

# Lancaster Independent School District

## Elsie Robertson Middle School

### 2016-2017 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Social Studies  
Top 25% Student Progress



# 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 2016 - 2017 Campus Goals:**

By May 2017, LMS will accomplish the goals below on the 2017 STAAR exam.

1. LMS will increase 7th grade math scores by 23 points.
2. LMS will increase 8th grade math scores by 10 points.
3. LMS will increase 7th grade reading scores by 22 points.
4. LMS will increased 8th grade reading scores by 12 points.
5. LMS will increase 8th grade social studies scores by 21 points.
6. LMS will increase 8th grade science scores by 12 points.
7. LMS will increase 7th grade writing scores by 31 points.
8. LMS will meet standard and receive 5 or more distinctions for performance on the 2017 STAAR exam.
9. LMS will increase parental involvement and support by 50% during the 2016-2017 school year.

# 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 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

## Needs Assessment Overview

Needs Summary Below:

- The campus is in need of some technology items and projectors due to the construction of 3 new classrooms and that some of the projectors are beginning to die.
- There is still a need to increase parental and community involvement.
- There is always a need for more campus time professional development.

## Demographics

### Demographics Summary

Student Demographic			
	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	Total
Students Enrolled	515	562	1077
Black	394	441	835
Hispanic	104	105	209
White	6	10	16
Other	11	6	17
At Risk	297	344	641
SPED	42	54	96
Econ. Disadvantage	466	502	968
LEP	44	32	76
GT	69	60	129
504	40	53	93

### Demographics Needs

We have a large number of students at our campus who are economically disadvantaged, at-risk, and are in need of special education/504 services.

## Student Achievement

### Student Achievement Summary

LMS is currently a campus that has 2/7 distinctions.

### Student Achievement Strengths

Subject	2012	2013	2014	2015 w/out STAAR A	2016 w/out STAAR A	2016 w/ STAAR A
7 <sup>th</sup> Grade Math	66.7	77.8	78	76	67	62
8 <sup>th</sup> Grade Math	63.4	76.4	91	90	89	85
7 <sup>th</sup> Grade Reading	66.7	75.3	78	71	64	58
8 <sup>th</sup> Grade Reading	69.8	82.4	93	88	89	83
7 <sup>th</sup> Grade Writing	59.2	62.9	72	72	55	49
8 <sup>th</sup> Grade S. Studies	56.4	72.5	72	73	69	64
8 <sup>th</sup> Grade Science	54	72.1	78	77	78	73

### Student Achievement Needs

There is currently a need to increase student performance in 7th grade performance in math, reading, and writing. There is a need to increase student performance in 8th grade in math and social studies. A school-wide writing program will be implemented to increase student performance in this area. In addition, there is a need to provide increased learning opportunities and enrichment activities for talented and gifted, SPED, and ESL students.

## **School Culture and Climate**

### **School Culture and Climate Summary**

LMS is promoting and establishing a STEM and college and career ready school culture and climate. Students will be exposed to STEM through the STEM Pitsco labs, STEM Infinity classes, Problem Based Learning, AVID, and other enrichment activities and clubs (i.e., Hour of Coding).

### **School Culture and Climate Strengths**

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 center.
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 continuously 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 Pitsco labs provide opportunities for students to problem solve in pairs or small groups and be exposed to different STEM fields and careers through the Pitsco lab modules.

### **School Culture and Climate Needs**

Increased access to technology is a need for all teachers as they incorporate technology, 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.

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

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

LMS currently has no vacancies on the staff for any positions. All teaching and staff positions have been filled. Campus administration is continuing to develop systems which demonstrate stability and clarity of thought to prospective applicants.

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

LMS will continue to actively seek new talent and individuals who can add to the success of the campus. Most vacancies this past school year were due to promotions.

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

LMS will need more experienced teachers in mathematics, science, technology and engineering in the future as the STEM focus increases. Currently, we have 11 teachers who have participated in and completed the STEM Masters Program. Several of our teachers are also participating in the 1:1 Pilot and trainings in order to increase student achievement and engagement through the use of technology.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

LMS currently uses CSCOPE/TEKS Resource in addition to various supplemental resources for curriculum. Assessments are written and revised by career teachers, Master Teachers, and STEM coordinators to ensure that teaching, assessment, and the curriculum are all aligned. Other supplemental resources include, but are not limited to, Region 4 Supplemental STAAR Resources, STAAR Mission, Measuring UP, TAKS Coach, and the use of the state adopted textbooks/online materials.

