

Lancaster Independent School District

Elsie Robertson Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress
Top 25% Closing Performance Gaps



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 2017 - 2018 Campus Goals:

By the conclusion of the 2017-2018 school year, LMS will accomplish the goals below on the 2018 STAAR exam for the meets grade performance level.

1. LMS will increase 7th grade math meets performance level by 37 points.
2. LMS will increase 8th grade math meets performance level by 37 points.
3. LMS will increase 7th grade reading meets performance level by 35 points.
4. LMS will increased 8th grade reading meets performance level by 41 points.
5. LMS will increase 8th grade social studies meets performance level by 51 points.
6. LMS will increase 8th grade science meets performance level by 25 points.
7. LMS will increase 7th grade writing meets performance level by 38 points.
8. LMS will meet standard and receive 5 or more distinctions for performance on the 2018 STAAR exam.
9. LMS will increase parental involvement and support by 50% during the 2017-2018 school year.

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

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

Educators, parents and students share in the responsibility of developing well-rounded individuals.

Engaged, relevant learning experiences provide for a quality education leading to quality of life.

Learning is a life-long process that is enhanced by taking risks.

A person has the capacity to learn from past experiences.

Purposeful planning to meet individual student needs leads to intentional outcomes for student success.

LMS Vision:
Trendsetters of Educational Excellence

LMS Motto:
"We Believe, We Achieve"

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and 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

Table of Contents

Comprehensive Needs Assessment	10
Needs Assessment Overview	10
Demographics	11
Student Achievement	13
School Culture and Climate	15
Staff Quality, Recruitment, and Retention	17
Curriculum, Instruction, and Assessment	18
Family and Community Involvement	19
School Context and Organization	21
Technology	22
Comprehensive Needs Assessment Data Documentation	23
Goals	26
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.	26
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.	38
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.	41
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.	46
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.	48
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.	52
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.	54
Goal 8: We will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.	55

Goal 9: We will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.	57
System Safeguard Strategies	59
State Compensatory	63
Budget for Elsie Robertson Middle School:	63
Title I	64
Schoolwide Program Plan	64
Ten Schoolwide Components	64
Plan Notes	69

Comprehensive Needs Assessment

Needs Assessment Overview

After an examination of all data sources and analyzes of the information in the comprehensive needs assessment, we have identified a quick-list of needs for the 2017-2018 school year.

Summary of key items to positively impact student achievement:

- The campus must replace aging technology items such as projectors and white boards including maintaining replacement bulbs.
- Instructional software is needed to assist teachers with real time data to make instructional adjustments during the lesson.
- Parental and community involvement opportunities must increase infrequency and event time variation.
- There is a need for more campus time for professional development.
- As revealed by the 2017 STAAR data, there is a need for increasing student performance in our SPED, ELL, and GT student populations.
- Even though student performance in writing has increased from the previous year, our 2018 STAAR data indicates 7th Writing is still an area of need.

Demographics

Demographics Summary

Student Demographic				
	7 th Grade	8 th Grade	Total	% of Student Population
Students Enrolled	485	507	992	100%
Males	273	263	536	54%
Females	212	244	456	46%
Black	374	390	764	77%
Hispanic	91	100	191	19%
White	9	7	16	2%
Other	11	10	21	2%
At Risk	250	197	447	45%
SPED	41	43	84	8%
Econ. Disadvantage	447	463	911	92%
LEP	41	35	76	8%
GT	47	62	109	11%
504	42	23	65	7%

Demographics Strengths

The Lancaster Elsie Robertson STEM Middle School demographics offers an opportunity for growth and enrichment in the academic program. LMS has 66 professional classroom educators, 12 educators in instructional support and campus leadership, along with 17 paraprofessional staff members. The campus has 7th and 8th grade students. Our faculty membership includes a number of systems and supports designed to address the various learning styles of our students. We have 8 classroom teachers who serve as instructional support instructors designed to enhance the core instruction for learners.

LMS has 1017 students enrolled. Our attendance goal for a student body of our size is 98%. The chart above gives a snapshot of our student breakdown. Additionally, note our economically disadvantaged and at-risk populations are showing steady increase. As our population continues to increase in these two areas, we must continue to monitor our supports and interventions to ensure the success of every student.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As we continue to experience demographic changes in our ELL, At-Risk, and SPED populations, our student achievement in these areas has declined. **Root Cause:** With an increase in these areas, students are needing specific and increased supports to attain grade level proficiency. The campus must adjust the supports to ensure students who need the services are receiving the support.

