinue

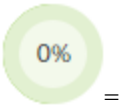
Goal 3: We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.

Performance Objective 2: PRE will work to have a school climate rated as Proficient.

Evaluation Data Source(s) 2: Survey, emails, pictures, soft data, certificates, agendas

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Weekly communication newsletter...Monday Memo sent to staff Critical Success Factors CSF 3, CSF 6	2.5	Principal	newsletters emails				
2) Climate survey administered by the District Critical Success Factors CSF 6	2.5, 3.2	Principal	results emaill				
3) Highlight staff members every 2 weeks that exemplify the District's Core Values...PIRATES Critical Success Factors CSF 3, CSF 6 3)	2.5	Leadership Team	certificates photos agendas				
4) Weekly personal notes to staff recognizing best practices and their efforts Critical Success Factors CSF 6	2.5	Leadership Team	notes agendas				
5) Implement monthly team building activities Critical Success Factors CSF 3, CSF 6	2.5	Leadership Team	survey data photos soft data Teacher Appreciation in November and May StarBucks gift cards Attendance certificates Monthly themes				

= Accomplished = Continue/Modify 

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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 Source(s) 1: Report cards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Running Records will be conducted each six weeks Critical Success Factors CSF 1, CSF 2	2.4, 2.5, 2.6	Teachers Master Teachers Administrators	Running Records data weekly assessments district assessments				

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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 K - 2 will show growth in their Reading level based on the ISIP data in iStation.

Evaluation Data Source(s) 2: iStation reports, district assessments

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will receive grade level instruction according to their reading levels using the HMH curriculum.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	District Assessments Weekly Assessments iStation Reports				

= Accomplished = Continue/Modify

= No Progress = 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: 85% of all students in grades 3 - 5 will meet the standard under Student Achievement on Domain 1 of the Reading STAAR.

Evaluation Data Source(s) 3: STAAR Reports, formative assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will receive grade level instruction according to their reading levels using the HMH curriculum.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	District Assessments Weekly Assessments iStation Reports				

= Accomplished = Continue/Modify

= No Progress = 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 4: 85% of all students in grades 4 - 5 will demonstrate Closing Academic Gaps in Domain 3 of the STAAR exam.

Evaluation Data Source(s) 4: STAAR Report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Struggling students will receive pull out intervention with instructional coaches to address academic gaps in math and reading Critical Success Factors CSF 1, CSF 2	2.4, 2.6	Instructional Coaches Administrators	DMAC reports pull out logs				

= Accomplished = Continue/Modify

= No Progress = 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 5: 85% of all students in grades 3 - 5 will demonstrate college readiness on the STAAR exam.

Evaluation Data Source(s) 5: STAAR Report

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will receive data driven interventions to increase overall performance from meets to masters.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	STAAR Report Weekly Assessments District Assessments CFA				

= Accomplished = Continue/Modify

= No Progress = 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 6: PRE's 4th and 5th graders will attend 2 college visits to promote college readiness

Evaluation Data Source(s) 6: photos, emails

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will attend college tours and participate in workshops about academic and career requirements.	2.4, 2.5	Teachers Administrators	Interest inventory assessments Career interest survey				

= Accomplished = Continue/Modify

= No Progress = 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 7: PRE's chapter of National Elementary Honor Society (NEHS) will participate in at least 2 community involvement activities.

Evaluation Data Source(s) 7: sign in sheets, agenda, photos

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will coordinate community related activities that provide services to the nursing home and the North Texas Food Bank.	2.5	Counselor Administrators	Food drive Sock drive				

= Accomplished = Continue/Modify

= No Progress = 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 8: Increase overall attendance rate from 96.4% to 98%.

Evaluation Data Source(s) 8: Daily PEIMS reports, TEA reports

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide incentives for students and teachers with an attendance rate of at least 97% Critical Success Factors CSF 1, CSF 2	2.4, 2.5, 2.6	Principal	attendance report certificates pics				

= Accomplished = Continue/Modify

= No Progress = 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 Source(s) 1: Guidance counselor reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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	2.4, 2.5	Counselor	Product created from activities.				
2) All staff members will provide students with incentives that reward demonstration of quality traits.	2.4, 2.5, 2.6	Staff Administrators	Principal's 200				
3) The Lancaster I.S.D. Police Department will work with students on a Bullying Awareness Program. Critical Success Factors CSF 6	2.4, 2.5	Counselor Administrators	Decrease in counselor/discipline referrals.				

= Accomplished = Continue/Modify

= No Progress = 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 Men of Distinction club that will promote positive male behaviors and interactions to build character by imparting wisdom, understanding and teaching the characteristics of acceptable dress. MOD will offer boys an enjoyable time with caring and committed adult role models who will mentor boys on personal, emotional, and social development.

Evaluation Data Source(s) 2: Evaluation indicators will include invitation, parent consent forms, meeting agendas, sign in sheets, activity outline, and students response surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate activities for members of My Brothers' Keeper. Critical Success Factors CSF 3, CSF 5, CSF 6	2.5, 2.6	Sponsors Adminstrator	Pictures Sign in sheets				

= Accomplished = Continue/Modify

= No Progress = 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 the Sister2Sister club for girls that will promote high student achievement and build character.

Evaluation Data Source(s) 3: Evaluation indicators will include invitation, parent consent forms, meeting agendas, sign in sheets, activity outline, and students response surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate activities for members of Sister 2 Sister Critical Success Factors CSF 3, CSF 5, CSF 6	2.5, 2.6	Sponsors Administrators	Pictures Sign in sheets				

= Accomplished = Continue/Modify

= No Progress = 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 4: 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 Source(s) 4: Sign in sheets, activity outline

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incorporate activities for students to develop a business or product. Critical Success Factors CSF 3, CSF 5, CSF 6	2.5, 2.6	Sponsors	Pictures Sign in sheets				

= Accomplished = Continue/Modify

= No Progress = 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 Source(s) 1: Fire drill reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus safety team will train teachers on expectations, processes, and procedures.	2.5	Administrators Campus Safety Team	Safe Environment Staff and students will be prepared for emergencies				

= Accomplished = Continue/Modify

= No Progress = 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 Source(s) 2: reports, parent involvement

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use Classroom Dojo as a resource to provide academic and behavior progress to parents.	2.5, 2.6	Teachers	Classroom Dojo Parent contact log				

= Accomplished = Continue/Modify

= No Progress = 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 Source(s) 1: video clips emailed to parents, pics, classroom data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students in grades 3 - 5 will have access to Chromebooks with a 1:1 ratio.	2.4, 2.5, 2.6	Teachers Library Assistant	Chromebooks Increase use of technology to promote learning				

= Accomplished = Continue/Modify

= No Progress = 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)

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Marlon Waites	Executive Principal
Administrator	Erika Johnson Williams	Assistant Principal
Master Teacher	Carmalita Rodgers	Instructional Coach
Teacher	Maria Perez	PK
Teacher	Tonizera Hodge	Kinder
Teacher	Jasmine Evans	1st
Teacher	Crystal Wallace	3rd
Teacher	Shalundria Bell	4th
Teacher	Tiffiny Huneke	5th
Teacher	Amber Luther	Art
Teacher	Richard Calhoun	SpEd
Paraprofessional	Marcus Derricks	SpEd/BAC Instructional Assistant
Business Representative	Pamela Mays	Beautician/Business Owner
Parent	Connie Burden	Parent
Teacher	Tiffany Webb	Special Education Teacher/Specialist
Parent	Raquel Hewitt	Parent
Community Representative	Ashley Paul	Community Representative

Lancaster Independent School District

Rolling Hills Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

At Rolling Hills Engineering Academy, our children receive high quality instruction through collaboration with parents, staff, and the community. Through compassion, we will build and sustain lifelong learners in a positive and supportive atmosphere.

Core Beliefs

In Lancaster ISD, we believe that:

Equity in eductation 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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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 GOAL 6: SAFE ENVIRONMENT

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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. . . . 25
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, interests, and career aspirations. . . . 27
Goal 5: We will promote the success of all students by providing a comprehensive approach to students support by, but not limited to, collaboration, addressing barriers to student learning, using data from from DMAC, teacher generated assessments and observations to assist in providing the framework for interventions and to guide our instruction, the use of state standards and district content RIG's to ensure curriculum alignment, and monitor best practices to ensure Colleege and Career Readiness. . . . 28
Goal 6: We will provide students with opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration. . . . 30
Goal 7: Every campus will create and implement a plan that promotes College and Career Readiness for students. . . . 32
Goal 8: We will improve attendance for teachers and students in grades pre-kindergarten through fifth grades. . . . 33
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Comprehensive Needs Assessment

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, instructional coaches, support staff and administrators. Student enrollment is 489students for the 2018-2019 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 the have the same struggles as the identified ELL's.

Demographics Strengths

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
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- Texas English Language Proficiency Assessment System (TELPAS) 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)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will ensure that the 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.

Performance Objective 1: Rolling Hills Elementary (RHE) will provide ALL students with an academic and real world knowledge of mathematics including but not limited to problem solving.

Evaluation Data Source(s) 1: A minimum of 80%-90% of all students tested will meet or exceed minimum expectations on the 2020 STAAR math test in third grade 86%, Fourth Grade 89%, and 94% in fifth grade. At least 30% of all students will achieve the Masters level on the 2020 STAAR math test at each tested grade level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement that incorporate real word math problem solving with a focus on base ten and algebra.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Leadership Team, and Teachers	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments in their student portfolios.	X	X	X	
2) Implement biweekly formative common assessments that will focus on math problem solving concepts and skills administered at the end of each six weeks for grades PK-5. Paper Cost: $3,100. Math Resources: $3, 500.00		RHE leadership team, Teachers, and Students	Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments, while tracking on classroom data wall. Students will monitor their progress on weekly and district assessments on their Goal Sheets.	X	X	X	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Analyze campus Math assessment data and identify individual students who are 1.5 discrepant of the TIER II data point . Each student will be prescribed an appropriate instruction and intervention strategies, "Power Hour" from 8:15 to 9:00 daily during intervention time. Paper Cost: $1,000.00	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration and Teachers	Analyze periodic/campus/district Math assessment data and identify individual students levels of performance based on DMAC Quintile reports. All students will be prescribed appropriate instruction/intervention/enrichment strategies, during "Power Hour" from 8:15 to 9:00 daily for 45 minutes based on identified individual student need.	X	X	X	
Comprehensive Support Strategy 4) Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs.		Administration and Teachers	Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.				
5) Teachers will be required to attend various staff developments to enhance math, reading, science and writing instructional delivery with technology seamlessly incorporated in their lesson plans as they implement in their classroom instruction.		RHE Administration, Leadership Team,Teachers	Teacher will continuously have professional development in the area of math, science, and writing through , campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject Short Segments.				
6) Monthly Vertical Alignment Team Meetings in grades PK4-2nd and 3rd-5th grade in the areas of math to increase content knowledge.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Leadership Team, and Staff	Teacher will continuous professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject Short Segments.	X	X	X	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 7) Recruit and maintain highly qualified teachers to teach mathematics and reading by incorporating a supportive mentoring program for new teachers. They will expand their staff development by sending them to observe Tier 1 teachers.		Principal and RHE Administration Team	The leadership team will identify members on the leadership team to support all new teachers at the campus. The leadership team will meet with their assigned new teacher and meet with them weekly to support t instructionally and school-wide system and structure in the classroom. Leadership team members will monitor their support through their weekly schedules.				
8) Analyze campus math data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete Goal Sheets (for district assessments) Paper and Folders: $500.00		RHE Administration, Master Teachers, and Teacher	Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.				
9) Implement school-wide math RHE problem solving model PK-5th.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration and Teachers	RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: We will ensure that the 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.

Performance Objective 2: Rolling Hills Elementary will strive to ensure that ALL students are reading on or above grade level while developing a love of reading by exposing them to the different genres of literature and reading strategies.

Evaluation Data Source(s) 2: A minimum of 80% of all students tested will meet or exceed minimum expectations on the 2020 STAAR math test in third grades 90%, Fourth Grade 91%, and 92% in fifth grade. At least 30% of all students will achieve at the Master's level on the 2019 STAAR math test at each tested grade level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in reading.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration and Teachers	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Analyze weekly grade level campus math assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Analyze campus reading assessment data and identify individual students who is 1.5 discrepant of the TIER II data point . Each student will be prescribed an appropriate instruction and intervention strategies, during the 40 to 50 minute staggered RTI intervention schedule/ power hour time daily.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration and Teachers	Analyze periodic/campus/district Reading assessment data and identify individual students levels of performance based on DMAC Quintile reports. All students will be prescribed appropriate instruction/intervention/enrichment strategies, during "Power Hour" from 8:15 to 9:00 daily for 45 minutes based on identified individual student need.	X	X	X	
3) Implement formative common weekly assessments that will focus on reading different genres, determining informational and literary text, and implementing reading strategies to assist with understanding reading questions that address figure 19 standard across all grade levels. Paper Cost: $3,100.00 Reading Resources: $3,500.00	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration and Teachers	Analyze weekly grade level campus reading assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.				
4) 6)Implement PK4 Classroom Data Walls that represent BOY, MOY, and EOY Reading Data for the areas of identifying and writing 26 letters, 1-50 numbers, and sight words. Kinder-5th grade data walls will represent BOY, MOY, and EOY data to track student progress in the areas of identifying sight words, tracking fluency, and moving students towards their grade level reading levels. Data Wall Classroom Posters 2nd-5th Grade $200.00		RHE Administration, teachers, and students	Kinder-2nd grade Teachers will conduct six weeks' Running Records with fluency, and sight words to monitor student growth every six-weeks. Teachers and Students will record students progress on weekly assessments by using a individualize student clothes pin to move fluidly up and down the measure strip weekly. Teachers and Students will record students progress on district level assessments and place their results on a sticky note to be displayed in the classroom and RM 204 to show growth of student's progress.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Analyze campus reading data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete Student Goal Sheets. Paper and Folders: $500.00	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration, Master Teachers, Reading Interventionists, and Teachers	Analyze weekly grade level campus reading assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.				
6) Continue school-wide reading strategies for grades PK-5th grade.		RHE administration and Teachers	RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: We will ensure that the 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.

Performance Objective 3: Student Achievement (Science) Rolling Hills Elementary will develop a love of science in ALL students by exposing them to hands on experiences in the real world of science including careers and technology in science.

Evaluation Data Source(s) 3: A minimum of 80% of all students tested will meet or exceed minimum expectations on the 2020 STAAR science test at fifth grade. At least 30% of all students will achieve at the Masters level on the 2019 STAAR.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in science.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Team, District Science Coordinators, and Teacher	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Analyze weekly grade level campus science assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Analyze campus science data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data sheets and reflections K-5th Grade. Paper and Folders: $500.00		RHE Administration, Master Teacher, and Teacher	Analyze weekly grade level campus science assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.	X	X	X	
3) Students will be required to use interactive science journals to increase their academic performance. Journal Cost: $100.00	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration Team,Leadership Team, and Teachers	Science teacher will provide each student with a science journal to maintain the entire school year with science vocabulary and concepts that will increase their understanding of all science TEKS.				
4) Vertical Alignment Team Meetings in grades K-2nd and 3rd-5th grade to allow content area planning.		RHE Administration Team, Leadership Team, and Teachers	Teacher will continuously attend professional development in the area of math, science, and writing through campus based content focused PLC's, campus cluster weekly meetings, district facilitated training sessions, and district sponsored monthly grade level core subject HAT/VAT meetings.				
5) 7) Implement 3rd-5th strategy for answering science questions. The name of the strategy is REVIEW.		RHE Administration and Teachers	RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.	X	X	X	

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

Goal 1: We will ensure that the 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.

Performance Objective 4: Student Achievement (Writing)- Rolling Hills will strive to ensure that ALL students are writing on or above grade level while developing an interest for writing and exposing them to different writing styles and literature.

Evaluation Data Source(s) 4: A minimum of 75-80% of all students tested will meet or exceed minimum expectations on the 2020 STAAR writing test at fourth grade. At least 30% of all students will achieve at the Masters level on the 2020 STAAR Writing test at fourth grade.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement weekly formative common assessments that will focus on grammar, writing mechanics, and implementation of writing strategies. Paper Cost: $3,100.00	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration, Master Teachers, and Teacher	Analyze weekly grade level campus writing assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.				
2) Implement School-Wide Writing strategies from PRE-K4-5th grade. The 3rd and 4th grade writing teachers will plan in cluster once a week along with administration providing feedback.		Principal, leadership team and 3rd and 4th Grade Writing Teachers, and Writing Team	RHE administration and teachers have identified reading, math, writing, and science school-wide strategies. Teachers will receive continuous professional development on how to implement school-wide strategies when teaching subject content through campus cluster meetings and grade level meetings. Teachers will provide evidence of their understanding and implementation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Implement a 4th grade writing camp for two weeks to prepare for the STAAR Assessment once in the Spring.	2.4, 2.5, 2.6, 3.1, 3.2	RHE administrator, leadership tam, 4th Grade Writing Teacher, and 4th grade Team	The 4th grade team will plan and implement Writing Camp Schedule and have students write expository text with rubric to assist with improving their essays to receive the highest rating from the state.				
4) Analyze campus writing data by SE's and identify students who missed the most frequently assessed. Teachers will provide student feedback and students will complete data sheets and reflections K-5th Grade. Paper and Folders: $500.00		RHE Administration, Master Teachers, Reading Interventionists and 4th Grade Writing Teacher	Analyze weekly grade level campus writing assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations.	✗	✗	✗	
5) Implement non-fiction and fiction graphic organizer PRE-K4-5th grade were students have to identify story genres, decided if the story is information or literary text, and compose expository composition. Implement school-wide writing strategies across grade levels. Paper Cost: $3,100.00	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Master Teachers, PK-5th Teachers	Teachers will use the reading strategy during reading and writing instruction during the lesson cycle to assist with students' understanding of the alignment of reading and writing across curriculum.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teachers will participate in weekly planning sessions and receive lesson plan feedback to plan highly effective lessons that focus on adequate teacher modeling and student engagement in writing.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administrators and Teachers	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Analyze weekly grade level campus writing assessments data and identify individual students levels of performance based on DMAC Quintile reports. Also, use DMAC item analysis to identify TEKS/Concepts below 70% to determine the Error Type of SE's if student's answers are procedural, application, conceptual, or guessing on each question. Teachers will spiral low performing concepts in whole group or small group instruction and learning stations. Teachers will provide student feedback after weekly and district assessments. Students will monitor their progress on weekly and district assessments on their Student Goal Sheets.				
7) Teachers will attend prescribed professional development to assist with writing instruction. Registration & Materials Costs: $518.85		RHE Administrators , Instructional Coaches, Teachers	Teachers will receive specific strategies and resources to use with students to enhance written compositions.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: We will ensure that the 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.

Performance Objective 5: Rolling Hills Elementary early childhood students will be provided with a sound education, with a long-term goal of making them better successful students.

Evaluation Data Source(s) 5: 80% of the students in Prekindergarten through Second grade will be classified as Tier 1 students in reading and math in I-station Reading and Math.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will use whole group, small group, and specific interventions to meet the needs of early childhood students.	2.4, 2.5, 2.6	Principal, Leadership Team, and Teachers	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Analyze grade level campus monthly I-station assessments data and identify individual students levels. Teachers will provide student feedback after monthly assessments.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: We will attract, retain, develop and evaluate high quality personnel to ensure all staff members are held accountable and receive the support necessary to achieve our mission and objectives.

Performance Objective 1: Rolling Hills Elementary will create a professional environment that nurtures and supports ALL teachers in their quest to be effective teachers.

Evaluation Data Source(s) 1: Rolling Hills Elementary will have less than a 5% teacher turnover rate each year. Rolling Hills Elementary will have at least 95% teacher attendance each day.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide staff with adequate support in classrooms and resources (supplies, discipline, & professional development).	2.4, 2.5, 2.6, 3.1, 3.2	RHE Administration and Leadership Team	Teachers receive weekly lesson plan feedback from leadership team in order to revise and maximize instruction. Teachers have the opportunity to observe other teachers classrooms accompanied by a member on the leadership team to discuss ways to implement changes and provide support in any area of need in order for the teacher to be successful.				
2) Recognize a teacher and staff member of the month for demonstrating campus norms and exceeding expectations.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Leadership team and RHE Staff	Teachers and staff will be recognized throughout the school year to promote a positive and energetic culture and climate among staff.				
3) Utilize the TAP for performance pay for teachers improving student growth.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Principal and Teachers	In the month of November, teachers will receive a stipend for at least 70% of students at Tier I on I-Station for Pre-K4 through 2nd grade. All 3rd-5th grade teachers, receive stipends based on their percentage of students at Meets and Masters on STAAR results.				
4) Continue the Culture Climate Crew (C3), as a forum for faculty members to maintain positive school culture and engagement.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Principal	Willing teachers will serve on a RHE Committee that to discuss and plan upcoming events.	❌	❌	❌	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Increase Teacher Attendance by providing an award to the teacher who has no absences or few absences for each six weeks.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Principal and Office Manager	Teachers will increase their teacher attendance by 10%.				
6) Provide, conduct, and support tiered staff development that helps teachers to identify and implement best strategies/practices for improving student achievement in all subject areas. This will be provided through the following methods Pre-Conferences, Clinical Supervision,Vertical Planning, Learning Walks, Professional Affiliations, Graduate/Post-Graduate Studies, and Shadowing Mentors.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Team	Agendas, Sign-In Sheets, Certificates of Completion, Transcripts, Summaries,	X	X	X	
7) Award "Teacher and Staff Member of the Year" to an outstanding member of the team each year.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Attendance Log, Climate Survey				
8) Administration Team, Instructional Coaches and, Reading Interventionists will conduct coaching as needed to enhance instructional delivery and ultimately impact student achievement.	2.4, 2.5, 2.6, 3.1, 3.2	Leadership Team	TAP Evaluations, Pre and Post Conferences, Walkthrough Summations				
9) Create a culture with growth by fostering and providing staff development that allows staff members to inquire, apply new practices in their classrooms, reflect, problem solve, develop study experiences, self-evaluate their teaching and learning, interpersonal stengths, coaching, and organizational skills.This will be achieved by providing non-traditional staff development models Classroom Oberservation, Socializing Intelligence,Accountable Talk, Professional Reading & Reflections, Conducting Surveys, Conducting Interviews, Build Relationships,Video Conferencing & Conference Calls.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Agendas, Sign-in Sheets, Positive Collaborations, Informal Observations, Administrative Walkthroughs				
10) Continue with Monthly Paraprofessional Meetings to discuss concerns or support that they made need from the principal and teachers.	2.4, 2.5, 2.6, 3.1, 3.2	Principal	Agenda and Sign-In Sheets	X	X	X	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Recognize staff birthdays during announcements and personalized gifts.	2.4, 2.5, 2.6, 3.1, 3.2	Culture Climate Crew	School Climate and Culture Survey	X	X	X	
12) Continue Staff-Wide surprise tokens to occasionally to show appreciation.	2.4, 2.5, 2.6, 3.1, 3.2	Administration Team and Administration Office Manager	Climate and Culture Survey	X	X	X	

100% = Accomplished → = Continue/Modify 0% = No Progress X = 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 1: Rolling Hills Elementary staff, students and parents will work collaboratively to positively impact the image of the school through student achievement, public service and positive communication.

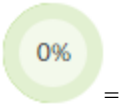
Evaluation Data Source(s) 1: To assure that Rolling Hills Elementary creates and maintains a positive public image by providing accurate, timely and courteous service to all members of our learning community. To further enhance the image of Rolling Hills Elementary by providing our students with a high caliber of academic instruction.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain a functioning campus webpage with upcoming events and photographs.	2.4, 2.5, 2.6, 3.1, 3.2	Technology Coach	Increased number of visitors to the campus website				
2) Actively participate in district and city events.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Counselor, Teachers, and Technology Coach	Participation Log, Photographs				
3) Create and send out a Parent Satisfaction Survey.		Technology Coach	Survey Results				
4) Prepare and electronically distribute a Monthly Principal Newsletter for/ to parents.		Principal	Survey Results				
5) Teachers will generate weekly newsletters in students Tuesday's Folders and keep an updated communication log with parents about "positive" accolades in addition to communication concerning behavioral and academic progress.		Principal and Teachers	Communication Logs and Weekly Newsletters				
6) School will use the School Messenger System to provide weekly updates to parents.		Administration Team and Leadership Team	Call Logs	✗	✗	✗	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Utilize Social Media, Twitter and Facebook, to promote Rolling Hills events.	2.4, 2.5, 2.6, 3.1, 3.2			✗	✗	✗	

= Accomplished

= Continue/Modify


= No Progress

= 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, interests, and career aspirations.

Performance Objective 1: (Community Involvement) Rolling Hills will become a hub of parental involvement by educating, respecting and providing a non-threatening environment for parents and children.

Evaluation Data Source(s) 1: Increase overall parent involvement to participate in parent academies that focus on enhancing their knowledge of the 21st Century Learner and Continue to Build Parent to Teacher Relationships.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Host a Meet the Teacher Night in the first week of school.	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Leadership Team, Teachers, Staff	Back to School Power Points and Schedule of Parent Stations and Rotations, and Parent Sign-In				
2) Host the September Annual Grandparents' Day Lunch.	2.4, 2.5, 2.6, 3.1, 3.2	Counselor, Teachers, and Staff	Grandparent's Flyer, Grandparents sign-in sheet, Grandparents Pictures, and Final Count of Grandparents that Attended from the Cafeteria Manager				
3) Electronically distribute a monthly newsletter to parents including upcoming events and at RHE.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Counselor, Nurse, and Secretary	Parent Survey				
4) Host a Parent Academies to provide parents with strategies to enhance their childs success in school.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Leadership Team, and Teachers	Parent Academies Agenda, Parent Sign-In Sheets, and Causal Day Award Stickers to Students for Parents Participating				
5) Parents will receive weekly Tuesday folders with student graded and revised work, grade level newsletters, office forms, and etc.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Leadership Team, and Teachers	Student Weekly Tuesday Folders				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: We will promote the success of all students by providing a comprehensive approach to students support by, but not limited to, collaboration, addressing barriers to student learning, using data from from DMAC, teacher generated assessments and observations to assist in providing the framework for interventions and to guide our instruction, the use of state standards and district content RIG's to ensure curriculum alignment, and monitor best practices to ensure Colleege and Career Readiness.

Performance Objective 1: To provide all students with academic and social interventions that will ensure their success in school and in society.

Evaluation Data Source(s) 1: To meet all students at their point of need. Have a well trained Response to Intervention (RtI) Team that addresses the needs of EVERY student.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide additional interventions and enrichment activities during the day. Beginning in October, extended day will begin on Tuesdays and Wednesdays inviting tier 2 and 3 students.		RHE Administration Team, and Teachers	Teachers will provide tutoring and provide students with the opportunity to extend their learning in order to close their achievement gaps in reading, math, writing, and science.				
2) Implement weekly Food 4 Kids Program to go home with students every Friday.		Counselor	The counselor will continue to seek out students that need the support of the program on a weekly basis. The counselor will use a participant log to document the students that we will serve in this program.				
3) Implement a campus-wide RtI planning team to meet the academic and social needs of students.		Principal, Counselor, Leadership Team, and Teachers	The teachers will provide intense structure to assist students to become readers and solve real-world math story problems during "Power Hour" from 8:15to 9:00.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) The Right Track Young Men Club will meet once a week beginning to collaborate about young manhood and assist with establishing goals to enhance their future. The Sister to Sister Club will meet once a week to collaborate about young sister hood and assist with the establishing goals to enhance their future.		Principal, Club Sponsors.	The RHE sponsors of both programs will follow district leadership in implementing both programs weekly to meet the needs of RHE young men and young ladies. Students will participate in school and district wide activities.				
5) The RHE staff will conduct home visits of struggling students.		RHE Administration and Teachers	The RHE leadership team and teachers will conduct home visits when necessary to reach and partner with parents to visit about their child and what support could we provide to them for everyone to be successful in the household.				
6) In the month of October, clubs will be implemented for student's to participate in on a weekly basis. Robotics Club Book Club(s) Math Masterminds (M&M) Honor Chorus Board Games	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Leadership Team, Teachers	Teachers will provide club experiences to students on a weekly basis.	✗	✗	✗	

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

Goal 6: We will provide students with opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

Performance Objective 1: Rolling Hills will provide ALL students with a strong technology background aligned with state technology standards.

