

Lockhart Independent School District

District Improvement Plan

2017-2018



Board Approval Date: October 23, 2017
Public Presentation Date: September 26, 2017

Mission Statement

Lockhart ISD District Goals

Create a collaborative culture of contagious ambition
Expect all staff to embrace growth opportunities
Empower students to seize opportunities to achieve at high levels

Vision

Building a legacy of excellence.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Lockhart ISD is a fast growth school district located approximately 30 miles southeast of Austin, TX and serves approximately 5,900 students in Grades PK-12 and an Early Education program (EE) for students age 3 who meet criteria for participation. Lockhart has ten campuses including Carver Early Education Center (EE-PK), Bluebonnet Elementary (K-5), Clear Fork Elementary (K-5), Navarro Elementary (K-5), Plum Creek Elementary (K-5), Alma Brewer Strawn Elementary (PK-5), Lockhart Junior High School (6-8), Lockhart High School (9th-12th grade HS Students), and Pride High School (Alternative high school campus serving students in grades 9-12. The student population is comprised of 70% Economically Disadvantaged, 59% At Risk, 9% Bilingual, 17% Limited English Proficiency (LEP), 72% Hispanic, 22% Caucasian, and 4% African American (2015-2016 PEIMS Fall Collection Submission). The local economy is primarily engaged in services, local government, and agriculture.

Demographics Strengths

Student demographic strengths include:

Lockhart ISD has a growing population of students who bring a wealth of diversity to our community and schools. In the past five years, Lockhart ISD has grown from 4684 to 5900+ students.. The greatest amount of growth has occurred in the Northeast region of our large area district of over 300 square miles and in our bilingual population. The growth in our student population has prompted the construction of the fifth elementary school, the provisions of bilingual programming at 4 of the 5 elementaries, and the renovation and expansion of Lockhart High School.

Teacher Demographic Strengths include:

With close proximity to several major universities including Texas State University - San Marcos, many Lockhart ISD teachers participate in continuing education in the areas of leadership, school improvement, instructional technology, special education, gifted and talented education, and curriculum and instruction. The benefit to the district is that our diverse teaching staff continues to build capacity in a wide range of skills which contribute to rigorous classroom instruction and high expectations for all of our students.

Student Achievement

Student Achievement Summary

The State of Texas Assessment of Academic Readiness (STAAR) is the state required assessment used to measure student achievement and academic progress each year. Beginning in 3rd grade through high school graduation requirements, students participate with STAAR assessment in the core subject areas of reading, writing, mathematics, science, and social studies. The subject content tests taken each year varies depending on the student's grade level.

Consecutively for the past four school years including 2013-2014, 2014-2015, 2015-2016, and 2016-2017 the district has Met Standard on all four performance indices; (1) Student Achievement, (2) Student Progress, (3) Closing Performance Gaps, and (4) Post secondary Readiness.

Index I provides a snapshot of performance across subjects for districts and campuses. All STAAR tests taken in the district are combined to calculate an overall passing measure which is represented with a point system. Lockhart ISD's overall STAAR performance for each subject is shown in the chart below.

In 2017, Lockhart ISD scored 63 points on Index I meeting the student achievement expectations set in Texas.

2017 STAAR "Approaches" Performance:

Subject	All Students	African American	Hispanic	White	Two or More Races	Asian	Sp. Ed	Low SES	ELL
All Subjects	63	56	59	75	70	94	25	57	47
Reading	61	57	57	73	65	100	18	55	42
Math	67	54	65	76	67	100	28	63	60
Writing	54	48	50	70	69	100	24	47	35
Science	64	59	59	81	82	*	34	59	43
Social Studies	63	63	58	80	100	*	34	55	29

Index I Analysis:

- Student achievement indicate a need for stronger tier one instruction.
- Target content areas include Reading, Writing, Science and Social Studies.
- Target student groups include special education, English language learners (ELL), students who are identified as low socio-economic (Low SES), Hispanic and African-American students.

Index 2: Student Progress

The student progress measure is determined by the state by comparing each individual student's performance in each testing situation where the student took a similar test in two consecutive years. The state determines whether the student met expected growth, exceeded expected growth, or in some situations, did not meet the expected growth. Examples include the comparison of a student's 4th grade reading score to a student's 3rd grade reading score to determine if the student made adequate growth towards the higher passing standard. The data that is gathered from this measure is represented in Index 2. Lockhart ISD scored 35 points in this Index which is 14 points over the state minimum score of 22 which indicates that Lockhart met the expected student progress measure set for Index 2.

Reading	All Students	AA	HISP	WH	2 or More	SpEd	ELL
% Met or Exceeded Progress	54	56	53	56	58	49	49

Math	All Students	AA	HISP	WH	2 or More	SpEd	ELL
% Met or Exceeded Progress	57	56	57	56	61	49	57

Index 3: Closing Performance Gaps

Index 3 emphasizes approaches grade level standard and masters grade level standard to determine academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity groups at the campus or district level. In 2017, the state evaluated Lockhart's Hispanic and African American student groups because these two student groups were identified as the two lowest performing groups in 2016. Lockhart ISD scored 32 points in this Index which is 4 points above the state minimum of 28 points for this Index which indicates that Lockhart ISD met the state's expectation for closing performance gaps.

Reading	AA	HISP	EcoDis
% Approaches Grade Level Standard	57	57	55
% Masters Grade Level Standard	12	9	8

Math	AA	HISP	EcoDis
% Approaches Grade Level Standard	54	65	63
% Masters Grade Level Standard	10	11	10

Writing	AA	HISP	EcoDis
% Approaches Grade Level Standard	*	50	47
% Masters Grade Level Standard	*	2	3

Science	AA	HISP	EcoDis
% Approaches Grade Level Standard	59	59	59
% Masters Grade Level Standard	11	6	6

Social Studies	AA	HISP	EcoDis
% Approaches Grade Level Standard	*	58	55
% Masters Grade Level Standard	*	12	11

Index 4: Post Secondary Readiness

Index 4 emphasizes the importance of students earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military. Areas that are evaluated in Index 4 include STAAR scores which reach the targeted STAAR Meets Grade Level standard, graduation rates, graduation plans, and college-ready graduates. Lockhart ISD scored 68 points in this Index which is 8 points above the state target of 60 points for this Index which indicates that Lockhart ISD met the state's expectation for post secondary readiness.