### **Curriculum, Instruction, and Assessment Strengths**

1. Teachers have CSCOPE/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 Master Teachers) to ensure that teaching, instruction, and assessment are aligned with the TEKS. Master Teachers support teachers to ensure that engaged, student-centered instruction is taking place in all classrooms.

### **Curriculum, Instruction, and Assessment Needs**

1. More question banks are needed to create common assessments and teacher made tests aligned to the new teks and STAAR standards (especially in Math).
2. More supplemental resources for Social Studies and Science are especially needed.
3. A separate scope and sequence with the use of additional supplemental resources is needed for all Pre-AP classes to ensure the differentiation for higher performing students.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

LMS 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, and Parent/Student Orientation.

### **Family and Community Involvement Strengths**

1. Parent/Student Orientation
2. Open House/Meet the Teacher Night
3. College and Career Center
4. Active PTA
5. Campus Improvement Committees
6. Parent volunteers welcome
8. Campus tours for parents/families of incoming students

### **Family and Community Involvement Needs**

1. PTA membership and involvement needs to increase.
2. More parent volunteers are welcomed and needed.
3. Community relationships and sponsorships need to be more established.



4. More parents need to be apart of the Campus Improvement Committee.

## **School Context and Organization**

### **School Context and Organization Summary**

The campus has a principal, associate principal, one 7th grade assistant principal, and one 8th grade assistant principal. The school's leadership team also includes 3 TAP Master Teachers (one for each core subject: math, science, and reading) and a S. Studies Dept. Chair. There are approximately 80 faculty members (60 teachers and 20 paraprofessionals/other). This doesn't include custodians and cafeteria workers.

### **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 assistant principals. In addition, TAP Master Teachers 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).

### **School Context and Organization Needs**

Teachers are in need of planning time on campus in addition to the district professional development offered by the district outside of their 50 minute planning period. Half day planning sessions provided during orientation and each six weeks during district designated PD days for core teachers to collaborate as a professional learning community would greatly impact instruction and student achievement.

# Technology

## Technology Summary

Increased access to technology for the 2016-2017 school year include the SMART Classroom with 30 All in One Computer, the Tiger I-Cafe Gaming Room in the library, tablets, additional carts of netbooks, a class set of IPADS, and 1:1 Technology Pilot program. Technology is improving at LMS, but more technology and ongoing campuswide access to WiFi is needed so that all teachers can integrate 21st century skills with learning everyday in the classroom and to increase the STEM focus. A one to one ratio of netbooks is desired (class sets for all teachers).

## Technology Strengths

1. All LMS teachers in addition to some paraprofessionals have laptops.
2. Many teachers have received Promethean Boards, Smart Boards, or other forms of Interactive Whiteboard technology.
3. 85 netbooks have been purchased to use with the Pre-AP math curriculum.
4. 4 computer carts containing approximately 30 laptops each has been purchased to support our students who took the online administered 2016 STAAR A test.
5. 10 teachers are participating in the 1:1 Technology Pilot and trainings.

## Technology Needs

1. We're still experiencing issues with Wi-Fi which interferes with Universal Screening Testing, access to TEAMS, and accessing emails.
2. A class set of netbooks/laptops is desired for all classes.
3. A few of our laptops and Ipads needs to be serviced periodically and returned within an appropriate time-frame.
4. Many classroom projectors are dying and no longer work. Several core teachers will soon go without projectors if not purchased soon.
5. Teachers still need ongoing support with incorporating technology in their classrooms (i.e., Edmodo and effectively using the Promethean boards).



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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

## 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
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## 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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- 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

### **Employee Data**

- Professional Learning Communities (PLC) data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

### **Parent/Community Data**

- Parent Involvement Rate

### **Support Systems and Other Data**

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

# 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 at grade level.**

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

LMS: Establish a toolkit of instructional strategies that correlate with the TAP rubric to create a highly engaged classroom and positive learning atmosphere.



**Summative Evaluation:** Evidence of increased student performance will be monitored through implementation of TEKS Resource, Measuring Up, Achieve 3000, review of assessment data, intervention documentation and staff development documentation.

