Lancaster Independent School District

Elsie Robertson Middle School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

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

Mission Statement

Lancaster ISD Mission:

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

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

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 2018 - 2019 Campus Goals:

By the conclusion of the 2018-2019 school year, LMS will accomplish the goals below on the 2019 STAAR exam for the meets grade performance level.

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

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

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

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

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

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

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

8. LMS will meet standard and receive 6 or more distinctions for performance on the 2019 STAAR exam.

9. LMS will increase parental involvement and support by 50% during the 2018-2019 school year.

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

Core Beliefs

In Lancaster ISD, we believe that:

Equity in education is a human right.

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

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

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

A person has the capacity to learn from past experiences.

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

LMS Vision:

Trendsetters of Educational Excellence

LMS Motto:

"We Believe, We Achieve"

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	7th Grade	8th Grade	Total	% of Student Population
Students Enrolled	530	493	1023	100%
Males	284	272	556	54%
Females	246	221	467	46%
Black	414	382	796	78%
Hispanic	85	92	177	17%
White	15	6	21	2%
Other	16	13	29	3%
At Risk	317	225	542	53%
SPED	55	42	97	9%
Econ. Disadvantage	474	426	900	88%
LEP	50	43	93	9%
GT	56	43	99	10%
504	30	25	55	5%

Student Demographic

Demographics Strengths

 Lancaster Elsie Robertson STEM Middle School demographics offers an opportunity for growth and enrichment in the academic program. Elsie Robertson Lancaster STEM Middle School has 63 professional classroom educators, 12 educators in instructional support and campus leadership, along with 24 paraprofessional staff members. The campus has 7th and 8th grade students. Our faculty membership includes a number of systems and supports designed to address the various learning styles of our students. We have 8 classroom teachers who serve as instructional support instructors designed to enhance the core instruction for learners.

Elsie Robertson Lancaster STEM Middle School has 1023 students enrolled. Our attendance goal for a student body of our size is 98%. The chart above gives a snapshot of our student breakdown. Additionally, note our economically disadvantaged and at-risk populations are showing steady increase. As our

population continues to increase in these two areas, we must continue to monitor our supports and interventions to ensure the success of every student.

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Subject	2013 Met Standard	2014 Met Standard	2015 Met Standard	2016 Met Standard	2017 Met Standard	2018 Met Standard	Difference Between 2017 and 2018
7th Reading STAAR	75%	78%	71%	58%	65%	71%	+6
8th Reading STAAR	82%	93%	88%	83%	80%	82%	+2
7th Writing STAAR	63%	72%	72%	49%	60%	59%	-1
7th Math STAAR	78%	78%	76%	62%	70%	69%	-1
8th Math STAAR	76%	91%	90%	85%	87%	91%	+6
Algebra I STAAR	100%	100%	100%	100%	99%	99%	0
8th Science STAAR	72%	78%	77%	73%	71%	78%	+7
8th S. Studies STAAR	73%	72%	73%	64%	64%	68%	+4

Student Achievement Strengths

Elsie Robertson Lancaster STEM Middle School STAAR results for 2018 featured several highlights to build upon for the next school year. Highlighted areas include:

Elsie Robertson Lancaster STEM Middle School received six distinctions: 1) Top 25% in Student Progress and 2) Top 25% in Closing Student Performance Gaps 3) Post-Secondary 4) Mathematics 5) Reading/ELA 6) Social Studies

7th Grade STAAR Reading had a 6 point gain for the 2017 assessment year.(8% increase)

8th Grade STAAR Reading had a 2 point gain for the 2017 assessment year.(2% increase)

8th Grade STAAR Mathematics had a 6 point gain for the 2017 assessment year.(4% increase)

8th Grade STAAR Science had a 7 point gain for the 2017 assessment year.(9% increase)

8th Grade STAAR Social Studies had a 4 point gain for the 2017 assessment year. (6% increase)

8th Grade STAAR students performed comparatively better as 8th graders than their 7th grade year.

