

Luling Independent School District
Luling High School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Mission Statement

Provide a challenging, rigorous curriculum that develops citizens that are prepared, empowered, and inspired to make positive contributions in our communities.

Vision

Educate Every Child, Every Day

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As of the 2017-2018 school year, Luling High School served approximately 386 students in grades 9-12. The student composition by grade level was, as follows: 111 freshmen students, 90 sophomore students, 110 junior students, and 75 senior students. The student composition by ethnic group was, as follows: 67% Hispanic, 27% Anglo, 4% African-American, and 2% Two or more races. As a Title I school, the LHS student population had 67% of the students who were identified as economically disadvantaged. At LHS, there were 202 students, which represents 52% of the student population, who have been identified as At-Risk. The average daily attendance rate for all students for 2017-2018 was 95%. LHS served 26 English Language Learners, which represented 8% of the student population. In addition, LHS served 18 students who were identified as Gifted and Talented; this total represented 5% of the student population. Those students who were identified with a qualifying disability for special education services total 47, which accounted for 12% of the student population. Furthermore, LHS served 297 students in the Career and Technology Education (CTE) program; the student population representation was 77%. The staff population is 66% Anglo, 14% Hispanic, 14% African-American, and 6% Asian. The staff gender breakdown is 37% male and 67% female.

Demographics Strengths

LHS students have a wide range of experiences and skills from which to build an educational foundation. Many students are already employed and possess industry skills.

Student Achievement

Student Achievement Summary

Luling High School received a rating of "Met Standard," including three (3) academic distinctions: Academic Achievement in Mathematics, Academic Achievement in Science, and Top 25 Percent: Comparative Academic Growth on the 2018 Accountability Rating. The student achievement of Luling High School as indicated on the STAAR EOC assessments are: 58% in ELA/Reading (English I & II), 84% in Mathematics (Algebra I), 86% in Science (Biology), and 85% in Social Studies (US History).

Student Achievement Strengths

The following strengths are listed below:

Overall, LHS "Met Standard" for the last 6 years (2013, 2014, 2015, 2016, 2017, and 2018). Including, the campus received three (3) academic distinctions this year, 2018, the most for LHS since the beginning of the current accountability system and the first distinction received since 2015.

English - STAAR EOC

Spring 2018 Administration: 60% pass rate for 1st time test takers on English I, 18% increase from 2017.

72% pass rate for All Testers on English I, 10% increase from 2017.

73% pass rate for All Testers on English II, 22% increase from 2017.

Math - STAAR EOC

Spring 2018 Administration: 90% pass rate for 1st time test takers on Math (Algebra I), 6% increase from 2017.

84% pass rate for All Testers, 15% increase from 2017.

Science - STAAR EOC

Spring 2018 Administration: 92% pass rate for 1st time test takers on Science (Biology), 13% increase from 2017

86% pass rate for All Testers, 13% increase from 2017.

Social Studies - STAAR EOC

Spring 2018 Administration: 89% pass rate for 1st time test takers on Social Studies (US History), 2% increase from 2017.

65% rate for Meets Grade Level, 14% increase and 34% rate for Masters, 16% increase from 2017.

School Culture and Climate

School Culture and Climate Summary

LHS has gone through many changes over the last few years - teaching staff and administration. Over the past few years, the campus has experienced an average teacher turnover rate of approximately 26%. LHS has experienced some leadership consistency since 2013. LHS has had a total of three principals since 2013. The consistency in campus leadership has supported a consistent teaching staff from 2014-15 to 2015-16; the campus lost eleven (11) teachers and three (3) administrators (two (2) counselors and athletic director) at the end of the 2017-2018 school year. Having a stable teaching staff the few years has directly affected student behaviors and expectations. In addition, the campus climate and culture has taken a positive turn which has affected the academic performance of all students.