Evaluation Data Source(s) 1: All students will be computer literate by 1st grade and will receive ongoing technology instruction from PreK through 5th grade. Teachers will utilize technology/media in their daily instruction.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The STEM committee will Continue to plan activities that support science, math, technology, that supports RHE's engineering pipeline to participate in District STEM Fair.		STEM advisory committee made up of teachers.	STEM teachers will plan activities for students to experience real-world engineering experiences to the classroom, parents, grandparents, and staff/students of RHE.				
2) Implement the use of I-Pads, Netbooks, and/or Chromebooks in grades to support the PK4-5th students in Reading A-Z, Stemscopes, technology programs such as the Circle Assessment, StarFall, I-station, and otherinstructional technology programs to support and enhance students learning,		RHE Leadership Team and Teachers	Teachers will implement using the technology devices in their whole group and small group instruction to meet the needs of all students.				
3) Students will use the iStation Reading and Math on-line program during the Computer technology Lab and their classrooms to enhance their instruction.		RHE Leadership, Technology Teacher, and Classroom Teachers	The technology teacher will conduct individual student conferences after each monthly test to share their progress and set goals for students to strive to obtain in the areas of reading and math.				
4) Provide ongoing professional development to assist teacher will understanding how to effectively implement technology in Project/Problem Based Learning through the vehicle of the STEM Pipeline of Engineering in all grade levels,		RHE Leadership Team and Teachers	Teachers will create and implement problem-based learning for all students to participate in their classrooms during the school year in conjunction with standards being taught.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Develop meaningful exposure opportunities for PK-5th students to learn about and utilize Engineering skills	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Librarian Aide, District Blended Learning, Elementary Science Coordinator	Students will be informed about Engineering careers and pathways.				

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

Goal 7: Every campus will create and implement a plan that promotes College and Career Readiness for students.

Performance Objective 1: Rolling Hills Elementary School will promote College and Career readiness through student research, critical thinking/problem solving, building vocabulary, public speaking, and field trips.

Evaluation Data Source(s) 1: All students will be placed on a path for College and Career Readiness. Campus administrators will take the lead in promoting College and Career Readiness.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will participate in College actives throughout the school year and Career Day in the month of March 2018.		RHE Leadership Team, Teachers, Parents, and Community Volunteers	The Parental Involvement Committee will identify and plan College and Career Day activities throughout the school year. The committee will work directly with parents and community volunteers to plan a successful Career Day in the month of March.				
2) The 5th grade will participate in in a College and Career mock enrollment day. The students will identify one to two college and careers choices of their interest. Then, the students will write an essay covering the topic: What Impact Does a College Degree serve guiding your career? 5th grade teachers/students will participate in a college visit in the spring.		RHE Administration Team, Teachers, Students, and RHE Volunteers	RHE 5th grade Teachers and Student's will participate in a college enrollment day and visit a university where they take part in a college scavenger hunt to identify specific buildings that represent the different career schools such as the School of Education and School of Technology.				
3) Participate in campus College Go Get It Week, third week of September 2019.		Counselor, Leadership Team	Students are exposed to opportunities and process to attend institutions of Higher Education				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 8: We will improve attendance for teachers and students in grades pre-kindergarten through fifth grades.

Performance Objective 1: We will increase teacher and student atttendance in grades pre-kindergarten through fifth grades to 97%.

Evaluation Data Source(s) 1: Attendance data at the end of the year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) We will establish an attendance committee to discuss ways of improving student attendance and identify probable solutions.		Administration and Teachers	TEAMS Reports				
2) Parents will be contacted via letters, home visits, notes and/ or phone calls concerning excessive absences and/or tardies. Students with excessive absences will be filed on for truancy.		Principal Attendance clerk	Parent contact logs Students' absentism will decrease				
3) Student with Perfect Attendance will receive a perfect attendance award.		Administration, Secretary, and PEIMS	PK-5th Student Attendance Increase				
4) The class in each grade level with the highest attendance percentage and the class with the highest attendance percentage campus wide will receive an incentive.		RHE Leadership Team, Teachers, and Students	The Attendance committee will compare attendance rates each six-weeks to monitor the increase of students attendance and the decrease of students mobility rate for the school year.				
5) Teachers with perfect attendance for the 6 weeks will have their name placed in a drawing for an incentive.	2.4, 2.5, 2.6, 3.1, 3.2	RHE Leadership Team, Office Manager	Increase in staff attendance				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	4	Special population students such as GT, Sped & ESL will be provided with rich learning activities specifically designed to meet their needs.
1	1	7	Recruit and maintain highly qualified teachers to teach mathematics and reading by incorporating a supportive mentoring program for new teachers. They will expand their staff development by sending them to observe Tier 1 teachers.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Principal	Cherish Pipkins	Principal
Assistant Principal	Margo Spencer	Assistant Principal
Non-classroom Professional	Nickki Armstard	Counselor
Non-classroom Professional	Mary Thompson	Reading Interventionist
Non-classroom Professional	Derick Mills	Instructional Coach
Non-classroom Professional	Doris Thompson	Instructional Coach
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	Danyale Pace	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	Derek Nuckols	SPED Teacher
Community Representative	Tamitra Griffin	OCBF Turn Around Agenda; In-School Program Coordinator- Lancaster Cluster
Business Representative	Roy Bratton	GO Federal Credit Union Business Development Specialist
Parent	Amre Martin	Parent
Parent	Ebony Richardson	Parent
Parent	Kamesha Nelms	Parent

Committee Role	Name	Position
Parent	Natalie Baker	Parent

Addendums

2019-2020 Site Based Decision Making Team

Meeting Date: September 3, 2019

4:00 PM

Rolling Hills Elementary Library

Committee Role	Name	Position	Signature
Principal	Cherish Pipkins	Principal	
Assistant Principal	Margo Spencer	Assistant Principal	
Non-classroom Professional	Nickki Armstard	Counselor	
Non-classroom Professional	Mary Thompson	Reading Interventionist	
Non-classroom Professional	Derick Mills	Instructional Coach	
Non-classroom Professional	Doris Thompson	Instructional Coach	
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	Danyale Pace	Second Grade Teacher	
Classroom Teacher	LaTonia Johnson	Third Grade Teacher	
Classroom Teacher	Quanisha Vickers	4th Grade Teacher	
Classroom Teacher	Miesha Medford	5th Grade Teacher	
Classroom Teacher	Michael Fanner	Music Teacher	
Classroom Teacher	Derek Nuckols	SPED Teacher	
Community Representative	Tamitra Griffin	In-School Program Coordinator-Lancaster Cluster	

Committee Role	Name	Position	Signature
Business Representative	Roy Bratton	Business Development Specialist	
Parent	Amre Martin	Parent	
Parent	Ebony Richardson	Parent	
Parent	Kamesha Nelms	Parent	
Parent	Natalie Baker	Parent	

Parent Jeremy Jones Parent

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Lancaster Independent School District

Rosa Parks-Millbrook Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Lancaster ISD Vision:

All students achieve self-sustaining success and leave a lasting legacy.

Lancaster ISD Mission:

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Lancaster ISD Beliefs:

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 a quality 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 students needs leads to intentional outcomes for student success.**

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

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

Value Statement

"Educating children is a calling. However, when you are walking in your purpose, serving others is your way of saying 'Thank you' for your gifts."

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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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 their self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS

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Comprehensive Needs Assessment

Revised/Approved: October 03, 2019

Demographics

Demographics Summary

Rosa Parks-Millbrook Elementary School will continue to make impressive gains after maintaining high liveles of academic achievement earning a TEA rating of Met Standard with 4 distinction, and earning a campus rating of B in the 2018-2019 academic school year. While the Met Standard with 4 distinctions recognition is cause for celebration, Rosa Parks faculty and staff also celebrate the accomplishment of a student attendance rate of 96%.

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 second year, including the Principal, Assistant Principal, Campus Instructional Coaches, and interventionist.

For the upcoming school year, the district will continue to employ the TAP system which encompasses elements that promote student achievement and teacher development. Campus Instructional Coaches as well as the interventionist will provide comprehensive support to teachers and students.

Rosa Parks-Millbrook Elementary serves 431 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 2 Campus Instructional Coaches, 1 Interventionist, a counselor, librarian assistant, 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 80% of its returning staff for the 2019-2020 school year.

In 2018-2019, the academic focus was on ELAR and Writing at all grade levels. While gains were made in Reading, Math, and Writing, we now experience a need for improvement in Science and continued growth in Reading. Although we will continue to closely monitor Math and Writing, a major effort for the 2019-2020 school year will be placed on literacy, with an emphasis on reading and writing across all content areas. 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.

PreK, 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, Campus Instructional Coaches and administrators also meet with teachers to provide assistance with data dissagregation and intentional planning for good first instruction. This time also allows for ongoing professional development

through weekly cluster meetings and interventions built into the master schedule.

In the 2019-2020 school year we will continue to focus on improving academic performance for all students with -

- Research-based instructional practices
- Writing across the curriculum
- Hands-on 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

80% returning teachers

Veteran staff, reflects the student body

2 full time Campus Instructional Coaches

Interventionist supports academic and behavioral needs

All 3-5 ELAR teachers are ESL certified

96% attendance rate

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

82% 2nd Grade students were in Tier 1 by end of year.

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 beginning at our Back to School Festival and the clubs begin the 2nd 6 weeks of school. Parents are also becoming more involved in volunteer work for teacher and student success.

We also have festivals and celebrations throughout the year. In August we have our annual Back to School Festival that includes meet the teacher, vendors, free food and a bounce house. Our next festival is the Fall Festival at the end October. We have student programs for Hispanic Heritage, Christmas, Black History month, and Cinco de Mayo to promote cultural awareness. 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 sixth year of the TAP System with a high teacher retention rate with 80% of its returning staff for the 2019-2020 school year.

Staff Quality, Recruitment, and Retention Strengths

The teachers and staff are willing to put in the work needed to achieve student success. After school tutorials are held after school on Monday - Wednesday from 3:45-4:45 beginning in September. Friday Night @ The Parks enrichment 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.

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.

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.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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

- Attendance data
- Discipline records

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: October 07, 2019

Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for maximum student growth.

Performance Objective 1: By May 2020, 80% of RPM PK-2 students of ALL represented student groups will perform on or above grade level on the iStation Reading assessment. By May 2020, 80% of RPM third-fifth graders of all represented student groups will meet the reading standard on STAAR in the Approaches category with 50% at the meets level, and at least 25% at masters.

Evaluation Data Source(s) 1: We will analyze our end of year data on iStation and STAAR assessments to see if goals were met.

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) 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	2.4, 2.6	Principals Instructional Coaches Interventionist Teachers	iStation Running Records CFAs/Benchmarks STAAR				
2) All students will be provided the opportunity for daily intervention utilizing scientifically based reading strategies.	2.4, 2.5, 2.6	Principals Interventionist Instructional Coaches	Common Assessments Benchmarks iStation Running Records STAAR				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Provide rigorous reading instruction utilizing iStation results, Benchmarks, and Common Assessments as diagnostic assessments.	2.4, 2.6	Principals Master Teachers Teachers District Representatives	Benchmarks iStation STAAR				
4) All students will have an Academic Improvement Plan based on their Student Data Portfolio, reviewed/modified/extended every six weeks.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches Interventionist	Benchmarks iStation STAAR Running Records				
5) Purchase supplemental reading materials that are aligned with STAAR testing.	2.4, 2.6	Principals Teachers Master Teachers	Benchmarks iStation STAAR Running Records				
6) Use the Reading IRGs at each grade level to ensure TEKS coverage and quality of instruction.	2.4, 2.5, 2.6	Principals Instructional Coaches Teachers	Weekly classwork Weekly assessments Benchmarks STAAR				
7) Use small group instruction/guided reading groups to meet the needs of individual learners to improve reading fluency and comprehension.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks iStation STAAR Running Records Reading A-Z				
8) Use running records every 6 weeks to progress monitor and assess reading levels of K-2 students.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks iStation STAAR Running Records				
9) All teachers will plan/monitor/ implement appropriate interventions based on iStation assessment, ongoing running records, and common assessments.	2.4, 2.5, 2.6	Principals Teachers Interventionist Instructional Coaches	Benchmarks iStation STAAR				
10) Increase the development of students critical and analytical reading skills using HMH (leveled) Rigby Readers.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks iStation STAAR				
11) Implement daily read aloud and shared reading within the HMH curriculum resource.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
12) 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.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Observations Benchmarks STAAR				
13) Professional staff will meet in vertical teams to discuss and plan reading content, align instructional strategies and analyze data monthly.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks iStation STAAR Observations Lesson Plans				
14) Continue to build a campus library collection that is of high interest to students containing fiction, non-fiction and expository reading material.	2.6	Principals Library Aide	Increase in numbers in the collections				
15) Participate in National Children's Book Week to promote student's love of reading.	2.4, 2.5, 2.6	Principals Instructional Coaches Library Aide	School-wide participation in planned activities				
16) Participate in Read Across America Day	2.4, 2.5, 2.6	Principals Instructional Coaches Library Aide	School-wide participation in planned activities				
17) Build on implementation of Fall LITeracy program with Storybook Character Parade.	2.4, 2.5, 2.6	Principals Instructional Coaches Interventionist Library Aide Teachers					

= Accomplished = Continue/Modify

= No Progress = 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 maximum student growth.

Performance Objective 2: By May 2020, 80% of RPM PK-2 students of ALL represented student groups will perform on or above grade level on the End of Year Assessments in Math. By May 2020, 85% of RPM third-fifth graders of ALL represented student groups will meet math standards on STAAR in the Approaches category, with 50% at the meets level and at least 25% at masters.

Evaluation Data Source(s) 2: We will analyze our end of year iStation, CFA, and STAAR assessment data to see if goals were met.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) First and second grade will master the addition and subtraction facts. Third, fourth, and fifth grade students will master addition, subtraction, multiplication, and division facts.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Teacher Made Assessments ISIP Math (K-2) Timed Tests Reflex Math (3-5)				
2) Professional staff will meet in vertical teams to discuss and plan math content, align instructional strategies and analyze data monthly.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks iStation STAAR Observations Lesson plans				
3) Utilize supplemental math instructional materials & STAAR Mathematics preparation.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks STAAR Common Assessments				
4) Use the TRS Math IFD and enhanced clarification document at each grade level to ensure TEKS coverage and quality of instruction.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Weekly classwork Weekly Exams Benchmarks STAAR				
5) All teachers will plan, monitor, and implement appropriate daily interventions based on iStation, weekly end of unit and/or end of year assessments, and CFA data.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks STAAR Common Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Utilize interactive journals in grades K-5, with emphasis on literature and vocabulary in the math lesson cycle.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Benchmarks STAAR Common Assessments iStation				
7) Use concept walls, interactive vocabulary cards, and vocabulary activities with intensity to increase math vocabulary K-5.	2.4, 2.5, 2.6	Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				
8) Utilize manipulatives in every classroom for whole and small group instruction to increase conceptual understanding.	2.4, 2.5, 2.6	Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				
9) Use small group instruction to meet the needs of individual learners to improve math skills and understanding of math concepts.	2.4, 2.5, 2.6	Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				
10) Math progress will be monitored using at the completion of each unit using teacher and district created assessments.	2.4, 2.5, 2.6	Teachers Administrators	STAAR iStation Unit assessments CFA data				

= Accomplished

= Continue/Modify

= No Progress

= 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 maximum student growth.

Performance Objective 3: By January 2020, ALL students will be proficient in writing at their grade level as assessed by campus and district assessments. By May 2020, ALL fourth grade students will perform 65% or better on the STAAR Writing assessment at the approaches level, __% meets, __% masters.

Evaluation Data Source(s) 3: We will analyze our mid year district common assessments and STAAR assessment to determine if goals were met.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Writer's Workshop (HMH) and continue writing across all grade levels with curriculum and content connections.	2.4, 2.6	Principals Teachers Instructional Coaches	Students' progress will be demonstrated in writing samples, published pieces, and portfolios.				
2) Showcase student writing samples at the publishing stage of the writing process.	2.4, 2.6	Principals Teachers Instructional Coaches	Students' progress will be demonstrated in writing samples on the campus writing wall.				
3) Use the Language Arts TRS Instructional Focus Document at each grade level to ensure TEKS coverage and quality of instruction.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Weekly class work Weekly exams Benchmarks STAAR				
4) Reinforce student use of organizational tools for writing to organize and communicate their thinking to a variety of audiences.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Students' progress will be demonstrated in writing samples, Writers Theater, and portfolios.				
5) Use writing as a method of learning and communicating in all content areas.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Students' progress will be demonstrated in writing samples.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished

= Continue/Modify

= No Progress

= 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 maximum student growth.

Performance Objective 4: By May 2020, 80% of ALL fifth graders will pass the 5th Grade STAAR Science Assessment at the approaches level, with 50% at the meets level, and at least 20% at mastery.

Evaluation Data Source(s) 4: We will analyze our end of year data on the STAAR assessment to see if goals were met.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use the Science TRS Instructional Focus Document and resources at each grade level to ensure TEKS coverage and quality of instruction.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Weekly class work Weekly exams Benchmarks STAAR				
2) Utilize the 5E Model to increase student achievement and the Tigers Design Process.	2.4	Principals Teachers Instructional Coaches	TAP evaluations Lesson plans CFA data				
3) Provide hands-on relevant/real world experiences to enhance student performance in science.	2.4, 2.5, 2.6	Principals Teachers Master Teachers	Weekly class work Weekly exams Benchmarks STAAR Lesson Plans				
4) Engage students in grades K-5 in scientific methods as evidenced by interactive notebooks and scored by an instructional rubric.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Weekly class work Weekly exams Benchmarks STAAR				
5) Ensure students spend 60% of science instruction engaged in a lab setting with focus on completion of core labs.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Lab Attendance Products (Science Experiments, etc)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Participate in campus and district level STEM Fair.	2.4, 2.5, 2.6	Principals Teachers Master Teachers	Participation in STEM Fair				
7) Incorporate living organisms in science lab.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Living organism in science lab / classroom				
8) Use science resources modules to provide inquiry-based, authentic investigations in science that integrate math and reading content and assessments.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	STAAR				
9) Continue to build science materials and manipulative inventory for teachers and students to use during classroom and lab instruction.	2.4, 2.5, 2.6	Principals Science Teacher	STAAR				
10) Professional staff will meet in vertical teams to discuss and plan science content, align instructional strategies and analyze data monthly.		Principals Teachers Instructional Coaches	Benchmarks Common assessments STAAR Observations Lesson plans				
11) Use small group instruction to meet the needs of individual learners to improve math skills and understanding of science concepts.	2.4, 2.5, 2.6	Principals Teachers Master Teachers	Benchmarks STAAR Common Assessments				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: We will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

Performance Objective 1: Develop and implement a seamless use of technology across all curriculum areas and for teacher, parent and student use to improve academic performance.

Evaluation Data Source(s) 1: Evaluation Data Source(s) 1: Walkthroughs, evaluations and student computer program data will be analyzed to inform us on the level of technology use in the building and in which classes it is being used.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Participate in STEM fair.	2.5, 2.6, 3.2	Principals Classroom Teachers Lead Science Teacher	Number of participants to attend the fair				
2) Pre K-5th grade teachers will use iPads and Chromebooks for classroom instruction.	2.4, 2.5, 2.6	Principals Instructional Coaches Teachers	Integration of technology across all subjects				
3) Develop school wide activities so that all students will have opportunities to be successful in technology skills	2.4, 2.6	Principals Master Teachers Classroom Teachers	Number of students participating				
4) Integrate technology into all classrooms for each student.	2.4, 2.5, 2.6	Principals Teachers Instructional Coaches	Evaluations Walk through data				
5) One PBL per semester will be conducted in grades K-5.	2.4, 2.5, 2.6	STEM Team Teachers Principals Master Teachers	Completed PBLs				
6) Implement a STEM Committee to develop the vision and guide the implementation of STEM on the campus.	2.5	Principals STEM Committee members	Quality of STEM implementation STAAR data PBL data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans to maximize student growth.

Performance Objective 1: Establish and refine effective tools and interventions for teachers to use along with selected curriculum to motivate and actively engage all students.

Evaluation Data Source(s) 1: Evidence of increased student performance will be monitored through implementation of TRS and IRGs, review of assessment data, intervention documentation and staff development documentation.

Summative Evaluation 1:

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans to maximize student growth.

Performance Objective 2: Establish effective mathematical practices and interventions for teachers to use to enhance the district curriculum. (emphasis on mathematics instruction to increase student achievement)

Evaluation Data Source(s) 2: Evidence of increased student achievement in math will be determined by analysis of data from intervention documentation, software reports, assessment reports and related professional development documentation.

Summative Evaluation 2:

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans to maximize student growth.

Performance Objective 3: Design and implement an intervention model that meets the requirements of the TEA Response to Intervention (RTI) Model.

Evaluation Data Source(s) 3: Implementation of an intervention plan as evidenced by related professional development documentation, process documentation, campus intervention documentation, and assessment data analysis of student performance.

Summative Evaluation 3:

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention

plans to maximize student growth.

Performance Objective 4: At-risk students will perform comparably to their peers on the STAAR assessment.

Evaluation Data Source(s) 4: Evidence of increased student performance for identified at-risk students as determined by intervention documentation, developed academic improvement plans and data analysis of student assessment performance.

Summative Evaluation 4:

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans to maximize student growth.

Performance Objective 5: At-risk students will be provided with academic and learning supports appropriate to their particular need.

Evaluation Data Source(s) 5: Evidence of support for identified at-risk student will be determined by RTI meeting documentation, counseling and guidance documentation, counselor logs, homebound documentation, Head Start program documentation and Pre-Kindergarten services documentation.

Summative Evaluation 5:

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans to maximize student growth.

Performance Objective 6: Students in grades 2, 5, and 8 will meet or exceed 100% mastery on technology applications proficiency assessments

Evaluation Data Source(s) 6: Student proficiency will be determined by analysis of data from benchmarks in identified grades, lesson plan documentation of incorporated technology standards in lesson plans and NCLB annual technology reporting.

Summative Evaluation 6:

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans to maximize student growth.

Performance Objective 7: Expand information and communication technology opportunities and delivery options.

Evaluation Data Source(s) 7: Evidence of increased implementation of information and communication technology will be determined through

software inventories and usage reports, professional development for tools and resources documentation, and technology inventories.

Summative Evaluation 7:

Goal 3: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans to maximize student growth.

Performance Objective 8: RPM staff will implement SEL strategies to promote positive social emotion growth and development of all students.

Evaluation Data Source(s) 8: Review 360
Positive Office Referrals

Summative Evaluation 8:

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 personal challenging goals related to academics, interest, and career aspirations.

Performance Objective 1: Expand outreach services to all parents and family community members, and implement programs, activities, and procedures to engage parents, families, community members, and volunteers.

Evaluation Data Source(s) 1: Feedback forms, parent surveys, and attendance numbers at campus events

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement a campus volunteer program to support in-school and extracurricular programs.	3.1, 3.2	Principal, Assistant Principal, Counselor	Increased number pf parent volunteers				
2) Implement All Pro Dads program and Moms on a Mission	3.1, 3.2	Principal, Assistant Principal, Counselor, Parent Liaison	Increase number of parents engaged in school activities				
3) Implement Parks Parent Academy with focus on academic and social/emotional growth.	3.1, 3.2	Principal, Assistant Principal, Counselor Campus Instructional Coaches	Parents attend classes and receive resources on how to support student growth and achievement at home.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	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

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 Plan Advisory Committee

Committee Role	Name	Position
Principal	Yvonne Thornton	
AP	Cartney Slaughter	
Master Teacher	Tiffany Hilliard	
Master Teacher	Brandi Epps	
Classroom Teacher	Cameisha Borner	
Classroom Teacher	Bridget Thompson	
Classroom Teacher	Amber Conner	
Classroom Teacher	Kimbernique Coleman	
Interventionist	Tamiqua Leepers	
Classroom Teacher	Vonikki Stephenson	
Classroom Teacher	Devon Moore	
Classroom Teacher	Daphne Parker	

Lancaster Independent School District

West Main Elementary

2019-2020 Campus Improvement Plan

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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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Goal 1: All students 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. . . . 22
Goal 2: All students 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. . . . 25
Goal 3: All students 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. . . . 27
Goal 4: All students will have access to a science program that provides for hands on science labs and opportunities to use the scientific method to solve real world problems resulting in: 85% of students in 5th grade performing at the Approaches level on the Science STAAR with an increase of 20% at the Meets and 18% at the Masters level. . . . 30
Goal 5: Family and Community involvement will increase as a result of: an increase in the number of school activities and events involving parent/guardians and community members as measured by sign in and volunteer documentation. . . . 32

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. . . . 34
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. . . . 36
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Comprehensive Needs Assessment

Demographics

Demographics Summary

The current enrollment is 734 students in grades Pre-K4 through 5th versus 734 students last year. The ethnic breakdown at this time is approximately 70% African American, 22% Hispanic, 5% White and 3% other. West Main is about 92% economically disadvantaged. To date we have 39 special education students, with 13 of those being in the life skills class, 18 students receive services under Section 504, 19 students are in foster care, 344 students are identified as at-risk, 14 students are homeless, 67 students are identified as Gifted and Talented, 278 students in K-2nd have been flagged on the Early Reading Indicator as being in Tier II or III on BOY iStation assessment and 37 students are receiving ESL services.

The teaching staff includes 34 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 Assistant Fine Arts Director, 1 Counselor, 2 Instrucitonal Coaches and 1 Reading Interventionist.

Demographics Strengths

West Main has a diverse student population

68% 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

Grade 3	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR
Reading	74%	54%	58%	59%	65%	91%	80%
Math	42%	58%	76%	59%	80%	91%	85%

Grade 4	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR
Reading	53%	70%	50%	71%	57%	78%	87%
Math	38%	57%	61%	67%	68%	92%	91%
Writing	47%	71%	68%	74%	52%	52%	71%

Grade 5	2013 STAAR	2014 STAAR	2015 STAAR	2016 STAAR	2017 STAAR	2018 STAAR	2019 STAAR
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 Elementary received 5 out 6 distinctions:

Academic Achievement in ELAR/Reading

Academic Achivement in Math

Top 25 Percent Student Progress

Top 25 Percent Closing Performance Gaps

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 2019-2020 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 actvities 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, Tiger Beats, Honors Choir, Art Club, Student Council (5th Grade only), 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 Not being intentional when it comes to rewarding student and teacher success. More measures will be explored during the 2019-2020 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 teacher 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 TalentEd 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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers need a lot of 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.

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, Texas Treasures (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 met 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 trainings focused on scientifically-based research and best practices.

2. Teachers will attend monthly district horizontal and vertical alignment professional development trainings.

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 offer after-school tutoring from October-April for Tier II and Tier III students (K-5th only).

6. We offer Friday Night Live from January-April for Tier II students (3rd-5th 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 sending home weekly newletters from the teachers, monthly newsletters from the prinipal, breakfast and lunch menus for the month, calendar of events, and other 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.

Teachers keep parents informed by sending home weekly newsletters that explain lesson objectives and homework assignments. Teachers take the expectation of regularly communicating a step further by using an mobile app called 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 biners 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 Strengths

1. We have 2 Instructional Coachers who plan for and deliver weekly cluster meetings (professional development) as well as intervening with students by pushing in or pulling-out. They also work with Pre-K through 5th grade teachers to plan for and deliver solid intervention and Tier I instruction

2. We have 1 Reading interventionist. She 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

Instructional technology usage at WME was at an all time high during the 2017-2018 school year

Technology Strengths

1. Prek-2nd grade classrooms have a crate of devices (6-8)

2. 3rd-5th grade classrooms have a cart of devices (at least 24)

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 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: All students 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: 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.