STAAR Meets Grade Level %	32
Graduation Rate %	94
Graduation Plan %	83
College and Career Ready %	60

Student Achievement Strengths

Strengths recognized in student achievement data include:

- Increased participation in 8th grade Algebra I and continued mastery
- 5th grade Reading and Math performance increased
- 4th grade Math LEP performance increased by 10%
- 7th grade Reading and Writing performance for students reaching the meets and masters level
- H.S. Biology performance for students reaching the meets and masters level
- H.S. Social Studies performance for students reaching the meets and master level

District Culture and Climate

District Culture and Climate Summary

Lockhart ISD is a fast-growth school district with over 5,900 students. As student demographics evolve and numbers of students increase, the school district leadership recognizes the importance of keeping a pulse on the unique needs of our student population and remaining nimble in district coordination of resources to meet those needs. As 70 percent of LISD students live in poverty, the leadership team prioritizes studying and understanding how to help children living in poverty perform highly in schools. Additionally, the district prioritizes identifying resources to help LISD students and their families, fully invested in the belief of serving the needs of the whole child.

District Culture and Climate Strengths

LISD has a School Board that is diverse and truly aware of the district's needs and priorities. The Board participated in XG training, provided by the Texas Association of School Boards(TASB), to develop a vision statement for the school district and adopt student achievement performance targets and performance expectations to advance student achievement for Lockhart ISD.

The LISD Leadership Team developed performance goals and targets together for the 17-18 school year that were data-informed, specific, and measurable to advance student achievement. The work in developing these as a team ensures district-wide investment in the goals. The team is comprised of individuals with sights set on the same target, a shared sense of urgency, and commitment to excellence to advance LISD student achievement, and a common language to further strengthen and reinforce leadership priorities.

All LISD teachers have implemented the Fundamental 5 as the instructional framework across the district. This ensures teaching and learning will follow the same principles regardless of which campus or classroom a student is in. Additionally, they are all aware of the LISD performance targets and are actively participating in tracking student progress towards these targets and communicating with parents.

LISD enjoys strong support from the Lockhart community, particularly local businesses and organizations. This year, the financial contributions to the district were record-setting from our "LISD Preferred Community Partners." These donations not only helped kickstart the year through convocation, they also fully funded the fees to bring Eric Jensen, a national expert on helping children living in poverty achieve in school, to Lockhart to train all of our teachers in October.

The Education Foundation for Lockhart ISD also provides tremendous support to provide resources to boost teaching and learning across the district. This year, they provided record levels of grants for LISD teachers to implement innovative educational programming in classrooms.

All of these strengths weave together into a tapestry of shared sense of urgency, focus, and commitment to helping LISD students reach their full potential.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Board of Trustees has supported Lockhart ISD remaining competitive in our compensation and benefits packages so that we are able to draw candidates for vacancies and retain them over time. Approximately 109 highly certified teachers joined our district for the 2017-2018 school year and included teachers who are certified in specialized areas in high demand, such as bilingual education and career and technical education. It is not uncommon for an open position that has been posted online to receive a large number of highly qualified applicants who are requesting interviews and an opportunity to work for Lockhart ISD. It is also the norm to see teachers, administrators, and support staff proudly wearing maroon and white Lockhart Lion attire or campus attire that speaks to their pride in working for Lockhart ISD.

Staff Quality, Recruitment, and Retention Strengths

Reasons that teachers and administrators choose to work in Lockhart ISD include:

1. Supportive Board of Trustees
2. Supported by a mentor teacher throughout their entire first year of teaching in Lockhart regardless of the years of experience prior to joining our team
3. Supported through professional collaboration with highly qualified colleagues and administrative support
4. All professional salaries are at least 95% of the market as determined by the Texas Association of School Boards (TASB) analysis

Additional strengths of the Human Resources Department throughout the recruitment and onboarding process include:

1. Strive for 100% highly qualified staff
2. Recruit at 4 to 6 universities a year and multiple alternative teacher certification programs by participating in job fairs hosted at the universities and alternative certification programs
3. Provide a welcoming New Teacher Orientation
4. Implement campus based monthly seminars to support new-to-the-profession employees

Additional strengths of Lockhart ISD in supporting retention of teachers include:

1. Professional development support for teachers in a variety of contexts such as professional learning communities (PLCs), an instructional framework, and professional development the use of data to guide classroom instruction
2. Training and Support for Campus Principals and Teachers in the new Teacher (TTESS) and Principal (TPESS) Evaluation and Support Systems
3. Provide mentoring support for new-to-district teachers
4. Lockhart ISD provides purposeful time for new-to-district teachers to learn about district systems dedicated to efficiency and quality student support (such as Eduporia for data analysis, Skyward, Odyssey for credit recovery) prior to start of school year and throughout the year in follow up

professional support from instructional technology mentors (TIMs)

5. Professional development to ensure employees have the knowledge to effectively perform the functions of their job.
6. End-of-the-year celebration of service awards to recognize loyalty, years of service, and teachers of the year
7. Substitute Teacher Training to provide quality substitutes when teachers are out of the classroom for any reason

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In the fall of 2015, Lockhart ISD participated in a comprehensive curriculum audit conducted by Curriculum Management Systems, Inc. The team of auditors reviewed systems, processes, and documents across all areas of the school district to evaluate the effectiveness of the current systems in place to support student learning. Six recommendations were made which included a range of strategies and ideas to improve curriculum and instruction and the district and campus systems to support curriculum and instruction. The audit findings impacted the work of the curriculum and instruction department beginning in the spring of 2016.

The needs articulated from the Curriculum Management Systems, Inc. auditors and published in the January 2016 Lockhart ISD Audit are:

Recommendation 1: Adopt and implement updated, revised, or new board policies to provide clear direction for the educational program and operational functions and to clarify expectations regarding organizational coordination and decision making. Redesign the organizational chart to comply with the audit principles of sound organizational management. Strengthen and update job descriptions to support curricular linkages and reflect impending organizational changes.

Recommendation 2: Develop or purchase an implement a comprehensive curriculum management system that establishes an aligned curriculum available to all students and supports attainment of student learning goals. Design or purchase a K-12 curriculum for English language arts, social studies, mathematics, and science that is aligned vertically, horizontally, and deeply aligned to the state standards and assessments.

Recommendation 3: Develop, implement, monitor, and evaluate a comprehensive professional development program that provides for (1) centralized control and coordination of all professional development, (2) identification of individualize professional development needs, (3) development of departmental and campus professional development plans, (4) systemic coordinated delivery of knowledge and skills focused on improvement of student achievement, and (5) evaluation of professional development effectiveness in terms of improved student performance.

Recommendation 4: Design and implement a student assessment program that meets audit criteria, provides ongoing student formative and summative assessment data, and is linked to other district planning documents to monitor and measure student success. Align student and program assessment with the curriculum management system, and support long-range planning.

Recommendation 5: Ensure clarity through consistent district and campus planning. Develop cohesive written plan documents that meet audit criteria, have a reasonable number of achievable outcomes, and are communicated to all stakeholders. Use system performance data to identify gaps between the current status and desired outcomes.