School Culture and Climate Strengths

LHS teachers and administrators have received training in Positive Behavioral Intervention and Supports (PBIS) and parts of Capturing Kids' Hearts. LHS has placed a greater emphasis on academics which has resulted in positive momentum with the state assessment. LHS has had a effective teaching staff who have the best interest of students at heart. LHS has a positive behavior support team who have developed consistent non-negotiable expectations/behaviors including operational definitions for expectations. Teacher buy-in has positively affected the learning in the classrooms.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: LHS needs to continue to emphasize academics, increased rigor, and increase the attendance rate.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

LHS campus administration has actively recruited, hired and retained a highly qualified and effective teaching staff.

Staff Quality, Recruitment, and Retention Strengths

Campus administration has sought and received support from District administration to provide retention/sign-on bonuses and stipends to those teachers who are assigned to high needs areas. The retention/sign-on bonuses and stipends have allowed campus administration to recruit and attempt to retain highly effective teachers.

- Immediate Feedback From Administrator Walkthroughs and Evaluations
- High Quality Professional Development
- Interview Process That Includes Teaching Piece
- District and campus mentor-ship program
- Collaborative Teaching Teams
- Professional Learning Communities (PLC)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: LHS needs to continue to recruit and retain highly effective teaching staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

LHS plans and delivers instruction based on the district approved curriculum - TEKS Resource System (TRS). The expectation of the campus instructional leadership team is for the core content teachers to use the various components (Scope and Sequence, Instructional Focus Document, Performance Assessments, Unit Assessments, etc.) to ensure that all TEKS are being taught. In addition, campus staff analyze data from various sources (previous year STAAR assessments, unit assessments, benchmarks, performance assessments) to plan instruction, intervention, and acceleration.

LHS has placed a greater emphasis on CTE course offerings to meet the requirements of the endorsements as specified in HB5 and new state accountability system. In the summer of 2018, LHS added additional programs of study including Cosmetology, Culinary Arts, Education Training, and Auto Tech. LHS is continuing its partnership with Austin Community-College (ACC) including the Practicum Health Science program.

LHS continues to increase enrollment in Advanced Placement courses.

Curriculum, Instruction, and Assessment Strengths

LHS utilizes an aligned curriculum - TEKS Resource System. The instructional leadership team which includes campus administrators and the Director of Secondary Curriculum and Instruction, are utilized to support the classroom teacher with planning and delivery of instruction. The instructional leadership team conduct regular walk-throughs and instructional conversations with teachers. All students are assigned to an intervention period, called Eagle Pride Time (EPT). During EPT, students are assigned to one of the following based on his/her individual needs: targeted intervention to improve performances on state assessments; prepare for SAT/ACT/TSI testing, or complete all senior year requirements such as college applications and FAFSA.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: LHS must continue to plan for engaging, rigorous instruction across the campus. Student must be working on higher level thinking for grades 9-12. The continued use of walk-throughs and conferencing with teachers during professional learning communities (PLCs), identifying areas of needed professional development, and utilizing district support to provide training.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents are encouraged to participate in the Student Health Advisory Council (SHAC), campus site based decision making committees, and the district site based committee. Parents volunteer to assist in extracurricular booster clubs. Parents and community members serve on the hiring committees. We have increased the community's involvement in developing partnership with LHS.

Parent and Community Engagement Strengths

- Increase communication through the campus/district website, Facebook, and CTE newsletters.
- SHAC (Student Health Advisory Council)
- College and Career Fair (Fall 2018)
- Student organizations (Student Council, NHS, Key Club) participate in community-wide service projects.
- Cheerleaders host a mini-cheer camp
- Art Society hosted an children art camp
- FAA partnered with local 4H organization
- Positive behavior incentives implemented with community support
- LHS continued a "Distinguished Alumni" program
- Feature recent LHS graduate
- Parental/community support for extra-curricular activities

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Improve parental awareness of Parent Portal and greater opportunity for parental input and involvement.