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

Elsie Robertson Lancaster STEM Middle School has an improving school climate and culture. The 2018 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. Elsie Robertson Lancaster STEM Middle School is promoting and establishing a STEM and college and career ready school culture and climate. Students will be exposed to STEM through the STEM Investigating Careers, 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 Investing Careers provide opportunities for students to problem solve in pairs or small groups and be exposed to different STEM fields and careers through the Investing Careers modules.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Elsie Robertson Lancaster STEM Middle School is in the process of developing a set of essential characteristics needed for our teachers and staff to be successful on our campus. We are continuing to develop systems designed to ensure 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 24 teachers new to our campus. We had 20 teachers who resigned last year and 6 teachers who transferred to other positions within LISD. LMS had 1 teacher retire last year.

Staff Quality, Recruitment, and Retention Strengths

Elsie Robertson Lancaster STEM Middle School will continue to seek new talent and individuals who can add to the success of the campus. The instructional coaches and administrators will provide weekly professional development opportunities for all teachers. In addition, new teachers will participate in a semester long new teacher academy/PLC. While attending the new teacher academy/PLC, teachers will 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: Elsie Robertson Lancaster STEM Middle School will need more experienced teachers in mathematics, science, technology and engineering in the future as the STEM focus increases. Currently, all new teachers are participating in the 1:1 Integration and training sessions in order to increase student achievement and engagement through the use of technology. **Root Cause**: Gaining greater exposure would lead to recruitment of highly qualified teachers in the STEM field.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

1. Teachers have TEKS resource and are using the curriculum documents such as the IFD, VAD, and IRG to ensure that they teach to the depth and rigor of the various student expectations.

2. Teachers have input on the common assessments and use a YAG and pacing calendar to keep up with the scope and sequence and assessments.

3. Teachers are supported by the TLT team (including administrators and Instructional Coaches) to ensure that teaching, instruction, and assessments are aligned with the TEKS. Instructional Coaches support teachers to ensure that engaged, student-centered instruction is taking place in all classrooms.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Elsie Roberstson Lancaster STEM Middle School will continue to promote an increase in parental and community involvement. Each year a school carnival/family night is held to get the students, parents, and staff to bring learning and fun together in one night. Parents are invited and welcomed to attend PTA meetings to discuss school matters in addition to watching different student groups/organizations perform. Other events to get the community involved is Meet the Teacher Night/Open House, Town Hall meeting, cultural programs/celebrations, Parent/Student Orientation, CIP meetings, and SBDM meeting.

Parent and Community Engagement Strengths

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

1. Parent/Student Orientation

2. Open House/Meet the Teacher Night

3. Community in Schools

4. Active PTA

5. Campus Improvement Committees

6. Parent volunteers welcome

7. Campus tours for parents/families of incoming students

8. Special Town Hall sessions

Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

The campus has a principal, associate principal, one 7th grade house principal, and one 8th grade house principal. The school's leadership team also includes 3 TAP Instructional Coaches (one for each core subject: math, science, and reading) and a Social Studies mentor teacher. There are approximately 87 faculty members (63 teachers and 24 paraprofessionals/professionals). Elsie Robertson Lancaster STEM Middle School has pockets of success throughout the campus. Each area has bright spots and opportunities for growth. The leadership is focused on a campus that performs at its optimal level.

School Context and Organization Strengths

There are various levels of support for the teachers to aid with classroom management and instructional needs. There are several campus professional development workshops to support new teachers with learning the pedagogy and managing behavior presented by the house principals. In addition, TAP Instructional Coaches help teachers in various areas of support and tier cluster to meet their needs (i.e., through core content cluster, department/grade level team planning, new teacher cluster, and electives teacher cluster).

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

Elsie Robertson Lancaster STEM Middle School is committed to an increased access approach to technology for the 2018-2019 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 in every core content classroom. Technology is improving at Elsie Robertson Lancaster STEM Middle School, but more technology and ongoing campus-wide access to WiFi is still needed so that all teachers can integrate 21st century skills with learning every day in the classroom and to increase the STEM focus.

Technology Strengths

The commitment to technology in the classrooms in LISD has not been more evident than the 2018-2019 school year. The campus has fully integrated ChromeBooks into the curriculum for core content classes and some elective classes. Additionally, all new teachers are participating in the 1:1 Technology trainings so, they can integrate technology into their classrooms.