Recommendation 6: Develop and implement a three-year plan that fully aligns district resources to curriculum goals and strategic priorities and that includes systematic cost-benefit analyses to assure that expenditures are producing desired results and are directed to the areas of greatest need.

Curriculum, Instruction, and Assessment Strengths

Audit Recommendation 1:

Adopt and implement updated, revised, or new board policies to provide clear direction for the educational program and operational functions and to clarify expectations regarding organizational coordination and decision making. Redesign to organizational chart to comply with the audit principles of sound organizational management. Strengthen and update job descriptions to support curricular linkages and reflect impending organizational changes.

June 2017 Update

Next Steps

Summer and Fall actions:

Spring 2017 actions:

1. Continual assessment of student performance data to identify areas of need and/or growth to determine where additional positions or revisions of job descriptions may be necessary to align with student need.
 2. The Superintendent and Deputy Superintendent will continue to present policy options to the Board of Trustees as we continue to review policies to support curriculum and instruction implementation across the District.
 1. Considering a review of grading policies
1. Continual assessment of student performance data to identify areas of need and/or growth to determine where additional positions or revisions of job descriptions may be necessary to align with student need.
 2. The Superintendent and Deputy Superintendent will continue to present policy options to the Board of Trustees as we continue to review policies to support curriculum and instruction implementation across the District.
 1. Considering a review of grading policies

Audit Recommendation 2:

Develop or purchase and implement a comprehensive curriculum management system that establishes an aligned curriculum available to all students and supports attainment of student learning goals. Design or purchase a K-12 curriculum for English language arts, social studies, mathematics, and science that is aligned vertically, horizontally, and deeply aligned to the state standards and assessments.

June 2017 Update

Next Steps

Spring 2017 actions:

1. Discontinue Curriculum Mapping teams and support campus grade level teams through campus based instructional coaches and campus administration.
2. Continue to plan and develop common assessments
 1. Unit test
 2. Benchmarks
 3. Performance Assessments
3. Implement the SMARTER planning process in grades 6-12. (Appendix 1)
4. Strengthen the work of campus professional learning communities while planning with the TEKS Resource System to answer the following questions.
 1. What do we expect our students to learn?
 2. How will we know they are learning?
 3. How will we respond when they don't learn?
 4. How will we respond when they already know it?

Summer and Fall actions:

1. Continue to plan and develop common assessments
 1. Review and modify Unit test for validity and reliability.
 2. 3 week mini-assessment checks
2. Refine and align expectations and processes for responses to assessments
3. Strengthen the work of campus professional learning communities while planning with the TEKS Resource System to answer the following questions.
 1. What do we expect our students to learn?
 2. How will we know they are learning?
 3. How will we respond when they don't learn?
 4. How will we respond when they already know it?
4. Refine curriculum to respond to STAAR assessment results

Audit Recommendation 3:

Develop, implement, monitor, and evaluate a comprehensive professional development program that provides for (1) centralized control and coordination of all professional development, (2) identification of individualized professional development needs, (3) development of developmental and campus professional development plans, (4) systemic coordinated delivery of knowledge and skills focused on improvement of student achievement, and (5) evaluation of professional development effectiveness in terms of improved student performance.

June 2017 Update

Next Steps

Summer and Fall actions:

Spring 2017 actions:

1. Continue implementation of professional development plan and TEKS Resource System planning days
 1. January 2nd and 3rd
 2. February 17th
 3. June 2nd
2. Offices of Curriculum and Instruction, HR, and Technology will collaborate to develop a process for professional learning to be individualized and recorded for each educator with the use of a technological system that will track professional development participation and CPE hours,
3. Continue plan for long-range professional development plan that will cover three years with annual updates and revisions to ensure continuous alignment to district priorities. The comprehensive plan will encompass the suggested elements bulleted on P. 157 in the Curriculum Audit Report document from January 2016.
4. Campus principals and district leadership team will collaboratively develop a common classroom observation and feedback form.

1. Implement professional development plan for the 2017-2018 school year that focuses on a district wide instructional framework and supports for all learners
 1. ESL training
 1. ESL Academy
 2. 7 Steps to a Language Rich Interactive Classroom
 2. Early Literacy training
 1. Phonics Dance
 2. Heggerty Phonemic Awareness
 3. Visionary Instructional Planning Team training
 4. Flex Day training for teachers
 5. Fundamental 5 training
 1. district instructional leaders
 2. all district instructional staff
 3. district instructional leaders
 1. trainer of trainers
 6. SIM training at LJH
 7. LISD PD days
 1. September 25, Fundamental 5
 2. October 26, Fundamental 5
 3. October 27, Eric Jensen Teaching with Poverty in Mind
 4. January 8, Fundamental 5
 5. February 16, Fundamental 5
 6. April 20, Campus day
 7. May 29, Data and Campus day

Audit Recommendation 4:

Design and implement a student assessment program that meets audit criteria, provides ongoing student formative and summative assessment data, and is linked to other district planning documents to monitor and measure student success. Align student and program assessment with the curriculum management system, and support long-range planning.

June 2017 Update

Next Steps

Spring 2017 actions:

1. Using the recommended elements for a comprehensive assessment plan bulleted as a list in LISD curriculum audit p. 161, the C & I Department will continue the process of a multi-tiered assessment plan,
2. Refine district protocols for data analysis that aligns student performance to implementation of the curriculum management system for data-driven decisions for curriculum and instruction,
3. Develop district protocols for data analysis that informs development of professional learning opportunities for teachers and staff to improve areas of need based on evidence from student performance data, and
4. Provide training district-wide in the use of formative and summative assessment data to inform instruction.
5. Instructional Coaches will continue to participate in a year long cohort plus book study to support their growth and ability to assist teachers in using data to guide best instructional practices in the classroom.

Summer and Fall actions:

1. Using the recommended elements for a comprehensive assessment plan bulleted as a list in LISD curriculum audit p. 161, the C & I Department will continue the process of a multi-tiered assessment plan,
2. Refine district protocols for data analysis that aligns student performance to implementation of the curriculum management system for data-driven decisions for curriculum and instruction,
3. Develop district protocols for data analysis that informs development of professional learning opportunities for teachers and staff to improve areas of need based on evidence from student performance data, and
4. Instructional Coaches will develop capacity to lead and assist teachers in using data to guide best instructional practices in the classroom.

Audit Recommendation 5:

Ensure clarity through consistent district and campus planning. Develop cohesive written plan documents that meet audit criteria, have a reasonable number of achievable outcomes, and are communicated to all stakeholders. Use system performance data to identify gaps between the current status and desired outcomes.