LMS: Cluster documentation, teacher evidence of strategies implemented during cluster. evidence of TEKS Resource implementation with fidelity, and data reflection guides will be used to monitor the effectiveness of instructional practices.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) We will maintain our goal of raising the percentage of students meeting the state passing standard to 95%. Instructional support will be provided to strengthen teacher capacity through cluster meetings, modeling and lesson planning in which Master Teachers will equip career teachers to use and apply the best instructional practices w/ an emphasis on process skills.	Classroom Teachers and TLT Team	<p>Improve Science scores and STAAR Results.</p> <p>Authentic student work displayed on bulletin boards, portfolios, and other.</p> <p>Common weekly, 3 week CFAs, &amp; monthly assessments that show growth/increase from CFA to CFA.</p> <p>Teacher observation and evaluation of instructional practices.</p> <p>\$2500 Title 1 - Subs - Coverage for PD \$2800 Title 1 - Supplies - PD Math 700 Science 700 ELAR 700 S. Studies 700</p>				

<p>2) Analyze instructional capacity of teachers using CODE data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.</p>	<p>Master Teachers, Career Teachers, and Administrators</p>	<p>Improve scores and STAAR Results.</p> <p>Authentic student work displayed on bulletin boards, portfolios, and other.</p> <p>Common weekly, 3 week CFAs, monthly assessments.</p> <p>Teacher observation and evaluation of instructional practices which show growth in identified areas or refinement.</p> <p>\$2500 Title I Coverage 211 - 30000 Contracted PD-Coaching</p>				
<p>3) Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.</p>	<p>Master Teachers, Career Teachers, and Administrators</p>	<p>Improve scores and STAAR Results. Authentic student work displayed on bulletin boards, portfolios, and other. Common weekly, 3 week CFAs, monthly assessments. Teacher observation and evaluation of instructional practices.</p>				
<p>4) The TLT will develop an PD action plan to ensure teacher and students' needs are met. Master Teacher/Admin. will monitor, support, and coach career teachers on action plan items.</p>	<p>Master Teachers, Career Teachers, and Administrators</p>	<p>Improve scores STAAR Results Authentic student work displayed on bulletin boards, portfolios, and other. Common weekly, 3 week CFAs, monthly assessments. Teacher observation and evaluation of instructional practices.</p> <p>199-12 7500 Gen. Supplies 199-12K Admin PD 199-10500 PD Travel 211 Tech 9900 199-33000 Supplies</p>				
<p>5) We will increase implementation of direct vocabulary instruction to close the performance gap at 95% accuracy. Teachers will be provided with additional opportunities to see vocabulary instruction and techniques modeled in cluster using research-based strategies.</p>	<p>Master Teachers, Career Teachers, and Administrators</p>	<p>Weekly lesson plans will be submitted to the master teacher for review, feedback, and suggestions by 8pm on Sundays. Teacher and student progress is evident and monitored throughout the school year.</p>				



6) During development time and departmental planning, teachers will be provided with further assistance from peers and master teacher on how to plan effective vocabulary instruction. Weekly observations and monitoring will occur in order to maintain consistency.	Master Teachers, Career Teachers, and Administrators	Weekly lesson plans will be submitted to the master teacher for review, feedback, and suggestions by 8pm on Sundays. Teacher and student progress is evident and monitored throughout the school year.				
 = Accomplished  = Considerable  = Some Progress  = 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 at grade level.

**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 in order to reach our target of 95% of our students meeting standard).

**Summative Evaluation:** 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. LMS: Evidence through CFA and benchmark data in addition to progress monitoring through iStation, Think Through Math, Study Island, and/or Measuring Up will be used as documentation to determine increased student performance.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will continue to utilize planning sessions and cluster development time to prepare and create opportunities for student engagement. Lesson Plans will be monitored and feedback provided in order to assist teachers in this goal.	Master Teachers and Career Teachers	<p>Daily Intervention Instruction</p> <p>Weekly plans with specific information regarding intervention lessons/differentiation will be submitted to the master teacher for review.</p> <p>Daily walkthroughs will demonstrate evidence of effective instructional approach being used with struggling math students.</p> <p>Student progress is evident and monitored throughout the school year with the common formative assessment data.</p>				
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.	Master Teachers and Career Teachers	<p>Daily Intervention Instruction</p> <p>Weekly plans with specific information regarding intervention lessons will be submitted to the master teacher for review.</p> <p>Daily walkthrough</p> <p>Student progress is evident and monitored throughout the school year with the common formative assessment data.</p> <p>\$2000 Tech 199 23 10000 Tech 211 11</p>				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

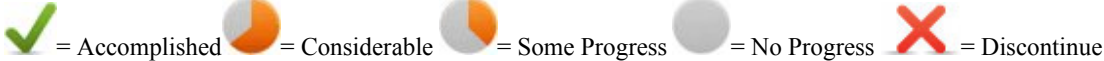
**Goal 1:** Lancaster ISD will ensure staff is using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing at grade level.