Problem Statements Identifying Technology Needs

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

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
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety 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 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
- Other additional data

Goals

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 1) We will offer power school, swim camp and Saturday school in addition to teacher tutorials. We will incorporate peer groups for students to help students identify their strengths and weaknesses socially and academically. Faculty,staff and student will partner with community business and schools. We will offer assistance with writing formal papers for scholarships and communicating effectively.	2.4, 2.6	Administrators Instructional Coaches Counselors Teachers	Improve STAAR results Weekly/bi-weekly mini assessments, CFAs, BMK and Mock STAAR that show growth/increase from the administration of one test to another. Students will improve writing skills and some may receive scholarships.	33%	66%		

PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) Analyze instructional capacity of teachers using EEPASS data, Power Walks data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.	2.4, 2.5, 2.6	Instructional Coaches Administration	Improve scores and STAAR Results. Authentic student work displayed on bulletin boards, portfolios, and other. weekly exams, 3 week CFAs, monthly assessments. Teacher observation and evaluation of instructional practices which show growth in identified areas or refinement.	66% 70%	
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.	2.4, 2.5, 2.6	Instructional Coaches 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.	66% 80%	
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 4) The TLT will develop an PD action plan to ensure teacher and students' needs are met. Instructional Coach/Admin. will monitor, support, and coach career teachers on action plan items.	2.4, 2.5, 2.6	Instructional Coaches Career Teachers 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.	100% 100%	

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

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) We will use TEKS resource system to ensure all lesson plans and assessments are aligned. Teachers will use assessment data to monitor students progress and implement interventions to improve student performance. Teachers will attend cluster to review data reflections and provide interventions with small groups, peer groups and power school.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	Weekly lesson plans will be submitted to the instructional coaches for review, feedback and suggestions by 8 pm on Sundays. Teacher and student progress is evident and monitored throughout the school year.	100%	100%		
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 2) The TLT team will conduct daily walkthroughs in order to gather evidence that TAP instructional strategies are being used to cater to the needs of struggling students.	2.4, 2.5, 2.6	Instructional Coaches Administrators	Daily Intervention Instruction Weekly plans with specific information regarding intervention lessons will be submitted to the Instructional Coaches for review. Daily walkthroughs Student progress is evident and monitored throughout the school year with the common formative assessment data.	100%	100%		

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

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 1) We will identify students strengths and weakness by utilizing data and data reflections and provide interventions to improve student performance. Teachers will attend cluster weekly and receive strategies/training from instructional coaches and /or administrators to enhance daily instruction. Teachers will use data from DMAC and other data resources to improve daily instruction and increase students overall performance.	2.4, 2.5, 2.6	Teachers Instructional Coaches 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.	66%	80%		
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) We will help students identify their strengths and weaknesses by utilizing teacher and student data reflections. Teachers, Instructional coaches, Counselors and Administrators will use documentation from student and teacher data to help improve student performance.	2.4, 2.5, 2.6	Teachers Instructional Coaches Counselors Administrators	Student achievement will be monitored according to CFAs and Benchmarks.	66%	80%		
PBMAS **Critical Success Factors** CSF 4 CSF 5 CSF 6 2) Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials (via postcards, Power School letters, Principal's Newsletter, LMS website, phone blast, and/or email).	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	Student achievement will be monitored according to CFAs and Benchmarks.	100%	100%		
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Establish a school wide tutorial system that incorporates incentives for teachers and students.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	Student achievement will be monitored according to CFAs and Benchmarks.	66%	85%		

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

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

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

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

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) We will utilize STAAR data from previous years, Local assessment data and benchmark data to assess at-risk student performance. We will use the data to increase student achievement in all core content areas.	2.4, 2.5, 2.6	Teachers Instructional Coaches Counselors Administrators	CFAs, benchmarks, and formative assessment data reflection of hotspots and student in need. Data Reflection Guides and Conferences. Attendance Records(Power School, SWIM camp and Saturday Tutorials) Classroom walkthroughs	33%	80%		
100% = Accomplished			→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