June 2017 Update

Next Steps

Spring 2017 actions:

1. Monitor formative reviews of campus improvement plan for alignment to DIP and provide campus principals feedback,
2. Facilitate district advisory committee meeting on January 17th and April 11th to review and provide feedback on DIP, and
3. Create a data dashboard to monitor key metrics at the elementary and secondary level including:
 1. student achievement data
 2. student progress data
 3. disciplinary data
 4. attendance data

Summer and Fall actions:

1. Monitor formative reviews of campus improvement plan for alignment to DIP and provide campus principals feedback,
2. Develop DIP and CIP to strategically plan school and district improvement, and
3. Implement a data dashboard to monitor key metrics at the elementary and secondary level including:
 1. student achievement data
 2. student progress data
 3. disciplinary data
 4. attendance data

Audit Recommendation 6:

Develop and implement a three-year plan that fully aligns district resources to curricular goals and strategic priorities and that includes systematic cost-benefit analyses to assure that expenditures are producing desired results and are directed to the areas of greatest need.

December 2016 Update

Spring 2017 actions:

1. Implement the process of cost-benefit analysis beginning with district goals, student performance data, district usage data, and alignment to district and campus improvement plans to evaluate purchase and implementation of any future programs or initiatives,
2. Continue reviewing current programs, resources, and initiatives through the rigorous cost-benefit analysis process to ensure that current resources are aligned to district goals, increased student performance, and our campus and district improvement plans.

Next Steps

Summer and Fall actions:

1. Implement the process of cost-benefit analysis beginning with district goals, student performance data, district usage data, and alignment to district and campus improvement plans to evaluate purchase and implementation of any future programs or initiatives,
2. Continue reviewing current programs, resources, and initiatives through the rigorous cost-benefit analysis process to ensure that current resources are aligned to district goals, increased student performance, and our campus and district improvement plans.

Family and Community Involvement

Family and Community Involvement Summary

Lockhart Independent School District strives to build positive relationships with the parents of students and all community members in Lockhart and the surrounding areas. The school district is committed to positive and meaningful family and community involvement at the campus and district levels. This is accomplished through many educational and recreational programs for students and adults and various activities for the families in our school district. The District feels it is imperative to create and maintain good community relations to encourage and foster a sense of cohesiveness and pride in the community.

Family and Community Involvement Strengths

Strengths include:

1. District and campus communication in English and Spanish
2. Parent support bilingual meetings
3. Parent support of special programs
4. Skyward Family Access
5. Meet the Principal
6. Open House (minimum of one per school year)
7. Parent Teacher Organizations/Associations at elementary campuses
8. Parent Support Group at Lockhart Junior High School
9. Booster clubs (athletics, Lionettes, cheer, choir, band)
10. Watch D.O.G.S. (Dads of Great Students)
11. Elementary school parent nights
12. Athletic Gold Card Program for senior citizens in the community
13. Community pep rally in downtown Lockhart
14. Community parent meetings on various topics (alcohol and substance abuse, bullying, parent/child relationships, trust)
15. Youth volleyball program
16. Youth basketball program
17. Men's basketball program
18. Pilates exercise classes
19. Karate program for students and adults
20. American Red Cross Swim Lessons
21. GED preparation classes
22. GED testing
23. Adult ESL classes

24. Medication Aide Review Course
25. Summer camp program
26. Partnerships with local groups to provide school supplies
27. District participation in community-wide events--Beautify Lockhart, Dickens on the Square

District Context and Organization

District Context and Organization Summary

With continued growth of our district and the addition of facilities, it will become increasingly important to focus on our current systems of operation. We must look for ways to better use our facilities new and old to provide a safe and nurturing environment for our students. Even distribution of students across campuses for purpose of transportation and instruction will need to be a focus of future decisions.

District Context and Organization Strengths

1. Regular scheduled maintenance of our older facilities
2. Building a new high school with space designed for new and innovative ways of learning
3. Creation of a new Performing Arts Center and other art facilities
4. Expansion of our Athletic Facilities and Renovation of our Existing Stadium
5. Community Education Programs
6. Child care facilities for Students and Staff
7. Improvement of software management systems including TEKS Resource System for Curriculum Management, Eduhero for online professional development options, and online substitute system

Technology

Technology Summary

Technology Department Instructional Goal: Increase student achievement in Pre-Kindergarten - Grade 12 in reading, writing, mathematics, science and social studies.

The Lockhart ISD Instructional Technology Department provides avenues which increase student engagement and student learning. In Lockhart ISD, students in PK-1 use technology designed for early childhood learning. Students in Grades 2-5 will participate in engaging technology lessons using learning.com for the purpose of improving reading, math, writing, science and social studies instruction. At the JHS, technology, such as Google Classroom, is frequently used to ensure that students are engaged. In addition, at the JHS, there are designated technology classes where students learn everything from coding to robotics. At the high school, technology is used to connect the students with opportunities post secondary and to enhance their secondary learning experience. The Technology Instructional Mentors (TIMs) assist teachers in developing and implementing technology based lessons that incorporate the core subjects. In addition, students participate in viable technology lessons that support, extend and enhance the core content area lessons.

The technology department also provides sound and well maintained operational support systems in order to support the academic development of all children. Our continual goal is to increase and upgrade district's technology infrastructure and equipment to increase student achievement for each campus and department. In an effort to increase the use of instructional technology and in conjunction with the Curriculum and Instruction Department, we are in our implementation year of the Visionary Instructional Planning Team(VIP). The VIP team is made up of cohorts of campus staff that create a plan to incorporate technology into their instruction in the classroom. Once the plans are approved, the staff members are provided with the technology to support the implementation of the approved plan. The implementation and instructional impact of the plan will be evaluated for possible duplication in future years.

Technology Strengths

The district team of Technology Instructional Mentors (TIMs):

1. Model lessons and/or co-teach with classroom teachers to assist in the integration of technology as a learning tool
2. Participate in classroom walkthroughs and co-tech lesson plans with teachers
3. Additional Technology staff to help assist with Technology issues

The district infrastructure includes:

1. New Wireless access points district wide for better coverage
2. New technology work flow system to request technology support
3. New 10G network to provide faster connectivity district wide

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Every student (grades 1-8) will make 1.5 years progress in reading in the 2017-2018 school year.