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

LMS: LMS will 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, and math/reading labs.

**Summative Evaluation:** Implementation of an intervention plan as evidenced by related professional development documentation, process documentation, campus intervention documentation, and assessment data analysis of student performance.

LMS: 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.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Establish a school wide tutorial system that incorporates incentives for teachers and students.	Classroom Teachers Master Teachers Administrators	Student achievement will be monitored according to CFAs and Benchmarks.  211-\$2000 Tutoring				
2) Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials (via postcards, PowerSchool letters, Principal's Newsletter, LMS website, phone blast, and/or email).	Classroom Teachers Master Teachers Administrators	Student achievement will be monitored according to CFAs and Benchmarks.  211-\$2500				
						

**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 at grade level.

**Performance Objective 4:** At-risk students will perform comparably to their peers on the STAAR assessment. LMS: At risk students will be provided additional interventions to ensure that their performance is comparable to the general population.






**Summative Evaluation:** 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. LMS: Evidence of at-risk student performance will be monitored using DMAC, teacher observation, and progress monitoring through the use of Istation.

**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 at grade level.

**Performance Objective 5:** At-risk students will be provided with academic and learning supports appropriate to their particular need. LMS: Power School, SWIM Camp, and Saturday school specifically targets at risk students for Tier 2 and 3 interventions in addition to regular teacher tutorials.

**Summative Evaluation:** Evidence of support for identified at-risk student will be determined by RTI meeting documentation, counseling and guidance documentation, counselor logs, homebound documentation. LMS: Evidence of additional supports for at-risk students will be documented with the attendance from Power School, SWIM Camp, and Saturday school in addition to teacher tutorials and documentation of SST committee recommended interventions for RTI.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 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.	Teachers, Administration	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  211 \$2500 Snacks \$1500 211 Supplies				

2) 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., 6weeks attendance incentives, Awards/Recognitions, Movie Day, Free Dress Pass, and Bike Raffle).	Teachers, Administration	Increased student participation--Attendance Records (Power School, SWIM Camp, and Saturday Tutorials)				
 = Accomplished  = Considerable  = Some Progress  = 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 at grade level.

**Performance Objective 6:** Students in grades 8 will meet or exceed 70% mastery on technology applications proficiency assessments. LMS: Technology standards will be implemented through technology courses, STEM infinity classes, One to One Integrate to Inspire Technology Integration Pilot, and STEM PBLs.


**Summative Evaluation:** 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 required annual technology reporting. LMS: Student proficiency will be demonstrated through application of technology standards in PBLs, classrooms, and other assignments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Selected teachers will attend PBL trainings and implement PBLs in the classroom including technology components.	Selected teachers, Administrators, Master teachers	PBL project implementation will be evident through classroom observations and lesson planning documentation.  199 \$10,500 211 3000 PD				
2) SMART classrooms will be fully utilized by the STEM Infinity and/or core teachers to effectively implement STEM.	STEM Infinity Teachers Core Teachers	Classroom observations and lesson plans.  199-13 5000 Supplies				
3) Teachers will incorporate technology into the classroom regularly so that student exposure to software and programs is frequent.	Classroom teachers	Classroom observations and lesson plans.  211 9900				
 = Accomplished  = Considerable  = Some Progress  = 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 at grade level.

**Performance Objective 7:** Instructional staff will meet or exceed 70% mastery on technology proficiency assessments as established by the State Board of Education. LMS: Teachers will receive laptops to effectively implement the use of new technology learned.


**Summative Evaluation:** Staff proficiency will be determined by analysis of data from proficiency assessments and professional development documentation. LMS: Staff proficiency of technology will be determined through classroom walkthroughs, staff assignments, student projects, and innovative demonstrations of teaching and learning during the school day.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) LMS will effectively use the teacher laptops for student and teacher use to continually demonstrate performance of the SBOE standards through daily application and practice.	Career Teachers and Administration	Teachers will effectively use the technology skills required by the SBOE for job performance requirements and duties. Teachers will seek assistance from Blended Learning Specialist for the effective integration of technology applications.  \$9900 211				
						

**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 at grade level.

**Performance Objective 8:** Expand information and communication technology opportunities and delivery options. LMS: The staff at LMS will communicate through email, Edmodo, and other technology programs and/or devices to implement technology practices in addition to using programs such as DMAC, TEKS Resource, Review 360, TEAMS, Eduphoria, and Office 365 which require technology application.