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

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

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

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 1) We will monitor at-risk students academics and document student progress for all subject areas. We will use the documentation to support students particulars needs for their learning and academic success.	2.4, 2.5, 2.6, 3.2	Teachers Instructional Coaches Counselors Administrators	CFAs, benchmarks, and Formative Assessment Data Reflection of hotspots and student in need. Data Reflection Guides and Conferences Attendance Records (Power School, SWIM Camp, and Saturday Tutorials) Classroom Walkthroughs	66%	80%		
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Identify at risk student populations and students needing additional interventions using DMAC, TEAMS, STAAR, and classroom performance data. Invite all at risk students to attend Power School, SWIM Camp, and Saturday tutorials for the 4 core subject areas.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	CFAs, benchmarks, and Formative Assessment Data Reflection of hotspots and student in need. Data Reflection Guides and Conferences Attendance Records (Power School, SWIM Camp, and Saturday Tutorials) Classroom Walkthroughs	100%	100%		

| PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 3) Create an incentive program that incorporates opportunities for increased student performance and provide personally meaningful and relevant motivational techniques to encourage student attendance and participation (i.e., 6 weeks attendance incentives, Awards/Recognition, and Free Dress Pass). | 2.4, 2.5, 2.6 | Teachers Instructional Coaches Administrators | Increased student participation--Attendance Records (Power School, SWIM Camp, and Saturday Tutorials) | 66% | 80% | | |

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

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

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

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

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) SMART classrooms will be utilized by the STEM teachers and/or core teachers to effectively implement STEM.	2.4, 2.5	STEM Teachers Teachers Core Teachers	Classroom Observations and lesson plans	66%	85%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

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

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

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Teachers will incorporate technology into the classroom regularly so that students exposure to programs and software is frequent.	2.4, 2.5, 2.6	Classroom Teachers	Classroom Observations and Lesson Plans	100%	100%		

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

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

Performance Objective 1: Provide a variety of professional development opportunities for teachers at all levels of effectiveness to support identified teacher and student needs and a promote a culture that models life-long learning and growth for all for our students.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 1) Teachers will have opportunities to receive professional development during cluster,after school, lunch and learn, region 10 and with district personnel to support teachers and student needs.	2.4, 2.5, 2.6	Teachers Instructional Coaches Counselors Administrators	Teachers will implement and use the strategies learned during daily instruction to increase student performance.	66%	88%		
	100% = Accomplished		= Continue/Modify	0% = No Progress		✗ = Discontinue	

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 3 CSF 7 1) We will effectively use TAP stipends for Instructional Coaches to effectively recruit staff members for high need areas.	2.4, 2.5, 2.6	Administration	High needs areas will be filled with highly qualified individuals.	100%	100%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal and external communication, and marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. Elsie Robertson Lancaster STEM Middle School will increase the use of effective communication through the use of the online calendar, all call system home and letters.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 5 1) We will frequently update the monitors and marquee outside the school to reflect current information for students and parents	2.4	Administration	Current and updated information will be on display for parents and students.	100%	100%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal and external communication, and marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. Elsie Robertson Lancaster STEM Middle School will increase the use of effective communication through the use of the online calendar, all call system home and letters.

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 5 1) The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.	2.4, 2.5, 2.6	Technology Teachers Audio Video Teachers	The website will have updated photos and events displayed to communicate the school activities to the community. The campus calendar will be updated to include campus activities and Ms. House will communicate to parents through weekly newsletter.	100%	100%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Enhance LISD's public image by increasing the effectiveness of internal and external communication, and marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. Elsie Robertson Lancaster STEM Middle School will increase the use of effective communication through the use of the online calendar, all call system home and letters.

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 5 1) The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.	2.4, 2.5, 2.6	Technology teachers Audio/Video teachers	Parents will be informed and knowledgeable of activities and events at LMS.	100%	100%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure
students achieve personally challenging goals related to academics, interest, and career aspirations. Elsie Robertson Lancaster STEM Middle School will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

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

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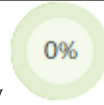
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 6 1) LMS will utilize the Community in Schools, school counselors, and campus AVID programs to enable students to develop academic and career goals.	2.4, 2.5	Teachers Counselors AVID teacher Administrators	Students will wear college t-shirts each Wed. Campus visit and guest speaker documentation. College and Career Center calendar of events.	66%	86%		
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 2) We will have career day, College Go Get It Week, college campus visits, guest speakers, college t-shirt day each week, scholarship awareness and opportunities, STEM Night and other activities that incorporate family involvement in school activities. The events will be used to help students pursue interests and goals upon graduation.	2.4, 2.5, 3.2	Teachers Counselors AVID Teacher Administrators	Students will wear college t-shirts each Wed. Campus visit and guest speaker documentation. College and Career Center calendar of events.	66%	87%		