School Context and Organization

School Context and Organization Summary

The district administrators meet on regular basis to discuss data, prioritize needs and communicate expectations. Campus administration meets weekly on Mondays. Departments meet with the instructional leadership team weekly during PLCs, grade level planning meetings occur every six weeks, and faculty meetings are held on a bi-weekly basis. There is a high level of expectations communicated to all faculty, staff, and students.

School Context and Organization Strengths

- Staff
- Administrative Leadership
- Resources
- Learning Environment
- Technology Infrastructure

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Providing consistent feedback, promoting collaboration, and meeting the needs of both new and experienced teachers.

Technology

Technology Summary

Instructional technology is available to teachers and students which includes interactive white boards in the math classrooms, Computer On Wheels (COWs) and iPad carts, and document cameras and projectors in every room. Also, during the start of the 2018-2019 school year, the audio/video classroom received a new classroom set of Apple iMacs. The library received twenty (20) and the Counseling Center received six (6) Apple iMacs for student use. One of the COWs were replaced with new laptops.

Technology is effectively used for instructional and interventions; however, staff development to increase teachers' skills and aptitude in integrating available technology into instruction is required. Teachers' proficiency levels vary, and the more proficient a teacher is, the more it is used in the classroom to engage students. A yearly snapshot of staff knowledge, skill and integration is provided in the campus STAR chart survey. The instructional leadership team has been working with staff to become proficient with Google Drive and Classroom.

Technology Strengths

There is a great deal of technology available. Desktops, laptops, and i-pads are effectively and regularly used for instructional purposes. Teachers are proficient at using a variety of teacher tools (i.e. Gradebook, Eduphoria, Lead4Ward, TRS curriculum, etc.).

LHS has five (5) computer labs, three of those labs are available for teachers to reserve on a regular basis. In addition, the library has twenty (20) computers available as well for teachers/students to utilize.

Problem Statements Identifying Technology Needs

Problem Statement 1: LHS staff need professional development with the integration of technology into everyday instruction.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate's degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality 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 engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

Goals

Goal 1: All campuses will meet or exceed the state accountability standards.



Performance Objective 1: The percent of students reading on grade level will increase by 2 percentage points in 2018-2019.


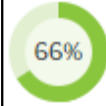

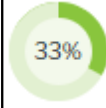

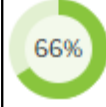
The percentage of students on grade level in math will increase by 2 percentage points in 2018-19.


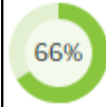

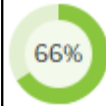

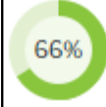
Evaluation Data Source(s) 1: The percentage of 9th and 10th graders who are reading on grade level as measured by English I and II STAAR assessment will increase from 58% to 60% by the end of the 2018-19 school year.


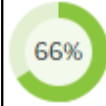
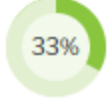
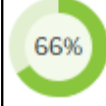

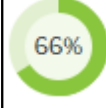
The percentage of 9th graders who are on grade level in math as measured by Algebra I STAAR assessment will increase from 84% to 86% by the end of 2018-19.







Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) The instructional leadership team will conduct walkthroughs on a regular basis to monitor student progress and teacher instruction by providing feedback.	2.4, 2.5, 2.6	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Tier one effectiveness.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
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<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) The consistent implementation of the approved curriculum framework (TEKS Resource System) will be continued, and the components of the framework will be discussed and reinforced with teachers and the instructional leadership team.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Teacher effectively plan instruction based on the curriculum framework.				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) The TEKS Resource System will be followed in the core content areas to ensure a vertically and horizontally aligned curriculum. 1.) Year at a Glance (YAG) 2.) Vertical Alignment Document (VADs) 3.) Instructional Focus Documents (IFDs)</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Teachers effectively plan instruction based on the curriculum framework.				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>4) Utilize unit assessments, performance assessments, benchmarks in the core content areas to assess students learning, disaggregate data, and target learning needs.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Teachers are able to target and plan intervention.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 5) Teachers will utilize Eduphoria and Lead4Ward frameworks to disaggregate data from STAAR EOC, unit assessments, benchmarks, and universal screening instruments.	2.4, 2.5, 2.6	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Effective instructional planning.				
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 6) Examine disaggregated data from STAAR EOC, TELPAS, unit assessments, performance assessments, and benchmarks to provide appropriate interventions for students.	2.4, 2.5, 2.6	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Increased scores on unit tests, benchmarks, and the STAAR EOC.				
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 7) English I/II and Algebra I TEKS will be taught with research-based instructional methods focused on academic rigor, relevance, and student engagement.	2.4, 2.5, 2.6, 3.2	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Increased scores on unit tests, benchmarks, and the STAAR EOC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 8) Provide additional support to students through: 1.) Tutorials 2.) Eagle Pride Time (intervention) 3.) Inclusion support as appropriate 4.) Summer school	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Students remain in his/her cohort.				
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 9) Provide professional development to ELA teachers to assist with best practices for writing instruction and strategies.	2.4, 2.5	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Increased scores on unit test, benchmarks, and STAAR EOC.				
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 10) Provide a 2-day intense writing boot camp each semester with small groups working with a ELA teacher to provide additional strategies and feedback.	2.4, 2.5, 2.6	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, and Teachers	Increase scores on unit tests, benchmarks, and STAAR EOC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
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				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>11) Monitor the progress of ESL students and provide additional support for students become proficient in English and to obtain mastery of the grade level/content specific TEKS.</p> <p>1.) ESL Progress Monitoring 2.) Sheltered instruction 3.) Small group instruction</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, Teachers, ESL Teacher, and Director of Special Programs	Improve scores on assessments by ESL students.				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>12) Schedule those students who demonstrate need based upon the previous year's ELA STAAR results into an English III-hybrid class that incorporates testing strategies and additional practice.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, Counselors, and Teachers	Increase scores on unit tests, benchmarks, and STAAR EOC.				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>13) Assign those students who demonstrate need based upon on the previous year's ELA STAAR EOC results and reading screener into a reading intervention group (CEI Reading Lab).</p>	2.4, 2.5, 2.6, 3.1	Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, Counselors, and Teachers	Increase scores on unit tests, benchmarks, and STAAR EOC.				



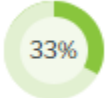

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June









Goal 1: All campuses will meet or exceed the state accountability standards.