Evaluation Data Source(s) 1: STAAR, CFAs, Benchmark Assessments, EOY Universal Screener, EOY Running Records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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 that parents can use to assist with achieving those goals will be communicated throughout the school year.	2.4, 2.5, 2.6, 3.1	Principal Strategies PTA Funds Amount Allotted $1,000.00	Communicate campus expectations, focus areas and goals for the 2019-2020 school year using Campus and Classroom Newsletters				
2) To improve literacy Reading and Social Studies teachers will meet weekly to plan how to integrate Reading. Language Arts, and Social Studies.	2.4, 2.5	Principal, AP, Instructional Coaches, Interventionist Strategy Funding- None needed Amount- $0	Aligned instructional practices in reading, language arts and social studies classes				
3) Every teacher and student in Kindergarten through 5 grade will set individual goals in reading to monitor their progress throughout the year.	2.4	Principal, AP, Instructional Coach, Interventionist Strategy Funding- None needed Amount- $0	By the end of the school year 90% of students will be at or above grade level on the EOY Istation Reading test				
4) All students in Kindergarten through 2nd grade will utilize Reading A to Z and Raz-Kids to receive additional practice reading on their grade level	2.4, 2.5, 2.6	Library Assistant and classroom teachers Strategy Funding- District funds Amount- $0	By the end of the school year 90% of students will perform at or above grade level on the Reading Istation Universal Screener				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Reading/Language Arts teachers will intentionally plan for all students to use research based strategies to enhance vocabulary acquisition.		Principal, AP, Instructional Coaches, and classroom teachers Strategy Funding- None needed Amount- $0	Improved student performance on weekly comprehension based assessments				
6) All non academy students will receive reading intervention and/or targeted skill practice for a minimum of 30 minutes each day. Academy students will receive intervention through tutoring.	2.4, 2.5, 2.6	Principal, AP, Instructonal Coaches, and classroom teachers Strategy Funding- None needed Amount- $0	90% of students will be able to perform at or above grade level on the Istation Reading Universal Screener				
7) Teachers will receive explicit instruction on how to plan for data driven intervention and the resources/materials needed for effective implementation	2.4, 2.5, 2.6	Principal, AP, Instructional Coaches, Interventionist Strategy Funding- Title I Amount- $4,500	Increased student performance in reading				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: All students 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 Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff development on the WME Campus-Wide Writing Plan that will include Components of New Jersey Writing Project & Ready Write, 4 Square Writing Model, and the STAAR Writing Rubric for all ELAR Instructional staff		Principal, AP, Instructional Coaches, Interventionist and ELAR teachers Strategy Funding- None needed Amount- $0	85% of student will score 4-8 on the expository written compositions as measured by 4th grade STAAR Writing test				
2) 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.	2.4, 2.5, 2.6	Principal , AP, Instructional Coaches and classroom teachers Strategy Funding- None needed Amount- $100	Create consistent opportunities for students to practice handwriting and produce final drafts				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.		Principal, AP, and Instructional Coaches, Teachers Strategy Funding- Title I Amount- $1,300	Increased student performance in writing				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: All students 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 Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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		Principal, AP and Instructional Coach Strategy Funding- None needed Amount- $0	Aligned instructional strategies across grade levels in math				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Teachers will analyze formative and summative assessments to adapt/modify teaching strategies when planning for math instruction and intervention.		Principal, AP, Instructional Coaches and Classroom teachers Strategy Funding- None needed Amount- $0	Increased student performance on Campus and District Benchmarks				
3) Professional staff will meet vertically to discuss math content, identify gaps, align instructional strategies, and analyze data		Principal, AP, and Instructional Coaches Strategy Funding- None needed Amount- $0	Increased performance on test and aligned instructional practices K-5th				
4) All math and support teachers will use daily math problems and spiral reviews to address current and previously taught skills.		Principal, AP, and Instructional Coaches Strategy Funding- None needed Amount- $0	Increased performance on formative and summative assessments				
5) 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.		Principal, AP, and Instructional Coaches Strategy Funding- None needed Amount- $0	Students are able to perform at or above grade level				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.		Principal, AP, and Instructional Coaches Strategy Funding- Title I Amount- $4,500	Increased student performance				
7) Teachers will be required to attend additional professional development sessions to improve math instruction		District and Math instructional coaches Strategy Funding- General budget Amount- $1,000	Enhance teacher capacity and instructional prowess				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: All students will have access to a science program that provides for hands on science labs and opportunities to use the scientific method to solve real world problems resulting in: 85% of students in 5th grade performing at the Approaches level on the Science STAAR with an increase of 20% at the Meets and 18% at the Masters level.

Performance Objective 1: West Main Elementary School's daily science instruction in general, special, ESL and Gifted and Talented education will reinforce and/or improve every student's conceptual understanding of science vocabulary and scientific process as measured by standardized science assessments and rubric graded hands on laboratory activities.

Evaluation Data Source(s) 1: 85% of 5th Grade students will meet standard on the STAAR Science test and 90% on Campus/District EOY Assessments for grade levels K through 2;

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional staff will analyze K through 5th grade district science data, identify instructional trends and student needs and modify and adjust instructional and intervention plans to address those trends and needs.		Principal, AP and Instructional Coaches Strategy Funding- None needed Amount- $0	Increase in student performance				
2) Science instructional staff will meet vertically to support teachers in choosing and implementing effective instructional strategies to build student conceptual understanding of science TEKS.		Principal, AP and Instructional Coaches Strategy Funding- None needed Amount- $0	Enhance teacher capacity and instructional prowess				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Science teachers will explicitly teach science vocabulary via concept webs, thinking maps, interactive word walls, other advanced graphic organizers, journal writing, instructional videos such as Flocabulary, BrainPOP, Bill Nye the Science Guy, PBS Kids, etc.		Principal, AP and Instructional Coaches Strategy Funding- General budget Amount- $500	Increase in student performance				
4) Teachers will be provided additional resources/materials to utilize in classroom centers/stations.		Principal, AP, and Instructional Coaches Strategy Funding- Title I Amount- $1,300	Increase in student performance				
5) Teachers will be required to seek out additional professional development opportunities		LT and District Coaches Strategy Funding- General budget Amount- $1,000	Enhance teacher capacity and instructional prowess				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: Family and Community involvement will increase as a result of: an increase in the number of 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 opportunities during the school year to engage in their child's learning process in addition to monthly PTA events and programs.

Evaluation Data Source(s) 1: Parental involvement will increase for the 2018-2019 school year as evidenced by sign-in logs.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PTA will meet once a month for the 2018-2019 school year. The PTA will facilitate activities including but not limited to: Donuts with Dads Muffins with Mom Campus fundraisers Stem Night Literacy Night		Principal Strategy Funding- General budget Amount- $550	Give parents multiple opportunities to engage and formally participate in school business				
2) There will be a monthly newsletter listing pertinent information and dates regarding academics and school business		Principal, Assistant Principal, Counselor and office manager Strategy Funding- General budget Amount- $100	Keep parents and school community informed				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) All teachers will be properly trained on how to effectively and consistently use Class Dojo Review 360 to communicate with parents		Principal, AP and Instructional Coaches Strategy Funding- None needed Amount- $0	Establish a two way mode of communication between home and school				
4) To increase male involvement, men will be engaged in the school community through the inclusion of the "All Pro Dads" program		Principal and team captain Strategy Funding- Parental Involvement Amount- $300	Engage Dads with the school community				
5) Parents will be recognized for the involvement and volunteer efforts at the EOY awards assemblies with certificates.		Principal Strategy Funding- Parental Involvement Amount- $50	Reward those parents that are consistently engaged with the school community				

= Accomplished = Continue/Modify

= No Progress = 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 ans Support as well as character education initiatives throughout the school year.

Evaluation Data Source(s) 1: There will be a decrease in discipline referrals and a decrease in referrals to the counselor.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The counselor will see all classes bi-weekly and teach them the components of character education.		Principal, AP and Counselor Strategy Funding- None needed Amount- $0	Acclimate students to the six pillars of character				
2) Staff members will provide students with incentives that reward their demonstrations of positive behavior and character traits.		Principal, AP and Counselor Strategy Funding- Combination of general budget and PTA Fundraisers Amount- $2,000	Exemplify expectations as highlighted in the PBIS model				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) All students in grades 2-5 will participate in an Anti Bullying Assembly		Principal, AP and Counselor Strategy Funding- Combination of general budget and PTA Fundraisers Amount- $3,500	1) Consistently reinforce and communicate anti-bullying 2) Teach students to embrace differences and practice acceptance of others				

= Accomplished

= Continue/Modify

= No Progress

= 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 Source(s) 1: At least 90% of students in grades 3-5 will be able to proficiently apply 21st century technology skills.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will be trained throughout the school year on how to create 21st century technology skills learning opportunities for students.		Principal, Assistant Principal, Blended Learning Specialists, and Instructional Coaches Strategy Funding- None needed Amount- $0	Enhance teacher capacity and instructional prowess				
2) 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).		Campus leadership team Strategy Funding- None needed Amount- $0	Model for teachers how to effectively implement technology in their lessons				

= Accomplished = Continue/Modify

= No Progress = Discontinue

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Gail Wright	Principal
Administrator	Dashonda Millner-Perkins	Assistant Principal
Non-classroom Professional	Alterice Sadler	Instructional Coach
Non-classroom Professional	Benita Rubio	Campus Interventionist
Community Representative	Doris Brown	City of Lancaster Police Department Lieutenant
Parent	Antional Myles	Operations Manager
Community Representative	Bethany Howse	Right at School
Parent	Lekeia Hayden	Homemaker
Parent	kristie Martinez	Homemaker
Parent	Cathy Moore	Teacher
Classroom Teacher	Micaela Campos	Teacher
Classroom Teacher	Victoria Loudermilk	Teacher
Classroom Teacher	Sharmaine Curtis	Teacher and Parent

Addendums

2017-18 Site Based Decision Making Team

Committee Role	Name	Position	Signature
Campus Administrator	Nakesha Reddick	Principal	
Campus Administrator	Gail Rodgers	Assistant Principal	
Campus Administrator	Philia Stewart	Assistant Principal Intern/PTA Treasurer/Parent	
District-level Professional	Stacey Lotten	Assistant Fine Arts Director	
Non-classroom Professional	Alterice Sadler	Master Teacher	
Non-classroom Professional	Shamaro Roberts	Master Teacher	
Non-classroom Professional	Jacquline Rasheed	Counselor	
Non-classroom Professional	DaShonda Perkins	Reading Interventionist	
Classroom Teacher	Carolyn Halton	5th Grade Science Teacher/PTA President/Parent	
Classroom Teacher	James Foster	Blended Learning Specialist/PTA Vice President/Parent	
Classroom Teacher	Kenyetta Hickmon	Special Education Inclusion Teacher/PTA Secretary/Parent	
Business Representative	Lazonda Gardner	Owner/Director of The Gardner Preparatory School II	

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Campus Performance Narrative
West Main Elementary

Test: **CFA#1** 9/30/2017)

ELAR:

West Main Elementary is at or above district average in every area grade level for Reading with the exception of 4th grade. Our 4th grade team configuration has changed to support the two tested areas encompassed in ELAR at 4th grade. The leadership team will work closely with teachers to ensure that time management strategies and bundling of ELAR concepts occur to promote success in both areas in 4th grade.

Math:

In mathematics, WME exceeds district averages in all grade levels except 1st and 3rd grades. Our first grade team includes two new to campus teachers that are learning the West Main Way. We will continue to work to strengthen understanding of campus processes, instructional strategies and expectations with this group. We also have a change at the 3rd grade math position as our former third grade math teach has promoted to Master Teacher. She continues to provide consistent support to the new teachers at that grade level to ensure that the campus will not lose ground in 3rd grade math.

Science:

We also observe a decline in performance in the area of 5th grade Science on CFA #1. Due to adding a teacher to the grade level, we adjusted configuration having one teacher responsible for both subject areas. We will adjust our configuration to allow for greater teacher focus on one tested content area in 5th grade.

GRADE K	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: K.3B	September 25-October 27 (5 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teachergradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: K. 1B	September 25-October 27 (5 weeks)	• Texas Treasures Intervention Materials	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level

SCIENCE GOAL 90% of students will be **able to demonstrate mastery with 20% exceeding standard**	N/A	September 25- October 27 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teachergradebook	planning meetings • Monthly RTI Meetings • Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 1	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: 1.BC, 1.8A, 1.3F • 2nd group of lowest TEKS will be included in center *I* station activities and DMP: 1.3E, 1.5F	September 25-October 27 (5 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook •	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to *be* retaught during weekly intervention and in spiral review: N/A • 2nd group of lowest TEKS will be included in center/station activities: 1.9A, 1.20A	September 25-October 27 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers •	Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	Weekly lesson plans . Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL 90% of students will be **able to demonstrate mastery with 20% exceeding standard**	N/A	September 25-October 27 (5 weeks)	Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 2	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL 90% of students will be **able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: 2.4A • 2nd group of lowest TEKS will beincluded in center/ station activities and DMP: 2.2E, 2.5A	September 25-October 27 (5 weeks)	• RTI1 in Texas GO Math • Base 10blocks • Counters • Ten frames • Number lines • Coins	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teachergradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL 90% of students will be **able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 2. 7A, 2.14A • 2nd group of lowest TEKS **will** be included in center/station activities: 2.9A, 2.98, 2.14D	September 25-October 27 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	TW spiral 2.5A (lowest TEKS) in bell-ringers and lab experiments in order to build basic conceptual knowledge	September 25-October 27 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 3	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 3.2B, 3.20, 3.4A, 3.4B, 3.5A • 2nd group of lowest TEKS will be included in center/station activities: 3.4C	September 25-October 27 (5 weeks)	• RTI1 in Texas GO Math • Manipulatives • Place value charts • Multiplication charts	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plan • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 3.4B, 3.4C, 3.5A, 3.8A, 3.8B, Fig19DE • 2nd group of lowest TEKS will be included in center/station activities: 3.5	September 25-October 27 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 3.3A • 2nd group of lowest TEKS will be included in center/ station activities: 3.5A , 3. 5B, 3.50 , 3.6A	September 25-October 27 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teachergradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 4	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will *be* able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: • 2nd group of lowest TEKS will be included in center/station activities: 4.1A, 4.1F, 4.2C, 4.2D, 4.10E	September 25-October 27 (5 weeks)	• RTI1 in Texas GO Math • Manipulatives	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teachergradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.2E, 4.3A, 4.3B, Fig19E, 4.4, 4.8 • 2nd group of lowest TEKS will be included in center/station activities: 4.6C, Fig19D	September 25-October 27 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teachergradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.2C, 4.58, 4.6B • 2nd group of lowest TEKS **will** be included in center/ station activities: 4.4A, 4.6A	September 25-October 27 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
WRITING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.15C, 4.20B • 2nd group of lowest TEKS will be included in center/station activities: 4.15D	September 25-October 27 (5 weeks)	• Texas Treasures Intervention Materials • STAAR aligned Writing Rubrics • Graphic organizer • Motivation Writing • Step Up to STAAR • McGraw Grammar Workbook	• Final drafts added to student writing portfolios • Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 5	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90%** of students will be **able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 5.3A, 5.3K, 5.4B, 5.4E, 5.4F • 2nd group of lowest TEKS will be included in center/ station activities: 5.3B, 5.4A	September 25-October 27 (5 weeks)	• RTI1 in Texas GO Math • Manipulatives	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teachergradebook	• Lesson plans • Weekly walk-through data • Cluster meetings • Grade level planning meetings • October and November RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 5.2A, 5.2B, 5.14C • 2nd group of lowest TEKS will be included in center/station activities: 5.2E, 5.4A, Fig19DE, 5.4	September 25-October 27 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Lesson plans • Weekly walk-through data Cluster meetings • Grade level planning meetings • October and November RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: N/A • 2nd group of lowest TEKS will be included in center/station activities: 5.4A, 5.5C, 5.5D	September 25-October 27 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • Motivation Science • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Lesson plans • Weekly walk-through data • Cluster meetings • Grade level planning meetings • October and November RTI Meetings

(ALL SEs NOTED IN THE PLAN WILL ALSO BE COVERED IN WEEKLY AFTER-SCHOOL TUTORING SESSIONS WITH TIER II STUDENTS)

2017-2018 WEST MAIN ELEMENTARY SCHOOL CAMPUS ACTION PLAN (Benchmark #1)

	Math	Reading	Science	Writing
Kinder	98%	90%	96%	
1st	85%	79%	67%	
2nd	81%	70%	88%	
3rd	69%	40%	27%	
4th	53%	49%	26%	N/A (data discrepancy)
5th	415	27%	48%	

GRADE K	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: K.2E	November 6-December 15 (5 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: K.4A, K.18C	November 6-December 15 (5 weeks)	• Texas Treasures Intervention Materials	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	N/A	November 6-December 15 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings

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GRADE 1	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: 1.3D, 1.5E • 2nd group of lowest TEKS will be included in center/station activities and DMP: 1.2F, 1.8C	November 6-December 15 (5 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 1.9A, Fig19D • 2nd group of lowest TEKS will be included in center/station activities: 1.2C	November 6-December 15 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	TW spiral 1.6A, 1.7A, 1.7B (lowest TEKS) in bell-ringers and lab experiments in order to build basic conceptual knowledge	November 6-December 15 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings

GRADE 2	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: 2.4C • 2nd group of lowest TEKS will be included in center/station activities and DMP: 2.4D	November 6-December 15 (5 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames • Number lines • Coins	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 2.5B, Fig19B • 2nd group of lowest TEKS will be included in center/station activities: 2.3A	November 6-December 15 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	TW spiral 2.7B, 2.7C (lowest TEKS) in bell-ringers and lab experiments in order to build basic conceptual knowledge	November 6-December 15 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings

GRADE 3	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 3.1F, 3.2A, 3.3B, 3.4E, 3.5A, 3.6C, 3.7A • 2nd group of lowest TEKS will be included in center/station activities: 3.1C, 3.1D, 3.1E, 3.2C, 3.2D, 3.3A, 3.4A, 3.4B, 3.4I	November 6-December 15 (5 weeks)	• RTI1 in Texas GO Math • Manipulatives • Place value charts • Multiplication charts	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plan • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 3.6A, 3.13B, Fig19E • 2nd group of lowest TEKS will be included in center/station activities: 3.8A, 3.8B	November 6-December 15 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	TW spiral 3.4A, 3.5A, 3.5B, 3.5C, 3.5D, 3.6A, 3.7A, 3.7B (lowest TEKS) in bell-ringers and lab experiments in order to build basic conceptual knowledge	November 6-December 15 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings

GRADE 4	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.1A, 4.2D, 4.4D, 4.4G, 4.4H, 4.5A, • 2nd group of lowest TEKS will be included in center/station activities: 4.1B, 4.1D, 4.3G, 4.4A, 4.4E, 4.4F, 4.10A, 4.10B, 4.10E	November 6-December 15 (5 weeks)	• RTI1 in Texas GO Math • Manipulatives	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.2A, 4.4A, Fig19DF, 4.11 • 2nd group of lowest TEKS will be included in center/station activities: N/A	November 6-December 15 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	TW spiral 4.2A, 4.2D, 4.5B, 4.6A, 4.6B, 4.6C, 4.7A, 4.7B, 4.7C (lowest TEKS) in bell-ringers and lab experiments in order to build basic conceptual	November 6-December 15 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings
WRITING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: N/A • 2nd group of lowest TEKS will be included in center/station activities: N/A	November 6-December 15 (5 weeks)	• Texas Treasures Intervention Materials • STAAR aligned Writing Rubrics • Graphic organizer • Motivation Writing • Step Up to STAAR • McGraw Grammar Workbook	• Final drafts added to student writing portfolios • Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 5	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 5.1A, 5.1E, 5.1F, 5.1G, 5.2A, 5.3F, 5.3G, 5.3K, 5.10A, 5.10B, 5.10E, 5.10F • 2nd group of lowest TEKS will be included in center/station activities: 5.1B, 5.1D, 5.2B, 5.3A, 5.3C, 5.4F	November 6-December 15 (5 weeks)	• RTI1 in Texas GO Math • Manipulatives	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Lesson plans • Weekly walk-through data • Cluster meetings • Grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 5.2C, 5.11A, Fig19DE, 5.6, 5.10 • 2nd group of lowest TEKS will be included in center/station activities: 5.2A, 5.4A, 5.11E	November 6-December 15 (5 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Lesson plans • Weekly walk-through data • Cluster meetings • Grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 5.2D, 5.4A • 2nd group of lowest TEKS will be included in center/station activities: 5.5A, 5.5C, 5.5D, 5.6B	November 6-December 15 (5 weeks)	• Science Fusion Interactive Lessons • Lab Materials • Motivation Science • STEMscopes	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Lesson plans • Weekly walk-through data • Cluster meetings • Grade level planning meetings • Monthly RTI Meetings

(ALL SEs NOTED IN THE PLAN WILL ALSO BE COVERED IN WEEKLY AFTER-SCHOOL TUTORING SESSIONS WITH TIER II STUDENTS)

West Main ES
Mock STAAR Results (December 2017)

3rd Grade

	Approaching	Meets	Masters
Math	57%	13%	0%
Reading	54%	18%	11%

4th Grade

	Approaching	Meets	Masters
Math	59%	10%	2%
Reading	52%	31%	6%
Writing*	63%	39%	17%

*Scores only reflect the revising and editing portion of the test

5th Grade

	Approaching	Meets	Masters
Math	63%	23%	6%
Reading	46%	30%	14%
Science	42%	11%	3%

West Main ES
End-of-Year STAAR Targets

3rd Grade

	Approaching	Meets	Masters
Math	87/89= 98%	29/89= 33%	17/89= 19%
Reading	81/90= 90%	34/90= 38%	28/90= 31%

4th Grade

	Approaching	Meets	Masters
Math	101/107= 94%	42/107= 39%	22/107= 21%
Reading	99/103= 96%	48/103= 47%	37/103= 36%
Writing*	102/106= 96%	67/106= 63%	41/106= 39%

5th Grade

	Approaching	Meets	Masters
Math	90/98= 92%	46/98= 47%	26/98= 27%
Reading	85/98= 87%	44/98= 45%	35/98= 36%
Science	90/98= 92%	38/98= 39%	23/98= 23%

2017-2018 WEST MAIN ELEMENTARY SCHOOL CAMPUS ACTION PLAN (February Mock/Benchmark)

	Math	Reading	Science	Writing
Kinder	88%	95%	99%	Not tested
1st	77%	53%	71%	36%
2nd	85%	69%	89%	83%
3rd	52%	48%	34%	Not tested
4th	53%	66%	88%	22%
5th	45%	44%	Not tested	Not tested

GRADE K	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: K.5A(52%) K.2H(79%) K.2A(81%)	February 26-April 17 (6 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in bellringers: Fig19B(80%) K.6A(80%) K.2E(82%)	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in bellringers: K.8B(82%)	February 26-April 17 (6 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • Classwork • Weekly Assessments • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings

GRADE 1	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: 1.5F(34%) 1.5B(60%) 1.1C(61%)	February 26-April 17 (6 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 1.3A(41%) 1.9(44%) 1.4A(61%)	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in bellringers: 1.10B(65%)	February 26-April 17 (6 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings
WRITING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 1.17B(0%) 1.17E(0%)	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials • STAAR aligned Writing Rubrics • Graphic organizer • Motivation Writing • Step Up to STAAR • McGraw Grammar Workbook	• Final drafts added to student writing portfolios • Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 2	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in spiral review: 2.3C(28%) 2.11C(60%) 2.1B(69%)	February 26-April 17 (6 weeks)	• RTI1 in Texas GO Math • Base 10 blocks • Counters • Ten frames • Number lines • Coins	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 2.3C(61%) Fig. 19C(61%) Fig. 19E(69%) 2.14C((69%)	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in bellringers: 2.10B	February 26-April 17 (6 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings
WRITING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 2.17B 2.17E	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials • STAAR aligned Writing Rubrics • Graphic organizer • Motivation Writing • Step Up to STAAR • McGraw Grammar Workbook	• Final drafts added to student writing portfolios • Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 3	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 3.5E(42%) 3.3H(50%) 3.6A(52%)	February 26-April 17 (6 weeks	• RTI1 in Texas GO Math • Manipulatives • Place value charts • Multiplication charts	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plan • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 3.13(52%) 3.8(54%) 3.4A(60%)	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in bellringers: 3.9C	February 26-April 17 (6 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings

GRADE 4	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.8C(37%) 4.9A(45%) 4.8B(50%)	February 26-April 17 (6 weeks)	• RTI1 in Texas GO Math • Manipulatives	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.4(55%) 4.5(70%) 4.11(70%)	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS needs to be retaught during weekly intervention and in bellringers: 4.9B(72%)	February 26-April 17 (6 weeks)	• Science Fusion Interactive Lessons • Lab Materials • STEMscopes	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings
WRITING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 4.18A(47%) 4.20A(51%) 4.15C(58%)	February 26-April 17 (6 weeks)	• Texas Treasures Intervention Materials • STAAR aligned Writing Rubrics • Graphic organizer • Motivation Writing • Step Up to STAAR • McGraw Grammar Workbook	• Final drafts added to student writing portfolios • Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Weekly lesson plans • Weekly walk-through data • Weekly cluster meetings • Weekly grade level planning meetings • Monthly RTI Meetings

GRADE 5	WHAT NEEDS TO BE DONE?	BY WHEN?	WHAT RESOURCES ARE NEEDED?	EVIDENCE TO INDICATE PROGRESS?	HOW AND WHEN WILL IT BE GATHERED?
MATH GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 5.3A(29%) 5.9A(34%) 5.3H(41%) 5.4H(45%)	February 26- April 17 (6 weeks)	• RTI1 in Texas GO Math • Manipulatives	• Exit tickets • DMPs • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Lesson plans • Weekly walk-through data • Cluster meetings • Grade level planning meetings • Monthly RTI Meetings
READING GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	• Lowest TEKS need to be retaught during weekly intervention and in spiral review: 5.3(51%) Fig19E(54%) 5.4(55%) 5.11D(56%)	February 26- April 17 (6 weeks)	• Texas Treasures Intervention Materials • Graphic organizers	• Exit tickets • Classwork • Weekly Assessments • RTI records • Teacher gradebook	• Lesson plans • Weekly walk-through data • Cluster meetings • Grade level planning meetings • Monthly RTI Meetings
SCIENCE GOAL **90% of students will be able to demonstrate mastery with 20% exceeding standard**	Not Tested				

(ALL SEs NOTED IN THE PLAN WILL ALSO BE COVERED IN WEEKLY AFTER-SCHOOL TUTORING SESSIONS WITH TIER II AND TIER III STUDENTS)

Lancaster Independent School District

Lancaster 6th Grade Center

2019-2020 Campus Improvement Plan

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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

George Washington Carver 6th Grade STEM Learning Center is beginning it's 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 2018-2019 school year was 96%, the attendance rate goal for the 2019-2020 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 2018-2019 was 25%. Our goal is to have less than 10% teacher turnover rate between the end of the 2019-2020 and the start of the 2020-2021 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 regardw 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.

Student Achievement

Student Achievement Summary

Reading

Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	**472**	**289**	**61%**	**141**	**30%**	**66**	**14%**
Native American	0	0	0%	0	0%	0	0%
Asian	0	0	0%	0	0%	0	0%
African American	**363**	**220**	**61%**	**105**	**29%**	**49**	**13%**
Hispanic	**96**	**63**	**66%**	**33**	**34%**	**15**	**16%**
White	**7**	**3**	**43%**	**2**	**29%**	**1**	**14%**
Two or More Races	0	0	0%	0	0%	0	0%
ECD	**429**	**261**	**61%**	**128**	**30%**	**60**	**14%**
Special Education	**51**	**18**	**35%**	**10**	**20%**	**5**	**10%**
LEP/ELL	**47**	**30**	**64%**	**16**	**34%**	**6**	**13%**

Math

Sub-population	Students Tested	Approaches Grade Level #	Approaches Grade Level %	Meets Grade Level #	Meets Grade Level %	Masters Grade Level #	Masters Grade Level %
All Students	**472**	**378**	**80%**	**199**	**42%**	**93**	**20%**
Native American	0	0	0%	0	0%	0	0%
Asian	0	0	0%	0	0%	0	0%
African American	**363**	**293**	**81%**	**146**	**40%**	**64**	**18%**
Hispanic	**96**	**80**	**83%**	**52**	**54%**	**28**	**29%**
White	**0**	**0**	**29%**	**0**	**14%**	**0**	**14%**
Two or More Races	0	0	0%	0	0%	0	0%
ECD	**429**	**340**	**79%**	**180**	**42%**	**82**	**19%**

Sub-population	Students	Approaches Grade Level		Meets Grade Level		Masters Grade Level	
Special Education	51	28	55%	11	22%	6	12%
LEP/ELL	47	37	79%	25	53%	14	30%

G.W. Carver's student achievement strengths, as shown by the 2018-2019 STAAR data, was the campus's ability receive distinctions in the areas of Math and Reading.