Performance Objective 1: During the 2017-2018 school year, every campus will increase by 20%, the students in grades 1-8 making at least 1.5 years of growth in progress in reading.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Special Education teachers will use Istation with students and monitor academic progress using a data binder that is reviewed monthly. Special education teachers will meet with campus principals and core area teachers monthly to review data and student action plans.</p>		Principals	Special Education teachers will use Istation results to monitor growth expectations monthly. By targeting interventions, teachers can make adjustments to ensure academic progress.				
Funding Sources: 224 - IDEA B, SpEd - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Gifted and Talented teachers will participate in weekly PLC's.</p>	4	Assistant Superintendent of Curriculum and Instruction and the Director of Secondary Education.	GT curriculum will be aligned to support TEKS objectives in the classroom. By aligning lessons in the PLCs, GT students will extend their learning and increase their performance on Istation and state assessments.				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Behavior specialist will provide training on Tier 1 and Tier 2 behavior supports for all teachers.</p>	4	Director of Special Services, Behavior Specialist	Teachers will have tools and strategies to work with students who have behavior needs. This will reduce off task behaviors and increase instructional time.				
Funding Sources: 224 - IDEA B, SpEd - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) All elementary special education teachers will receive monthly walk through visits from the special education department to ensure the areas of Fundamental 5 and quality instruction are implemented.</p>	3	Director of Special Services and Special Education Coordinator	Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>5) A leadership team from the K-5 bilingual campuses and the Jr high will implement a 30-60-90 day action plan geared toward implementing systems to improve teacher effectiveness to better meet the linguistic and academic needs of our ELLs.</p>		<p>Bilingual/ESL Coordinator Principals</p>	<p>By putting systems in place to meet the linguistic and academic needs of our ELLs, all ELLs will show growth of one English language proficiency level by the spring of the year and 10% more ELLs will meet passing standard on STAAR reading and writing (if applicable).</p>				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Elementary bilingual teachers will meet with bilingual coordinator and bilingual instructional specialist monthly to review language proficiency and assessment data to discuss instructional practices and strategies to help ELLs make progress in learning English and content area TEKS.</p>		<p>Bilingual/ESL Coordinator Bilingual Instructional Specialist</p>	<p>By monitoring data, teachers can make adjustments to address language needs and areas of support needed for content area instruction so all ELLs will show a growth of one English language proficiency level by the spring of the year and 10% more ELLs will meet passing standard on STAAR reading and writing (if applicable). Teachers can also extend learning opportunities for students who achieved mastery to increase percentage of ELLs meeting masters level.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>7) All bilingual and ESL teachers will receive biweekly walk through visits from the bilingual coordinator and bilingual instructional specialist to ensure the areas of Fundamental 5 and bilingual/ESL program instructional expectations are implemented.</p>		<p>Bilingual/ESL Coordinator Bilingual Instructional Specialist</p>	<p>English language learners will receive instruction that results in an increase of one level of English language proficiency and meet progress goal expectations. Further, Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.</p>				
<p>8) In grades PK-8, students will utilize a computer adaptive learning software called Istation to accelerate learning in reading skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading. This system will also house student goal setting and monitor progress of student goals.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, Principals, and Teachers</p>	<p>Monitoring of growth rate in reading will be done monthly with immediate intervention to keep students on track to meet their progress goal. Individual goals will be set so that by the end of the year it can be determined if each student had 1.5 years progress.</p>				
<p>9) The District will implement an instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, and Principals</p>	<p>The quality of tier one instruction will improve and lead to more students making academic progress than compared to last year. Further, Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.</p>				
<p>10) The District will provide targeted professional development for English teachers. Training for teachers includes the following programs: Notice and Note, Neuhaus, Empowering Writers, 6 Plus 1 Traits of Writing, Guided Reading, and Brain Based Teaching.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, and Principals</p>	<p>Clear evidence of strategies will be demonstrated in lesson plans and instructional practices that are monitored weekly. Students will increase reading skills and perform at higher rates on STAAR and Istation, with at least 20% more making 1.5 years progress than during the 2016-2017 school year.</p>				

11) The District will implement common Checkpoint assessments to monitor our reading curriculum. Data and actions will be documented in principal and teacher data binders that will be reviewed monthly.	Assistant Superintendent of Curriculum and Instruction, Directors, Principals, and Instructional Coaches	Immediate reteach and interventions will take place after each assessment. Student performance on State assessments will improve by 5% compared to the 2016-2017 school year for each content area tested.				
12) Teachers and Principals will maintain a data binder that details how students are progressing and action steps being taken to intervene when necessary.	Assistant Superintendent of Curriculum and Instruction, Deputy Superintendent, and Principals	Student data will be reviewed every 9 weeks and all students will be provided the support they need to improve reading skills. By the end of the year at least 20% more on each campus will make 1.5 years progress in reading.				
13) Strategic master scheduling at elementary, junior high, and high school campuses. All elementary schools meet District required minutes of instruction for each content area and provide for a daily intervention and enrichment time for all students. Secondary campuses will target students to provide daily intervention.	Assistant Superintendent of Curriculum and Instruction, Directors, and Principals	At elementary schools, at least 1 additional teacher/tutor will provide support and decrease the size of intervention/enrichment groups based on a 5 day week on average 3 times per week. Students will be grouped and all will accelerate progress in reading. Students will perform at 40% "meets" and 20% "masters" level of performance on STAAR.				
14) Additional Technology will be provided for grades 1-8 to help support software to help with Reading for the students	Assistant Superintendent of Operations and Technology, Technology Coordinator, and Technology Instructional Mentors	All students will access Istation and other software and staff will review reports to confirm there is no downtime for students.				
15) Provide a more comfortable learning environment for all students having controlled conditions in the classrooms to provide an optimal temperature.	Assistant Superintendent of Operations and Technology, Director of Maintenance	Review work orders for room HVAC and reduce them by 90%				
16) Students identified as tier 2 or tier 3 and/or in the bottom quartile in reading checkpoints shall receive intervention support in groups no larger than 8 students from a LISD teacher. Tier 1 students shall receive targeted supports to maximize student growth. Groups will be evaluated and adjusted a minimum of once per 9 weeks.	Assistant Superintendent of Curriculum and Instruction, Directors, and Principals	Student performance on State assessments will improve by 5% compared to the 2016-2017 school year for each content area tested. By the end of the year at least 20% more students at each campus will make 1.5 years progress in reading.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Every student (grades 1-8) will make 1.5 years of progress in math in the 2017-2018 school year.