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

Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations. Elsie Robertson Lancaster STEM Middle School will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 3 CSF 7 1) We will have documentation of all campus meetings, activities, professional development and communications.	2.4, 2.5	TLT Team Administration Meeting Facilitators	Sign in sheets logs, emails and meeting notes	66%	100%		
	100% = Accomplished		→ = Continue/Modify	0% = No Progress		✗ = Discontinue	

Goal 5: Elsie Robertson Lancaster STEM Middle School will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles. We will educate students on the effects of bullying and hazing and how to report bullying incidents. All bullying incidents must be investigated and documented immediately.

Performance Objective 1: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Evaluation Data Source(s) 1: Evaluation indicators will include meeting agendas, sign-in sheets, and lesson plan documentation of programs and activities for teacher, parent, and student awareness of disciplinary procedures, prevention of sexual abuse, dating violence, school health programs, and issues related to dropout rate, attendance, and graduation rate.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 6 1) Effectively use the RTI Process for behavior intervention and support.	2.4, 2.5, 2.6	Teachers Counselors Administrators	RTI meeting minutes, teacher and counselor documentation	66%	86%		
PBMAS **Critical Success Factors** CSF 1 CSF 4 CSF 6 2) Effectively use BAC for ED students for behavior support and intervention.	2.4, 2.5, 2.6	BAC teacher, Diagnostician, Administration	BAC student progress documentation, Classroom observations	66%	80%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 5: Elsie Robertson Lancaster STEM Middle School will identify, integrate and model the principles of character, as well as develop means of assessing student demonstration or those principles. We will educate students on the effects of bullying and hazing and how to report bullying incidents. All bullying incidents must be investigated and documented immediately.

Performance Objective 2: Implement an effective education program on each campus that focuses on the principles of character, leadership and personal development for students, staff and parents.

Evaluation Data Source(s) 2: Evaluation indicators will include character program selection, documentation of student leadership development, documentation of character program activities on each campus in lesson plans, scheduled events and programs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 1) LMS staff and students will participate in mentoring programs(i.e., Men of Distinction, Sister to Sister , student counsel, athletics, cheerleading and etc.)	2.5	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.	66%	86%		
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 2) Each identified student(according to RTI, 504, IEPs and/or BIPs) will have an Individual Academic Plan created for him'her based on his/her needs in order to achieve academic growth and achievement.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	Updates to student profiles will be reflected within DMAC with any special interventions documented using DMAC RTI system.	66%	86%		
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 3) The campus will implement and promote an Anti-Bullying/Cyber Bullying Awareness Campaign and provide opportunities for someone to anonymously report bullying.	2.5	Counselors LISD Police Nurse Administrators Technology	Students will respect each other and not engage in bullying activities. Increased bully reporting and decreasing bullying incidents on campus.	33%	87%		

PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 4) The campus will promote post secondary education and social skills through collegiate activities (i.e. step shows, stage plays, reenactments, speak out lounge/club, shout out boards, classroom social contracts, student of the month and opportunities to hear from LMS/LISD alumni during career day and college events).	2.5	Teachers Counselors Administrators	95% of the students will experience college awareness.	33%	76%		
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 5) Teachers will conduct goal and mentoring sessions with students individually.	2.4, 2.5	Teachers	Students will begin to set challenging goals independently.	66%	86%		

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

Goal 6: Elsie Robertson Lancaster STEM Middle School will provide a positive, safe, and clean school environment which is essential to sound child development and high level learning and is directly linked to student academic performance. Students and staff will be provided with an environment where they are physically, socially, and emotionally safe.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 6 1) Practice routine drills for crisis such as lockdowns, fires, and tornadoes.		Administration LMS Faculty and Staff	The staff and students at LMS will successfully complete all drills. Documentation of drills will be kept.	66%	86%		
PBMAS **Critical Success Factors** CSF 6 2) All students are required to wear their LMS issued ID badges at all times.		Administrators Teachers Instructional Coaches Counselors Hall Monitors	360 analysis	66%	100%		
PBMAS **Critical Success Factors** CSF 5 CSF 6 3) Beginning of the school year grade level orientations/assembly emphasizing campus expectations.		Administrators Teachers	In fostering a positive parent partnership, all LMS students and their parents will be invited to attend grade level orientation along with all staff members.	66%	100%		