Student Achievement Strengths

G.W. Carver's student achievement strengths, as shown by the 2017-2018 STAAR data, where the campus's ability to meet and/or exceed the requirements set by the Texas Education Agency for 3 indices: Index 1 (Student Achievement), Index 3 (Closing Performance Gaps) and Index 4 (Postsecondary Readiness) as shown in the chart below. G.W. Carver also received a distinction in Index 3--Closing Performance Gaps. However, during the 2018-2019 school year, Carver was not able to meet the requirements set by the TEA.

This year the strength will be in understanding the data and the need for each individual scholar.

Ratings	Index 1 Student Achievement	Index 2 Student Progress	Index 3 Closing Performance Gap	Index 4 Postsecondary Readiness
	Target Math=46 Reading=44	Target Math=57 Reading=42	Target=47	Target=
Met Standard	*41*	*50*	*18*	*41*

School Culture and Climate

School Culture and Climate Summary

George Washington Carver 6th Grade STEM Learning Center reflects a school learning community that is focused on increasing student achievement and exposing our 6th grade students to the world of STEM while sparking their interest in the areas of science, technology, engineering, and mathematics. Our campus motto is “It's Discovery Time".

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.

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 montly attendance incentives
- Ron Clark House System
- Tiger Turn Up and Tiger of the Month
- Practiciing 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 "activity bell" schedule for on campus tutorials on Tuesday and Thursday during 8th period. 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 recieve a call every Sunday with information coming up for the week as welll 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 at a more intimate, hands-on level. Below are the yearly opportunities for parental involvement.

- 6 Week Incentive Blow-Out Celebrations for Students & Parents
- Career Week
- Donuts with Dads/All-Pro Dads
- Grandparents Day
- Muffins with Mom
- All 6^{th} grade Field Trips

- Fall Festival
- Sweetheart Dance
- Field Day
- 6th Grade Prom
- Mom's Fashion Show
- Chritmas Angel Tree
- Parents vs Staff basketball game
- Translation Assistance
- Other volunteer opportunities during the school week

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 amongst faculty and staff

Two Instructional Coaches that provide detailed and targeted pedagogy and content

Collaboration is encouraged and required amongst 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 amongst 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 21st 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:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: By May 2019, 90% of all students will meet the Approaches level, 50% of all students will meet the Meets level, and 25% of all students will meet the Masters passing level for Math STAAR. By May 2019, 75% of all students will meet the Approaches level, 40% of all students will meet the Meets level, and 15% of all students will meet the Masters passing level for Reading STAAR.

Performance Objective 1: Ensure the staff is using effective instructional practices to engage and motivate high levels of students achievement during daily instruction

Evaluation Data Source(s) 1: STAAR, Campus/District Common & Benchmark Assessments, Attendance percentages

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Consistently implement the Daily 3 framework (ELAR) and 50/50 split (ELAR & Math) for all core classes to create student centered classroom environments and provide small group instruction.	2.4, 2.5, 2.6	Master Teachers Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				
2) Utilize I-Station (Tier Leveled Readers), APEX, and Tumble-books in the ELAR classes to encourage reading participation and success at identified reading levels.	2.4, 2.5, 2.6	Classroom Teachers Master Teachers Campus Administration	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Utilize cluster learning to focus on best practices for the following specific indicators: Lesson Structure & Pacing Presenting Instructional Content Standards & Objectives Questioning	2.4, 2.5, 2.6	Classroom Teachers Master Teachers Campus Administration	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				
4) Participate in weekly planning sessions to unpack the math and reading standards to improve instructional and content knowledge of state-mandated learning expectations.		Classroom Teachers Master Teachers Campus Administration	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				
5) Facilitate campus data analysis meetings after each common assessment/benchmark that requires teachers and students to document movement towards campus goal, determines instructional strengths and areas of opportunity, and create plans of action for improvement.		Classroom teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				
6) STAAR Blitz (April 2019): Implement weekly two hour school-wide intervention for Reading and Mathematics		Classroom teachers Master Teachers Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				
7) Implement an 8 period day on Tuesdays and Thursdays. Ensuring scholars that need tutorials are receiving help without the worry of after school transportation.		Classroom teachers Master Teachers Campus Administra	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: By May 2019, 90% of all students will meet the Approaches level, 50% of all students will meet the Meets level, and 25% of all students will meet the Masters passing level for Math STAAR. By May 2019, 75% of all students will meet the Approaches level, 40% of all students will meet the Meets level, and 15% of all students will meet the Masters passing level for Reading STAAR.

Performance Objective 2: At-Risk students will perform at the Approaches passing level or show a minimum of one-year academic growth by May 2019

Evaluation Data Source(s) 2: STAAR, Campus/District Common & Benchmark Assessments,

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize Math Interventionist as pull-out specialist for Tier 2 students to target specific identified skills based on diagnostic and CFA/BM data		Math Interventionist Math Master Teacher Campus Administrators.	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				
2) Implement an 8 period day on Tuesdays and Thursdays. Ensuring scholars that need tutorials are receiving help without the worry of after school transportation.		Math Interventionist Math Master Teacher Campus Administrators.	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: By May 2019, 90% of all students will meet the Approaches level, 50% of all students will meet the Meets level, and 25% of all students will meet the Masters passing level for Math STAAR. By May 2019, 75% of all students will meet the Approaches level, 40% of all students will meet the Meets level, and 15% of all students will meet the Masters passing level for Reading STAAR.

Performance Objective 3: All students will perform at the Approaches passing level or show a minimum of one-year academic growth by May 2019. 50% of scholars will achieve the Meets level

Evaluation Data Source(s) 3: STAAR, Campus/District Common & Benchmark Assessments

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Require students who did not pass the 5th grade STAAR (Tier 3) to receive an additional 50 minutes of instruction in Math and Reading.		Counselor Master Teachers Classroom Teachers Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				
2) Implement an 8 period day on Tuesdays and Thursdays. Ensuring scholars that need tutorials are receiving help without the worry of after school transportation		Counselor Master Teachers Classroom Teachers Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				
3) Train core classroom teachers on using specific ELPS accommodations during instruction for ELL students.		ESL Teacher Master Teachers Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 2: G.W. Carver will attract, retain, and develop high quality teachers to ensure all staff is held accountable and receive the support necessary to achieve our campus goals.

Performance Objective 1: AESOP Report, STAAR, State-mandated Attendance Reports

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide high quality campus professional development that focuses on improving teacher quality and increasing student achievement.		Campus Administrators TAP Leadership Team	97% yearly Attendance rate less than 2 resigned/transferred staff members.				
2) Conduct a minimum of 10 walkthroughs each week to provide Glows & Grows feedback on instructional strengths and areas of opportunities.		Campus Administrators TAP Leadership Team	97% yearly Attendance rate less than 2 resigned/transferred staff members.				
3) Acknowledge Teacher of the Month/Year, Paraprofessional of the Month/Year, and staff Perfect Attendance to highlight campus bright spots.		Campus Administrators	97% yearly Attendance rate less than 2 resigned/transferred staff members.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: G.W. Carver will effectively utilize our internal and external communication to connect with our parents and community members in order to improve student achievement.

Performance Objective 1: Utilize digital and print media resources to communicate with students, parents, and community members on a frequent basis.

Evaluation Data Source(s) 1: Campus web-page, S'More Newsletters, School Messenger & Social Media usage.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Upload monthly newsletters & informational fliers to campus website as well as send home via students.		Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				
2) Frequently communicate with parents and community members via School Messenger to share pertinent campus information.		Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 4: G.W. Carver will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: G.W. Carver will implement a discipline management and crisis plan to provide safety and security for all students and staff members.

Evaluation Data Source(s) 1: Discipline referrals, Safety drill reports, Ron Clark House System.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement the Ron Clark House System to create a sense of owndership, friendly competiton, and family orientation.		Campus Administrators Counselor	Reduce discipline referrals by at least 10%.				
2) Participate as a campus in the Anti-Bully Rally hosted by the Lancaster ISD police department to educate students about bullying and it's ramifications (victim or assailant).		LISD Police department Campus staff members	Reduce discipline referrals by at least 10%.				
3) Train and implement campus crisis plan with staff to ensure awareness of all safety procedures expectations.		Campus Administrators Campus Crisis Team	Reduce discipline referrals by at least 10%.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: G.W. Carver will consistently implement systematic strategies and create opportunities that ensure students achieve personally challenging goals related to academics, interests and career aspirations.

Performance Objective 1: Enable all students to master high quality, rigorous learning standards while experiencing age appropriate tasks that support meeting academic and future college and career goals.

Evaluation Data Source(s) 1: STAAR, student participation in extra curricular activities, CCMR implementation, Naviance participation, district CFA and Benchmark

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Consistently implement the Daily 3 framework (ELAR) and 50/50 split (ELAR & Math) for all core classes to create studentcentered classroom environments and provide small group instruction.		CCMR Instructor	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				
2) Critical Success Factors CSF 1 CSF 6 CSF 7 2) Implement Cornell Notes campus-wide to teach students how to effectively take notes and organize their thinking.		Classroom Teachers Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				
3) Critical Success Factors CSF 3 CSF 5 CSF 6 3) Participate in district and campus initiatives that will expose students to the importance of post secondary readiness as well as various college opportunities.		Faculty Advisory Committee Classroom Teachers Campus Administrators	ncreased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: G.W. Carver will consistently implement systematic strategies and create opportunities that ensure students achieve personally challenging goals related to academics, interests and career aspirations.

Performance Objective 2: Enable all students to master high quality rigorous learning standards while experiencing age-appropriate tasks that support meeting academic and future college & career goals.

Evaluation Data Source(s) 2: STAAR, Student Participation in extra-curricular activities, CCMR participation, and Naviance participation, District CFA and Benchmarks.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to implement CCMR program to teach/expose students to life-long studying strategies and organizational skills that will assist with a successful post-secondary experience.		CCMR Instructor.	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				
2) Participate in district and campus initiatives that will expose students to the importance of post secondary readiness as well as various college opportunities.		Faculty Advisory Committee Classroom Teachers Campus Administrators	Increased performance on district and campus assessments 90% passing performance on STAAR Math and 75% on Reading.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Lancaster Independent School District

Elsie Robertson Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Lancaster ISD Mission:

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

The mission of Lancaster Independent School District, a leader in providing innovative, quality programs, is to educate every student with the knowledge; skills; and principles to succeed and contribute in a competitive and technologically advancing world by providing rigorous and engaging learning opportunities that promote diversity; create an environment of integrity and respect; and establish a commitment to continued improvement in partnership with families and community.

Lancaster ISD is on a quest to become the best of the best.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem-solving.

LMS 2019 - 2020 Campus Goals:

By the conclusion of the 2019-2020 school year, LMS will accomplish the goals below on the 2020 STAAR exam for the meets grade performance level.

1. LMS will increase 7th-grade math meets performance level by 37 points. (Goal 75%)

2. LMS will increase 8th-grade math meets performance level by 17 points. (Goal 80%)

3. LMS will increase 7th-grade reading meets performance level by 35 points. (Goal 70%)

4. LMS will increase 8th-grade reading meets performance level by 41 points. (Goal 80%)

5. LMS will increase 8th-grade social studies meets performance level by 41 points. (Goal 80%)

6. LMS will increase 8th-grade science meets performance level by 28 points. (Goal 75%)

7. LMS will increase 7th-grade writing meets performance level by 42 points. (Goal 70%)

8. LMS will meet standard and receive 6 or more distinctions for performance on the 2020 STAAR exam.

9. LMS will increase parental involvement and support by 50% during the 2019-2020 school year.

Subject	% Approaching	% Meets	% Masters
7th Writing	80	70	25
7th Reading	85	70	25
8th Reading	95	80	35
7th Math	85	75	35
8th Math	93	70	40
Algebra I	100	90	60
8th Social Studies	85	80	35
8th Science	85	75	25

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.

LMS Vision:

Trendsetters of Educational Excellence

LMS Motto:

"We Believe, We Achieve"

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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 TEKS resources.	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
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 GOAL 6: SAFE ENVIRONMENT

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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. Elsie Robertson Lancaster STEM Middle School will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration. . . . 41
Goal 5: Elsie Robertson Lancaster STEM Middle School will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles. We will educate students on the effects of bullying and hazing and how to report bullying incidents. All bullying incidents must be investigated and documented immediately. . . . 44
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Comprehensive Needs Assessment

Revised/Approved: September 09, 2019

Demographics

Demographics Summary

Student Demographic				
	7th Grade	8th Grade	Total	% of Student Population
Students Enrolled	514	553	1069	100%
Males	268	294	562	53%
Females	246	261	507	47%
Black	391	427	818	77%
Hispanic	105	102	207	19%
White	8	11	19	2%
Other	10	15	25	2%
At Risk	286	335	621	58%
SPED	54	54	108	10%
Econ. Disadvantage	451	477	928	87%
LEP	49	54	103	10%
GT	50	48	98	9%
504	30	25	55	5%

Demographics Strengths

Lancaster Elsie Robertson STEM Middle School demographics offer an opportunity for growth and enrichment in the academic program. Elsie Robertson Lancaster STEM Middle School has 63 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. Our faculty membership includes 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 1069 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 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	2014 Met Standard	2015 Met Standard	2016 Met Standard	2017 Met Standard	2018 Met Standard	2019 Met Standard	Difference Between 2018 and 2019
7th Reading STAAR	78%	71%	58%	65%	68%	68%	0
8th Reading STAAR	93%	88%	83%	80%	82%	83%	+1
7th Writing STAAR	72%	72%	49%	60%	59%	61%	+2
7th Math STAAR	78%	76%	62%	70%	69%	74%	+5
8th Math STAAR	91%	90%	85%	87%	90%	91%	+1
Algebra I STAAR	100%	100%	100%	99%	99%	100%	+1
8th Science STAAR	78%	77%	73%	71%	78%	86%	+8
8th S. Studies STAAR	72%	73%	64%	64%	68%	75%	+7

Student Achievement Strengths

Elsie Robertson Lancaster STEM Middle School STAAR results for 2019 featured several highlights to build upon for the next school year. Highlighted areas include:

Elsie Robertson Lancaster STEM Middle School received five distinctions: 1) Top 25% in Student Progress and 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)

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

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

8th 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 8th grade tested areas. There is currently a need to increase student performance in all 7th grade tested area. A school-wide writing program will be implemented to increase student performance in this area. Also, there is a need to provide increased learning opportunities and enrichment activities for all students. **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

Elsie Robertson Lancaster STEM Middle School has an improving school climate and culture. The 2019 student survey showed an increase in positive responses to questions. The parent responses and feedback demonstrate a steady increase in overall school approval. Campus surveys of teachers continue to show strong support for the direction of the campus. All survey responses indicate a campus that is ready for positive enhancements to the school program. Elsie Robertson Lancaster STEM Middle School is promoting and establishing a STEM and college and career ready school culture and climate. Students will be exposed to STEM through the STEM Infinity classes, CCMR, and other enrichment activities and clubs (i.e., Aquaponics Club and Poetry Club). While our survey responses are pointing towards a more positive and nurturing campus, we are focused on developing a campus that is 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 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 each day 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, bringing in guest speakers, and various activities within the college and career area.

2. College symbols, logos, and pictures are displayed on the television screens each day 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.

5. STEM Investing Careers provide opportunities for students to problem solve in pairs or small groups and be exposed to different STEM fields and careers through the Investing Careers modules.

6. The school has a school-wide STEM project and each grade level has assignments in the Aquaponics Lab and Gardening Lab.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Incorporating technology for all teachers that has access to 1:1 classroom with Chromebooks, STEM activities, and 21st century skills into everyday instruction. In addition, there is a need for increasing program and enrichment opportunities for students, highlighting school accomplishments, and establishing a high-achieving culture within the school. **Root Cause**: Some classroom teachers are not incorporating technology into their daily instruction.

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 stability of our 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 12 teachers who resigned last year and 3 teachers 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 to the success of the campus. 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.

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**: Gaining greater exposure would lead to recruitment of highly qualified teachers in the STEM field.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Elsie Robertson Lancaster STEM Middle School currently uses TEKS Resource (TCMPC) in addition to various supplemental resources for curriculum. 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 and Administrators during cluster meetings. Assessments are written and revised by career teachers, Instructional Coaches, Mentor Teachers, and district specialists/coordinators to ensure that teaching, assessments, and the curriculum are all aligned. Other supplemental resources include, but are not limited to, Region 4 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 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. **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 Roberstson Lancaster STEM Middle School will continue to promote an increase in parental and community involvement. 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, Town Hall meeting, cultural programs/celebrations, Parent/Student Orientation, CIP meetings, and SBDM meeting.

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 Night

3. Community in Schools

4. Active 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, 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 3 TAP Instructional Coaches (one for each core subject: math, science, and reading) and a Social Studies mentor teacher. There are approximately 87 faculty members (63 teachers and 24 paraprofessionals/professionals). 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 development workshops 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 2019-2020 school year. Our focus includes 1:1 Technology Integration in every core content classroom and computers in our CCMR and STEM classes. Technology is improving at Elsie Robertson Lancaster STEM Middle School, but more technology and ongoing campus-wide access to WiFi is still needed so that 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 technology in the classrooms in LISD has not been more evident than the 2019-2020 school year. The campus has fully integrated Chromebooks into the curriculum for core content classes and some elective classes. Additionally, all new teachers are participating in the 1:1 Technology training so, they can integrate technology into their classrooms.

Problem Statements Identifying Technology Needs

Problem Statement 1: We are experiencing issues with Wi-Fi which interferes with campus operations. Several projectors need to be purchased since most are dying and no longer work. Teachers still need ongoing support with incorporating technology in their classrooms (i.e., Google classroom). **Root Cause**: As we have expanded the number of devices on the campus, we must examine the Wi-Fi capacity. We need to ensure we do not have interruption or an overload of the Wi-Fi capacity.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- 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
- State-developed online interim assessments

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

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

- Other additional data

Goals

Revised/Approved: September 30, 2019

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.

Performance Objective 1: Lancaster ISD will make an intentional effort to partner with parents, community organizations and businesses to promote a community culture of literacy and support to attain greater student achievement in this area.

Evaluation Data Source(s) 1: Community Partnership Meeting Notes
STAAR
local assessments of student reading levels

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) We will offer power school, swim camp and Saturday school in addition to teacher tutorials. We will incorporate peer groups for students to help students identify their strengths and weaknesses socially and academically. Faculty, staff and student will partner with community business and schools. We will offer assistance with writing formal papers for scholarships and communicating effectively.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Instructional Coaches Counselors Teachers	Improve STAAR results Weekly/bi-weekly mini assessments, CFAs, BMK and Mock STAAR that show growth/increase from the administration of one test to another. Students will improve writing skills and some may receive scholarships.				
	Funding Sources: Test - 1041.00						
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Analyze instructional capacity of teachers using EEPASS data, Power Walks data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Coaches Administration	Improve scores and STAAR Results. Authentic student work displayed on bulletin boards, portfolios, and other. weekly exams, CFAs(Common Formative Assessments), monthly assessments. Teacher observation and evaluation of instructional practices which show growth in identified areas or refinement.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Coaches Administrators	Improve scores and STAAR Results. Authentic student work displayed on bulletin boards, portfolios, and other. Weekly exams, CFAs, and benchmark assessments. Teacher observation and evaluation of instructional practices.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) The TLT will develop an PD action plan to ensure teacher and students' needs are met. Instructional Coach/Admin. will monitor, support, and coach career teachers on action plan items.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Coaches Career Teachers Administrators	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.				

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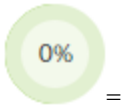

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Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 2: Implement effective instructional tools and resources for teachers that support the TRS curriculum, motivate and actively engage all students, and support increased student achievement.

Evaluation Data Source(s) 2: Evidence of increased student performance will be monitored through implementation of TEKS Resource System (TRS), review of assessment data, intervention documentation and staff development documentation.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) We will use TEKS resource system to ensure all lesson plans and assessments are aligned. Teachers will use assessment data to monitor students progress and implement interventions to improve student performance. Teachers will attend cluster to review data reflections and provide interventions with small groups, peer groups and power school.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	Weekly lesson plans will be submitted to the instructional coaches for review, feedback and suggestions by 8 pm on Sundays. Teacher and student progress is evident and monitored throughout the school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** 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 2) The TLT team will conduct daily walkthroughs in order to gather evidence that TAP instructional strategies are being used to cater to the needs of struggling students.	2.4, 2.5, 2.6, 3.1, 3.2	Instructional Coaches Administrators	Daily Intervention Instruction Weekly plans with specific information regarding intervention lessons will be submitted to the Instructional Coaches for review. Daily walkthroughs Student progress is evident and monitored throughout the school year with the common formative assessment data.				

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= No Progress = 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.

Performance Objective 3: Establish effective mathematics, reading and writing practices and interventions for administrators/teachers to use to enhance the district curriculum.

Evaluation Data Source(s) 3: Evidence of increased student achievement in math, reading, and writing will be determined by analysis of data from intervention documentation, software reports, assessment reports and related professional development documentation.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) We will identify students strengths and weakness by utilizing data and data reflections and provide interventions to improve student performance. Teachers will attend cluster weekly and receive strategies/training from instructional coaches and /or administrators to enhance daily instruction. Teachers will use data from DMAC and other data resources to improve daily instruction and increase students overall performance.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	Improve scores and STAAR Results. Authentic student work displayed on bulletin boards, portfolios, and other. Weekly exams, CFAs, and benchmark assessments. Teacher observation and evaluation of instructional practices.				

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= No Progress = 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.

Performance Objective 4: Design and implement the Response to Intervention Mode (RTI) to support increased student achievement .

Evaluation Data Source(s) 4: Implementation of an intervention plan as evidenced by related professional development documentation, process documentation, campus intervention documentation, and assessment data analysis of student performance.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 5: Effective Instruction 1) We will help students identify their strengths and weaknesses by utilizing teacher and student data reflections. Teachers, Instructional coaches, Counselors and Administrators will use documentation from student and teacher data to help improve student performance.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Counselors Administrators	Student achievement will be monitored according to CFAs and Benchmarks.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials (via postcards, Power School letters, Principal's Newsletter, LMS website, phone blast, and/or email).	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	Student achievement will be monitored according to CFAs and Benchmarks.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Establish a school wide tutorial system that incorporates incentives for teachers and students.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	Student achievement will be monitored according to CFAs and Benchmarks.				

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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.

Performance Objective 5: At-risk students will perform comparably to their peers on the STAAR assessment.

Evaluation Data Source(s) 5: Evidence of increased student performance for identified at-risk students as determined by intervention documentation, developed academic improvement plans and data analysis of student assessment performance.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) We will utilize STAAR data from previous years, Local assessment data and benchmark data to assess at-risk student performance. We will use the data to increase student achievement in all core content areas.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Counselors Administrators	CFAs, benchmarks, and formative assessment data reflection of hotspots and student in need. Data Reflection Guides and Conferences. Attendance Records(Power School, SWIM camp and Saturday Tutorials) Classroom walkthroughs				

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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.

Performance Objective 6: At-risk students will be provided with academic and learning supports appropriate to their particular need.

Evaluation Data Source(s) 6: Evidence of support for identified at-risk student will be determined by RTI meeting documentation, counseling and guidance documentation, counselor logs, homebound documentation, Head Start and prekindergarten documentation,

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** **ESF Levers** Lever 5: Effective Instruction 1) We will monitor at-risk students academics and document student progress for all subject areas. We will use the documentation to support students particulars needs for their learning and academic success.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Counselors Administrators	CFAs, benchmarks, and Formative Assessment Data Reflection of hotspots and student in need. Data Reflection Guides and Conferences Attendance Records (Power School, SWIM Camp, and Saturday Tutorials) Classroom Walkthroughs				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Identify at risk student populations and students needing additional interventions using DMAC, TEAMS, STAAR, and classroom performance data. Invite all at risk students to attend Power School, SWIM Camp, and Saturday tutorials for the 4 core subject areas.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	CFAs, benchmarks, and Formative Assessment Data Reflection of hotspots and student in need. Data Reflection Guides and Conferences Attendance Records (Power School, SWIM Camp, and Saturday Tutorials) Classroom Walkthroughs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Create an incentive program that incorporates opportunities for increased student performance and provide personally meaningful and relevant motivational techniques to encourage student attendance and participation (i.e., 6 weeks attendance incentives, Awards/Recognition, and Free Dress Pass).	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	Increased student participation--Attendance Records (Power School, SWIM Camp, and Saturday Tutorials)				

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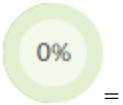
Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 7: LISD students will participate in STEM related activities that support their attainment of the learning standards, mastery of 21st century skills and prepare them for post-secondary success.

Evaluation Data Source(s) 7: Student proficiency will be determined by analysis of data from benchmarks in identified grades, lesson plan documentation of incorporated technology standards in lesson plans and NCLB annual technology reporting.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) SMART classrooms will be utilized by the STEM teachers and/or core teachers to effectively implement STEM.	2.4, 2.5, 2.6, 3.1, 3.2	STEM Teachers Teachers Core Teachers	Classroom Observations and lesson plans				

= Accomplished = Continue/Modify 

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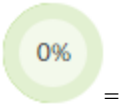
Goal 1: Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

Performance Objective 8: Expand information and communication technology opportunities and delivery options.

Evaluation Data Source(s) 8: Evidence of increased implementation of information and communication technology will be determined through software inventories and usage reports, professional development for tools and resources documentation, and technology inventories.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers will incorporate technology into the classroom regularly so that students exposure to programs and software is frequent.	2.4, 2.5, 2.6, 3.1, 3.2	Classroom Teachers	Classroom Observations and Lesson Plans				

= Accomplished = Continue/Modify 

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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: Provide a variety of professional development opportunities for teachers at all levels of effectiveness to support identified teacher and student needs and a promote a culture that models life-long learning and growth for all for our students.

Evaluation Data Source(s) 1: Professional development transcripts in Eduphoria

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Teachers will have opportunities to receive professional development during cluster,after school, lunch and learn, region 10 and with district personnel to support teachers and student needs.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Counselors Administrators	Teachers will implement and use the strategies learned during daily instruction to increase student performance.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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 2: Offer innovative educational opportunities and incentives to attract quality staff and stipends for critical need areas.

Evaluation Data Source(s) 2: Evidenced by incentive programs available to staff, stipend documentation for critical needs areas, and documentation of activities related to the establishment.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) We will effectively use TAP stipends for Instructional Coaches to effectively recruit staff members for high need areas.	2.4, 2.5, 2.6, 3.1, 3.2	Administration	High needs areas will be filled with highly qualified individuals.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal and external communication, and marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. Elsie Robertson Lancaster STEM Middle School will increase the use of effective communication through the use of the online calendar, all call system home and letters.

Performance Objective 1: Enable LISD facilities to effectively utilize electronic media and displays for district communications to all stakeholders.

Evaluation Data Source(s) 1: Evidenced by key communicator responsibility and completion documentation, billboard displays in the community, key communicator professional development documentation, installation and utilization of campus display monitors.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) We will frequently update the monitors and marquee outside the school to reflect current information for students and parents	2.4, 2.5, 2.6, 3.1, 3.2	Administration	Current and updated information will be on display for parents and students.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal and external communication, and marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. Elsie Robertson Lancaster STEM Middle School will increase the use of effective communication through the use of the online calendar, all call system home and letters.

Performance Objective 2: Enhance the district website to be a more effective tool for external communication with all stakeholders.

Evaluation Data Source(s) 2: Evidenced by key communicator team established, website professional development documentation, and website information current and updated weekly.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.	2.4, 2.5, 2.6, 3.1, 3.2	Technology Teachers Journalism Teachers	The website will have updated photos and events displayed to communicate the school activities to the community. The campus calendar will be updated to include campus activities and Mrs. Sassa will communicate to parents through weekly newsletter.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal and external communication, and marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. Elsie Robertson Lancaster STEM Middle School will increase the use of effective communication through the use of the online calendar, all call system home and letters.

Performance Objective 3: Utilize all forms of digital and print media to communicate district information to students, parents, and community members.

Evaluation Data Source(s) 3: Evidenced by district information communicated via media outlets, high school media/journalism student photographs, videos and audio productions published on the website, Superintendent Tiger Vision, and School Messenger automated phone contacts log.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.	2.4, 2.5, 2.6, 3.1, 3.2	Technology teachers Journalism teachers	Parents will be informed and knowledgeable of activities and events at LMS.				