Student Achievement

Student Achievement Summary

The 2017 STAAR Accountability results have been listed in the chart below. The chart shows a six-year trend for the 7th campus.

Subject	2012 Met Standard	2013 Met Standard	2014 Met Standard	2015 Met Standard	2016 Met Standard	2017 Met Standard	Difference Between 2016 and 2017
7th Reading STAAR	67%	75%	78%	71%	58%	65%	+7
8th Reading STAAR	70%	82%	93%	88%	83%	80%	-3
7th Writing STAAR	59%	63%	72%	72%	49%	59%	+10
7th Math STAAR	67%	78%	78%	76%	62%	70%	+8
8th Math STAAR	63%	76%	91%	90%	85%	87%	+2
Algebra I STAAR	97%	100%	100%	100%	100%	99%	-1
8th Science STAAR	54%	72%	78%	77%	73%	71%	-2
8th S. Studies STAAR	56%	73%	72%	73%	64%	64%	None
2017 8th Reading with 3rd Administration	83%						
2017 8th Math with 3rd Administration	89%						

Student Achievement Strengths

LMS STAAR results for 2017 featured several highlights to build upon for the next school year. Highlighted areas include:

- Overall, LMS improved its student achievement score by 3% when compared to 2016.
- LMS received two distinctions: 1) Top 25% in Student Progress and 2) Top 25% in Closing Student Performance Gaps
- 7th Grade STAAR Writing had a 10 point gain (20% gain compared to last year)
- 7th Grade STAAR Math had an 8 point gain (13% gain compared to last year)
- 7th Grade STAAR Reading had a 7 point gain (12% gain compared to last year)
- 8th Grade STAAR students performed comparatively better as 8th graders than their 7th grade year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a need to increase student performance in all 8th grade tested areas. There is currently a need to increase student performance in 7th grade reading and writing. A school-wide writing program will be implemented to increase student performance in this area. Also, there is a need to provide increased learning opportunities and enrichment activities for all students. **Root Cause:** Instruction in the classroom must adjust in real time to the growing needs of our student population. Intervention and supports cannot be delayed and instruction must adjust during the class period.

School Culture and Climate

School Culture and Climate Summary

LMS has an improving school climate and culture. The 2017 student survey showed an increase in positive responses to questions. The parent responses and feedback demonstrate a steady increase in the overall school approval. Campus surveys of teachers continue to show strong support for the direction of the campus. All survey responses indicate a campus that is ready for positive enhancements to school program. 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., Aquaponics Club and Poetry Club).

While our survey responses are pointing towards a more positive and nurturing campus, we are focused on developing a campus that is responsive to student and parent needs. Enhancing this area will allow our campus to position itself among the best in area both academically and in addressing social emotional needs.

School Culture and Climate Strengths

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

1. The college and career culture is being established by promoting college visits, college t-shirt day, college fairs, bringing in guest speakers, and various activities within the college and career area.
2. College symbols, logos, and pictures are displayed on the television screens each day throughout the school.
3. STEM is a school-wide focus for all teachers as they continue to incorporate technology and 21st Century learning skills regularly into their classroom instruction.
4. STEM Infinity courses will offer great exposure to engineering, math, science, and technology and will help to guide students to pursue career interests in STEM fields.
5. STEM 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.
6. The school has two school-wide STEM projects. Each grade level has assignments in the Aquaponics Lab and Gardening Lab.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 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. **Root Cause:** Less than 40% of the teachers have laptops that are less than 4 years old. The limited capacity and capabilities of the laptops hinder their academic performance in the classroom.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

LMS is in the process of developing a set of essential characteristics needed for our teachers and staff to be successful on our campus. We are continuing to develop systems designed to ensure stability of our instructional staff. Stability and continuous growth will allow a more experienced staff to greatly impact student achievement and address student needs. LMS has 13 teachers new to our campus. We had 7 teachers who resigned last year and 5 teachers who transferred to other positions within LISD. LMS had 1 teacher retire last year.