**Summative Evaluation:** 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. LMS: Usage reports, observations, and forms of communication documented will be used to determine the level of implementation.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will submit lesson plans and share other documents using Office 365 and other district Web 2.0 tools. Teachers will use TEAMS and other technology applications as a method to communicate with students and/or parents.	Master Teachers Administrators	Successful implementation of Office 365 for lesson plan and other document submission. Effective implementation of technology applications with the teachers and students.				
						



**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:** Select and utilize a district-wide interview instrument modeled on behavior-based questioning. LMS will recruit highly qualified teachers by including experienced LMS teachers on interview panels.

**Summative Evaluation:** District interview forms include established standardized master questions and have a standardized rating scale. LMS will use the interview applicant rating form to rate applicants on a scale.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Seek outside experienced teachers that have the knowlege and expertise to provide innovative instruction to ensure that our students are college and career ready and equipped with 21st century skills.	Administration	The LMS TLT team will interview applicants to ensure that 100% of the teaching staff is composed of highly qualified staff that are willing and able to fully implement STEM, TAP, and rigor in the classroom. During the interview, applicants will be required to demonstrate a lesson.  199-23 \$1000				
						

**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:** Implement a College and Career Readiness (CCRS) Standards for middle school students to familiarize them with CCRS Standards by exposing them to opportunities to participate in educational activities.

**Summative Evaluation:** Evidence includes student club activities, meeting agendas, student participation in mentor/internship documentation, student participation in educational-based career pathway documentation, and documentation of information distributed to students.

**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 3:** Offer innovative incentives to attract quality staff and stipends for critical need areas.


**Summative Evaluation:** Evidenced by incentive programs available to staff, stipend documentation for critical needs areas, and providing transportation services for the children of employees to and from LMS to other LISD campuses.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) LMS will effectively use TAP stipends for master teachers to effectively recruit staff members for high need areas.	Administration	High need areas will be filled with highly qualified individuals.				
						

**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. LMS: We will increase the use of effective communication through the use of the online calendar, all call system home, letters, and home visits.**

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


**Summative Evaluation:** 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.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) LMS will frequently update the monitors and marquee outside the school to reflect current information for students and parents.	Administrators	Current and updated information will be on display for parents and students.				
						

**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. LMS: We will increase the use of effective communication through the use of the online calendar, all call system home, letters, and home visits.

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

**Summative Evaluation:** Evidenced by key communicator team established, website professional development documentation, and website information current and updated weekly.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
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.	Technology Teachers, Journalism Teachers, Audio/Video Teacher	The website will have updated photos and events displayed to communicate the school activities to the community.				
						

**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. LMS: We will increase the use of effective communication through the use of the online calendar, all call system home, letters, and home visits.

**Performance Objective 3:** Utilize media outlets to communicate district info to students, parents, and community members.


**Summative Evaluation:** 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.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) LMS will regularly use the school messenger system to make frequent communication with parents.	Administration	School Messenger log will show evidence of calls made.				
						

**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. LMS: We will increase the use of effective communication through the use of the online calendar, all call system home, letters, and home visits.

**Performance Objective 4:** Utilize print media to communicate with students, parents, and community members.






**Summative Evaluation:** Evidenced by district newsletters, campus newsletters, district information included in the City of Lancaster publications, and the high school media/journalism LISD Courier publication.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Occasional emails, phone blasts, letters, and/or flyers will be sent home to parents and community members updating them on current events and other information at LMS.	Principal, Designated Campus Personnel, and key communicators.	Parents will be informed and knowledgeable of activities at LMS.				
						

**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. LMS: We will increase the use of effective communication through the use of the online calendar, all call system home, letters, and home visits.

**Performance Objective 5:** Utilize new digital/media resources to communicate with students, parents, and community members with technology.


**Summative Evaluation:** Evidenced by posts on the Lancaster ISD iWebo, Twitter, You Tube and Facebook. Feedback from subscribers to the Distirct’s iWebo, Twitter, YouTube and Facebook.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Keep parents, students, and/or the community informed with the use of postcards, letter, emails, phone blasts, PTA, and/or campus website (i.e., Edmodo.com and <a href="http://lms.lancasterisd.org/">http://lms.lancasterisd.org/</a> ).	Administration PTA	Parents will be knowledgeable of school procedures.  \$3000 211				
 = Accomplished  = Considerable  = Some Progress  = 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 1:** Create and refine the process that will enable (Pre-K-12) students to achieve above standard development while accomplishing personally challenging academic and career goals.