= Accomplished = Continue/Modify

= No Progress = 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. Elsie Robertson Lancaster STEM Middle School will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

Performance Objective 1: Create and refine the process that will enable all students to master high-quality rigorous learning standard while accomplishing personally challenging academic and career goals.

Evaluation Data Source(s) 1: Evaluation indicators will include documentation of print and media parent communication, campus/district sign-in sheets and communication logs, campus/classroom site visit feedback, acceleration and tutorial schedules, college and career surveys and activities, completed choice sheets and pathway selection, College Go Get It Week activities and CCMR implementation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) LMS will utilize the Community in Schools, school counselors, Pax and Patterson and campus CCMR programs to enable students to develop academic and career goals.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Counselors CCMR teachers Administrators	Students will wear college t-shirts each Wed. Campus visit and guest speaker documentation. College and Career Center calendar of events.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) We will have career day, College Go Get It Week, college campus visits, guest speakers, college t-shirt day each week, 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.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Counselors CCMR Teacher Administrators	Students will wear college t-shirts each Wed. Campus visit and guest speaker documentation. College and Career Center calendar of events.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished = Continue/Modify

= No Progress = Discontinue

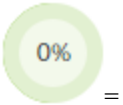
Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations. Elsie Robertson Lancaster STEM Middle School will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

Performance Objective 2: Consistently implement instructional processes throughout the district that support increased student achievement.

Evaluation Data Source(s) 2: Evaluation indicators will include professional development agendas and sign-in sheets, professional development catalog, and data meeting documentation.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) We will have documentation of all campus meetings, activities, professional development and communications.	2.4, 2.5, 2.6, 3.1, 3.2	TLT Team Administration Meeting Facilitators	Sign in sheets logs, emails and meeting notes				

= Accomplished = Continue/Modify 

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Goal 5: Elsie Robertson Lancaster STEM Middle School will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles. We will educate students on the effects of bullying and hazing and how to report bullying incidents. All bullying incidents must be investigated and documented immediately.

Performance Objective 1: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Evaluation Data Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Effectively use the RTI Process for behavior intervention and support.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Counselors Administrators	RTI meeting minutes, teacher and counselor documentation				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Effectively use BAC for ED students for behavior support and intervention.	2.4, 2.5, 2.6, 3.1, 3.2	BAC teacher, Diagnostician, Administration	BAC student progress documentation, Classroom observations				

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Goal 5: Elsie Robertson Lancaster STEM Middle School will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles. We will educate students on the effects of bullying and hazing and how to report bullying incidents. All bullying incidents must be investigated and documented immediately.

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 Source(s) 2: 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 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) LMS staff and students will participate in mentoring programs(i.e., My Brother's Keeper, Sister to Sister , student counsel, athletics, cheerleading and etc.)	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Teachers	Reduction in discipline referrals and placements in DAEP, interactions will be more respectful, perception of LMS will be more positive in the community; build relationships with students.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Each identified student(according to RTI, 504, IEPs and/or BIPs) will have an Individual Academic Plan created for him'her based on his/her needs in order to achieve academic growth and achievement.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	Updates to student profiles will be reflected within DMAC with any special interventions documented using DMAC RTI system.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) The campus will implement and promote an Anti-Bullying/Cyber Bullying Awareness Campaign and provide opportunities for someone to anonymously report bullying.	2.4, 2.5, 2.6, 3.1, 3.2	Counselors LISD Police Nurse Administrators Technology	Students will respect each other and not engage in bullying activities. Increased bully reporting and decreasing bullying incidents on campus.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) The campus will promote post secondary education and social skills through collegiate activities (i.e. step shows, stage plays, reenactments, speak out lounge/club, shout out boards, classroom social contracts, student of the month and opportunities to hear from LMS/LISD alumni during career day and college events).	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Counselors Administrators	95% of the students will experience college awareness.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Teachers will conduct goal and mentoring sessions with students individually.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers	Students will begin to set challenging goals independently.				

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Goal 6: Elsie Robertson Lancaster STEM Middle School will provide a positive, safe, and clean school environment which is essential to sound child development and high level learning and is directly linked to student academic performance. Students and staff will be provided with an environment where they are physically, socially, and emotionally safe.

Performance Objective 1: Establish and refine safety plans to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 1: Evaluation indicators for safety will include documentation of the schedule, the district/campus crisis plans, activities and lesson related to online safety and appropriate behavior and discipline data analysis.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Practice routine drills for crisis such as lock downs, lockouts, fires, and tornadoes.	2.4, 2.5, 2.6, 3.1, 3.2	Administration LMS Faculty and Staff	The staff and students at LMS will successfully complete all drills. Documentation of drills will be kept.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) All students are required to wear their LMS issued ID badges at all times.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Teachers Instructional Coaches Counselors Hall Monitors	360 analysis				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Beginning of the school year grade level orientations/assembly emphasizing campus expectations.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Teachers	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.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Track discipline in 360 system in order to ensure that all students are held accountable for their behavior.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators Teachers Hall Monitors	360 analysis.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) 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.	2.4, 2.5, 2.6, 3.1, 3.2	Mr. R. Johnson Administrators Instructional Coaches	Student Academic Data Student Discipline Data				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) 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.	2.4, 2.5, 2.6, 3.1, 3.2	Health Teachers Nurse Counselors Administrators	Reduced number of behavioral and academic issues with students having any of the related problems and receiving services.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) LMS will promote physical wellness with students through the use of PE, athletics, cheerleading, dance, karate, ROTC and through the instruction of the health curriculum.	2.4, 2.5, 2.6, 3.1, 3.2	PE Teachers Health Teacher ROTC Instructor Karate Teacher Athletic Coaches Cheer Sponsor Dance Instructor	Students will have increased physical fitness.				

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Goal 7: Elsie Robertson Lancaster STEM Middle School will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.

Performance Objective 1: Effectively use the RTI process to intervene with struggling students that will include but not be limited to Power School, SWIM Camp,
tutoring, Saturday School, project turn around and math/reading labs.

Evaluation Data Source(s) 1: Effective use of data analysis and the DMAC TEKS tutorials will be used to provide interventions for students struggling with certain concepts and all Tier 2 and TIER 3 services documented.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Intervention and enrichment time will be held during the school day as well as the implementation of Power School and SWIM Camp to provide extensive academic support.	2.4, 2.5, 2.6, 3.1, 3.2	Teachers Instructional Coaches Administrators	Students scores will increase to 95% in all content areas, especially in reading and math.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Local organizations will work with the school to assist with communication between home and school(i.e. Community in Schools).	2.4, 2.5, 2.6, 3.1, 3.2	Principal and Counselor	There will be increased and more effective communication between home, school, and community.				

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Goal 7: Elsie Robertson Lancaster STEM Middle School will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.

Performance Objective 2: Ensure that students in need of assistance have been identified by Child Find and other means and directed to the necessary intervention.

Evaluation Data Source(s) 2: Evaluation of intervention programs and services will include teacher documentation, students' academic achievement on formative
and summative assessments, and student growth in terms of value add on the reading and math state assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) The staff will be trained on Child Find and the procedures to follow.	2.4, 2.5, 2.6, 3.1, 3.2	All Staff	Children who need special services are reported to the SPED department.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Teachers will be trained on child abuse, sexual harassment, suicide prevention, and how to identify students in need or in crisis. Staff members will follow the proper procedures to ensure that students receive the help and/or services they need.	2.4, 2.5, 2.6, 3.1, 3.2	All staff	Staff members report incidents/cases where students are in need or in crisis using the proper procedures				

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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will offer power school, swim camp and Saturday school in addition to teacher tutorials. We will incorporate peer groups for students to help students identify their strengths and weaknesses socially and academically. Faculty,staff and student will partner with community business and schools. We will offer assistance with writing formal papers for scholarships and communicating effectively.
1	1	2	Analyze instructional capacity of teachers using EEPASS data, Power Walks data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.
1	1	3	Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.
1	1	4	The TLT will develop an PD action plan to ensure teacher and students' needs are met. Instructional Coach/Admin. will monitor, support, and coach career teachers on action plan items.
1	2	1	We will use TEKS resource system to ensure all lesson plans and assessments are aligned. Teachers will use assessment data to monitor students progress and implement interventions to improve student performance. Teachers will attend cluster to review data reflections and provide interventions with small groups, peer groups and power school.
1	2	2	The TLT team will conduct daily walkthroughs in order to gather evidence that TAP instructional strategies are being used to cater to the needs of struggling students.
1	3	1	We will identify students strengths and weakness by utilizing data and data reflections and provide interventions to improve student performance. Teachers will attend cluster weekly and receive strategies/training from instructional coaches and /or administrators to enhance daily instruction. Teachers will use data from DMAC and other data resources to improve daily instruction and increase students overall performance.
1	4	1	We will help students identify their strengths and weaknesses by utilizing teacher and student data reflections. Teachers, Instructional coaches, Counselors and Administrators will use documentation from student and teacher data to help improve student performance.
1	4	2	Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials (via postcards, Power School letters, Principal's Newsletter, LMS website, phone blast, and/or email).
1	4	3	Establish a school wide tutorial system that incorporates incentives for teachers and students.

Goal	Objective	Strategy	Description
1	5	1	We will utilize STAAR data from previous years, Local assessment data and benchmark data to assess at-risk student performance. We will use the data to increase student achievement in all core content areas.
1	6	1	We will monitor at-risk students academics and document student progress for all subject areas. We will use the documentation to support students particulars needs for their learning and academic success.
1	6	2	Identify at risk student populations and students needing additional interventions using DMAC, TEAMS, STAAR, and classroom performance data. Invite all at risk students to attend Power School, SWIM Camp, and Saturday tutorials for the 4 core subject areas.
1	6	3	Create an incentive program that incorporates opportunities for increased student performance and provide personally meaningful and relevant motivational techniques to encourage student attendance and participation (i.e., 6 weeks attendance incentives, Awards/Recognition, and Free Dress Pass).
1	7	1	SMART classrooms will be utilized by the STEM teachers and/or core teachers to effectively implement STEM.
1	8	1	Teachers will incorporate technology into the classroom regularly so that students exposure to programs and software is frequent.
2	1	1	Teachers will have opportunities to receive professional development during cluster,after school, lunch and learn, region 10 and with district personnel to support teachers and student needs.
2	2	1	We will effectively use TAP stipends for Instructional Coaches to effectively recruit staff members for high need areas.
3	1	1	We will frequently update the monitors and marquee outside the school to reflect current information for students and parents
3	2	1	The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.
3	3	1	The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.
4	1	1	LMS will utilize the Community in Schools, school counselors, Pax and Patterson and campus CCMR programs to enable students to develop academic and career goals.
4	1	2	We will have career day, College Go Get It Week, college campus visits, guest speakers, college t-shirt day each week, 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.
4	2	1	We will have documentation of all campus meetings, activities, professional development and communications.
5	1	1	Effectively use the RTI Process for behavior intervention and support.
5	1	2	Effectively use BAC for ED students for behavior support and intervention.

Goal	Objective	Strategy	Description
5	2	1	LMS staff and students will participate in mentoring programs(i.e., My Brother's Keeper, Sister to Sister , student counsel, athletics, cheerleading and etc.)
5	2	2	Each identified student(according to RTI, 504, IEPs and/or BIPs) will have an Individual Academic Plan created for him'her based on his/her needs in order to achieve academic growth and achievement.
5	2	3	The campus will implement and promote an Anti-Bullying/Cyber Bullying Awareness Campaign and provide opportunities for someone to anonymously report bullying.
5	2	4	The campus will promote post secondary education and social skills through collegiate activities (i.e. step shows, stage plays, reenactments, speak out lounge/club, shout out boards, classroom social contracts, student of the month and opportunities to hear from LMS/LISD alumni during career day and college events).
5	2	5	Teachers will conduct goal and mentoring sessions with students individually.
6	1	1	Practice routine drills for crisis such as lock downs, lockouts, fires, and tornadoes.
6	1	2	All students are required to wear their LMS issued ID badges at all times.
6	1	3	Beginning of the school year grade level orientations/assembly emphasizing campus expectations.
6	1	4	Track discipline in 360 system in order to ensure that all students are held accountable for their behavior.
6	1	5	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.
6	1	6	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.
6	1	7	LMS will promote physical wellness with students through the use of PE, athletics, cheerleading, dance, karate, ROTC and through the instruction of the health curriculum.
7	1	1	Intervention and enrichment time will be held during the school day as well as the implementation of Power School and SWIM Camp to provide extensive academic support.
7	1	2	Local organizations will work with the school to assist with communication between home and school(i.e. Community in Schools).
7	2	1	The staff will be trained on Child Find and the procedures to follow.
7	2	2	Teachers will be trained on child abuse, sexual harassment, suicide prevention, and how to identify students in need or in crisis. Staff members will follow the proper procedures to ensure that students receive the help and/or services they need.

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 acheive 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, Town Hall meeting, cultural programs/celebrations, Parent/Student Orientation, CIP meetings, and SBDM meeting.

3.2: Offer flexible number of parent involvement meetings

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, Town Hall meeting, cultural programs/celebrations, Parent/Student Orientation, CIP meetings, and SBDM meeting.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
Counselor	Alexis Wasson	8th grade Counselor
Assistant Principal	Andre Taylor	7th grade Assistant Principal
Math Instructional Coach	Grethiane Douglas	Math Instructional Coach
Science Instructional Coach	Jennifer Likely	Science Instructional Coach
ELAR Instructional Coach	Danielle Akhidue	ELAR Instructional Coach
Principal	Willisa Sassa	Principal

Campus Funding Summary

Test					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Power School and Saturday School	199-36-6412-00-041-99	$475.00
1	1	1	Power School and Saturday School	199-36-6494-00-041-99-000	$566.00
				Sub-Total	$1,041.00
				Budgeted Fund Source Amount	$7,000.00
				+/- Difference	$5,959.00
				Grand Total	$1,041.00

Addendums

LMS CIP Sign In Sheet 9-11-19

	Printed Name	Signature	Child's Name/Position
1.	Jasmine Cobbs	Jasmine Cobbs	7th grade ELAR Teacher
2.	Ja'Niece Eadberry		8th grade Math
3.	Ericka Nelson		8th Reading
4.	J. Likely		8th Science Instructional Coach
5.	Latosha Dawn		Associate Principal
6.	Whitney McConaga	Whitney McConaga	7th ELAR
7.	Grethiana Douglas		Math FC
8.	Charles Webb		Math 8th
9.	Rosalind Owens		8th Reading Lab
10.	Marisol Mijares		Crystal Mijares
11.	McArthur Lee		Genesis Lee 8th
12.	Brandon Sinney		8th Math
13.	Willisa House		Campus Principal
14.			
15.			
16.			
17.			
18.			
19.			

9-11-19 LMS Campus Improvement Committee Meeting

LMS Library 4:00-4:30 pm

- Welcome- Introductions
- Overview the CIP
- Divide into Goal Groups
- Chart Ideas to execute goals on Sticky Chart Paper
- Recap of the Meeting
- Next Meeting Date – TBD

Group 1	Group 2	Group 3	Group 4
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.	**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. **Goal 3:** Enhance LISD's public image by increasing the effectiveness of internal and external communication, and marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. Elsie Robertson Lancaster STEM Middle School will increase the use of effective communication through the use of the online calendar, all call system home and letters.	**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. **Elsie Robertson Lancaster STEM Middle School**: will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration. **Goal 5:** Elsie Robertson Lancaster STEM Middle School will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles. We will educate students on the effects of bullying and hazing and how to report bullying incidents. All bullying incidents must be investigated and documented immediately.	**Goal 6:** Elsie Robertson Lancaster STEM Middle School will provide a positive, safe, and clean school environment which is essential to sound child development and high level learning and is directly linked to student academic performance. Students and staff will be provided with an environment where they are physically, socially, and emotionally safe. **Goal 7:** Elsie Robertson Lancaster STEM Middle School will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.

Lancaster Independent School District

BAMO 9th Grade Campus

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

Lancaster ISD Mission:

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

The mission of Lancaster Independent School District, a leader in providing innovative, quality programs, is to educate every student with the knowledge; skills; and principles to succeed and contribute in a competitive and technologically advancing world by providing rigorous and engaging learning opportunities that promote diversity; create an environment of integrity and respect; and establish a commitment to continued improvement in partnership with families and community.

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

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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 427 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 175 females and 252 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: 6 YEAR LOOK

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

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement increased significantly during the 2018-2019 school year. However, there is still room for much improvement in English I.

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 2019-2020 school year except 9.

STAFF QUALITY

BAMO 9GC has a diverse staff roster of 62. The experience ranges from new to teaching to plus 20 years.

RECRUITMENT

Of the 62 total staff, 9 are new to Lancaster ISD and 2 transferred to BAMO 9GC from other campuses in the district.

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 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 met 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 focus more on Tier I instruction for English I. **Root Cause**: Planning needs to be modified. The deconstruction of the TEKS, delivery and instruction, demonstrations of learning and the assessments are not aligned.

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 plan for parents include, but are not limited to: Meet the Teacher night, Open House, Parent/Teacher conferences, Family Engagement nights for all content areas.

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

Administrators (Prinicpal and Assistant Principal)	3
Instructional Coaches	2
Counselor	1
Registrar	1
Administrative Assistant	1
Registered Nurse	1
ELAR Department	4
Math Department	3
Biology Department	3
Social Studies Department	3
Foreign Language Department	2
Fine Arts Department	6
Career and Technical Education	5
Physical Education	2
Athletic Trainer	1
Special Education	4
JROTC	1
Paraprofessionals (includes 1 vacancy)	5
Cafeteria staff	7
Custodial staff	5

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We have 2 full-time administrators, but need an additional Assistant Principal. Having a contracted AP 2 days a week is not the same as having someone 5 days a week. **Root Cause**: Ninth graders at any high school have the most referrals historically.

Technology

Technology Summary

1. BAMO 9GC is a one-to-one campus as it relates to the 4 core classes: ELAR, Math, Biology and Social Studies (these classes are outfitted with chromebooks).
2. Non-core classes have access to checkout chromebooks as needed from the media center.
3. The Principles of A/V class has a combination of chromebooks, Macbooks and digital cameras for video production.
4. The special education classes have devices solely dedicated for their department.
5. All classrooms are outfitted with dry erase boards and projectors that sync wirelessly to staff laptops.
6. All teachers have laptops and are able to operate them without being hardwired.
7. Teachers have wireless/mobile classroom phones.
8. The cafeteria and gym have blue-tooth capability.
9. There are large projector screens in the library and cafeteria.
10. There are 5 large TVs mounted throughout the building for display purposes.
11. There is an electronic marquee in front of the building.
12. 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.
13. 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: All teachers need an ELMO machine. **Root Cause**: We only have 5 working document cameras.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Observation Survey results
- Grades that measure student performance based on the TEKS

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional 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 2020):

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

Evaluation Data Source(s) 1: 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, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will model and systematically lead students through each part of the writing process: Pre-writing Drafting Revising Editing Publishing	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Teachers will create student portfolios to store writing pieces; students will deposit 2-3 papers into their portfolios each six weeks	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
3) Teachers will lead students in giving one another other high quality feedback when scoring writing pieces using the STAAR Writing Rubric	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
4) Students will complete at least 2-3 novel studies using appropriate grade level text	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
5) All students will receive explicit instruction that enhances vocabulary acquisition	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
6) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
7) All teachers will receive 2-3 TAP observations with feedback to strengthen Tier I instruction	2.4	1) Administrators 2) Instructional Coaches	1) Build teacher capacity 2) Increase student mastery				
8) Students will complete APEX lessons consistently throughout the school year; as well as No Red Ink to supplement the curriculum	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
9) Teachers will be provided additional resources and materials to supplement the curriculum	2.4	1) Administrators	1) Build teacher capacity 2) Increase student mastery				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	2.4, 2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
12) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
13) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

= Accomplished = Continue/Modify

= No Progress = 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 2020):

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

Evaluation Data Source(s) 1: Evidence of increased student achievement in Math will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will receive explicit instruction that enhances vocabulary acquisition	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
2) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
3) All teachers will receive 2-3 TAP observations with feedback to strengthen Tier I instruction	2.4	1) Administrators 2) Instructional Coaches	1) Build teacher capacity 2) Increase student mastery				
4) Teachers will implement several STEM activities throughout the school year	2.4	1) Instructional Coaches 2) Classroom teachers	1) Increase student mastery				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Students will complete APEX lessons consistently throughout the school year	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
6) Teachers will be provided additional resources and materials to supplement the curriculum	2.4	1) Administrators	1) Increase student mastery				
7) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
8) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	2.6	1) Administrators 2) Classroom teachers	1) Increase student mastery				
9) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
10) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will support writing across contents by incorporating reflective journal writing activities	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

= Accomplished

= Continue/Modify

= No Progress

= 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 2020):

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

Evaluation Data Source(s) 1: Evidence of increased student achievement in Science will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will receive explicit instruction that enhances vocabulary acquisition	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
2) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	2.6	1) Classroom teachers	1) Increase student mastery				
3) All teachers will receive 2 -3 TAP observations with feedback to strengthen Tier I instruction	2.4	1) Administrators 2) Instructional Coaches	1) Increase teacher capacity 2) Increase student master				
4) Teachers will implement several STEM activities throughout the school year	2.4	1) Instructional Coaches 2) Classroom teachers	1) Increase student mastery				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Students will complete APEX lessons consistently throughout the school year	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
6) Teachers will be provided additional resources and materials to supplement the curriculum	2.4	1) Administrators	1) Increase student mastery				
7) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	2.6	1) Administrators 2) Classroom teachers	1) Increase student mastery				
8) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
9) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
10) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will support writing across contents by incorporating reflective journal writing activities	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

= Accomplished

= Continue/Modify

= No Progress

= 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 Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement proactive initiatives such as Red Ribbon Week, Anti-Bullying Pep Assembly, etc	2.5	1) Counselor 2) LISD Police Department	1) Build positive school climate				
2) Draft campus crisis plan in accordance to the district crisis plan; effectively communicate these plans to all stakeholders	3.1, 3.2	1) Administrators	1) Foster school safety				
3) Conduct monthly drills: fire, tornado, active shooter, etc	3.1, 3.2	1) Administrators 2) Classroom teachers	1) Foster school safety				

= Accomplished = Continue/Modify

= No Progress = 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 Source(s) 2: 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 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify, integrate and model the principles of character, as well as develop means of assessing student demonstration of these principles	2.5	1) Administrators 2) Counselor 3) Classroom teachers	1) Decrease the number of student referrals				
2) Teachers will select a "Student of the Week" that demonstrates the principles of character	2.5	1) Counselor 2) Classroom teachers	1) Reward system for students				
3) Establish criteria for having student election to create Student Council	2.5	1) Administrators 2) Counselor 3) Classroom teachers	1) Create student buy-in 2) Give students a voice in the decision making process				

= Accomplished = Continue/Modify

= No Progress = 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 Source(s) 3: 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 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create "Student Incentive" Committee comprised of students and teachers	2.5	1) Administrators 2) Counselor	1) Reward system for students				
2) Use Restorative Discipline strategies to corral negative student behaviors	2.5	1) Administrators 2) Counselor 3) Classroom teachers	1) Build positive school climate				
3) Identify at-risk students, establish mentor program and develop leadership institute	2.6	1) Administrators 2) Counselor 3) Classroom teachers	1) Develop character and leadership skills in problematic students				
4) The counselor will identify students with high referral counts and see them in small groups weekly	2.5, 2.6	1) Administrators 2) Counselor	1) Build positive school climate				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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.

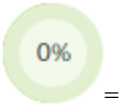
Performance Objective 1: Create multiple opportunities for parents to engage in their child's learning; and explore ways to establish community partnerships

Evaluation Data Source(s) 1: Evidenced by sign-in sheets, school marquee displays, meeting logs, meeting agendas, parent surveys, School Messenger contact logs, monthly calendars, Superintendent Site Visit feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enhance the campus website on the LISD webpage to be a more effective tool for external communication with all stakeholders	3.1, 3.2	1) Administrators 2) Administrative Assistant 3) Media Specialist	1) Increase communication				
2) Utilize multiple forms of social media to communicate campus information to students, parents, and community members	3.1, 3.2	1) Administrators 2) Administrative Assistant 3) Media Specialist	1) Increase communication				
3) Host monthly "Coffee and Conversations with the Principal"	3.1, 3.2	1) Administrators	1) Increase communication				
4) Charter a Parent/Teacher Association (aka PTA)	3.1, 3.2	1) Administrators 2) Instructional Coaches 3) Administrative Assistant	1) Increase communication 2) Create opportunities throughout the year for parents to engage with the school community				
5) Create a Parental Involvement Committee	3.1, 3.2	1) Administrators 2) Instructional Coaches 3) Administrative Assistant	1) Create opportunities throughout the year for parents to engage with the school community				
6) Charter "All Pro Dad's" chapter	3.1, 3.2	1) Administrators	1) Increase male presence in the school community				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) Send home a monthly newsletter or calendar informing stakeholders of school happenings	3.1, 3.2	1) Administrators 2) Counselor 3) Media Specialist	1) Increase communication				
8) Increase usage of School Messenger to keep stakeholders informed	3.1, 3.2	1) Administrators 2) Counselor 3) Media Specialist 4) Administrative Assistant	1) Increase communication				
9) Host Parent/Teacher conferences at least twice a year	3.1, 3.2	1) Administrators 2) Classroom teachers	1) Keep parents engaged in their child's learning				
10) Host at least 2-3 Family Engagement Sessions	3.1, 3.2	1) Administrators 2) Classroom teachers	1) Keep parents engaged in their child's learning				
11) Explore opportunities to establish community partnerships	3.1, 3.2	1) Administrators 2) Counselor	1) Increase community outreach				

= Accomplished = Continue/Modify 

= No Progress = Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Nakesha Reddick	Principal
Administrator	Philia Stewart	Assistant Principal
Non-classroom Professional	Crystal Traylor	Counselor
Non-classroom Professional	Jonathan Mullins	Instructional Coach
Non-classroom Professional	Jennifer Winston	Instructional Coach
Classroom Teacher	Bel Cobbs	Math Interventionist
Classroom Teacher	Elicia Criss	ELAR Interventionist/LPAC Chair
Business Representative	Lazonda Gardner	Gardner Preparatory (Owner/Director)
Parent	Francis Mendez	Parent
Parent	Kristi Harris	Parent
Classroom Teacher	Kenyetta Hickmon	Special Education Inclusion

Lancaster Independent School District

Lancaster High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite

learning that translates into sustainable success for all students in an ever-changing

society.

The mission of Lancaster High School, in partnership with the student body, parents and the community, is to prepare all students with the proper knowledge and skills needed to become knowledgeable, caring, life-long learners and thinkers who value education, teamwork, cultural diversity, mutual respect in today's technologically advanced, global, and diverse society. The mission will be accomplished by providing a rigorous academic curriculum for all students in a safe and orderly environment, which will empower and prepare them for success.

Lancaster High School Mission Statement:

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

Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

THE LISD GRADUATE will:

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

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.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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
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 GOAL 6: SAFE ENVIRONMENT

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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.

Priority Problem Statements

Problem Statement 1: Additional staff development is needed to address the academic and emotional success of our economically disadvantage students and our english language learners.