Staff Quality, Recruitment, and Retention Strengths

LMS will continue to seek new talent and individuals who can add to the success of the campus. The master teachers and administrators will provide weekly professional development opportunities for all teachers. In addition, new teacher will participate in a semester long new teacher academy/PLC. While attending the new teacher academy/PLC, teachers will participate in book studies, focus on good first instruction, learn how to implement research-based instructional strategies, and improving their performance utilizing the TAP rubric.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: LMS will need more experienced teachers in mathematics, science, technology and engineering in the future as the STEM focus increases. Several teachers have participated in and completed the STEM Masters Program. Currently, 16 of our teachers are participating in the 1:1 Integration Pilot and training sessions in order to increase student achievement and engagement through the use of technology. **Root Cause:** While the campus STEM program was featured in WFAA Channel 8 news story, greater exposure would lead to recruitment of highly qualified teachers in the STEM field.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

LMS currently uses TEKS Resource (TCMPC) in addition to various supplemental resources for curriculum. Lesson planning sessions utilize the Instructional Focus Documents to gain a greater understanding of Texas Essential Knowledge and Skills statements. LMS teachers receive support from Master Teachers and Administrators during cluster meetings. Our sessions are also enhanced by our participation in the Region 10 Lesson Plan Study. Assessments are written and revised by career teachers, Master Teachers, Mentor Teachers, and district specialists/coordinators to ensure that teaching, assessments, and the curriculum are all aligned. Other supplemental resources include, but are not limited to, Region 4 Supplemental STAAR Resources, STAAR Mission, Istation, Measuring UP, and the use of the state adopted textbooks/online materials.

Curriculum, Instruction, and Assessment Strengths

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

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, Parent/Student Orientation, CIP meetings, and SBDM meeting.

Family and Community Involvement Strengths

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

1. Parent/Student Orientation
2. Open House/Meet the Teacher Night
3. Community in Schools
4. Active PTA
5. Campus Improvement Committees
6. Parent volunteers welcome
7. Campus tours for parents/families of incoming students
8. Special Town Hall sessions
9. Walk the Hall Moms

Problem Statements Identifying Family and Community Involvement Needs

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

School Context and Organization

School Context and Organization Summary

The campus has a principal, associate principal, one 7th grade house principal, and one 8th grade house principal. The school's leadership team also includes 3 TAP Master Teachers (one for each core subject: math, science, and reading) and a S. Studies Dept. Chair. There are approximately 90 faculty members (66 teachers and 24 paraprofessionals/professionals). LMS has pockets of success throughout the campus. Each area has bright spots and opportunities for growth. The leadership is focused on a campus that performs at its optimal level.

School Context and Organization Strengths

There are various levels of support for the teachers to aid with classroom management and instructional needs. There are several campus professional development workshops to support new teachers with learning the pedagogy and managing behavior presented by the house principals. In addition, TAP 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).

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

LMS is committed to an Increased access approach to technology for the 2017-2018 school year. Our focus includes more classes in our SMART Classroom with 30 All in One Computer, tablets/IPADS, additional carts of Chromebooks, and 1:1 Technology Integration Pilot program. Technology is improving at LMS, but more technology and ongoing campus-wide access to WiFi is still 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 Chromebooks is desired (class sets for all core teachers).

Technology Strengths

The commitment to technology in the classrooms in LISD has not been more evident than the 2017-2018 school year. The campus has received approval for all classrooms to fully integrate ChromeBooks into the curriculum. Each class will have a set of ChromeBooks. Additionally,

1. All LMS teachers in addition to some paraprofessionals will receive new laptops.
2. 40% of teachers have received Promethean Boards, Smart Boards, or other forms of Interactive Whiteboard technology.
3. 85 laptops 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 STAAR test online.
5. 16 teachers are participating in the 1:1 Technology Pilot and trainings.

Problem Statements Identifying Technology Needs

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

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

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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates 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: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (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
- Observation Survey results
- 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
- 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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

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.











Evaluation Data Source(s) 1: Evidence of increased student performance will be monitored through implementation of TEKS Resource, Istation, All In Learning, Study Island, Achieve 3000, review of assessment data, intervention documentation and staff development documentation.

LMS: Cluster documentation, Power Walks data, 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.