PBMAS **Critical Success Factors** CSF 1 CSF 6 4) Track discipline in 360 system in order to ensure that all students are held accountable for their behavior.		Administrators Teachers Hall Monitors	360 analysis.	66% 96%	
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 5) Effective use of the Students in Transition Program (S.I.T.) to help students with behavioral problems to succeed and reach academic goals. S.I.T. also reduces the amount of students sent to DAEP and is an in house intervention program for students with discipline problems.	2.5	Mr. R. Johnson Administrators Instructional Coaches	Student Academic Data Student Discipline Data	66% 86%	
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 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.		Health Teachers Nurse Counselors Administrators	Reduced number of behavioral and academic issues with students having any of the related problems and receiving services.	66% 86%	
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 7) LMS will promote physical wellness with students through the use of PE, athletics, cheerleading, dance, karate, ROTC and through the instruction of the health curriculum.		PE Teachers Health Teacher ROTC Instructor Karate Teacher Athletic Coaches Cheer Sponsor Dance Instructor	Students will have increased physical fitness.	66% 86%	

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

Goal 7: Elsie Robertson Lancaster STEM Middle School will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.

Performance Objective 1: Effectively use the RTI process to intervene with struggling students that will include but not be limited to Power School, SWIM Camp,
tutoring, Saturday School, project turn around and math/reading labs.

Evaluation Data Source(s) 1: Effective use of data analysis and the DMAC TEKS tutorials will be used to provide interventions for students struggling with certain concepts and all Tier 2 and TIER 3 services documented.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 6 1) Intervention and enrichment time will be held during the school day as well as the implementation of Power School and SWIM Camp to provide extensive academic support.	2.4, 2.5, 2.6	Teachers Instructional Coaches Administrators	Students scores will increase to 95% in all content areas, especially in reading and math.	66%	86%		
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 2) Local organizations will work with the school to assist with communication between home and school(i.e. Community in Schools).	2.6	Principal and Counselor	There will be increased and more effective communication between home, school, and community.	66%	90%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 7: Elsie Robertson Lancaster STEM Middle School will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.

Performance Objective 2: Ensure that students in need of assistance have been identified by Child Find and other means and directed to the necessary intervention.

Evaluation Data Source(s) 2: Evaluation of intervention programs and services will include teacher documentation, students' academic achievement on formative
and summative assessments, and student growth in terms of value add on the reading and math state assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS **Critical Success Factors** CSF 1 CSF 4 CSF 5 CSF 6 1) The staff will be trained on Child Find and the procedures to follow.	2.5	All Staff	Children who need special services are reported to the SPED department.	100%	100%		
PBMAS **Critical Success Factors** CSF 1 CSF 5 CSF 6 2) Teachers will be trained on child abuse, sexual harassment, suicide prevention, and how to identify students in need or in crisis. Staff members will follow the proper procedures to ensure that students receive the help and/or services they need.	2.6	All staff	Staff members report incidents/cases where students are in need or in crisis using the proper procedures	100%	100%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	We will offer power school, swim camp and Saturday school in addition to teacher tutorials. We will incorporate peer groups for students to help students identify their strengths and weaknesses socially and academically. Faculty,staff and student will partner with community business and schools. We will offer assistance with writing formal papers for scholarships and communicating effectively.
1	1	2	Analyze instructional capacity of teachers using EEPASS data, Power Walks data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.
1	1	3	Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.
1	1	4	The TLT will develop an PD action plan to ensure teacher and students' needs are met. Instructional Coach/Admin. will monitor, support, and coach career teachers on action plan items.
1	2	1	We will use TEKS resource system to ensure all lesson plans and assessments are aligned. Teachers will use assessment data to monitor students progress and implement interventions to improve student performance. Teachers will attend cluster to review data reflections and provide interventions with small groups, peer groups and power school.
1	2	2	The TLT team will conduct daily walkthroughs in order to gather evidence that TAP instructional strategies are being used to cater to the needs of struggling students.
1	3	1	We will identify students strengths and weakness by utilizing data and data reflections and provide interventions to improve student performance. Teachers will attend cluster weekly and receive strategies/training from instructional coaches and /or administrators to enhance daily instruction. Teachers will use data from DMAC and other data resources to improve daily instruction and increase students overall performance.
1	4	1	We will help students identify their strengths and weaknesses by utilizing teacher and student data reflections. Teachers, Instructional coaches, Counselors and Administrators will use documentation from student and teacher data to help improve student performance.
1	4	2	Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials (via postcards, Power School letters, Principal's Newsletter, LMS website, phone blast, and/or email).
1	4	3	Establish a school wide tutorial system that incorporates incentives for teachers and students.
1	5	1	We will utilize STAAR data from previous years, Local assessment data and benchmark data to assess at-risk student performance. We will use the data to increase student achievement in all core content areas.