Root Cause 1: Currently, LHS has 85% of the student body is classified as economically disadvantage.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

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 English Language Proficiency Assessment System (TELPAS) results
- 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
- Grades that measure student performance based on the TEKS

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

Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and

student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

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

Goals

Goal 1: 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 Source(s) 1: 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%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement	2.4, 2.5, 2.6, 3.1, 3.2	TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores,				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) 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 analytical thinking skills		Math Dept Math Master Teacher, STEM math Teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR), IB, AP, TSI				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content.		Associate Principal Math Dept. SPED Inclusion Teacher Master Teacher	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) 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.		Principal Associate Principal Master Teacher	2-week, 4-week, Common Assessments, Mock and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) 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.		TLT, Math Department	2-week, 4-week, Common Assessments, Mock and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Targeted in school and after school Math Interventions will be implemented in order to support success on State Assessments		TLT, Math Dept	2-week, 4-week, Common Assessments, Mock and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) We will utilize diagnostic information to track student progress in preparation for the state assessment.		Math Teachers Master Teacher	STAAR test performance				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) 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		Math Dept	Benchmark Results, Semester Exam results, STAAR test performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) Teachers will make use Instructional Technology in Math Instruction in order to enhance the learning experience and support increased student achievement		Associate Principal, Math Master	All students are able to view teacher modeling TI-Inspire Plus				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 10) Teachers will develop and maintain class room word walls for vocabulary enrichment		Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolio				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 11) 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		District Level Personnel, Master Teacher	2-week, 4-week, Common Assessments, Mock and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 12) Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.		TLT, Math Dept.	PLC Reflection forms Lesson Plans				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: 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

Evaluation Data Source(s) 2: At least 95% of all students will successfully pass the state assessments in ELAR 2. Students commended scores in ELAR will increase 10%.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement		TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content. Teachers will make individual intervention plans for retesters.		TLT SPED Inclusion Teacher	2-week, 4-week, Common Assessments, Mock and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) 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 analytical thinking skills.		ELA Teachers ELA Master Teacher District Personnel	2-week, 4-week, Common Assessments, Mock and District Benchmark Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Teachers will make use Instructional Technology including APEX,No Red Ink, News ELA, Membean, and Turn-It-In, in ELAR Instruction in order to enhance the learning experience and support increased student achievement		Master Teacher ELAR Dept.	Students engaged in rigorous ELAR learning activities while increasing effectiveness of instructional time				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Teachers will develop and maintain class room word walls to increase and improve vocabulary development		Teachers Students Master Teachers Campus Administrators	Teacher-made Assessments Student Portfolios Membean Word Wall				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Teachers will utilize individaul intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high perfroming students		TLT, ELAR Department	2-week, 4-week, Common Assessments, Mock and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) 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		ELAR Department	Benchmark, State Assessments, ACT/PSAT, TSI scores				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.		TLT, ELAR Dept	PLC Protocol forms Lesson Plans				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: 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 Source(s) 3: At least 95% of all students will successfully pass the state assessments in Social Studies with atleast 70% perfroming at the Meets level and 35% perfroming at the Masters level on STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement		TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content		TLT Master Teacher SS Department	Unit/Weekly Exams, Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) 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 analytical thinking skills.		SS Dept TAP Master	Unit/Weekly Exams, Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) 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.		TLT Master Teacher Content Lead/Teachers	Unit Assessment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.		TLT SS Master Teacher SS Teachers	PLC Feedback Lesson Plans				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Students, along with teachers will develop and maintain class room word walls for vocabulary enrichment		Teachers Students SS Master Teacher TLT	Teacher-made Assessments Student Portfolios Interactive Word Walls				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Teachers will utilize individaul intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high perfroming students.		TLT SS Master Teacher SS Department	Unit, CFAs, and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Teachers will make use Instructional Technology in SS Instruction including APEX, Canvas, and ABC-Clio in order to enhance the learning experience and support increased student achievement.		TLT SS Dept Head, SS Master Teacher	Students engaged in rigorous SS learning activities while increasing effectiveness of instructional time				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 9) 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		SS Dept SS Master Teacher	Unit, CFAs, and District Benchmark Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 10) 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		SS Dept SS Master Teacher	Unit, CFAs, and District Benchmark Assessments				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 1: 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 Source(s) 4: At least 90% of all students will successfully pass the state assessments in Science with 55% perfroming at the Meets level and 25% perfroming at the Masters expectations level.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement		TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) 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 analytical thinking skills		Science Dept Science Master Teachers	2 Week, 4 Week, CFAs, and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content		TLT Science Dept. SPED Inclusion Teacher	2 Week, 4 Week, CFAs, and District Benchmark Assessments				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Teachers will make use of Instructional Science resources to support increased student learning and engagement in the learning process		TLT Science Department	Teachers equipped to engage students in active learning environment				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Teachers will develop and maintain class room word walls for vocabulary enrichment		Teachers Students TLT	Teacher-made Assessments Student Portfolios Science Cluster World Wall				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Teachers will make use Instructional Technology in Science Instruction, including Canvas, in order to enhance the learning experience and support increased student achievement		Science Department TLT	Students engaged in rigorous Science learning activities while increasing effectiveness of instructional time				
Comprehensive Support Strategy 7) Teachers will utilize individaul intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high perfroming students.		TLT Science Department	2-Week, 4-Week, CFAs, and District Benchmarks				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 8) Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.		TLT Science Dept	Lesson Plans Science PLC Reflection Form				

= Accomplished = Continue/Modify

= No Progress = Discontinue

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: 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 Source(s) 1: Lancaster High School's teacher turnover rate will be reduced to less than 10% of teachers each school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) 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.		TLT Team	2020 Teacher Retention Rates Strategic Based Professional Development (In-school)				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) 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		Principal	Retain and develop high quality teachers 2020 Teacher Retention				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) New Teachers will be provided with a Mentor to support the first year of instruction		Associate Principal	2020 Teacher Retention Rates Retain and develop high quality teachers				
4) We will incentivize teachers for student achievement data, attendance, observation of desired instructional strategies and Walk Throughs.		TLT	Higher staff morale which will translate into more effective relationship building with students 2020 Teacher Retention rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

= Accomplished

= Continue/Modify

= No Progress

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

Evaluation Data Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Utilize media, print, LHS websites, and teacher websites, to communicate school and district information to students, parents, and community members		Principal Communiactions Department Tiger Student Media	LHS Newsletter Mass emails Call outs Parent Portal Visitor counts on the websites	X	X	X	
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Make use of school events to inform parents of activites, progress, special events, and other important information.		TLT Faculty and Staff	Parent Sign-In Sheets PTA Community and school events Parent Night Parent Conferences PTA Meet the Teacher Night	X	X	X	
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Implement a campus registration process in the summer before school starts.		Front Office Staff TLT Counselors	Student paperwork entered before the start of school.	X	X	X	
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Respond in an appropriate and timely manner to parent and/or community concerns and complaints.		Office Assistants, Campus Administrators	Increased positve community perception of HS staff responsiveness	X	X	X	

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
= Accomplished = Continue/Modify = No Progress = 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, interests, and career aspirations.

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

Evaluation Data Source(s) 1: Parental involvement opportunities will be provided in order to support student achievement increases.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Coninue to encourage parent membership and activity in the LHS PTA in order to increase parent participation in student academics, interests, and career aspirations.		Principal LHS Parents	Active Memberships				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Host a Meet the Teacher Night and/or Parent conference.		Principal, LHS Faculty	Sign-in Sheets				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Counselors will present information to parents regarding College Readiness and College Transitions as needed.		Counselors	Sign-In Sheets College Acceptance Scholarships				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Counselors/College Center advisor will host College Night at LHS to provide parents/students opportunities to meet with college, career, and military representatives		Counselors College Advisor Prinicipal	Sign-In Sheets College Acceptance Scholarships				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Coffee with the Principal		Principal	Sign- In Sheet				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) 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.		CCR Counselor, Executive Director of CCR, Pricipals	Completed Applications Completed FAFSA Parent Sign-In sheets College Acceptance				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: 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 Source(s) 1: LHS will implement structures that support the development of a safe and orderly environment and student character development.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Implement an effective education program that focuses on the principles of character, leadership and personal development for students, staff and parents		Counselors Community Liaison	Society of Gentlemen Community Service projects Sister to Sister National Honor Society Student Council				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Encourage and post the TIGER WAY.		LHS Staff	Posted traits				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Monitor and properly identify all campus visitors utilizing the secured vestibule		Principal Chief Technology Officer	Functional Raptor System				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Maintain radio capacity to increase effective communication between LISD Police Officers and all administrative staff		Principal LISD Director of Maintenance LISD Chief of Police	Decreased complaints of inability to hear a request for assistance from LISD Police and Administrative staff				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) 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.		Counselors Asssitant Principals LISD Police	Decrease in bullying incidences Red Ribbon Week				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) Hold grade level assemblies to review student code of conduct in order to have accountable talk regarding expectations for student behavior.		Campus Administration	Review of student attendance rates and disciplinary issues Review of Student Code of Conduct.				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Plan and implement procedures to monitor safe and orderly movements of students throughout the day		Administrative Team Support Staff	Reduction in Student disciplinary Infractions during transitions				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: 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 Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 1) Seniors will meet individually with Counselors at the beginning of the school year to discuss graduation needs		Counseling Services	Graduation Rate				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Students will be provided with opportunities and financial support to increase the number of students taking the SAT, ACT and AP test taken	2.4	Principal	SAT, ACT Scores # of AP test taken				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) Teachers will be provided with additional professional develpment and resources to promote higher achievement on AP, IB, SAT, and ACT exams.		Principal, Associate Principal, Career Center Counselor	AP, IB, SAT, ACT, AP reported scores				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 4) Students will be provided with opportunities to visit college campuses and college fairs		Counseling Services Career Center Facilitator	Graduation Rate, Number of College visits				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **Additional Targeted Support Strategy** 5) Students will make use of the College Center to apply for college, scholarships, financial aid and sign-up for SAT, ACT, and TSI Testing.		Career Center Facilitator Counselor	# of College Applications, Scholarship #'s SAT, ACT #'s				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 6) 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.		Counseling Services JD Hall Learning Center	Completion Rates Graduation Rates				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 7) Counselors will utilize student achievement data to identify students who might be sucessful 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.		Counsleors, Principal	Increased enrollment in Dual Credit, AP and CTE classes				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

Goal 7: 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 Source(s) 1: 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 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will make use of the Media Center computer lab in order to support the success of student in the learning process		Administrator, Counselors, Teachers,	Students engaged in multi-media learning activities				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 2) Teachers will make use Instructional Technology in their instructional delivery in order to enhance the learning experience and support increased student achievement		Principal, Assoc. Principal LHS Staff Chief Technology Officer Integrate to Inspire Classrooms	Integrate to Inspire classrooms CTE "real world" learning experiences JAG CCR Courses implementing online/multi-media technology				
Comprehensive Support Strategy **Additional Targeted Support Strategy** 3) 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 recieve training and support to implement use in a blended learning environment.		TLT, Faculty	ACT, SAT, STAAR prep, BMI, Credit Recovery, AAA, and TSI				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 8: 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 Source(s) 1: Each CTE teacher will report and provide documentation once a student earns the industry certification(s).

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy **RDA** **ESF Levers** Lever 4: High-Quality Curriculum 1) Meet with CTE teachers to discuss previous year's certification data. Meet with CTE teacher to plan goal-setting for 2019-2020 and discuss needs to achieve objective. 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.	2.4, 2.5						

= Accomplished = Continue/Modify

= No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement
1	1	2	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 analytical thinking skills
1	1	3	Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content.
1	1	4	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.
1	1	5	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.
1	1	6	Targeted in school and after school Math Interventions will be implemented in order to support success on State Assessments
1	1	7	We will utilize diagnostic information to track student progress in preparation for the state assessment.
1	1	8	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
1	1	9	Teachers will make use Instructional Technology in Math Instruction in order to enhance the learning experience and support increased student achievement
1	1	10	Teachers will develop and maintain class room word walls for vocabulary enrichment
1	1	11	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
1	1	12	Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.
1	2	1	Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement
1	2	2	Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content. Teachers will make individual intervention plans for retesters.

Goal	Objective	Strategy	Description
1	2	3	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 analytical thinking skills.
1	2	4	Teachers will make use Instructional Technology including APEX,No Red Ink, News ELA, Membean, and Turn-It-In, in ELAR Instruction in order to enhance the learning experience and support increased student achievement
1	2	5	Teachers will develop and maintain class room word walls to increase and improve vocabulary development
1	2	6	Teachers will utilize individaul intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high perfroming students
1	2	7	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
1	2	8	Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.
1	3	1	Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement
1	3	2	Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content
1	3	3	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 analytical thinking skills.
1	3	4	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.
1	3	5	Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.
1	3	6	Students, along with teachers will develop and maintain class room word walls for vocabulary enrichment
1	3	7	Teachers will utilize individaul intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high perfroming students.
1	3	8	Teachers will make use Instructional Technology in SS Instruction including APEX, Canvas, and ABC-Clio in order to enhance the learning experience and support increased student achievement.
1	3	9	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
1	3	10	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
1	4	1	Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement

Goal	Objective	Strategy	Description
1	4	2	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 analytical thinking skills
1	4	3	Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content
1	4	4	Teachers will make use of Instructional Science resources to support increased student learning and engagement in the learning process
1	4	5	Teachers will develop and maintain class room word walls for vocabulary enrichment
1	4	6	Teachers will make use Instructional Technology in Science Instruction, including Canvas, in order to enhance the learning experience and support increased student achievement
1	4	7	Teachers will utilize individaul intervention plans and individualized student data walls in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high perfroming students.
1	4	8	Teachers will participate in weekly professional learning communities plans effective lessons with support from the Master Teacher.
2	1	1	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.
2	1	2	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
2	1	3	New Teachers will be provided with a Mentor to support the first year of instruction
3	1	1	Utilize media, print, LHS websites, and teacher websites, to communicate school and district information to students, parents, and community members
3	1	2	Make use of school events to inform parents of activites, progress, special events, and other important information.
3	1	3	Implement a campus registration process in the summer before school starts.
3	1	4	Respond in an appropriate and timely manner to parent and/or community concerns and complaints.
4	1	1	Coninue to encourage parent membership and activity in the LHS PTA in order to increase parent participation in student academics, interests, and career aspirations.
4	1	2	Host a Meet the Teacher Night and/or Parent conference.
4	1	3	Counselors will present information to parents regarding College Readiness and College Transitions as needed.

Goal	Objective	Strategy	Description
4	1	4	Counselors/College Center advisor will host College Night at LHS to provide parents/students opportunities to meet with college, career, and military representatives
4	1	5	Coffee with the Principal
4	1	6	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.
5	1	1	Implement an effective education program that focuses on the principles of character, leadership and personal development for students, staff and parents
5	1	2	Encourage and post the TIGER WAY.
5	1	3	Monitor and properly identify all campus visitors utilizing the secured vestibule
5	1	4	Maintain radio capacity to increase effective communication between LISD Police Officers and all administrative staff
5	1	5	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.
5	1	6	Hold grade level assemblies to review student code of conduct in order to have accountable talk regarding expectations for student behavior.
5	1	7	Plan and implement procedures to monitor safe and orderly movements of students throughout the day
6	1	1	Seniors will meet individually with Counselors at the beginning of the school year to discuss graduation needs
6	1	2	Students will be provided with opportunities and financial support to increase the number of students taking the SAT, ACT and AP test taken
6	1	3	Teachers will be provided with additional professional develpment and resources to promote higher achievement on AP, IB, SAT, and ACT exams.
6	1	4	Students will be provided with opportunities to visit college campuses and college fairs
6	1	5	Students will make use of the College Center to apply for college, scholarships, financial aid and sign-up for SAT, ACT, and TSI Testing.
6	1	6	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.
6	1	7	Counselors will utilize student achievement data to identify students who might be sucessful 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.

Goal	Objective	Strategy	Description
7	1	2	Teachers will make use Instructional Technology in their instructional delivery in order to enhance the learning experience and support increased student achievement
7	1	3	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 recieve training and support to implement use in a blended learning environment.
8	1	1	Meet with CTE teachers to discuss previous year's certification data. Meet with CTE teacher to plan goal-setting for 2019-2020 and discuss needs to achieve objective. 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.

RDA Strategies

Goal	Objective	Strategy	Description
8	1	1	Meet with CTE teachers to discuss previous year's certification data. Meet with CTE teacher to plan goal-setting for 2019-2020 and discuss needs to achieve objective. 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.

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
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

Addendums

STAAR EOC Writing and Reading Improvement Plan - Overview					
Curriculum	**Instruction**	**Assessment**	**Intervention**	**Professional Development**	**Resources**

• TEKS/SEs
• TxCCRS
• TEKS Resource System
  ○ YAGs
  ○ IFDs
  ○ Vertical Alignment (Writing)
  ○ TEKS Verification Document
  ○ Stem Resource/Tool
• Apex
• No REd Ink
• Newsela
	• TAP strategies
	• Active modeling
	• Analysis of model texts
	• Purposeful writing (student choice)
	• Peer editing
	• Refinement opportunities
	• Progressive writing
	• Analysis of student work
	• Differentiation w/Apex
	• Writing portfolios
	• Writing across the curriculum
	• Individualize assignments based upon the diagnostic test. On No Red Ink
		• Common writing assessments
		• Students' self-assessment
		• Peer assessment
		• Evaluation of model text
		• Evaluation of peer text (released essays)
		• Apex
		• No Red Ink
		• Newsela
			• Early identification
			• Individual meetings with parents and students to highlight needs and intervention.
			• Tier 1 differentiation
			• After-school tutoring
			• Writing workshops
			• Team-teaching
			• School-wide writing competitions (via College Center)
			• Accountability partners/mentoring
				• NMSI – Laying the Foundation
				• TEKS Resource System
				• Lead4ward
				• Texas Gateway
				• Apex (Refresher)
				• Common Writing Assessments
				• Writing workshops
				• Writing rubrics
				• Team-teaching
				• Weekly cluster meetings
				• Personalized development (consultant)
				• National Writing Project
				• In-service on No Red Ink and Newsela
					• Master Teacher
					• Region 10
					  ○ Workshops
					  ○ Online modules
					• Lead4ward **($)**
					• Apex **($)**
					• Consultant **($)**
					• Additional FTE (to reduce class sizes) **($)**
					• **No Red Ink $**
					• **Incentives (for Recognition & Reward system) ($)**

Apex: *Apex Learning has been selected by TEA to provide English I, English II, and English III for the Texas Student Success Initiative Support Programs. English Tutorials offers targeted instruction, practice, and review designed to build students' communication and reading comprehension skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas.* ***Writing modules combine free-response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles.***

No Red Ink- *NoRedInk is an online web-based language-learning platform designed to help students in grades 4-12 improve their writing skills.*

Newsela - *Supercharge Reading Engagement & Learning In Every Subject. Get The Latest News! Get Demo. Powerful Learning Tool. Highlights: Provides Real-World Experience, Provides Primary Solution*

STAAR EOC Reading and Writing Improvement Action Plan					
Goal 1:	**Reduce the numbers of 2's on the writing section of the STAAR EOC by at least 15%.**				
Goal 2:	**Reduce the number ELAR English I and II re-testers 25% with the first test administration in December.**				
Goal 3:	**Increase the number of first time English II from 74% to 78% approaches, 55% to 59% meets, and 3% to 7% masters.**				
Goal 3:	**Improve teacher instructional practices evidenced in TAP evaluations, walk-throughs, and teacher reflection data.**				
Goal 4:	**Implement data driven group intervention.**				
Goal 5:	**Create teacher rotation schedules based on teacher strengths and student needs.**				
Goal 6:	**STAAR tutorials will begin the 2nd week of September 2019.**				
Goal 7:	**Increase advance academic ELAR scores from 6% to 20%**				
Goal 8:	**Increase students' reading performance on STAAR EOC by 15%**				
Goal 9:	**Increase Academic vocabulary by 15%**				
	Person(s) Responsible	**Begin Date**	**End Date**	**Resources Needed**	**Outcome(s)**
1) Identify students who scored between 3500 -3775 and place in Practical writing class.	Associate Principal ELA Master Teacher	July 24, 2019	August 19th, 2019	• 2019 EOC Data for English I and English II.	

2) Schedule/plan/facilitate collaborative writing C&I intensive workshop (to include training of curriculum tools, pacing ("chunking") the writing plan, unpacking the TEKS/CCRS, writing workshop, development of CWAs, lesson planning, etc.)	Associate Principal ELAR Instructional Coach District ELAR Secondary Specialist Teacher	July 24, 2019	August 16, 2019	• TEKS • TxCCRS • TEKS Resource Documents • Region 10 Consultant • Instructional templates (lesson plan, data review, etc.)	
3) Schedule Lead4ward training for teachers	ELAR Instructional Coach	September 30, 2019			▪
4) Schedule training for teachers on No Red Ink and Newsela for the new teacher. Provide refresher training for teachers returning.	ELAR Instructional Coach	August 20, 2019	September 30, 2019	• No Red Ink • Newsela • Computer	
5) Provide at least two A.P. teachers per grade level to lower class so teachers can receive more individual assistant with rigorous instruction designed by College Board and NMSI.	ELAR Instructional Coach Associate Principal	August 20, 2019	August 25, 2019	College Board training	

6) Review/revise/distribute the assessment calendar to include CFA's, and Standardize testing dates.	ELAR Instructional Coach	July 24, 2019	August 20, 2019	• State assessment calendar • District assessment calendar • District instructional calendar	
7) Monitor AP progress by providing a bi-weekly assessment to ensure pacing and instruction is on target to ensure success on the AP test.	ELAR Instructional Coach Associate Principal District ELAR Support	September 21, 2019	ongoing	• Aware • DMAC • Kaplan • College Board	
8) Schedule retraining of Apex	Associate Principal ELA Master Teacher	October 2019		• Apex	
9) Outline TAP cluster meetings & teacher coaching goals (to include TAP instructional strategies, Texas Gateway, & National Writing Project)	ELA Master Teacher	August 1, 2019	Ongoing	• TAP Rubrics & Resources • Texas Gateway • National Writing Project • Other resources identified	
10) 100% of students will attend Saturday sessions to to prepare for the AP exam.	ELAR Instructional Coach Associate Principal AP Coordinator	October January		• NMSI staff	

	ELAR Teachers				
11) Determine teacher strengths (based on Semester Exam) in order to create teacher lead in-service on their strengths..	ELAR Instructional Coach Mrs. Webb Ms. Murry	January 2019	April 30, 2019	● Semester exam	
12) In order to help students be successful on State Standardized test by developing an intensive tutorial schedule (during school, after school, or Saturday school)	ELAR Instructional Coach	September 2019	ongoing	● Staar Data ● Student schedules ● Newsela ● Noredink ● District support staff (dependent upon time of tutorials)	
13) In order to improve students writing performance, the Practical Writing Teacher and Instructional Coach will field test five students and track students progress using research-based writing strategies 10/31/19	D. Martin ELAR Instructional Coach	August 27, 2019	May 22, 2019	● Brief constructive response ● Graphic Organizer ● Writing mugs ● Timed writing ● Revising and Editing tools etc.	
14) The teacher will identify students who were unsuccessful on the STAAR test and develop an	Classroom teacher	September 2019	May 22, 2019	● Newsela ● Noredink ● Writing journals ● Reading journals	

intervention plan for student success 8/30/19					
15) The teacher will increase student academic vocabulary by having students learn 3 to 5 new words every week.	Classroom teacher Instructional Coach	August 2019	May 2019	• Academic vocabulary	

LANCASTER HIGH SCHOOL

2019-2020 Mathematics Action Plan
Tracy Terrell, Master Teacher

Improvement Plan - Overview					
Curriculum	**Instruction**	**Assessment**	**Intervention**	**ssional Development**	**Resources**
• TEKS/SEs • TxCCRS • TEKS Resource System o YAGs o IFDs o Vertical Alignment (Writing) o TEKS Verification Document o Stem Resource/Tool • Apex • IB Standards • AP Standards • ELPS? • Lesson Plans	• TAP strategies • Active modeling • Refinement opportunities • Graphic Organizers • Hands-on/Center Strategies (Gallery Walks, Stations) • Multi-Media Instructional Strategies • Analysis of student work • Differentiation w/Apex • Content Literacy: Writing across the curriculum • PLC	• Common assessments • Students' self-assessment • Peer assessment • Weekly Assessments (All in Learning/teacher made) • Apex • Benchmarks • Mock Testing • Advanced Academics o Qualifying Assessment o Mock Assessments o Benchmarks	• Early identification • Tier 1 differentiation • After-school tutoring • Team-teaching • Accountability partners/mentoring • Student Reflection • Student Teaching • APEX	• NMSI – Laying the Foundation • TEKS Resource System • Lead4ward • Texas Gateway • Apex (Refresher) • Team-teaching • Weekly cluster meetings • Personalized development (consultant)	• Master Teacher • Region 10 o Workshops o Online modules • Lead4ward **($)** • Apex **($)** • Consultant **($)** • Additional FTE (to reduce class sizes) **($)** • Incentives (for Recognition & Reward system) **($)** • All in Learning **($)**

Apex: *Apex Learning has been selected by TEA to provide Algebra 1 for the Texas Student Success Initiative Support Programs. Math Tutorials offer targeted instruction, practice and review designed to develop computational fluency, deepen conceptual understanding, and apply mathematical practices. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing the ability to apply their knowledge in abstract and real world scenarios, students build the depth of knowledge and higher order skills required to demonstrate their mastery when put to the test.*

Math Improvement Action Plan
: **Algebra 2 STAAR EOC students performing at least 75%. (change to TSI goal)**

: **Increase students' performance of AP/IB by at least 20%.**
: **Reduce number of Algebra 1 re-testers by at least 50% (22 of 43 re-testers).**
: **Improve teacher instructional practices evidenced in TAP evaluations, walk-throughs, and teacher reflection data.**

Action Item	Person(s) Responsible	Begin Date	End Date	Resources Needed	utcome(s)
1) Schedule/plan/facilitate collaborative departmental plan, unpacking the TEKS/CCRS, lesson planning, etc.	Assoc. Principal Math Coach	August 2019	May 2020	• TEKS • TxCCRS • TEKS Resource Documents • Region 10 Consultant • Instructional templates (lesson plan, data review, etc.)	•
2) Ongoing intentional or on-the-spot professional development using various delivery modalities including face-to-face, blended, book study (ies), learning environment tours/walks, SWIVEL observations and PLC/Cluster.	Assoc. Principal Math Coach	August 2019	May 2020	• Research-based instructional best practices • Data analysis • Teacher requests • Classroom observations/walkthroughs • Teaching Channel • Teach Like A Champion • SWIVEL • Canvas • TEKS Resource System • IRGS • H/VAT • PLC/Cluster	•
3) Review/revise/distribute assessment calendar to include weekly assessments	Math Coach	August 2019	September 2019	• State assessment calendar • District assessment calendar • District instructional calendar	•
4) Identify math curricular resources for English language learners (ELL), special education students	Math Coach ELL expert	August 2019	August 2019	• Involve ELL and Special Ed experts in facilitating professional development efforts. Study Response to Intervention (RTI) efforts in the state	•

and students with large gaps in achievement.					
5) Math teachers (Gen. Ed and SPED) will receive professional development on ☐ TAP ☐ Vocabulary strategies ☐ Learning Styles ☐ Differentiation ☐ Standards for Mathematical Practice ☐ Equitable practices	Math Coach	August 2019	April 2020	• Curricular materials and resources • Teacher development materials and resources	•
6) Increase student enrollment in AP/IB/Dual Credit, if possible, by recruitment during the 2nd semester	Counselors AP Coor. Math Team Math Coach	End of fall semester each school year	End of spring semester	• Teacher/counselor recommendations • STAAR history • Parent request • Student's previous coursework (i.e. Pre-Ap, etc.)	•
7) Saturday AP/IB Institutes	Assoc. Principal AP Coor. AP Teachers	August 2019	May 2020	• NMSI Tutor and resources	•
8) Increase math scores on ACT/SAT/TSI	Math Coach Math Dept ACT/SAT Prep Teacher CVCC TSI Coordinator	August 2019	May 2020	• APEX • College board/Princeton Review resources • Wednesday College Ready Math Bell Ringers in ALL math courses • Textbooks • TEKS Resource System-IFD • IRGs	•
9) Strategic Learning will focus exclusively on EOC Prep	Math Coach M. Ward Strategic Learning Teacher	August 2019	May 2020	• APEX • Reporting Category Specific Notes/Practice Problems/Assessments • Mock EOC • IRGs	•

				• Pacing Calendar • Teacher Binder	
10) High School Math Leadership Team Meetings	Math Coach Assoc. Principal District SSO	Tentatively Monday, August 2019		• Lesson Plans • Assessments • Assessment Data (when applicable) • Classroom Observations/walk-throughs	•
11) Creating and implementing bi-weekly assessments for Algebra 2 classes.	Math Coach Algebra 2 Team	August 2019	March 2020	• Curriculum Database • Exam View • Texas BankOne	•
12) 1st semester senior re-testers flight plans/pullouts	Math Coach Strategic Learning Teacher	August 2019	December 2020	• APEX • Reporting Category Specific Notes/Practice Problems/Assessments • Mock EOC • IRGs	•
13) Spring STAAR Blitz	Math Coach Algebra 2 Teachers	March 2020	May 2020	• APEX • Reporting Category Specific Notes/Practice Problems/Assessments • Mock EOC • Blitz Calendars	•
14) TI-Nspire training	Math Coach V. Williams Assoc. Principal	August 2019	August 2019	• TI Cares/TI Education • Textbooks • TI Calculator emulator • Mathbits.com • TI Smartview	•
15) Students using calculators daily	Math Coach Math Dept Campus Librarian	August 2019	May 2020	• TI Cares/TI Education • Textbooks • TI Calculator emulator • Mathbits.com • TI Smartview	•
16) Effective collaboration and communication	Math Leadership Math Dept	August 2019	May 2020	• District email • Groupme	•

STAAR Biology EOC Improvement Plan - Overview					
Curriculum	**Instruction**	**Assessment**	**Intervention**	**Professional Development**	**Resources**

• TEKS/SEs
• TxCCRS
• TEKS Resource System
  • YAGs
  • IFDs
  • TEKS Verification Document
  • Stem Resource/Tool
• Apex
• AP Standards
• ELPS?
• Lesson Plans
	• TAP strategies
	• Active modeling
	• Purposeful writing (student choice)
	• Refinement opportunities
	• Graphic Organizers
	• Hands-on/Center Strategies (Gallery Walks, Stations)
	• Multi-Media Instructional Strategies
	• Analysis of student work
	• Differentiation w/Apex
	• Content Literacy:
		• Common assessments
		• Students' self-assessment
		• Peer assessment
		• Weekly Assessments (DMAC/teacher made)
		• Apex
		• Benchmarks
		• Mock Testing
		• Advanced Academics
		  • Qualifying Assessment
		  • Mock Assessments
		  • Benchmarks
			• Scheduled Intervention class
			• Early identification
			• Tier 1 differentiation
			• After-school tutoring
			• Team-teaching
			• Accountability partners/mentoring
			• Student Reflection (Student Profile Sheet)
			• APEX-Individualized plan
			• Parent contact
				• TEKS Resource System
				• Fundamental 5
				• 5E Model/TAP
				• Canvas Training
				• Classroom Management
				• Kinesthetic learning
				• Group Work
				• Lesson Plan
				• Lead4ward
				• Apex Training for all Teachers
				• Writing/ annotating workshops
				• Writing rubrics
				• Team-teaching
					• Instructional Coach
					• NMSI tutors
					• TEKS Resource
					• Region 10 Workshops
					  • Online modules
					  • Texas EOC Coach, Biology
					• Lead4ward **($)**
					• **Science Cut-Outs ($)**
					• **Box set Labs($)**
					• APEX
					• Phet (Interactive simulations for science)
					• The Biology Corner
					• Amoeba Sisters
					• Canvas Commons
					• Consultant **($)**
					• Additional FTE (to reduce class sizes) **($)**

	• Writing across the curriculum • PLC			• Weekly cluster meetings	• **Incentives (for Recognition & Reward system) ($)**

Apex: *Apex Learning has been selected by TEA to provide Biology for the Texas Student Success Initiative Support Programs. Biology Tutorials offer targeted instruction, practice, and review designed to help students develop fluency, deepen conceptual understanding, and apply scientific thinking skills. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. By constantly honing their ability to explain and analyze biological scenarios, students build the depth of knowledge and higher-order skills required to demonstrate their mastery when put to the test.*

Improvement Action Plan

department goals to which the action items will be targeted.)