Summative Evaluation 1:

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

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) We will maintain our goal of raising the percentage of students meeting the state passing standard/approaches to 99%, meets to 75%, and masters to 35%. Instructional support will be provided to strengthen teacher capacity through cluster meetings, modeling and lesson planning in which Mentor and Master Teachers will equip career teachers to use and apply the best instructional practices w/ an emphasis on process skills.</p>	<p>1, 2, 3, 4, 6, 8, 9, 10</p>	<p>Classroom Teachers and TLT Team</p>	<p>Improve STAAR results.</p> <p>Authentic student work displayed on bulletin boards, portfolios, and other.</p> <p>Weekly mini assessments, CFAs, BMK, and Mock STAAR that show growth/increase from the administration of one test to another.</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>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Analyze instructional capacity of teachers using EEPASS data, Power Walks data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.</p>	<p>1, 2, 3, 4, 5, 8, 9, 10</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>weekly exams, 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>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.</p>	1, 2, 3, 4, 6, 8, 9, 10	Master Teachers, Career Teachers, and Administrators	Improve scores and STAAR Results. Authentic student work displayed on bulletin boards, portfolios, and other. Weekly exams, 3 week CFAs, and benchmark assessments. Teacher observation and evaluation of instructional practices.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</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>	1, 2, 3, 4, 8, 9, 10	Master Teachers, Career Teachers, and Administrators	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. 199-12 7500 Gen. Supplies 199-12K Admin PD 199-10500 PD Travel 211 Tech 5500 199-33000 Supplies				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</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>	1, 2, 3, 4, 8, 9, 10	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.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <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.</p>	1, 2, 3, 4, 8, 9, 10	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.				
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

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).

Evaluation Data Source(s) 2: Evidence of increased student achievement in math will be determined by analysis of data from intervention documentation, software reports, assessment reports and related professional development documentation. LMS: Evidence through CFA and benchmark data in addition to progress monitoring through iStation, Study Island, and/or Motivational Math will be used as documentation to determine increased student performance.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>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.</p>	1, 2, 3, 4, 8, 9	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>				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) The TLT team will conduct daily walkthroughs/Power Walks in order to gather evidence that TAP instructional strategies are being used to cater to the needs of struggling students.</p>	1, 2, 3, 4, 8, 9	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 walkthroughs/Power Walks</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  = Continue/Modify  = 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.

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

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.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Establish a school wide tutorial system that incorporates incentives for teachers and students.</p>	1, 2, 3, 4, 8, 9, 10	Classroom Teachers Master Teachers Administrators	Student achievement will be monitored according to CFAs and Benchmarks. 211-\$2000 Tutoring	✓			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>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).</p>	1, 2, 6, 10	Classroom Teachers Master Teachers Administrators	Student achievement will be monitored according to CFAs and Benchmarks. 211-\$2500	✓			
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 4: Evidence of increased student performance for identified at-risk students as determined by intervention documentation, developed academic improvement plans and data analysis of student assessment performance. LMS: Evidence of at-risk student performance will be monitored using DMAC, teacher observation, and progress monitoring through the use of Istation.

Summative Evaluation 4:







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

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

Summative Evaluation 5:

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

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>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.</p>	1, 2, 3, 4, 8, 9, 10	Teachers, Administration	<p>CFAs, benchmarks, and Formative Assessment Data Reflection of hotspots and student in need.</p> <p>Data Reflection Guides and Conferences</p> <p>Attendance Records (Power School, SWIM Camp, and Saturday Tutorials)</p> <p>Classroom Walkthroughs</p> <p>211 \$2500 Snacks \$1500 211 Supplies</p>	✓			
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>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, Free Dress Pass, and Bike Raffle).</p>	1, 2, 5, 6, 8, 9, 10	Teachers, Administration	Increased student participation--Attendance Records (Power School, SWIM Camp, and Saturday Tutorials)	✓			
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							








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.

Evaluation Data Source(s) 6: Student proficiency will be determined by analysis of data from benchmarks in identified grades, lesson plan documentation of incorporated technology standards in lesson plans and required annual technology reporting. LMS: Student proficiency will be demonstrated through application of technology standards in PBLs, classrooms, and other assignments.

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Selected teachers will attend PBL trainings and implement PBLs in the classroom including technology components.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	Selected teachers, Administrators, Master teachers	<p>PBL project implementation will be evident through classroom observations and lesson planning documentation.</p> <p>199 \$10,500 211 3000 PD</p>	✓			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) SMART classrooms will be fully utilized by the STEM Infinity and/or core teachers to effectively implement STEM.</p>	1, 2, 3, 4, 5, 6, 8, 9, 10	STEM Infinity Teachers Core Teachers	<p>Classroom observations and lesson plans.</p> <p>199-13 5000 Supplies</p>	✓			

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Teachers will incorporate technology into the classroom regularly so that student exposure to software and programs is frequent (i.e. 1:1 Technology Integration Pilot).</p>	<p>1, 2, 3, 4, 8, 9, 10</p>	<p>Classroom teachers</p>	<p>Classroom observations and lesson plans. 211 9900</p>	<p></p>			
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 7: 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.