Performance Objective 2: Student achievement on the STAAR assessment in All Students, All Subjects category at Meets or Above will increase from 29% to 31% for Luling ISD by the end of 2018-19 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) All unit assessments for the tested core areas will be created by the Director of Secondary of Curriculum and Instruction to ensure TEKS/YAG/IFD alignment and rigor.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Improved data to provide instructional focus				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) The instructional leadership team will be utilized in lesson development, instructional modeling, and data assessment in order to increase student academic performance.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Increased score on unit tests, benchmarks, and the STAAR EOC.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
3) Evaluate the effectiveness of benchmark testing as it aligns with the TEKS, STAAR EOC results and compare/analyze results of each demographic group including the following: All Students, African American, Hispanic, Eco Dis, and Special Education.		Principal, Assistant Principal, Director of Secondary Curriculum and Instruction, Teachers, ESL Teacher, and Director of Special Programs	Increase scores on STAAR EOC.				
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 4) Utilize walkthroughs and T-TESS to provide feedback to teachers.	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Provide professional development based on teacher needs.				
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 5) Provide G/T training to all teachers through professional development.	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Increase tier one effectiveness.				
Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 6) Schedule and require departments to meet in Professional Learning Communities (PLC) on a regular basis.	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Professional development, collaboration, and provide classroom strategies.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
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<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) The campus will continue the Special Education Review Committee, as per data identified from the Performance Based Monitoring indicators, to annually evaluate and review Special Education services on the campus and to make recommendations to the Superintendent for compliance including staff development need.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Director of Special Programs, and Special Education Teachers.	Appropriate services provided.				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>8) Teachers are required to submit weekly lesson plans and administration will review and provide feedback to ensure effective planned instruction.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Effective tier one instruction.				
<p>Comprehensive Support Strategy Additional Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>9) Campus administrators will continue to support and value teachers by providing relevant professional development, support for academics, and support with disciplinary issues.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal	Support of teachers to increase classroom effectiveness.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 10) The campus will enforce compulsory school attendance.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Assistant Principal, Attendance Clerk, Counselors, and Truancy Officer	Increased attendance rate; declining truancy rate.				
Comprehensive Support Strategy Additional Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 11) Provide mentors or teacher buddies for new to campus teachers and provide support to these teachers with orientation to the district/campus, classroom management techniques, best practices in instructional, curriculum, and planning support, etc.	2.4, 2.5, 2.6	Principal, Assistant Principal, and Director of Secondary Curriculum and Instruction	Improve effectiveness in classroom and decrease turnover rate.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 12) Administrators will utilize the following employment process: 1.) Hiring committees include staff. 2.) Parent and/or community member will be included in the process. 3.) Develop unique profile. 4.) Questions created to support profile. 5.) Practical teaching piece included. 6.) Candidate ranking system.	2.4, 2.5, 2.6, 3.1, 3.2	Principal, Director of Human Resources, and Hiring Committee Members	Highly effective teachers are hired and student success is evidenced on unit tests, benchmarks, and STAAR EOC assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The instructional leadership team will conduct walkthroughs on a regular basis to monitor student progress and teacher instruction by providing feedback.
1	1	2	The consistent implementation of the approved curriculum framework (TEKS Resource System) will be continued, and the components of the framework will be discussed and reinforced with teachers and the instructional leadership team.
1	1	3	The TEKS Resource System will be followed in the core content areas to ensure a vertically and horizontally aligned curriculum. 1.) Year at a Glance (YAG) 2.) Vertical Alignment Document (VADs) 3.) Instructional Focus Documents (IFDs)
1	1	4	Utilize unit assessments, performance assessments, benchmarks in the core content areas to assess students learning, disaggregate data, and target learning needs.
1	1	5	Teachers will utilize Eduphoria and Lead4Ward frameworks to disaggregate data from STAAR EOC, unit assessments, benchmarks, and universal screening instruments.
1	1	6	Examine disaggregated data from STAAR EOC, TELPAS, unit assessments, performance assessments, and benchmarks to provide appropriate interventions for students.
1	1	7	English I/II and Algebra I TEKS will be taught with research-based instructional methods focused on academic rigor, relevance, and student engagement.
1	1	8	Provide additional support to students through: 1.) Tutorials 2.) Eagle Pride Time (intervention) 3.) Inclusion support as appropriate 4.) Summer school
1	1	9	Provide professional development to ELA teachers to assist with best practices for writing instruction and strategies.
1	1	10	Provide a 2-day intense writing boot camp each semester with small groups working with a ELA teacher to provide additional strategies and feedback.
1	1	11	Monitor the progress of ESL students and provide additional support for students become proficient in English and to obtain mastery of the grade level/content specific TEKS. 1.) ESL Progress Monitoring 2.) Sheltered instruction 3.) Small group instruction
1	1	12	Schedule those students who demonstrate need based upon the previous year's ELA STAAR results into an English III-hybrid class that incorporates testing strategies and additional practice.
1	1	13	Assign those students who demonstrate need based upon on the previous year's ELA STAAR EOC results and reading screener into a reading intervention group (CEI Reading Lab).