**Summative Evaluation:** 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.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) LMS will utilize the College and Career Center, school counselors, and campus AVID program to enable students to develop academic and career goals.	LMS Teaching Staff, College and Career Liasion, Counselng Staff, Adminstration, AVID teacher	Students will wear college t-shirts each Wed. Campus visit and guest speaker documentation. College and Career Center calendar of events.				
2) Career Day, College Go Get Get it Week, college campus visits, guest speakers, college t-shirt day each week, and other activities that incorporate family involvement in school activities and events will be used to help students pursue interests and goals upon graduation.	LMS Teaching Staff, College and Career Liasion, Counselng Staff, Adminstration, AVID teacher	Students will wear college t-shirts each Wed. Campus visit and guest speaker documentation. College and Career Center calendar of events.  199-13 \$1500				
						



**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:** Implement an accountability process throughout the district for the consistent use of all systems.


**Summative Evaluation:** Evaluation indicators will include professional development agendas and sign-in sheets, professional development catalog, and data meeting documentation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Documentation of all campus meetings, activities, professional development, and communications will be kept.	TLT Team Administration Meeting Facilitators	Sign In Sheets, Logs, Emails, Meeting Minutes				
						

**Goal 5: We 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:** Implement an effective education program on each campus that focuses on the principles of character, leadership and personal development for students, staff and parents.

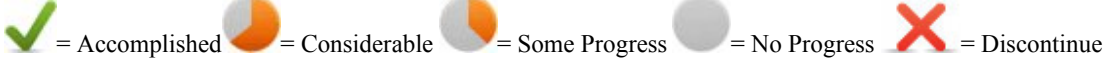
**Summative Evaluation:** Evaluation indicators will include character program selection, documentation of student leadership development, documentation of character program activities on each campus in lesson plans, scheduled events and programs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Staff and students will participate in mentoring program (i.e., Men of Distinction, Sister to Sister, LMS Steppers, Step Clubs, FCA, cheerleading, athletics, student council, and etc.).	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.				
2) Each identified student (according to RTI, 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.	Teachers Administrators Master Teachers	Updates to student profiles will be reflected with in DMAC with any special interventions documented using the DMAC RTI system.				
3) The campus will promote post secondary education and social skills through collegiate activities.	Counselors, Teachers, Principals, Assistant Principals,	95% of the students will experience college awareness. 211 \$1500				
4) Teachers will conduct goal and mentoring sessions with students individually.	Teachers	Students will begin to set challenging goals independently.				
5) The campus will implement and promote an Anti- Bullying /Cyber Bullying Awareness Campaign.	Counselors, Turn Around Agenda, LISD Police, Technology	Students will respect each other and not engage in bullying activities. 211 \$1500				
						

**Goal 5:** We will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration of 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:** Promote parent involvement and develop partnerships with businesses and local agencies and organizations as part of the district Character Education initiative.


**Summative Evaluation:** Evaluation indicators will include agendas and sign-in sheets from community information and training sessions, documentation of increased partnerships to support STEM implementation and character education activities, and documentation of student service activities and learning projects.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Create partnerships with the local agencies, churches, businesses, and organizations to increase services and opportunities offered to students and community members.	Administration,  College and Career Liasion,  Counseling Staff	Sign In Sheets, Meeting Minutes, Communication logs				
						

**Goal 5:** We will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration of 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 3:** Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

**Summative Evaluation:** 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.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Effectively use the RTI Process for behavior intervention and support.	Administration, Counselors, Teaching Staff	RTI meeting minutes, Counselor documentation				
2) Effectively use BAC for ED students for behavior support and intervention.	BAC teacher, Diagnostician, Administration	BAC student progress documentation, Classroom observations				
						

**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. LMS 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 across the district to ensure students are safe in the event of a crisis.