Summative Evaluation 7:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>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.</p>	1, 2, 3, 8, 9, 10	Career Teachers and Administration	<p>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.</p> <p>\$9900 211</p>	✓			

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.

Evaluation Data Source(s) 8: Evidence of increased implementation of information and communication technology will be determined through software inventories and usage reports, professional development for tools and resources documentation, and technology inventories. LMS: Usage reports, observations, and forms of communication documented will be used to determine the level of implementation.

Summative Evaluation 8:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>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.</p>	1, 2, 3, 10	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.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Seek outside experienced teachers that have the knowledge and expertise to provide innovative instruction to ensure that our students are college and career ready and equipped with 21st century skills.</p>	1, 2, 3, 5	Administration	<p>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.</p> <p>199-23 \$1000</p>	✔			

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.

Evaluation Data Source(s) 2: 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.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>1) LMS will utilize its AVID and counseling department to design college visits and increase interest in our AVID club. Additionally, we will utilize our ELAR department to practice writing entrance letters. We will also use our STEM classes to expose students to the CCRS standards.</p>	1, 2, 3, 9, 10	LMS Administration	The students at LMS will be familiar with the CCRS standards and develop college ready skills.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 3: 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.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) LMS will effectively use TAP stipends for master teachers to effectively recruit staff members for high need areas.</p>	1, 2, 3, 5, 10	Administration	High need areas will be filled with highly qualified individuals.	✓			
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>1) LMS will frequently update the monitors and marquee outside the school to reflect current information for students and parents.</p>	1, 6	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.

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>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.</p>	1, 6, 10	Technology Teachers, Journalism Teachers, Audio/Video Teacher	The website will have updated photos and events displayed to communicate the school activities to the community. The campus calendar will be updated to include campus activities and Mr. Josephs will communicate to parents through weekly newsletter.	✓			

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.

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

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>1) LMS will regularly use the school messenger system to make frequent communication with parents.</p>	1, 6	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.

Evaluation Data Source(s) 4: Evidenced by district newsletters, campus newsletters, district information included in the City of Lancaster publications, and the high school media/journalism LISD Courier publication.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>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. Stakeholders will also be notified via Remind 101 and the campus website.</p>	1, 6, 10	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.

Evaluation Data Source(s) 5: Evidenced by posts on the Lancaster ISD iWebo, Twitter, You Tube and Facebook. Feedback from subscribers to the District’s iWebo, Twitter, YouTube and Facebook.

Summative Evaluation 5:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>1) Keep parents, students, and/or the community informed with the use of postcards, letter, emails, phone blasts, PTA, SBDM, Town Hall Meetings, Father's Club, Google classroom, and/or campus website (i.e., Edmodo.com and http://lms.lancasterisd.org/).</p>	1, 6	Administration PTA	Parents will be knowledgeable of school procedures. \$3000 211	✔			

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.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>1) LMS will utilize the Community in Schools, school counselors, and campus AVID program to enable students to develop academic and career goals.</p>	1, 2, 3, 4, 8, 9, 10	LMS Teaching Staff, College and Career Liaison, Counseling Staff, Administration, AVID teacher	<p>Students will wear college t-shirts each Wed.</p> <p>Campus visit and guest speaker documentation.</p> <p>College and Career Center calendar of events.</p>				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>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.</p>	1, 2, 3, 4, 8, 9, 10	LMS Teaching Staff, College and Career Liaison, Counseling Staff, Administration, AVID teacher	<p>Students will wear college t-shirts each Wed.</p> <p>Campus visit and guest speaker documentation.</p> <p>College and Career Center calendar of events.</p> <p>199-13 \$1500</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

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

Summative Evaluation 2:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) Documentation of all campus meetings, activities, professional development, and communications will be kept.</p>	1, 2, 4, 10	TLT Team Administration Meeting Facilitators	Sign In Sheets, Logs, Emails, Meeting Minutes				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							




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.