Performance Objective 1: During the 2017-2018 school year, every campus will increase by 20%, the students in grades 1-8 making at least 1.5 years of progress in math.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1)) Special Education teachers will participate in PLCs with general education classroom instruction.</p>	4	Principals	When general education and special education plan lessons together, they can support each other in the learning process of the special education student. This will give the student a greater chance to increase academic progress.				
Funding Sources: 224 - IDEA B, SpEd - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Gifted and Talented teachers will participate in weekly PLC's to review curriculum to ensure it supports the grade level curriculum.</p>	4	Assistant Superintendent of Curriculum and Instruction, Curriculum Director of Secondary Education	GT curriculum will be aligned to support TEKS objectives in the classroom. By aligning lessons in PLCs, GT students will extend their learning and increase their performance on Istation and state assessments.				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 4</p> <p>3) Behavior specialist will provide training on Tier 1 and Tier 2 behavior supports for all teachers.</p>	4	Director of Special Services, Behavior Specialist	Teachers will have tools and strategies to work with students who have behavior needs. This will reduce off task behaviors and increase instructional time and academic progress.				
Funding Sources: 224 - IDEA B, SpEd - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) All elementary special education teachers will receive walk through visits from the special education department to ensure the areas of Fundamental 5 and quality instruction are implemented.</p>	3	Director of Special Services, Special Education Coordinator	Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				
Funding Sources: 224 - IDEA B, SpEd - \$0.00							

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Special teachers, teachers of the dyslexic and teachers of the gifted and talented will monitor and review Istation data monthly.</p>	9	Director of Special Services and Principals	By monitoring data, teachers can make adjustments to address areas of weakness and non-mastery. Teachers can also extend learning for students who achieved mastery.				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>6) A leadership team from the K-5 bilingual campuses and the Jr high will implement a 30-60-90 day action plan geared toward implementing systems to improve teacher effectiveness to better meet the linguistic and academic needs of our ELLs.</p>		Bilingual/ESL Coordinator Principals	By putting systems in place to meet the linguistic and academic needs of our ELLs, all ELLs will show a growth of one English language proficiency level by the spring of the year and 10% more ELLs will meet passing standard on STAAR math.				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Elementary bilingual teachers will meet with bilingual coordinator and bilingual instructional specialist monthly to review language proficiency and assessment data to discuss instructional practices and strategies to help ELLs make progress in learning English and content area TEKS.</p>		Bilingual/ESL Coordinator Bilingual Instructional Specialist	By monitoring data, teachers can make adjustments to address language needs and areas of support needed for content area instruction so all ELLs will show a growth of one English language proficiency level by the spring of the year and 10% more ELLs will meet passing standard on STAAR math. Teachers can also extend learning opportunities for students who achieved mastery to increase percentage of ELLs meeting masters level.				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>8) All bilingual and ESL teachers will receive biweekly walk through visits from the bilingual coordinator and bilingual instructional specialist to ensure the areas of Fundamental 5 and bilingual/ESL program instructional expectations are implemented.</p>		Bilingual/ESL Coordinator Bilingual Instructional Specialist	English language learners will receive instruction that results in an increase of one level of English language proficiency and meet progress goal expectations. Further, Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				
<p>9) In grades PK-8, students will utilize a computer adaptive learning software to accelerate learning in math skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in math. This system will also house student goal setting and monitor progress of student goals.</p>		Assistant Superintendent of Curriculum and Instruction, Directors, Principals, and Teachers	Monitoring of growth rate in math will be done monthly with immediate intervention to keep students on track to meet their progress goal. Individual goals will be set so that by the end of the year it can be determined if each student had 1.5 years progress.				
<p>10) The District will implement an instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>		Assistant Superintendent of Curriculum and Instruction, Directors, and Principals	The quality of tier one instruction will improve and lead to more students making academic progress than compared to last year. Further, Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				

11) The District will provide targeted professional development for math teachers. Training for teachers includes the following programs: Brain Based Teaching, Mix-it-Up, and Fundamental 5.	Assistant Superintendent of Curriculum and Instruction, Directors, and Principals	Clear evidence of strategies will be demonstrated in lesson plans and instructional practices that are monitored weekly. Students will increase math skills and perform at higher rates on STAAR and Istation, with at least 20% more at each campus making 1.5 years progress.				
12) The District will implement common Checkpoint assessments to monitor our math curriculum. Data and actions will be documented in principal and teacher data binders that will be reviewed monthly.	Assistant Superintendent of Curriculum and Instruction, Directors, Principals, and Instructional Coaches	Immediate reteach and interventions will take place after each assessment. Student performance on State assessments will improve by 5% compared to the 2016-2017 school year for each content area tested.				
13) Teachers and Principals will maintain a data binder that details how students are progressing and action steps being taken to intervene when necessary.	Assistant Superintendent of Curriculum and Instruction, Deputy Superintendent, and Principals	Student data will be reviewed every 9 weeks and all students will be provided the support they need to improve math skills. By the end of the year at least 20% more at each campus will make 1.5 years progress in math.				
14) Strategic master scheduling at elementary, junior high, and high school campuses. All elementary schools meet District required minutes of instruction for each content area and provide for a daily intervention and enrichment time for all students. Secondary campuses will target students to provide daily intervention.	Assistant Superintendent of Curriculum and Instruction, Directors, and Principals	At elementary schools, at least 1 additional teacher/tutor will provide support and decrease the size of intervention/enrichment groups based on a 5 day week on average 3 times per week. Students will be grouped and all will accelerate progress in math. Students will perform at 40% "meets" and 20% "masters" level of performance on STAAR.				
15) Additional Technology will be provided for grades 1-8 to help support software to help with Math for the students	Assistant Superintendent of Operations and Technology, Technology Coordinator, and Technology Instructional Mentors	All students will access software and staff will review reports to confirm there is no downtime for students.				
16) Provide a more comfortable learning environment for all students having control conditions in the classrooms to provide an optimal temperature.	Assistant Superintendent of Operations and Technology, Director of Maintenance	Review work orders for room HVAC and reduce them by 90%				
17) Students identified as tier 2 or tier 3 and/or in the bottom quartile in math checkpoints shall receive intervention support in groups no larger than 8 students from a LISD teacher. Tier 1 students shall receive targeted supports to maximize student growth. Groups will be evaluated and adjusted a minimum of once per 9 weeks.	Assistant Superintendent of Curriculum and Instruction, Directors, and Principals	Student performance on State assessments will improve by 5% compared to the 2016-2017 school year for each content area tested. By the end of the year at least 20% more students at each campus will make 1.5 years progress in math.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 3: In 2018, 70% of students taking the English 1 STAAR EOC will perform satisfactorily.

Performance Objective 1: At the end of the 2017-2018 school year, the percentage of students meeting standard on the English I STAAR EOC will have increased from 46% in 2016-2017 to 70%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) All High School teachers in academic core subjects will receive training on accommodations and modifications</p>	3, 4	Director of Special Services	Teachers will know the importance of modifications and how they impact students disabilities.				
Funding Sources: 224 - IDEA B, SpEd - \$1,200.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) All secondary teachers will receive walk through visits from the special education department to ensure the areas of Fundamental 5 and quality instruction are implemented.</p>	3	Director of Special Services, Special Education Coordinator	Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				
Funding Sources: 224 - IDEA B, SpEd - \$0.00							
<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>3) A leadership team from the high school will implement a 30-60-90 day action plan geared toward implementing systems to improve teacher effectiveness to better meet the linguistic and academic needs of our ELLs.</p>		Bilingual/ESL Coordinator Principal	By putting systems in place to meet the linguistic and academic needs of our ELLs, all ELLs will show a growth of one English language proficiency level by the spring of the year and 10% more ELLs will meet passing standard on STAAR EOC assessments.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) ESL teachers will receive walk through visits from the bilingual coordinator to ensure the areas of Fundamental 5 and ESL instructional strategies are implemented.</p>		Bilingual/ESL Coordinator	Monitoring of proper instruction of English language learners will result in ELLs meeting their instructional growth targets. Further, Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				