**Summative Evaluation:** 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.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Practice routine drills for crisis such as lockdowns, fires, and tornadoes.	Administration LMS Staff	The staff and students at LMS will successfully complete all drills. Documentation of drills will be kept.				
2) All students are required LMS issued ID badges at all times.	Administrations Teachers Hall Monitors	360 analysis.				
3) Beginning of the school year grade level orientations/assembly emphasizing campus expectations.	Administration Teachers	All LMS students and their parents will be invited to attend grade level orientation along with all staff members.				
4) Track discipline in 360 system in order to ensure that all students are held accountable for their behavior.	Administration Teachers Hall Monitors	360 analysis.				
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.	Mr. Lott Administrators Master Teacher	Student Academic Data Student Discipline Data				
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.	Counselors CIS Coordinator Administrators Nurse Health Teacher	Reduced number of behavioral and academic issues with students having any of the related problems and receiving services.				
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.	PE Teachers Health Teacher ROTC Instructor Karate Teacher Athletic Coaches Cheer Sponsor Dance Instructor	Students will have increased physical fitness.  199-\$1500				

 = Accomplished  = Considerable  = Some Progress  = 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. LMS teachers will continue to apply for grants approved by the district that align with district goals.**

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


**Summative Evaluation:** Evaluation indicators for fiscal responsibility will include documentation of internal controls, quarterly reporting, and professional development agendas and sign-in sheets.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 1) Use funds effectively to have the greatest impact on student achievement and are directly aligned with district and campus goals.	Campus Principal	Financial records Purchase orders				
						

**Goal 8: 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:** Ensure that students in need of assistance have been identified by Child Find and other means and directed to the necessary intervention.

**Summative Evaluation:** 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.


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The Turn Around Agenda will work with identified students.	Principal and Counselors	Students receive appropriate services in a timely manner.				
2) 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.	Principal, Master Teachers, and Career Teacher	Students scores will increase to 95% in all content areas, especially in reading and math.				
3) Local organizations will work with the school to assist with communication between home and school.	Principal and Counselors	There will be increased and more effective communication between home, school, and community.				
4) The staff will be trained on Child Find and the procedures to follow.	All staff	Children who need special services are reported to the SPED department.				
5) 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.	All staff	Staff members report incidents/cases where students are in need or in crisis using the proper procedures				
						



**Goal 9: We will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.**

**Performance Objective 1:** Ensure that students have access to and use technology and be able collaborate and communicate digitally in accordance with Texas Long Range Plan for Technology 2006-2020.

**Summative Evaluation:** Evaluation of technology will include students ability to complete Technology Applications at the mastery level and their ability to demonstrate technological proficiency and competence with through performance and products.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Assessments will be developed for CTE and Technology courses.	Principal, CATE/Technology Department	Data Results.				
2) CATE/Technology labs: Classrooms will be arranged to accommodate hands-on experience and project-based learning.	CATE/Technology Dept.	6 weeks project assessment graded by rubric.				
3) Teachers will receive professional development for mastering the eighth grade Technology TEKS as required by TEA.	Principals, Teachers, and Instructional Technology Staff	Documentation of Sessions. 80% or better score on an evaluation by Simple Assessment K12.				
4) Revisions of grade level IFD (instructional Focus Document) to align with grade level end of course exams.	Teaching and Learning Staff, Teachers	6 week assessments and at least 80% of students passing grade level assessment.				
5) Teachers and students will use Interactive White Boards as a tool to engage in instructional activities to address all learning styles.	Master Teachers and Career Teachers	95% of students will master all assessments.				
6) Students will use other technology such as netbooks, laptops, IPADS, tablets, cell phones, etc... to implement technology in the classroom.	Teachers TLT Team	Walkthroughs Observations				
						

# Title I

## Schoolwide Program Plan

LMS is currently a campus that has earned 2/7 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 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 teacher. 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.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

There is a need to increase the performance of students on the Writing STAAR for the 2016-2017 school year. Writing is the area where there is the most opportunity for growth.

Subject	2012	2013	2014	2015		2016	Variance
				w/out STAAR A	w/ STAAR A		
7 <sup>th</sup> Grade Math	66.7	77.8	78	76	62	-14	
8 <sup>th</sup> Grade Math	63.4	76.4	91	90	85	+1	
7 <sup>th</sup> Grade Reading	66.7	75.3	78	71	58	-13	
8 <sup>th</sup> Grade Reading	69.8	82.4	93	88	83	-5	
7 <sup>th</sup> Grade Writing	59.2	62.9	72	72	49	-23	
8 <sup>th</sup> Grade S. Studies	56.4	72.5	72	73	64	-9	
8 <sup>th</sup> Grade Science	54	72.1	78	77	73	-4	

## **2: Schoolwide Reform Strategies**

There will be a school wide emphasis on writing using a variety of methods with a special focus on organized written text, revising and editing, and persuasive writing. Teachers will implement the following: 1) Effective use of ELPS writing strategies. 2) Consistent use of R.A.F.T. and C.U.P.S. evident. 3) TALA academy techniques throughout the content areas 4) Effectively use DMAC data to assess student writing needs. 5) Score writing throughout the content areas. 6) Focus on PBL speaking/presentation skills. 7) Use of free response questions with rubrics for assessments. 8) Justifying solutions through writing.