Evaluation Data Source(s) 1: Evaluation indicators will include character program selection, documentation of student leadership development, documentation of character program activities on each campus in lesson plans, scheduled events and programs.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>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.).</p>	1, 2, 6, 10	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.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) Each identified student (according to RTI, 504, IEPs, and/or BIPs) will have an Individual Academic Plan created for him/her based on his/her needs in order to achieve academic growth and achievement.</p>	1, 2, 3, 9, 10	Teachers Administrators Master Teachers	Updates to student profiles will be reflected with in DMAC with any special interventions documented using the DMAC RTI system.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) The campus will promote post secondary education and social skills through collegiate activities (i.e. step shows, stage plays, reenactments, speak out lounge/club, and opportunities to hear from LMS/LISD alumni during career day and college events).</p>	1, 6, 10	Counselors, Teachers, Principals, Assistant Principals,	95% of the students will experience college awareness. 211 \$1500				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Teachers will conduct goal and mentoring sessions with students individually.</p>	1, 2, 3, 8, 10	Teachers	Students will begin to set challenging goals independently.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>5) The campus will implement and promote an Anti-Bullying /Cyber Bullying Awareness Campaign, and provide opportunities for someone to anonymously report bullying.</p>	1, 2, 3, 9, 10	Counselors, Community in Schools, LISD Police, administrators, nurse, Technology.	Students will respect each other and not engage in bullying activities. Increased bully reporting and decrease bullying incidents on campus. 211 \$1500				






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

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

Evaluation Data Source(s) 2: 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.

Summative Evaluation 2:



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Create partnerships with the local agencies, churches, businesses, and organizations to increase services and opportunities offered to students and community members.</p>	1, 2, 6, 10	Administration, College and Career Liaison, Counseling Staff	Sign In Sheets, Meeting Minutes, Communication logs				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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.

Evaluation Data Source(s) 3: Evaluation indicators will include meeting agendas, sign-in sheets, and lesson plan documentation of programs and activities for teacher, parent, and student awareness of disciplinary procedures, prevention of sexual abuse, dating violence, school health programs, and issues related to dropout rate, attendance, and graduation rate.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 6 1) Effectively use the RTI Process for behavior intervention and support.	1, 2, 9, 10	Administration, Counselors, Teaching Staff	RTI meeting minutes, teacher and counselor documentation				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 2) Effectively use BAC for ED students for behavior support and intervention.	1, 2, 3, 9, 10	BAC teacher, Diagnostician, Administration	BAC student progress documentation, Classroom observations				

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











Goal 6: Lancaster ISD will develop and/or refine for all the students, staff, and facilities strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness. 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.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 6</p> <p>1) Practice routine drills for crisis such as lockdowns, fires, and tornadoes.</p>	1	Administration LMS Staff	The staff and students at LMS will successfully complete all drills. Documentation of drills will be kept.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 6</p> <p>2) All students are required to wear their LMS issued ID badges at all times.</p>	1	Administrations Teachers Hall Monitors	360 analysis.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Beginning of the school year grade level orientations/assembly emphasizing campus expectations.</p>	1, 6	Administration Teachers	In fostering a positive parent partnership, all LMS students and their parents will be invited to attend grade level orientation along with all staff members.				

<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Track discipline in 360 system in order to ensure that all students are held accountable for their behavior.</p>	1	Administration Teachers Hall Monitors	360 analysis.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>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.</p>	1, 2	Mr. Lott Administrators Master Teacher	Student Academic Data Student Discipline Data				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>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.</p>	1, 2, 6	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.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>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.</p>	1, 6	PE Teachers Health Teacher ROTC Instructor Karate Teacher Athletic Coaches Cheer Sponsor Dance Instructor	Students will have increased physical fitness. 199-\$1500				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

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

Summative Evaluation 1:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) 1) Use funds effectively to have the greatest impact on student achievement and are directly aligned with district and campus goals.</p>	10	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.

Evaluation Data Source(s) 1: Evaluation of intervention programs and services will include teacher documentation, students' academic achievement on formative and summative assessments, and student growth in terms of value add on the reading and math state assessments.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Intervention and enrichment time will be held during the school day as well as the implementation of Power School and SWIM Camp to provide extensive academic support.</p>	1, 2, 3, 9, 10	Principal, Master Teachers, and Career Teacher	Students scores will increase to 95% in all content areas, especially in reading and math.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Local organizations will work with the school to assist with communication between home and school (i.e. Community in Schools).</p>	1, 2, 6	Principal and Counselors	There will be increased and more effective communication between home, school, and community.				
<p>System Safeguard Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) The staff will be trained on Child Find and the procedures to follow.</p>	1, 2, 8, 10	All staff	Children who need special services are reported to the SPED department.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) 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.</p>	1, 2, 6, 10	All staff	Staff members report incidents/cases where students are in need or in crisis using the proper procedures	✓			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>5) The Turn Around Agenda will work with identified students.</p>	1	Principal and Counselors	Students receive appropriate services in a timely manner.	✗			
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 1: Evaluation of technology will include students ability to demonstrate technological proficiency and competence through performance and products.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>1) Assessments will be developed for CTE and Technology courses.</p>	1, 2, 8, 10	Principal and CTE/Technology Department	Data Results.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>2) CTE/Technology labs: Classrooms will be arranged to accommodate hands-on experience and project-based learning.</p>	1, 2, 8, 10	Principal and CTE/Technology Dept	6 weeks project assessment graded by rubric.				
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Revisions of grade level IFD (instructional Focus Document) to align with grade level end of course exams.</p>	1, 2, 3, 8, 10	Teaching and Learning Staff, Teachers	Weekly assessments, CFAs, BMK, Mock STAAR tests and at least 85% of students passing grade level assessment.				