Goal 1: Reduce the number of Biology re-testers by at least 40% (18 students) by December administration and 40% by the May administration.

Goal 2: Improve Tier 1 Instruction teacher instructional practices evidenced in TAP evaluations, walk-throughs, and teacher reflection data which will also increase student performance by 10% in each content area.

Goal 3: Increase students' performance of AP by at least 10%. AP Biology (? students) and Environmental (? students).

Action Item	Person(s) Responsible	Begin Date	End Date	Resources Needed	me(s)
1) Create and refine instructional strategies and activities (hands-on, manipulatives, group	Science Coach Science Specialist Teacher	August 20, 2019	May 30, 2020	● STAAR/CFA Data ● Teacher Resource Bank ● Walk through data ● Evaluation data	

work, labs, worksheets to activities) that are designed to increase student achievement in all sciences during cluster.	Mentor Teacher			● Canvas Commons ● Lead4ward ● TEKs Resources	
2) Create and implement intervention plan during our Innovative Thinking class.	K. Nutt K. Clark L. Bernard Science Coach Science Teacher	(December Retesters) September 10, 2019 (May Retesters) January 22, 2020	April 30, 2020 March 27, 2020	● APEX ● Computers ● Released STAAR test ● Amoeba Sisters ● Texas EOC Coach Biology	
3) Schedule APEX and Lead4ward training for all science teachers	Science Coach Assoc. Principal	August 20, 2019	December 13, 2020	● APEX consultant ● Technology ● Lead4ward consultant	
4) Identify and find resources to support special populations.	Science Coach SPED Inclusion Teacher SPED Specialist	Ongoing all year	Ongoing all year	● Designated support ● Access and training students to get familiar with online testing ● Lesson Plans	
5) Teachers begin implementation of NMSI strategies/resources obtained during summer training.	Science Coach C. Tarpley J. Reynolds Science Specialist	August 19, 2019	May 1, 2020	● Re-testers STAAR data to identify commonalities ● Biology TEKS ● Tier 1 Instruction ● APEX	

6) Using cluster/professional development to develop/implement strategies to improve classroom management.	Science Coach Science Specialist	August 12, 2019	Ongoing all year	● District personnel ● Research based and proven on this campus ● Walk throughs ● Teachers on campus with this strength ● Instructional Coach ● Reflections/Discussions	
7) AP students are required to attend AP study sessions on Saturdays at least 2 out of 3 times.	Science Coach AP Teachers K. Brock NMSI	Dates to be determined	Dates to be determined	● NMSI tutors ● NMSI workbooks ● Incentives	
8) Supporting ELA by implementing the CER (claims, evidence, reasoning) writing strategy. A sample will be taken and analyzed every six weeks on CA's.	Science teachers Science Specialist Science Coach	1st 6 weeks	Ongoing all year	● CER training ● Rubric training ● Supporting Resources ● Common Assessments	

LANCASTER HIGH SCHOOL

From the desk of Amanda Morrison
Social Studies Instructional Coach

Social Studies Improvement Plan - Overview					
Curriculum	**Instruction**	**Assessment**	**Intervention**	**Professional Development**	**Resources**

• TEKS/SEs
• TxCCRS
• TEKS Resource System
  o YAGs
  o IFDs
  o Vertical Alignment (Writing)
  o TEKS Verification Document
  o Stem Resource/Tool
• Apex
• IB Standards
• AP Standards
• ELPS
• Lesson Plans
	• TAP strategies
	• Differentiation using Quintiles
	• Content Literacy: Writing across the curriculum
	• Active modeling
	• Refinement opportunities
	• Graphic Organizers
	• Hands-on/Center Strategies (Gallery Walks, Stations)
	• Multi-Media Instructional Strategies
	• Analysis of student work
	•
	• PLC
		• Common assessments
		• Students' self-assessment
		• Peer assessment
		• Unit Assessments (teacher made)
		• Apex
		• Benchmarks
		• Mock Testing
		• Advanced Academics
		  o Mock Assessments
		  o Benchmarks
			• Early identification
			• Tier 1 differentiation (based on Common Assessment Quintile Reports)
			• After-school tutoring
			• Social Studies Super Saturdays
			• Team-teaching
			• Accountability partners/mentoring
			• Student Reflection
			• Student Teaching (Senior Boot Camp)
			• APEX
				• TEKS Resource System
				• Lesson Plan
				• Lead4ward
				• Apex Training
				• Blended Learning Clusters
				• Common Assessments
				• Writing/ annotating workshops
				• Writing rubrics
				• Team-teaching
				• Weekly cluster meetings
					• Master Teacher
					• Region 10
					  o Workshops
					  o Online modules
					• Lead4ward
					• Apex
					• Advanced Academics Consultant **($)**
					• **Incentives (for Recognition & Reward system) ($)**

LANCASTER HIGH SCHOOL

From the desk of Amanda Morrison
Social Studies Instructional Coach

Improvement Action Plan					
Goal 1: Increase students' performance on Social Studies STAAR EOC from 93% to 95% (~521 Juniors), SPED from 63% to 70%, Meets Grade Level from 63% to 70% (~387 Juniors), Masters Grade Level from 22% to 35% (~192 Juniors). Goal 2: Improve the percentage of student performance in AP World History, AP US History, AP Government, and IB History of Americas to 20%. Goal 3: Improve Tier 1 Instruction teacher instructional practices evidenced in TAP evaluations, walk-throughs, and teacher reflection data.					
Action Item	Person(s) Responsible	Begin Date	End Date	Resources Needed	Outcome(s)
1) Create and refine blended learning instructional strategies and activities that enhance critical thinking skills and meet the depth and complexity level of the state assessment (Reporting Category Emphasis: History and Government).	A. Morrison	August 9, 2019	Ongoing all year	• Technology • STAAR Data • CFA Data • Teacher Resource Bank • Instructional Notebooks	

2) Improve Vertical Alignment Opportunities and between Political Science Courses and US History to support/increase student achievement.	● Morrison ● US History ● Political Science	August 2019	Ongoing all year	● US History Data ● TEKS Resource Vertical Alignment Document	
3) Improve Vertical Alignment Opportunities and between World History AP and World Geography Pre-AP Courses to support/increase student achievement.	● Morrison ● AP World History ● World Geogrpahy Pre AP	August 2019	Ongoing all year	● World History AP Standards (Periods) ● World Geography Standards	
4) Develop and Implement Practice/Benchmark (each 6 weeks) assessment schedule for AP courses (including timed DBQ)	● Morrison ● AP Teachers	August 22019	Ongoing all year	● AP standards ● Teacher made benchmarks created through AP released exams ● DBQ rubric	

5) Develop and Implement AP Study Sessions for Social Studies AP courses	● Morrison ● AP Gov't ● AP Macro ● AP US ● AP WH ● AP Psych	August 2019	Ongoing all year	● AP Social Studies consultant/presenter ($) ● Student breakfast and lunch ($) ● AP study guides ($)	
6) Develop and monitor implementation of APEX resources for Re-test tutorial sessions during Government and Economics courses and other tutorials. Provide technology for students to complete tutorials.	● Morrison ● AP Gov't ● AP Macro ● Gov't ● Economics	August 2019	December 1, 2019	● APEX trainer ● APEX Pacing Guides	
7) Develop Super Saturday School Program for strategic US History Intervention.	● Morrison ● US History Teachers	August 2019	December 2019 May 2020	● Saturday School TEKS Timeline ● Teacher ● US History review resources/games	
8) Implement and facilitate appropriate use of designated supports for SPED/504 retesters during	● Morrison ● Inclusion (Outlaw)	September 2019	December 1. 2019	● Designated Supports ● APEX Tutorials	

tutorial sessions as test preparation	● Content Mastery			● Released Exams	
9) Ensure that designated supports for SPED students are introduced and implemented during classroom instruction to meet unit specific SEs and objectives.	● Morrison ● Outlaw ● Kinney ● James ● Morrow ● Booker	Ongoing all year	Ongoing all year	● Graphic Organizers ● Access and training students to get familiar with online testing ● Lesson Plans	● Students using designated support in class on a regular basis
10) Develop, implement, and monitor instructional strategies that meet the needs of Advanced Courses (AP/IB). (Example: A.P.P.A.R.T.S.; Writing workshops; Research tutorials, History AP Pull-outs)	● Morrison ● Morrow ● James ● Williams ● Hayter ● Cooper	Ongoing all year	Ongoing all year	● AP Instructional Strategies ● IB Strategies ● Historical Research and Writing Workshops ● AP Pullouts for History Courses	● Early implementation of Writing in Social Studies
11) Develop and Implement Cluster Strategies to improve Content Literacy (Vocabulary) and Writing in Social Studies	A. Morrison Selected SS Teacher	Ongoing all year	Ongoing all year	● Annotate ● Decode with RULES ● Summarization ● Lesson Plans ● ABC-Clio ● Writing to Learn strategies	● Increase writing in Social Studies ● Increase use of primary and secondary text sources

				• Instructional Notebooks	

Lancaster Independent School District

Lancaster STEM Early College High

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Mission Statement

DISTRICT MISSION

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

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

DISTRICT VISION

All students achieve self-sustaining success and leave a lasting legacy.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lancaster STEM Early College High School's (LSECHS) is entering it's third year.

Below are our demographics.

Total enrollment	203
Gender	Male = 66
	Female = 137
Ethnicity	Black = 151/203 = 74%
	Hispanic = 44/203 = 22%
	White = 4/203 = 2%
	Asian = 1/203 = 1%
	2 or more = 3/203 = 1%

Total enrollment	203
Special Programs	GT = 66/203 = 33% SPED = 3/203 = 1% TITLE 1 = 203/203 = 100% ESL = 9/203 = 4% LEP = 8/203 = 4% *At-Risk = 56/203 = 28%* *ECD = 177/203 = 87%*

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Demographics Strengths

The average class size is approximately 18 students per teacher.

Teaching staff includes 8 teachers, 1 counselor, 1 administrative assistant, and 1 administrator. The staff is 73% female and 27% male, 36% white and 64% black. With the growth of our campus is experiencing the district has approved three addtional FTE's.

Since our school is a school-within-a-school model on the campus of Lancaster High School (LHS), we share the following traditional staff to service our students: librarian, nurse, PEIMS clerk, and approximately 2 para-professionals.

Lancaster STEM Early College High School is a school of choice that allows students to take ownership of their future by choosing their career paths. LSECHS is an innovative school that empowers students to be risk takers and self-advocates. Lancaster students are very diverse and and understand the importance of learning the difference between each other. LSECHS class sizes are small compared to comphersensive high schools which allows for a more cooperative environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase the number of diverse learners in the program. **Root Cause**: The program is still new and many families are not fully aware of the benefits of Early College. There is lack of knowledge of the program by the community.

Student Achievement

Student Achievement Summary

Below is the summary for all students in LSECHS:

Cohort 2021	*Total Students*	*# passed*	*% Passing*
	59		
TSI Reading MET		59	100%
TSI Writing MET		59	100%
TSI Math MET		52	86%

Cohort 2022	Total Students	# passed	% Passing
	46		
TSI Reading MET		42	91%
TSI Writing MET		46	100%
TSI Math MET		5	11%

(students are not required to be TSI met in Math until the beginning of their 11th grade year)

Cohort 2023	*Total Students*	*# passed*	*% Passing*
	100		
TSI Reading MET		60	60%
TSI Writing MET		86	86%
TSI Math MET	NA	NA	NA

The data below reflects Spring 2019 EOC data for LSECHS students:

	Approaches	Meets	Masters
Biology	100%	47%	59%
Algebra I	100%	88%	68%
English I	100%	96%	31%
English II	100%	97%	19%
Algebra II	98%	94%	48%

There is a need to accelerate math courses to ensure students are able to take college math courses their 11th grade year per TEA benchmarks. We have developed a plan for students to meet the benchmark.

TSI Boot Camp provides collaboration with CVC staff in May and June. APEX was used to support the face-to-face instruction.

Student performance on EOC was aligned with formative assessments. With each assessment, we analyzed quintile growth for students witch resulted in their EOC performance.

Interventions used to support students were successful based on the data:

- ELAR instructional coach to work with quintile 2 and 3 students
- Mandatory tutoring 2 days a week for students in Quantile 2 and 3 (tutoring lesson plans were monitored by principal for accountability)
- ZAP program to ensure students completed work (Zeroes Aren't Permitted) were held after school on Wednesdays
- Intervention classes were included on the master schedule for EOC courses Algebra 1 and English 1

Effective instruction and strategies were ensured by utilizing the following:

- weekly planning/meeting with principal for 20 minutes to discuss alignment, interventions, pedagogy, etc.
- weekly professional development (Cluster) to review student work, TAP rubric, and pedagogy
- use of the district IRGs
- use of the TEKS Resource System
- use of DMAC

Student Achievement Strengths

- The TSI Reading & Writing scores demonstrate that 100% of students is college ready.
- The EOC data demonstrates that over 90% of LSECHS students are performing on grade level in Biology, English I, English II and Algebra II

- The EOC data demonstrates that over 65% of students are performing on the mastery level in Algebra I.
- No achievement gap exists in any of the student groups
- Students demonstrated over 80% growth in Algebra 1 and English II.
- Support systems for students to achieve and grow
- Support of district's ELAR instructional coach to model, co-teach, and plan

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Increase the number of students performing on mastery level of Eng I and ENG II EOC. **Root Cause**: There is a need to increase opportunity for students to write across the curriculum.

School Culture and Climate

School Culture and Climate Summary

Lancaster STEAM Early College High School is a school of choice where we allow our students to take the lead of their future with them choosing their career paths. LSECHS is an innovative school that empowers our students to be risk takers and self-advocates. Students who attend LSECHS have the opportunity to earn a high school diploma while earning up to 60 college credit hours. LSECHS has a staff that is experienced, highly skilled, and committed to delivering high quality education for our students. At LSECHS teaching and assessments will be standards-based, instruction will be data-driven, and collaboration will be purposeful. At LSECHS we have Higher Standards!

We want our student and teachers to know that their efforts and achievements are celebrated and appreciated. Passers Parties are given after formative assessments and mock exams. We have created a "Brag Board" where all memebers of the learning community can post a positve picture or comment about another student or staff.

Our students work very hard at acheiving their goal of recieving an associates degree their senior year, however, we wanted our students to still have the "high school experience." Our adminstration has worked hard to get students more involved in clubs and organizations. With the extra effort we saw a signifiacant increase in students particpating in activites outside of the classrooms.

Student clubs are listed below:

List of Clubs & Organizations

1. Hispanic Heritage Bowl Competition
2. Black History
3. Sister 2 Sister
4. Brother’s Keeper
5. Band
6. Volleyball
7. Football
8. Soccer
9. Track and Feild
10. Student Counsel
11. Homecoming Decoration Comt.
12. Domestic Violence Week Comt.
13. Red Ribbon Week Comt.
14. Breast Cancer Awareness Week Comt.

Discipline was above average for our campus. The staff was intentional about building relationships with students. ISS or out-of-school suspensions were last consequence considered by the principal. We implemented a proactive discipline program by doing presentations, sending verbal and written communication home, website posting, student advisory groups, and counselor meetings. Also, the counselor conducted guidance lessons on domestic violence, bullying prevention, and inappropriate social media postings to curb poor behavior choices.

To increase a feeling of safety while on campus, our learning area was designated for early college students only, monthly emergency drills were conducted (i.e. fire, tornado, active shooter), and our administrative offices offered an open door policy at all times. We conducted observations, made anecdotal notes, and conversed with students and staff about such.

We had about 65 students participate in band, soccer, volleyball, football, Sister 2 Sister, Men of Distinction, and College Center activities.

School Culture and Climate Strengths

- Our students take being in Early College as an honor and follow expectations daily.
- Students hold other students accountable if they see misconduct or lack of effort.
- Small, intimate number of staff and students
- Individualized attention to the needs of each student
- Emphasis is place on developing the whole child's academic, social, and emotional wellbeing
- Open door policy with administrative office fostered positive relationships
- Staff appreciated the support from principal with resources, student concerns, and professional development

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Early College students follow a specific pathway which doesn't allow for students to take classes they may have interest in. **Root Cause**: To obtain the associates degree in 4 years the student have to follow a strict pathway. There is very limited opportunity for students to take courses outside of Early College.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of the teaching staff is state certified in their assigned areas. Currently, we do not have any instructional paraprofessionals on staff.

Our retention rate this year was 100%. With a significant increase in enrollment the district approved the hiring of three addtionals FTE'S. LSECHS uses multiple platforms to recruit qualified staff such as LISD TEAMS portal, Teacher job network, and Twitter. Each canidate is throughly vetted and must meet specific requirments before being recommended for hire. We have an induction program for teachers new to the district to include district and campus training.

LSECHS employs the use of the TAP rubric to sustain high-quality teaching. To build capacity in staff, we have the TAP evaluation system, lesson plan feedback, walk throughs, PD offerings, and our PLC trainings. The principal will serve as the Cluster facilitator and master teacher for teachers. The Math and ELAR teachers from LSECHS will attend PLC sessions with the LHS teachers and master teachers.

Staff Quality, Recruitment, and Retention Strengths

- 100% of staff are highly qualified
- With intentional focus on culture and climate we were able to retain 100% of staff.
- Marketing plan was revised to include multiple sites for recruiting.
- LSECHS has an average SKR score of 3.6 from TAP evaluations.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: LSECHS junior students who are TSI met will take their core classes (English, Algebra, and History) as dual credit. LSECHS currently have three teachers who are dual credit certified (2 Science teachers, 1 History). LSECHS was unsuccessful in obtaining a teacher who was dual credit certified in Math or English. **Root Cause**: Lack of candidates who are dual credit certified in the areas of Math and English.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our staff uniformly implements the TEKS Resource curriculum for Math, Science, and ELAR. Our campus participates in the district-wide CFAs, and uses the results to provide intervention. CCR standards and Common Instructional Framework strategies are included in our TIGERS design lesson plan that is uploaded to a Google Drive and reviewed by the principal for alignment of the content, context, and cognitive rigor. Learning objectives and assessments are written daily on the board to effectively communicate expectations to students and visitors.

The district's curriculum is implemented per the IRG and adjusted based on data.

Students engaged in PBL and high thinking demands tasks daily. PBL are implemented cross-curricular during the months of December and May (once CVC courses have completed).

Progress monitoring daily in the classroom by individual students completing their goal sheets. As formative assessments are completed, data walls are updated by quintile reports generated from DMAC. Daily assignments/assessments, district assessments, benchmarks, and mock exams are used for instructional planning.

Curriculum, Instruction, and Assessment Strengths

- Academic advising is conducted by the Advisory teachers on Monday and Wednesdays. The teachers have students open the grade accounts for high school (TEAMS) and college (eCampus) to view their grades.
- Social/emotional supports are implemented on Tuesday and Thursday each week. The counselor devises a monthly calendar with video links and lessons prescribed, accordingly. Students complete a reflection to submit to counselor for each activity.
- Students completes a hour and thrity minutes of tutorials each week. Teachers use assessment and class data so that they are intentional with their instruction and providing support to the students needs.
- Cross curricular PBL planning and implementation

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There was an increase in students attending ZAP because of students increase in missing assignments. Teachers need training and proper leadership in defining quality assignments in class and as homework. **Root Cause**: Each year students receives an increase in responsibilities and college course load. Principal needs to conduct PD on expectations of instruction and quality assignments.

Parent and Community Engagement

Parent and Community Engagement Summary

At LSECHS we beleive for our students to be successful there has to be a strong partnership between parents and the learning community. We value our feedback from parents and have been committed to building those positive relationships through meet the teacher, parent informational meetings, and parent lucheon.

We understand that communication needs to be consisent to build a postive relationship with the parents. LSECHS aims to communicate with parents frequently with monthly newsletters, sending home class syllabi, and highlighting other district and community pieces. It is extremly important our parents are updated with our students progress throughout the school year. Our teachers conduct weekly grade checks for our students college courses. Any student who has unsatisfactory performance is reported to the adminstation and a parent is alerted. Our parents are also provided progress reports every 3 weeks and report cards every 6 weeks.

Parent and Community Engagement Strengths

CVC and district staff were supportive and assisted when needed.

Overall, parents were participatory with their child's education.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent education workshops are needed to help them navigate the early college experience in a positive manner. **Root Cause**: New experience for family due to first generation or lack of knowledge about program requirements.

Problem Statement 2: The campus does not have a parent leadership team or SBDM. **Root Cause**: Teams were not established in first two years.

Problem Statement 3: At LSECHS there needs to be a PTA established. **Root Cause**: Lack of resources to establish in first two years.

School Context and Organization

School Context and Organization Summary

LSECHS will use components of science, technology, engineering, and math to enrich and enhance the learning for all students. This school year, we are offering the 1)Core Complete, AS and AA 2) Computer Graphics, AAS pathways via Cedar Valley College.

There is a strong comittment to students success as evidenced in the Student Achievement section of our CIP.

Duty and supervision schedules are developed, as needed, especially during peak times of the school year to ensure a safe and secure learning environment.

The master schedule is driven by CVC courses, then LHS courses, singleton classes and so on. It maximizes instructional and intervention time.

School Context and Organization Strengths

- After disaggregating data, teachers have an opportunity to regroup students based on their academic needs
- The master schedule is manageable and flexible to accommodate the needs of high school and college classes
- Experienced principal with master schedule knowledge
- 80 minute classes
- High expections; the use of #HigherStandards
- Students graduate with an associates degree upon completion of the program.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students do not have much flexibility in their schedule. **Root Cause**: Students have to take college courses that end in students obtaining an associates degree within 4 years.

Technology

Technology Summary

Our students are implementing a 1:1 laptop program. STEM-focused lessons is the drive for our branding at LSECHS. Students integrate technology in all disciplines. Teachers frequently use technology support such as canvas, google classroom, and APEX to facilitate learning. Teacher training is available through the Blending Specialist via newsletters and Lunch-n-Learns.

Technology Strengths

1:1 laptop program affords our students the opportunity to readily access information to enhance their learning.

During instructional delivery, students are able to use technology as a resource for learning.

Google Classroom and Canvas were the main tools used by teachers.

Problem Statements Identifying Technology Needs

Problem Statement 1: There were several computers that were damaged over the school year. Blended Learning Specialist and Principal collaborated to establish a stronger technology policy. **Root Cause**: Students were not responsible with technology. Principal must do a better job defining expectations for 2019-2020 school year.

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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

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

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.

LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 1: By May 2019, 100% of all teachers will achieve an average score of 3.5 on the TAP rubric.

Evaluation Data Source(s) 1: walk thrus, EEPASS data, Eduphoria data, evaluations, Individual Instructional Plan, artifacts, registration, agendas, walk thrus, observations, DMAC reports, lesson plans, PLCs, Cluster Interactive Journal, agendas, pictures, anecdotal notes, surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will serve as Master Teacher to facilitate 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.	2.5, 2.6	Principal District support officers	Increased teacher capacity directly impacts student achievement and growth. Increased ownership of improved practices with personalized PD options.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Teachers will collaborate and plan with district support officers to improve lesson delivery and student achievement.	2.5, 2.6	Teachers District support officers Principal Blended Specialists	Increased teacher capacity direct impacts student achievement and growth				
3) Teachers will develop and monitor an Individualized Instructional Plan (IIP) to set goals and reflect on their instructional practices to increase student achievement. Fall 2019 Spring 2020	2.6	Principal Teachers	Teacher input into the selection and control of their professional learning motivates change				
4) As evidenced in observations and lesson planning, LSECHS faculty will utilize proven, practical intervention practices and strategies (e.g., six strategies of Early College - Educate Texas - collaborative group work, writing to learn, questioning, scaffolding, classroom talk, and literacy groups).	2.4, 2.5, 2.6	Principal Teachers	Fidelity with planned lessons and data decisions allows teachers to intentionally and strategically address all levels of students, which impacts student achievement and growth				

= Accomplished = Continue/Modify

= No Progress = 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.

LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 2: LSECHS core teachers will participate in "Data Digs" after completion of each district assessment led by the principal. The staff will disaggregate data, develop actions, and develop tiered intervention plans.

Evaluation Data Source(s) 2: sign in sheets, data reports, pictures, planning documents

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Core teachers will participate in professional development to disaggregate data, learn about the accountability system, and develop action plans to increase student achievement.	2.4, 2.5, 2.6	Principal Teachers	Increase awareness of accountability system Target interventions by tiered grouping Intentional lesson planning and execution				

= Accomplished = Continue/Modify

= No Progress = 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.

LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 3: Teachers will implement effective ELAR practices and interventions that prepares students to perform at the meets and mastery performance levels.