Goal	Objective	Strategy	Description
1	2	1	All unit assessments for the tested core areas will be created by the Director of Secondary of Curriculum and Instruction to ensure TEKS/YAG/IFD alignment and rigor.
1	2	2	The instructional leadership team will be utilized in lesson development, instructional modeling, and data assessment in order to increase student academic performance.
1	2	4	Utilize walkthroughs and T-TESS to provide feedback to teachers.
1	2	5	Provide G/T training to all teachers through professional development.
1	2	6	Schedule and require departments to meet in Professional Learning Communities (PLC) on a regular basis.
1	2	7	The campus will continue the Special Education Review Committee, as per data identified from the Performance Based Monitoring indicators, to annually evaluate and review Special Education services on the campus and to make recommendations to the Superintendent for compliance including staff development need.
1	2	8	Teachers are required to submit weekly lesson plans and administration will review and provide feedback to ensure effective planned instruction.
1	2	9	Campus administrators will continue to support and value teachers by providing relevant professional development, support for academics, and support with disciplinary issues.
1	2	11	Provide mentors or teacher buddies for new to campus teachers and provide support to these teachers with orientation to the district/campus, classroom management techniques, best practices in instructional, curriculum, and planning support, etc.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	The instructional leadership team will conduct walkthroughs on a regular basis to monitor student progress and teacher instruction by providing feedback.
1	1	2	The consistent implementation of the approved curriculum framework (TEKS Resource System) will be continued, and the components of the framework will be discussed and reinforced with teachers and the instructional leadership team.
1	1	3	The TEKS Resource System will be followed in the core content areas to ensure a vertically and horizontally aligned curriculum. 1.) Year at a Glance (YAG) 2.) Vertical Alignment Document (VADs) 3.) Instructional Focus Documents (IFDs)
1	1	4	Utilize unit assessments, performance assessments, benchmarks in the core content areas to assess students learning, disaggregate data, and target learning needs.
1	1	5	Teachers will utilize Eduphoria and Lead4Ward frameworks to disaggregate data from STAAR EOC, unit assessments, benchmarks, and universal screening instruments.
1	1	6	Examine disaggregated data from STAAR EOC, TELPAS, unit assessments, performance assessments, and benchmarks to provide appropriate interventions for students.
1	1	7	English I/II and Algebra I TEKS will be taught with research-based instructional methods focused on academic rigor, relevance, and student engagement.
1	1	8	Provide additional support to students through: 1.) Tutorials 2.) Eagle Pride Time (intervention) 3.) Inclusion support as appropriate 4.) Summer school
1	1	9	Provide professional development to ELA teachers to assist with best practices for writing instruction and strategies.
1	1	10	Provide a 2-day intense writing boot camp each semester with small groups working with a ELA teacher to provide additional strategies and feedback.
1	1	11	Monitor the progress of ESL students and provide additional support for students become proficient in English and to obtain mastery of the grade level/content specific TEKS. 1.) ESL Progress Monitoring 2.) Sheltered instruction 3.) Small group instruction
1	1	12	Schedule those students who demonstrate need based upon the previous year's ELA STAAR results into an English III-hybrid class that incorporates testing strategies and additional practice.
1	1	13	Assign those students who demonstrate need based upon on the previous year's ELA STAAR EOC results and reading screener into a reading intervention group (CEI Reading Lab).

Goal	Objective	Strategy	Description
1	2	1	All unit assessments for the tested core areas will be created by the Director of Secondary of Curriculum and Instruction to ensure TEKS/YAG/IFD alignment and rigor.
1	2	2	The instructional leadership team will be utilized in lesson development, instructional modeling, and data assessment in order to increase student academic performance.
1	2	4	Utilize walkthroughs and T-TESS to provide feedback to teachers.
1	2	5	Provide G/T training to all teachers through professional development.
1	2	6	Schedule and require departments to meet in Professional Learning Communities (PLC) on a regular basis.
1	2	7	The campus will continue the Special Education Review Committee, as per data identified from the Performance Based Monitoring indicators, to annually evaluate and review Special Education services on the campus and to make recommendations to the Superintendent for compliance including staff development need.
1	2	8	Teachers are required to submit weekly lesson plans and administration will review and provide feedback to ensure effective planned instruction.
1	2	9	Campus administrators will continue to support and value teachers by providing relevant professional development, support for academics, and support with disciplinary issues.