<p>PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>4) Teachers and students will use effective technology tools as a tool to engage in instructional activities to address all learning styles.</p>	1, 2, 3, 8, 10	Master Teachers and Career Teachers	95% of students will master all assessments.	✓			
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>5) Students will use other technology such as Chromebooks, laptops, IPADS, tablets, cell phones, etc... to implement technology in the classroom.</p>	1, 2, 10	Teachers TLT Team	Walkthroughs Observations	✓			

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

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	We will maintain our goal of raising the percentage of students meeting the state passing standard/approaches to 99%, meets to 75%, and masters to 35%. Instructional support will be provided to strengthen teacher capacity through cluster meetings, modeling and lesson planning in which Mentor and Master Teachers will equip career teachers to use and apply the best instructional practices w/ an emphasis on process skills.
1	1	2	Analyze instructional capacity of teachers using EEPASS data, Power Walks data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.
1	1	3	Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.
1	1	4	The TLT will develop an PD action plan to ensure teacher and students' needs are met. Master Teacher/Admin. will monitor, support, and coach career teachers on action plan items.
1	1	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.
1	1	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.
1	2	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.
1	2	2	The TLT team will conduct daily walkthroughs/Power Walks in order to gather evidence that TAP instructional strategies are being used to cater to the needs of struggling students.
1	3	1	Establish a school wide tutorial system that incorporates incentives for teachers and students.
1	3	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).
1	5	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.
1	5	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, Free Dress Pass, and Bike Raffle).

Goal	Objective	Strategy	Description
1	6	1	Selected teachers will attend PBL trainings and implement PBLs in the classroom including technology components.
1	6	2	SMART classrooms will be fully utilized by the STEM Infinity and/or core teachers to effectively implement STEM.
1	6	3	Teachers will incorporate technology into the classroom regularly so that student exposure to software and programs is frequent (i.e. 1:1 Technology Integration Pilot).
1	7	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.
1	8	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.
2	1	1	Seek outside experienced teachers that have the knowledge and expertise to provide innovative instruction to ensure that our students are college and career ready and equipped with 21st century skills.
2	2	1	LMS will utilize its AVID and counseling department to design college visits and increase interest in our AVID club. Additionally, we will utilize our ELAR department to practice writing entrance letters. We will also use our STEM classes to expose students to the CCRS standards.
2	3	1	LMS will effectively use TAP stipends for master teachers to effectively recruit staff members for high need areas.
3	1	1	LMS will frequently update the monitors and marquee outside the school to reflect current information for students and parents.
3	2	1	The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.
3	3	1	LMS will regularly use the school messenger system to make frequent communication with parents.
3	4	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. Stakeholders will also be notified via Remind 101 and the campus website.
3	5	1	Keep parents, students, and/or the community informed with the use of postcards, letter, emails, phone blasts, PTA, SBDM, Town Hall Meetings, Father's Club, Google classroom, and/or campus website (i.e., Edmodo.com and http://lms.lancasterisd.org/).
4	1	1	LMS will utilize the Community in Schools, school counselors, and campus AVID program to enable students to develop academic and career goals.
4	1	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.
4	2	1	Documentation of all campus meetings, activities, professional development, and communications will be kept.
5	1	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.).