<p align="center">PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) All content area and ESL teachers will receive training on sheltered instruction strategies to ensure ELLs are provided linguistically tailored instruction to increase success rates on checkpoints and state assessments.</p>		<p>Bilingual/ESL Coordinator Principals at High School Instructional coaches at HS</p>	<p>The daily implementation of sheltered instruction strategies by all content area teachers with ELLs will result in improved performance on checkpoints which will lead to increased passing rates on state assessments. The use of sheltered instruction strategies will be monitored by principals and bilingual/ESL coordinator during walkthroughs. During PLCs, teachers will work with instructional coaches to plan interventions after the completion of each unit.</p>				
<p>6) Students who will be administered the English 1 End of Course exam will use a computer adaptive software called Star Reading to accelerate learning in reading skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, Principals, and Teachers</p>	<p>Monitoring of growth rate in reading will be done monthly with immediate intervention to keep students on track to perform satisfactorily or higher on the STAAR EOC exam.</p>				
<p>7) The District will implement an instructional framework called the Fundamental Five that will set the expectation for core instructional practices in all classrooms.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, and Principals</p>	<p>The quality of tier one instruction will improve and lead to more students making academic progress than compared to last year. Further, Fundamental 5 walkthrough data at the district level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.</p>				
<p>8) The District will provide targeted professional development for English teachers. Training for teachers includes the following programs: Notice and Note, Neuhaus, 6 Plus 1 Traits of Writing, Guided Reading, and Brain Based Teaching.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, and Principals</p>	<p>Clear evidence of strategies will be demonstrated in lesson plans and instructional practices that are monitored weekly. Students will increase reading skills and perform at higher rates on the STAAR EOC exam with at least 70% performing satisfactorily.</p>				
<p>9) Lockhart and PRIDE High School will implement a writing across all content areas program.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, and Principals</p>	<p>Department PLCs will see improvement during quarterly meeting to review writing samples. Proficiency in writing based on campus rubric and EOC English 1 scores will increase to 70%.</p>				
<p>10) The District will implement common Checkpoint assessments to monitor our English curriculum. Data and actions will be documented in principal and teacher data binders that will be reviewed monthly.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Directors, Principals, and Instructional Coaches</p>	<p>Immediate reteach and interventions will take place after each assessment. Student performance on checkpoint, benchmark, and State assessments will improve and meet the goal of 70%.</p>				
<p>11) Teachers and Principals will maintain a data binder that details how students are progressing and action steps being taken to intervene when necessary.</p>		<p>Assistant Superintendent of Curriculum and Instruction, Deputy Superintendent, and Principals</p>	<p>No student will move through the year without review of their data and all students will be provided the support they need to improve reading skills. By the end of the year at least 70% will perform satisfactorily on the English 1 EOC.</p>				

12) Strategic master scheduling at Lockhart High School, targeting students who need a daily intervention. Students in intervention classes will be monitored every 9 weeks for progress and proper placement.	Assistant Superintendent of Curriculum and Instruction, Deputy Superintendent, and Principals	Targeted groups of students will accelerate progress in English and help the campus meet the goal of 70% performing satisfactorily on the English 1 EOC exam.				
13) Additional Technology will be provided for all students taking English 1 Staar EOC support Renaissance Learning and other software to help with English 1 for the students	Assistant Superintendent of Operations and Technology, Technology Coordinator, and Technology Instructional Mentors	All students will access Renaissance Learning and other software and staff will review reports to confirm there is no downtime for students.				
14) Provide a more comfortable learning environment for all students having controlled conditions in the classrooms to provide an optimal temperature.	Assistant Superintendent of Operations and Technology, Director of Maintenance	Review work orders for room HVAC and reduce them by 90%				

 = Accomplished
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  = Discontinue

Goal 4: Specific and measurable supports provided at the district level to achieve all three District performance objectives.

Performance Objective 1: Increase staff attendance by 20% for the 2017-2018 school year.

Evaluation Data Source(s) 1: Time off detail transaction report and absence management system reports

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Analyze monthly attendance reports with employees and administrators.		Deputy Superintendent and Director of Human Resources	Educate employees of trends, costs and the overall impact on students' learning time in the classroom; and provide administrators with data on staff absence reports for their campus.				
	Funding Sources: 199 - General Fund - \$0.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 2) Monthly incentives for staff perfect attendance beginning in October of 2017 such as jean coupons to be distributed to campus/departments and drawings for donated gift cards.		Director of Human Resources	To recognize and promote staff perfect attendance and increase time and staff resources available to our students. Monitor monthly employee attendance rates disaggregating the reasons for absences and communicating that to supervisors.				
	Funding Sources: 199 - General Fund - \$500.00						

Goal 4: Specific and measurable supports provided at the district level to achieve all three District performance objectives.

Performance Objective 2: Decrease staff attrition rate by 10% from 20.02% in the 2016-2017 school year to less than 10% for the 2017-2018 school year.

Evaluation Data Source(s) 2: Changes in personnel spreadsheet.

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Implement a new teacher academy that is supported by campus administration. Activities such as new teacher tailgate, monthly meetings, and book study.</p>		Deputy Superintendent, Campus Principals, Campus Assistant Principals.	Increase in new teacher retention by 10% as stated in performance objective 3.				
	Funding Sources: 199 - General Fund - \$150.00						
<p>Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p> <p>2) Provide leadership development for all campus administrators through monthly group and individual meetings.</p>		Deputy Superintendent and Assistant Superintendent for Curriculum and Instruction.	<p>Increase administrative leadership to positively impact staff retention and student achievement.</p> <p>Will monitor walk through data, AR participation, Istation data and other software.</p>				
	Funding Sources: 199 - General Fund - \$300.00						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Maintain pay scales within 95% of regional market and provide stipends for teachers who volunteer to become mentors to new teachers (first year and new to the school district).</p>		Chief Financial Officer, Deputy Superintendent, Director of Human Resources	Keep pay from being a barrier to staff retention.				
	Funding Sources: 199 - General Fund - \$10,000.00						

<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>4) Provide staff development opportunities to increase staff knowledge, skills, and abilities. Opportunities to include: EduHero, attendance at conferences and guest speakers.</p>	<p>Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Operations and Technology, Executive Director of Student Programs.</p>	<p>To improve staff competencies and maintain a return on investment in human capital.</p> <p>Will monitor staff development opportunities and completion through eduphoria.</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>5) Implement a "stay" interview to be given to all new employees within the first 90 days of employment.</p>	<p>Deputy Superintendent and Director of Human Resources.</p>	<p>Highlight any internal deficiencies that need to be improved in orientating new employees and therefore impacting retention and employee morale.</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>6) Implement a staff engagement survey to be given in December of 2017 and May of 2018.</p>	<p>Deputy Superintendent and Director of Human Resources</p>	<p>Highlight any internal areas of concern/improvement therefore impacting teacher retention and morale.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Specific and measurable supports provided at the district level to achieve all three District performance objectives.