Evaluation Data Source(s) 3: 100% of students will successfully pass the state assessments in Eng I and Eng II and perform at 90% meets and 30% mastery.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide campus wide staff develop of the Teacher Advancement Program (TAP)	2.5	Principal District Administration	Cluster sign in sheets, Code data, Assessment data				
2) Administrator will conduct a minimum of 1 walk thru weekly on each teacher to evaluate teacher performance.		Principal	Walk thru data, assessment data, teacher feedback				
3) Teacher will utlilize district resources such as TEKS Resource System, Instructional Focus Documents, and lead4ward documents in order to effectively present state required student expectations and develop high quality instructional practices.		Principal District Personnel	Lesson Plans, Teacher Pacing Guides Common Assessments Benchmarks TSI data State Assessment.				
4) ECHS is 1-1 campus and the expectation is that teachers will consistently use instructional technology including APEX in ELAR instruction in order to enhance the learning environment.		Principal	Apex Data, Common Assessments Benchmarks				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Teachers will develop and maintain classroom data walls.	2.5	Classroom Teacher Students Principal	Common Assessments Teacher-Made Assessments				
6) Teacher will effectively monitor student progress in order to target immediate student needs.		Campus Administrator Classroom Teacher District ELAR coordinator	STAAR Test Performance Common Assessments Teacher-Made Assessments Exit Tickets				
7) Maintain high expectations and rigor through thinking and problem solving such on the TAP rubric		Campus Administrator	Walk Thru Data, Code Data, Lesson plans, PBL projects				
8) Develop a positive campus culture that will have a great impact on attendance that will help campus reach the goal of 98%		Attendance Clerk, Administrator Assistant, LSECHS Counselor.	Attendance Reports, PEIMS Report				

= Accomplished = Continue/Modify

= No Progress = 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.

LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 4: Teachers will implement effective Math practices and interventions that prepares students to perform at the meets and mastery performance levels.

Evaluation Data Source(s) 4: 100% of students will successfully pass the state assessments in Alg I and Alg II and perform at 90% meets and 50% mastery.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide campus wide staff develop of the Teacher Advancement Program (TAP)	2.5	Principal District Administration	Cluster sign in sheets Code Data Assessment Data				
2) Administrator will conduct a minimum of 1 walk thru weekly on each teacher to evaluate teacher performance.	2.4, 2.5	Principal	Walk thru data, assessment data, teacher feedback				
3) Teacher will utilize district resources such as TEKS Resource System, Instructional Focus Documents, and lead4ward documents in order to effectively present state required student expectations and develop high quality instructional practices.	2.4, 2.5	Principal District Personnel	Lesson Plans, Teacher Pacing Guides, Common Assessments, Benchmarks, TSI data, State Assessment.				
4) ECHS is 1-1 campus and the expectation is that teachers will consistently use instructional technology including APEX in ELAR instruction in order to enhance the learning environment.	2.4, 2.5	Principal	Apex Data Common Assessments Benchmarks				
5) Teachers will develop and maintain classroom data walls.	2.4	Classroom Teacher Students Principal	Common Assessments , Teacher-Made Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teacher will effectively monitor student progress in order to target immediate student needs.	2.4, 2.5, 2.6	Principal Classroom Teacher District Math coordinator	STAAR Test Performance Common Assessments Teacher-Made Assessments Exit Tickets				
7) Maintain high expectations and rigor through thinking and problem solving such on the TAP rubric	2.6	Principal	Walk Thru Data Code Data Lesson plans PBL Projects				
8) Develop a positive campus culture that will have a great impact on attendance that will help campus reach the goal of 98%	2.6, 3.1	Attendance Clerk Administrator Assistant LSECHS Counselor.	Attendance Reports PEIMS Report				

= Accomplished = Continue/Modify

= No Progress = 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.

LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 5: Teachers will implement effective Science practices and interventions that prepares students to perform at the meets and mastery performance levels.

Evaluation Data Source(s) 5: 100% of students will successfully pass the state assessments in Biology while performing at 90% meets and 50% mastery.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide campus wide staff develop of the Teacher Advancement Program (TAP)	2.5, 2.6	Principal District Administration	Cluster sign in sheets Code Data Assessment Data				
2) Administrator will conduct a minimum of 1 walk thru weekly on each teacher to evaluate teacher performance.	2.4, 2.5, 2.6	Principal	Walk thru data, assessment data, teacher feedback				
3) Teacher will utilize district resources such as TEKS Resource System, Instructional Focus Documents, and lead4ward documents in order to effectively present state required student expectations and develop high quality instructional practices.	2.4, 2.5, 2.6	Principal District Personnel	Lesson Plans Teacher Pacing Guides Common Assessments Benchmarks TSI Data State Assessment.				
4) ECHS is 1-1 campus and the expectation is that teachers will consistently use instructional technology including APEX in Science instruction in order to enhance the learning environment.	2.4, 2.5, 2.6, 3.1	Principal	Apex Data Common Assessments Benchmarks				
5) Teachers will develop and maintain classroom data walls.	2.4, 2.5, 2.6	Classroom Teacher Students Campus Administrator	Common Assessments , Teacher-Made Assessments				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teacher will effectively monitor student progress in order to target immediate student needs.	2.4, 2.5, 2.6	Campus Administrator Classroom Teacher District ELAR Coordinator	STAAR Test Performance Common Assessments Teacher-Made Assessments Exit Tickets				
7) Maintain high expectations and rigor through thinking and problem solving such on the TAP rubric	2.4, 2.5, 2.6	Principal	Walk Thru Data Code Data Lesson plans PBL Projects				
8) Develop a positive campus culture that will have a great impact on attendance that will help campus reach the goal of 98%	2.4, 2.5, 2.6, 3.1	Attendance Clerk Administrator Assistant LSECHS Counselor.	Attendance Reports PEIMS Report				

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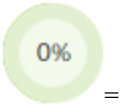
Goal 2: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Performance Objective 1: By August 2019, 100% of cohort 1 students and 95 % of cohort 2 will be TSI met in Reading (gateway course)

Evaluation Data Source(s) 1: TSI scores, APEX reports, CVC tutoring logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students participate in bootcamps with CVC staff to increase performance. Sept 2019 October 2019 November 2019	2.4, 2.5, 2.6	LSECHS staff CVC staff	Increase student performance of college readiness exams and in college courses				
2) MAPS teacher provides intervention based on TSI report.	2.4, 2.5, 2.6	MAPS teacher	Targeted interventions for students not passing TSI exams				
3) Use of APEX to close gaps and address student needs and increase performance	2.4, 2.5, 2.6	MAPS teachers LSECHS counselor	Research-based software to close academic gaps				

= Accomplished = Continue/Modify 

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Goal 2: 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: By August 2019, at least 75% of Cohort 2 will be TSI met in Writing

Evaluation Data Source(s) 2: Data reports, TSI scores, tutoring logs

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers 1) MAPS teacher provides intervention based on TSI report.	2.4, 2.6	MAPS teacher	Targeted interventions to improve performance and passing rate				
2) Use of APEX to close gaps and address student needs and increase performance	2.4, 2.5, 2.6	MAPS teachers LSECHS counselor	Targeted interventions to improve performance and passing rate Personalized interventions				

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Goal 2: 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: By August 2020, 100% of students will be TSI met in Math for cohort 2.

Evaluation Data Source(s) 3: TSI scores, APEX data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) MAPS teacher provides intervention based on TSI report.	2.5	MAPS teacher	Targeted interventions to improve performance and passing rate				
2) Use of APEX to close gaps and address student needs and increase performance	2.5	MAPS teachers LSECHS counselor	Targeted and personalized interventions to improve student performance				

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Goal 2: 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 4: By December 2019 Cohort 3,
1. 90% of all students will pass all 3 of Algebra I, English I, and Biology common assessment.
2. 95% of all students will pass at least 2 of Algebra I, English I, and Biology common assessment.
3. 100% of all students will pass at least 1 of Algebra I, English I, and Biology common assessment.

Evaluation Data Source(s) 4: DMAC reports, grade reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Mandatory after-school tutoring, small group intervention, APEX	2.4, 2.5, 2.6	Teachers Principal	Increased Performance				

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Goal 2: 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 5: By December 2019 Cohort 2,
1. 90% of all students will pass all 3 of Algebra II, English II, and Chemistry common assessment.
2. 95% of all students will pass at least 2 of Algebra II, English II, and Chemistry common assessment.
3. 100% of all students will pass at least 1 of Algebra II, English II, and Chemistry common assessment.

Evaluation Data Source(s) 5: DMAC reports, grade reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) mandatory after-school tutoring, small group intervention, APEX	2.4, 2.5, 2.6	Teachers Principal	Increase performance				

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Goal 2: 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 6: By May 2020, LSECHS students will visit at least 6 colleges.

Evaluation Data Source(s) 6: Sign up sheets, pics, surveys

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) College visits are set up based on student feedback and interest.	2.5, 2.6, 3.1	Counselor Teachers CVC staff	Expose students to college and career choices				

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= No Progress = Discontinue

Goal 3: LSECHS 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: LSECHS campus environment will be conducive to growing and retaining quality personnel in order to support the attainment of campus achievement goals

Evaluation Data Source(s) 1: Lancaster STEM Early College High School's teacher turnover rate will be less than 10% of teachers each school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 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.	2.4, 2.5, 2.6	Principal District Leadership Team	2019 Teacher Retention Rates Strategic Based Professional Development (In-school)				
2) Provide opportunities such as creating a SBDM team for teachers to have a voice in forward moving of the program.	2.4, 2.5, 2.6	Principal	Teacher will be involved in the decision making process for our school.				
3) Allow teachers to be placed in leadership roles by conducting PLC's and assist in development of campus needs.	2.4, 2.5, 2.6	Principal	Teachers will be involved in the decision making process for our school.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 4: Lancaster STEM Early College High School will provide a positive, safe, and clean school environment which is essential to sound child development and high level learning and is directly linked to student academic performance. Students and staff will be provided with an environment where they are physically, socially, and emotionally safe.

Performance Objective 1: Establish and refine safety plans to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 1: Evaluation indicators for safety will include documentation of the schedule, the district/campus crisis plans, activities and lesson related to online safety and appropriate behavior and discipline data analysis.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Practice routine drills for crisis such as lockdowns, Lock-in, fires, and tornadoes.	2.5	Principal LHS Principal LSECHS Assistant Principals LHS	The staff and students at LSECHS will successfully complete all drills. Documentation of drills will be kept.				

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= No Progress = Discontinue

Goal 5: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's Early College Blueprint.

Performance Objective 1: By Dec 2019, 50% of LSECHS staff will submit dual credit paperwork for credentialing.

Evaluation Data Source(s) 1: dual credit applications
CVC approval for professors

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) LSECHS staff will submit dual credit paperwork for credentialing.	2.4	Teachers Principal	Increased number of staff eligible to teach dual credit classes				

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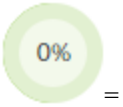

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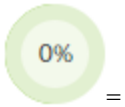
Goal 5: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's Early College Blueprint.

Performance Objective 2: Benchmark 1: LSECHS shall serve the target population who are identified as at-risk on PEIMS data.

Evaluation Data Source(s) 2: PEIMS data for sub populations, recruitment materials, enrollment data, sign-in sheets, survey data, needs assessment

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruiting efforts in Lancaster and surrounding communities meetings Nov 2019 December 2019 Student presentations Nov 2019 Recruiting Fairs	3.1, 3.2	LSECHS Staff LISD Communications dept	Increase awareness and interests in Early College program				

= Accomplished = Continue/Modify 

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Goal 5: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's Early College Blueprint.

Performance Objective 3: Benchmark 2: LSECHS will build a dual-credit relationship with Cedar Valley College (CVC) to produce student achievement.

Evaluation Data Source(s) 3: MOU, agendas, PEIMS data, GPA data, TSI data, completion rates, calendars

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Collect data on the number of credits taken and earned, TSI readiness by grade level	2.5, 2.6, 3.1	Principal Counselor CVC professor	Increase number of students eligible to take and pass college courses Increase college access for all				
2) Collect data on LSECHS and CVC GPAs Progress reports for high school Progress reports for CVC courses Report cards for high school Final grade from CVC courses	2.4, 2.5, 2.6	Principal Counselor CVC liaison	Progress monitoring to assess effectiveness of systems				
3) collect data on state assessment results for Algebra I, Algebra II, Biology, English I, and English II	2.4, 2.5, 2.6	principal teachers PEIMS support	assess effectiveness of instructional practices and systems devise plans to address deficiencies and enhance best practices				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's Early College Blueprint.

Performance Objective 4: Benchmark 3: LSECHS shall develop and maintain a leadership team comprised of principal, district personnel, and CVC.

Evaluation Data Source(s) 4: MOU, agendas, minutes, presentations, data reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Leadership team will have regularly scheduled meetings to address: Design, governance, professional development, curriculum, improvement plans	2.4, 2.5	Principal Educate Texas coach District personnel	Ensure fidelity with TEA benchmarks for early college				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 5: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's Early College Blueprint.

Performance Objective 5: Benchmark 4: LSECHS shall provide a course of study to allow students to graduate with a high school diploma and an associate's degree or at least 60 semester credit hours towards a baccalaureate degree.

Evaluation Data Source(s) 5: Master schedule, CVC pathways plan, high school graduation plans, data analysis reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Per semester, report number of hours completed by each student and disaggregate by student groups	2.4, 2.5	Principal	Monitor student progress towards college degree				
2) personalize the learning environment to academically support students in their courses: 1. Plan for ongoing academic support 2. Provide tutoring for identified students 3. Provide advisory and college readiness time during school day 4. Establish a mentorship program	2.4, 2.5, 2.6	Principal Counselor CVC personnel LSECHS teachers	Personalize learning for each student				
3) Provide social and emotional support to the students 1. Connection to social services 2. Parent outreach and involvement opportunities 3. Develop Campus newsletter to increase communication	3.1, 3.2	Principal LSECHS counselor CVC	Increase student wellness with home-to-school resources Increase awareness with parents about available resources to support student success				

= Accomplished = Continue/Modify

= No Progress = Discontinue

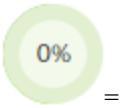
Goal 5: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's Early College Blueprint.

Performance Objective 6: Benchmark 5: LSECHS shall administer TSI exams and develop individualized plans to enable students to begin college courses based on their performance.

Evaluation Data Source(s) 6: Data reports, calendars, student plans, tutoring log, sign-in sheets,

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement TSI plan of action and report performance data 1. Number passing each part of TSI assessment 2. Disaggregate data by subgroups	2.4, 2.5, 2.6	Principal LSECHS staff CVC personnel	Progress monitoring the effectiveness of our action plans				
2) Implement TSI boot camps in conjunction with CVC staff November 2019 May 2020 June 2020		LSECHS staff CVC staff	Increase number of passing students for TSI after receiving instruction from CVC professors				

= Accomplished = Continue/Modify 

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Goal 5: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's Early College Blueprint.

Performance Objective 7: Benchmark 6: LSECHS must operate as an autonomous high school (a smaller learning community within a larger high school).

Evaluation Data Source(s) 7: Master schedule, professional development plans, budget, teaching assignments, observation data, sign in sheets, notes

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal has scheduling, hiring, and budget autonomy	3.1	District personnel Principal	Ensure fidelity with TEA benchmarks for ECHS				
2) CVC liaison has frequent and direct interaction with LSECHS		Principal CVC	Foster relationship with early college and college partner				
3) LSECHS students enrolled in ECHS-only sections for Math, English, Social Studies, and Science classes		Counselor	Keep fidelity of TEA benchmarks for early colleges Foster a keen awareness of early college student performance				
4) Implement a professional development plan based on student needs data	2.4, 2.5, 2.6	Principal Counselor Teachers CVC	Keenly address the unique needs of early college students				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: Lancaster STEM Early College High School will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.

Performance Objective 1: LSECHS will use an effective RTI process for struggling students that will include mandatory tutorial, ZAP, and social and emotional advisory support.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will receive social and emotional support every Tuesday/Wednesday during advisory period.	3.1, 3.2	LSECHS Teachers Counselor					
2) Students will receive social and emotional support every Tuesday/Wednesday during advisory period.		Counselor LSECHS Teachers	Student will have an increase in attendance to 98%. There will be a minimum of 95% retention of students each school year.				

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= No Progress = Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

Teacher meet once a week with Principal to discuss activites and state standards that will be covered for the week The adminstartion conducts at least one walk through per week on all teachers and provideds feedback on instruction and the classroom environmnet. After completions on 6 weeks assessment data metings is faciliated by campus adminstration.

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 given a pass that must be signed by their parents the infomrs them they have been selected for interventions. Students attends these interventions at a minimum once a week from 3:05pm - 4:30pm.

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 committe 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)

3.2: 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 electroninc newsletter will be sent out montly to parents to communicate school events.

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

2019-2020 Site Based Decision Making Team

Committee Role	Name	Position
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

JD Hall Learning Center

2019-2020 Campus Improvement Plan

Mission Statement

Campus Mission Statement

It is our goal to prepare each student for success after high school by providing opportunities to experience optimum academic success, while improving their social and interpersonal skills.

Campus Motto

Equipping the Mind to Impact the World

Vision

At J.D. Hall, 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 Learning Center at Rocky Crest will experience the 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.

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. We will successfully transition students back to their home campuses or to the workforce prepared for success.

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 and limited elective courses by several secondary teachers. Curriculum alignment is an essential element that is taken very seriously. To insure that our students stay on course and do not fall behind the home campus instruction, teachers will follow the District’s curriculum guide (CScope) and will collaborate with teachers at the home campus by attending meetings with their peers.

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 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 students receive group and or individual counseling.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
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 TRS.	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
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 GOAL 6: SAFE ENVIRONMENT

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 deescalate 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.

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 created 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 at the High School, Middle School, and Rolling Hills Elementary 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 Instructional Coach and 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 are engaged in weekly Naviance (CCMR online software) Modules

7. AAA students participate in college visits throughout the year.

8. AAA students participate in "Senior Recognition & Rites of Passage" at the end of the year.

9. AAA students are assigned mentors.

10. DAEP -Student of the week

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. DAEP teachers consist of 5 year teachers 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 instruction and understand the student population the 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

JD Hall has a computer lab and a math class with computers.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.

Technology Strengths

1. JD Hall has a computer lab with fifteen (15) computers.

2. Teachers use instructional technology.

3. JD Hall has projectors in all classrooms, the computer lab, and the conference room.

5. 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.

6. 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
- Campus Performance Objectives Summative Review from previous year

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Improve Student Achievement for All

Performance Objective 1: 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.

Evaluation Data Source(s) 1: 1. Improved local student performance on state testing. 2. Improved local 4-year graduation rates. 3. Improved local college and career readiness.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Organize instructional learning communities and provide ongoing opportunities to develop engaging lessons and attend vertical and horizontal meetings on feeder campuses.	2.4, 2.5, 2.6	Principal, Instructional Coach	Attendance at weekly cluster and department planning meetings at the feeder campus will increase student academic achievement and decrease student disruptive behavior.				
TEA Priorities Recruit, support, retain teachers and principals 2) Develop lesson plans using the district template, based on the District's instructional calendar. Provide on-going professional development to accommodate different learning needs. Incorporate TAP instructional strategies in the development of lesson plans.	2.4, 2.5	Principal, Instructional Coach, Teachers	Teachers will create well written lesson plans that are horizontally and vertically aligned. Teacher observations will consistently score at meets or exceeds expectations on the TAP rubric. Teachers will consistently use TEKS Resource System as an instructional resource.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 3) Use a variety of methods (integrated course work, technology-based, project-based learning, etc.) to make real-life connections between school and the rest of the world.	2.5	Principal, Instructional Coach, Teachers	Teachers will develop high quality lesson plans. Weekly class work will become more engaging and include varied technology applications and tools.				
4) Incorporate the use of STEM technology into projects using mobile computing devices to allow for students and teachers to extend their learning beyond the classroom.	2.4, 2.5, 2.6	Principal, STEM Specialist, Instructional Coach, Teachers	Increased student familiarity and use of chrome books in the classroom.				
TEA Priorities Connect high school to career and college 5) Incorporate the use of Apex Learning tutorials for ACT/ SAT preparation.	2.5, 2.6	Principal, AAA facilitator	Increase in AAA student's scores on national college entrance exams.				
TEA Priorities Build a foundation of reading and math Connect high school to career and college 6) AAA students will participate in various tutorial options such as: in class teacher-led tutorials, Apex online tutorials, and after school JD Hall core content teacher tutorials.	2.5, 2.6	Principal, AAA facilitator	Increase student performance on local and state testing.				

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Goal 2: Provide a Quality Workforce in a Positive Work Environment

Performance Objective 1: Develop and maintain a staff that seeks, learns, and effectively implements effective strategies to ensure that every student receives a quality education.

Evaluation Data Source(s) 1: All staff members will attend strategically organized Professional Development so that they are prepared to consistently apply best instructional strategies.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) 1). Teacher aligned lesson plans. 2). Provide training in curriculum and behavioral strategies (PD) that are appropriate for use with students attending the DAEP, Region X Workshops, core content local and state conferences, visits to local AEP's as needed. 3). Facilitate weekly vertical and horizontal planning. 4). Allow for common planning times. 5). Continuous monitoring of campus budget and campus needs.	2.4, 2.5, 2.6	Principal, Instructional Coach, Teachers	Increased staff participation in local and state Professional Development. Staff will consistently attend feeder campus Cluster Meetings.				

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= No Progress = Discontinue

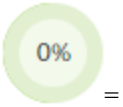
Goal 3: Clear communication internally and to all constituents.

Performance Objective 1: We will develop and implement a communication plan about JD Hall's goals and resources for all families.

Evaluation Data Source(s) 1: 1. Increased number of parent and family volunteers in schools and school activities.
2. Increased number of outside individuals and organizations having direct involvement with the schools.
3. Analyze and evaluate stakeholder surveys.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1). Send monthly newsletters to parents. 2). Parents and students will attend an orientation upon entry into DAEP and AAA. 3). Continued evaluation of parental/guardian involvement in each student's academic and social success. 4). Improved and increased community support. 5). Invite LISD alumni to return and speak to students.	3.1, 3.2	Principal, Student Advisor, Teachers	Monthly DAEP and AAA Newsletter will highlight parent engagement activities. DAEP Orientation Increase in community support Improved student behavior Improved teacher-parent and communication support.				

= Accomplished = Continue/Modify 

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Goal 4: Implement effective support and interventions that address the needs of at-risk students.

Performance Objective 1: Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community.

Evaluation Data Source(s) 1: Improved local 4-year graduation rates.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1).AAA (Academic Acceleration Academy)Students will work in Apex Learning to complete courses toward graduation requirements, 2).Track their completion rate(s). 3). AAA students will visit 2 to 3 colleges/universities/businesses within a calendar school year. 4). AAA Students will utilize the Course Percentage Complete Report for planning purposes. 5). Students will utilize a point sheet to record daily progress. 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.	2.4, 2.5, 2.6	Principal, Teachers, AAA (Academic Acceleration Academy) Facilitator, Home School Counselor	Graduation rate (from AAA). Number of credits achieved per month Course Completion Report				

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= No Progress = Discontinue

Goal 5: Provide Safe, Secure, and Nurturing Schools

Performance Objective 1: 1. Provide a safe, secure and nurturing environment for all students and staff. Provide effective communication for all stakeholders regarding safety/security.

Evaluation Data Source(s) 1: 1.Compliance with all safety standards. 2. Reduce number of students missing instructional time due to disciplinary reasons.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1. Students will attend "Overcoming Obstacles" a character development class each day. 2. Students will participate in Advisory period utilizing "Move this World" strategies for dealing with stress and behavior challenges, and learn Boys Town Life Skills. 3. Student Advisor will implement an effective education program that focuses on the principles of character, leadership and personal development for students. Staff will receive Professional Development on topics centered around behavior techniques and Restorative Discipline. All staff will receive training in restraint and de-escalation strategies.	2.5, 2.6	Principal, Student Advisor, Teachers, Staff	Decrease in disruptive behavior. Improvement on student's social skills. Improved teacher-student relationships.				
2) Each teacher will lead Community Building Circles. Students in AAA and DAEP will participate in classroom circles a minimum of twice a week.	2.6	Principal	Students will develop improved relationships with teachers and decrease the number of out of class experiences for disruptive behaviors.				
3) Administrator will conduct COSA/ Circle of Support and Accountability (Transition Meetings) to help develop a support plan for students returning to their home campuses.	2.6	Principal, Secretary	Develop a plan to reduce recidivism. COSA's will help build trust and accountability for students, families, and the schools.				

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Goal 5: Provide Safe, Secure, and Nurturing Schools

Performance Objective 2: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Evaluation Data Source(s) 2: All students will demonstrate an understanding of the principles of character through the implementation of them at school.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, and/or educational development at risk by: Improving the use of Restorative Discipline. Ensuring there are responsive services to address: 1. school drop-outs 2. severe stress 3. child abuse and neglect 4. school age pregnancy 5. gang pressures/involvement 6. harassment issues	2.6	Principals, Student Advisor, Teachers, Staff	Increase in academic achievement. Improved teacher-student relationships. Improvement on student's social skills.				
2) Provide mentorships through community partnerships, district, and campus personnel. Institute programs that allow community partners to share character and social growth techniques with our students.	2.5, 2.6	Principal, Student Advisor, Teachers	Improvement on student's social skills. Improved teacher-student relationships.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 6: Use technology proficiently to create interactive learning experiences.

Performance Objective 1: Technology usage that allows students to learn beyond the classroom.

Evaluation Data Source(s) 1: Teachers will integrate technology into their lessons to improve academic achievement through technology.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) 1. Students will utilize Google Classroom to complete elective assignments from the home campus. 2. Students will utilize Chrome books /laptop devices to complete SEL interactive behavioral game at least 30 minutes per week.	2.5, 2.6	Principal, 3rd period classroom monitor	1. Students will learn how to upload their assignments for grading by the home campus elective teacher. 2. Students will be able to interact with their home campus teacher while at DAEP. 3. Students will enhance their behavioral skills through the use of online software.				

= Accomplished = Continue/Modify

= No Progress = Discontinue

Goal 7: Increase opportunities for students to read and write across all disciplines.

Performance Objective 1: We will develop multiple opportunities for students to write in varied contexts for varied reasons.

Evaluation Data Source(s) 1: Increased writing samples for multiple writing purposes.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) 1). Teachers will select authentic writing assignments frequently that allow students varied opportunities to utilize their writing skills.	2.4, 2.5	Principal, Instructional Coach, Teachers, ELAR Curriculum Specialists	Students will become accustomed to writing for multiple audiences.				

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= No Progress = Discontinue

State Compensatory

Personnel for JD Hall Learning Center:

Name	Position	Program	FTE
Antionette Mathews	Principal		
Bronson Lewis	SPED Inclusion Teacher		
Cynthia Johnson	Facilitator	(AAA) Academic Acceleration Academy	
Donna Black	Social Studies Teacher		
Dwayne Connor	Math Teacher		
Garland Kirkpatrick	Science Teacher		
Joe Smith	Paraprofessional		
Robbie Rice	Administrative Assistant		
Rosalind Johnson	Elementary Teacher		
Shavette Holland	ELAR Teacher		
Terry Tucker	Student Advisor		
Veronica Hamilton	School Counselor		

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Dr. Antionette Mathews	Principal
Classroom Teacher	Shavette Holland	TAP Instructional Coach/Secondary ELAR Teacher/
Classroom Teacher	Cynthia Johnson	AAA Facilitator
Parent	Anthony Wilson Sr.	Parent
Business Representative	Debra Judge	Program Manager
Parent	Rene Mason	parent
Parent	Valerie Roberson	parent
Parent	Kim Wilson	parent
Paraprofessional	Terry Tucker	paraprofessional
Classroom Teacher	Rosalind Johnson	Classroom Teacher

Addendums

Campus Improvement Plan Advisory Committee

Meeting Date: September 10, 2019

4:30 PM

JD Hall Cafeteria

Committee Role	Name	Position	Signature
Administrator	Dr. Antionette Mathews	Principal	Dr. Antionette Mathews
Classroom Teacher	Shavette Holland	Instructional Coach/ Classroom Teacher ELAR	Shavette Holland
Classroom Teacher	Rosalind Johnson	Elementary Teacher	Rosalind D. Johnson
Paraprofessional	Terry Tucker	Student Advisor	Terry Tucker
Parent	Anthony Wilson Sr.	parent	Anthony C. Wilson
Parent	Kim Wilson	parent	Kim Wilson
Parent	Valarie Roberson	parent	Valarie Roberson
Parent	Rene Mason	parent	Rene Mason
Classroom Teacher	Cynthia Johnson	Classroon Teacher	Cynthia Johnson
Business Representative	Debra Judge	Program Manager	Debra Judge

7. **Adjournment**
8. **Citizens Communication on Agenda Items**

This notice was posted in compliance with the Texas Open Meetings Act on Monday, November 18, 2019 at 6:00 p.m.

Shemeka Millner-Williams,
Acting Superintendent of Schools

Marion F. Hamilton, MBA-MHA
Board President