Goal	Objective	Strategy	Description
5	1	2	Each identified student (according to RTI, 504, IEPs, and/or BIPs) will have an Individual Academic Plan created for him/her based on his/her needs in order to achieve academic growth and achievement.
5	1	3	The campus will promote post secondary education and social skills through collegiate activities (i.e. step shows, stage plays, reenactments, speak out lounge/club, and opportunities to hear from LMS/LISD alumni during career day and college events).
5	1	4	Teachers will conduct goal and mentoring sessions with students individually.
5	1	5	The campus will implement and promote an Anti- Bullying /Cyber Bullying Awareness Campaign, and provide opportunities for someone to anonymously report bullying.
5	2	1	Create partnerships with the local agencies, churches, businesses, and organizations to increase services and opportunities offered to students and community members.
5	3	1	Effectively use the RTI Process for behavior intervention and support.
5	3	2	Effectively use BAC for ED students for behavior support and intervention.
6	1	1	Practice routine drills for crisis such as lockdowns, fires, and tornadoes.
6	1	2	All students are required to wear their LMS issued ID badges at all times.
6	1	3	Beginning of the school year grade level orientations/assembly emphasizing campus expectations.
6	1	4	Track discipline in 360 system in order to ensure that all students are held accountable for their behavior.
6	1	5	Effective use of the Students in Transition Program (S.I.T.) to help students with behavioral problems to succeed and reach academic goals. S.I.T. also reduces the amount of students sent to DAEP and is an in house intervention program for students with discipline problems.
6	1	6	Students will receive counseling, advice, mentoring, and other services to deal with bullying, drug use, pregnancy, dropout prevention, attendance/truancy issues, mental wellness, and suicide prevention.
6	1	7	LMS will promote physical wellness with students through the use of PE, athletics, cheerleading, dance, karate, ROTC and through the instruction of the health curriculum.
7	1	1	1) Use funds effectively to have the greatest impact on student achievement and are directly aligned with district and campus goals.
8	1	1	Intervention and enrichment time will be held during the school day as well as the implementation of Power School and SWIM Camp to provide extensive academic support.
8	1	2	Local organizations will work with the school to assist with communication between home and school (i.e. Community in Schools).
8	1	3	The staff will be trained on Child Find and the procedures to follow.

Goal	Objective	Strategy	Description
8	1	4	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.
8	1	5	The Turn Around Agenda will work with identified students.
9	1	1	Assessments will be developed for CTE and Technology courses.
9	1	2	CTE/Technology labs: Classrooms will be arranged to accommodate hands-on experience and project-based learning.
9	1	3	Revisions of grade level IFD (instructional Focus Document) to align with grade level end of course exams.
9	1	5	Students will use other technology such as Chromebooks, laptops, IPADS, tablets, cell phones, etc... to implement technology in the classroom.

State Compensatory

Budget for Elsie Robertson Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
041-6116	6116 Extra Duty Stipend - Locally Defined	\$13,000.00
6100 Subtotal:		\$13,000.00
6400 Other Operating Costs		
041-6494	6412 Student Travel	\$5,000.00
6400 Subtotal:		\$5,000.00

Title I

Schoolwide Program Plan

LMS is currently a campus that has earned 2 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 2017-2018 school year. Writing is the area where there is the most opportunity for growth.

Subject	2012 Met Standard	2013 Met Standard	2014 Met Standard	2015 Met Standard	2016 Met Standard	2017 Met Standard	Difference Between 2016 and 2017
7th Reading STAAR	67%	75%	78%	71%	58%	65%	+7
8th Reading STAAR	70%	82%	93%	88%	83%	80%	-3
7th Writing STAAR	59%	63%	72%	72%	49%	59%	+10
7th Math STAAR	67%	78%	78%	76%	62%	70%	+8

8th Math STAAR	63%	76%	91%	90%	85%	87%	+2
Algebra I STAAR	97%	100%	100%	100%	100%	99%	-1
8th Science STAAR	54%	72%	78%	77%	73%	71%	-2
8th S. Studies STAAR	56%	73%	72%	73%	64%	64%	None
2017 8th Reading with 3rd Administration	83%						
2017 8th Math with 3rd Administration	89%						

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 harassment, 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, TEKS Resource, 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, 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, mentor 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 (2017 exam) were offered intervention through summer school.
- 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.

Plan Notes

2017-2018 LMS Title 1 Expenditures

Expenditure	Amount	Status
All In Learning - Instructional Package	\$14000	
All In Learning - Professional Development and Support (1 year)	\$4900	
Parent Resource and Connection	\$2500	
2nd Aquaponics Lab - Equipment	\$7900	
Study Island - homework and tutorial assistance	\$12000	
All In One Dictionaries	\$6000	
ELAR reading Materials	\$6000	
Concepts in Engineering	\$2800	
Instructional Support Items- supplies for LMS classrooms	\$12000	
	\$65300	