Performance Objective 3: Strengthen Lockhart ISD's relationship with universities across the State of Texas.

Evaluation Data Source(s) 3: Number of student teachers, number of substitutes with some college hours, increase in pool of applicants for hard to fill positions.

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Increase the number of student teachers from 29 in the 2016-2017 school year by 20% in the 2017-2018 school year.</p>		Deputy Superintendent and Director of Human Resources	Increase direct line of viable teaching applicants with prior knowledge of LISD expectations.				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Increase the number of student teachers in hard to fill areas of certification for the 2017-2018 school year by 10%.</p>		Deputy Superintendent and Director of Human Resources	Increase direct line of viable applicants for hard to fill positions.				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Increase the number of substitute teachers with college course hours related to the field of education by 10%.</p>		Deputy Superintendent and Director of Human Resources	To maintain the level of instruction when a certified teacher is absent from the classroom.				
Funding Sources: 199 - General Fund - \$0.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Increase the pool of applicants in hard to fill areas of certification by attending 3-4 job fairs, presenting to teacher preparation programs, and marketing of the District.</p>		Deputy Superintendent, Director of Human Resources, and Public Information Officer.	Increasing the number of applicants received by 10% increases the opportunity for higher quality applicants and thus, positively impacts student achievement.				
							

Goal 4: Specific and measurable supports provided at the district level to achieve all three District performance objectives.

Performance Objective 4: Control the budget by maintaining position control for the district to ensure that personnel that have been hired have been planned for and budgeted. (Payroll is 85-90% of the overall district budget.)

Evaluation Data Source(s) 4: Organizational chart from the Business Office and Human Resources, Skyward reports

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) At least quarterly, the Business Office will compare the organizational chart with the Human Resources Department and with Skyward records		Chief Financial Officer	Maintain strict budgetary control of the payroll budget				
							

Goal 4: Specific and measurable supports provided at the district level to achieve all three District performance objectives.

Performance Objective 5: Develop an EDGAR grants management manual and train district staff.

Evaluation Data Source(s) 5: Draft EDGAR grants management manual

Summative Evaluation 5:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a draft of the EDGAR manual		Chief Financial Officer	1. To more tightly control expenditures of grant funds to be in compliance with state and federal laws. 2. To reduce the risk of expending funds that are not allowable under the grant programs.				
2) Train affected staff on the EDGAR grants manual		Chief Financial Officer	To ensure knowledge of federal and state grant requirements to expect affected employees to comply with all requirements.				
							

Goal 4: Specific and measurable supports provided at the district level to achieve all three District performance objectives.

Performance Objective 6: Increase district attendance from 94.4% to 97.4% for the 2017-2018 school year.

Evaluation Data Source(s) 6: Attendance data as reported in PEIMS.

Summative Evaluation 6:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Create a year-long school attendance campaign to focus on the correlation between attendance and student achievement.</p>		Deputy Superintendent and Public Information Officer	<p>Increase attendance, decrease tardies, and increase student achievement.</p> <p>Monitor attendance rates to compare attendance the week before campaign messages are sent versus the week after messages are sent.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Staff will complete a beginning of the year and end of the year environmental questionnaire to determine the overall safety and security of each campus in the district.</p>		Deputy Superintendent	<p>By creating a safe and secure learning environment on campuses student attendance and achievement will increase. Through surveying the staff areas of concern or improvements can be highlighted and the district react appropriately.</p> <p>Review data from survey and attendance rates to see correlation between attendance and staff views on safety and security of campuses.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Purchase and implement an emotional risk assessment called the Dessau to be given to all elementary students.</p>		Deputy Superintendent and elementary counselors.	<p>By increasing overall support for the emotional well being of students, student attendance and achievement will increase.</p> <p>Monitor attendance of students determined at-risk according to the Dessau. With identification and then supports, determine if attendance improves.</p>				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Meet with the district clerk of the municipal court and the Lockhart ISD truancy officer monthly to review students that have habitual attendance issues.</p>		<p>Deputy Superintendent, Campus Administrators, District Truancy Officer.</p>	<p>Work strategically to allow the court system to support efforts in increasing student attendance where appropriate.</p> <p>Track students whom the courts have dealings with and determine whether attendance improved.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Health services will work strategically with students, parents, and staff on each campus to communicate healthy habits and tips to prevent illnesses based on the dips in attendance data from the previous year.</p>		<p>Deputy Superintendent and Health Services Coordinator</p>	<p>By raising the awareness of healthy habits during times of the year when there are typically spikes in illnesses, we hope to decrease students-to-student spreading of illnesses and increase student attendance.</p> <p>Compare attendance rates based on determined time periods of identified high illness from the 2016-2017 school year to the 2017-2018 school year.</p>				
<p>Funding Sources: 199 - General Fund - \$0.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) Health services will coordinate with E3 Alliance to provide Flu vaccines for all elementary and junior high students.</p>		<p>Deputy Superintendent and Health Services Coordinator</p>	<p>By insuring every child receives a flu shot the rate of illnesses will decrease and attendance will increase.</p> <p>Monitor attendance rates from the 2016-2017 school year and the 2017-2018 school year.</p>				
<p>7) Implement a program to train custodians on effective procedures for an above average level of cleanliness to improve overall school health.</p>		<p>Assistant Superintendent for Operations and Technology Director of Maintenance Principals Custodians</p>	<p>Director of Maintenance will meet with custodians weekly to provide professional development to ensure all custodians are following the most effective cleaning procedures for different areas of a school building.</p> <p>Director of Maintenance will perform weekly walkthroughs on all campuses to monitor the level of cleanliness.</p> <p>Director of Maintenance will implement bi-annual air quality test to determine optimal level of air quality in classrooms.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

District Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
4	1	1			\$0.00
4	1	2			\$500.00
4	2	1			\$150.00
4	2	2			\$300.00
4	2	3			\$10,000.00
4	2	4			\$0.00
4	2	5			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	3	3			\$0.00
4	6	1			\$500.00
4	6	2			\$0.00
4	6	3			\$900.00
4	6	5			\$0.00
Sub-Total					\$12,350.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
3	1	1			\$1,200.00

3	1	2			\$0.00	
					Sub-Total	\$1,200.00
					Grand Total	\$13,550.00