## **3: Instruction by highly qualified professional teachers**

Instruction by highly qualified teachers will include the following:

- 1) Student centered lessons that are geared towards multiple learning styles (audio, visual, kinesthetic).
- 2) Use of the TIGERS Design Process and Gears of Learning to promote inquiry and problem solving skills.
- 3) A variety of student-centered learning activities where students are afforded the opportunity to think critically, solve problems, work in cooperative groups, and create products that demonstrate learning is taking place.
- 4) Informal and formal means of assessment in which the students have a clear indication of their performance in relation to expected learning outcomes.
- 5) A do-now or anticipatory set that motivates the learner, reviews prior learning, and makes connections to the new content being presented.

## **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

All professional development will be directly tied to reaching district and campus goals and will include the following:

- 1) New teacher support on classroom management and discipline.
- 2) Teacher support/training on writing effective lesson plans.
- 3) Legal workshops on sexual harrassments, special education, and blood borne pathogens.
- 4) Training on writing and implementing problem based learning.

- 5) Training on writing question items to test student expectations in a variety of ways.
- 6) Workshops on how to use the different technology programs/systems including TEAMS, DMAC, CSCOPE, EDUPHORIA, OFFICE 365, REVIEW 360, TAP PORTAL, ETC...
- 7) Continuous support through weekly cluster meeting on the TAP Rubric and teaching and learning best practices.
- 8) Data disaggregating and how to make data driven decisions to drive classroom instruction.

#### **5: Strategies to attract highly qualified teachers**

LMS scheduled interviews to attract high quality staff members on early mornings, weekends, and summer days off in order to ensure that the school was fully staffed with high quality teachers. Various activities to support and appreciate staff members are used to retain high quality teachers that are currently on campus and encourage others to join the teaching team. They include: teacher incentives for the classes with the highest passing percentages on exams, daily gifts during teacher appreciation week, and teacher support in any area desired to improve instruction and student achievement.

#### **6: Strategies to increase parental involvement**

To increase parental involvement the middle school has created a plan to include the following below:

- 1) Meet the Teacher Night/Open House.
- 2) Carnival Night (offered in the Spring) for a night of learning and fun with the LMS staff.
- 4) Monthly PTA meetings held at the campus.
- 5) All calls made home using School Messenger to keep parents informed of things on upcoming events.
- 6) Scheduled parent conferences at the teacher and/or parent's request.
- 7) Welcoming to participate in the Campus Improvement Plan Committee.
- 8) Encouraging parents to volunteer.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

N/A

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Various teachers make up the assessment writing team including master teachers, career teachers, special education teachers, and administrators. The common assessment writing team collaborates and meets in order to ensure that assessments are aligned to the student expectations and met the rigor level of the STAAR exam. Teachers have input on question items in addition to the pacing calendar and revisions/additions needed to the scope and sequence.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Interventions are offered to students weekly to ensure that any student experiencing difficulty will receive assistance immediately. Power School, S.W.I.M. Camp, tutoring, and after school clubs all offer support to students who are struggling with different areas. The campus monitors students' progress through the use of Istation, common assessments, and teacher observation. Students identified as needing extra help are invited to attend Power School, tutoring, and Saturday School when offered.

**10: Coordination and integration of federal, state and local services and programs**

State programs were integrated at the campus level through the implementation of the following below:

- 1) State SSI Initiative: 8th grade students who failed to meet the standard or the 1st/2nd administration of the Math/Reading (2016 exam were offered intervention through summer school and STAAR Academy.
- 2) Programs such as AVID and CTE (Career and Technology Education) implemented at the campus level to ensure that students are college and career ready.
- 3) Title I funding used to purchase supplemental resources, manipulatives, technology, supplies, and extra duty pay for teachers to increase student achievement.
- 4) Title II funding used to pay for school business substitutes so that teachers may attend professional development, workshop fees, conference registrations, and other trainings that teachers need to improve teacher performance to increase student achievement.
- 5) Compensatory funds used to purchase additional intervention/curriculum programs to support at risk students and increase student achievement.
- 6) Local funds used to support all school initiatives ties to the district and campus goals to increase student performance in the various subject areas.

7) TIFF 2 funds used to pay for the salaries/stipends to Master teachers in addition to the teacher performance incentive pay.