Goal	Objective	Strategy	Description
1	6	1	We will monitor at-risk students academics and document student progress for all subject areas. We will use the documentation to support students particulars needs for their learning and academic success.
1	6	2	Identify at risk student populations and students needing additional interventions using DMAC, TEAMS, STAAR, and classroom performance data. Invite all at risk students to attend Power School, SWIM Camp, and Saturday tutorials for the 4 core subject areas.
1	6	3	Create an incentive program that incorporates opportunities for increased student performance and provide personally meaningful and relevant motivational techniques to encourage student attendance and participation (i.e., 6 weeks attendance incentives, Awards/Recognition, and Free Dress Pass).
1	7	1	SMART classrooms will be utilized by the STEM teachers and/or core teachers to effectively implement STEM.
1	8	1	Teachers will incorporate technology into the classroom regularly so that students exposure to programs and software is frequent.
2	1	1	Teachers will have opportunities to receive professional development during cluster,after school, lunch and learn, region 10 and with district personnel to support teachers and student needs.
2	2	1	We will effectively use TAP stipends for Instructional Coaches to effectively recruit staff members for high need areas.
3	1	1	We will frequently update the monitors and marquee outside the school to reflect current information for students and parents
3	2	1	The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.
3	3	1	The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.
4	1	1	LMS will utilize the Community in Schools, school counselors, and campus AVID programs to enable students to develop academic and career goals.
4	1	2	We will have career day, College Go Get It Week, college campus visits, guest speakers, college t-shirt day each week, scholarship awareness and opportunities, STEM Night and other activities that incorporate family involvement in school activities. The events will be used to help students pursue interests and goals upon graduation.
4	2	1	We will have documentation of all campus meetings, activities, professional development and communications.
5	1	1	Effectively use the RTI Process for behavior intervention and support.
5	1	2	Effectively use BAC for ED students for behavior support and intervention.
5	2	1	LMS staff and students will participate in mentoring programs(i.e., Men of Distinction, Sister to Sister , student counsel, athletics, cheerleading and etc.)
5	2	2	Each identified student(according to RTI, 504, IEPs and/or BIPs) will have an Individual Academic Plan created for him'her based on his/her needs in order to achieve academic growth and achievement.

Goal	Objective	Strategy	Description
5	2	3	The campus will implement and promote an Anti-Bullying/Cyber Bullying Awareness Campaign and provide opportunities for someone to anonymously report bullying.
5	2	4	The campus will promote post secondary education and social skills through collegiate activities (i.e. step shows, stage plays, reenactments, speak out lounge/club, shout out boards, classroom social contracts, student of the month and opportunities to hear from LMS/LISD alumni during career day and college events).
5	2	5	Teachers will conduct goal and mentoring sessions with students individually.
6	1	1	Practice routine drills for crisis such as 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	Intervention and enrichment time will be held during the school day as well as the implementation of Power School and SWIM Camp to provide extensive academic support.
7	1	2	Local organizations will work with the school to assist with communication between home and school(i.e. Community in Schools).
7	2	1	The staff will be trained on Child Find and the procedures to follow.
7	2	2	Teachers will be trained on child abuse, sexual harassment, suicide prevention, and how to identify students in need or in crisis. Staff members will follow the proper procedures to ensure that students receive the help and/or services they need.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	We will offer power school, swim camp and Saturday school in addition to teacher tutorials. We will incorporate peer groups for students to help students identify their strengths and weaknesses socially and academically. Faculty,staff and student will partner with community business and schools. We will offer assistance with writing formal papers for scholarships and communicating effectively.
1	1	2	Analyze instructional capacity of teachers using EEPASS data, Power Walks data, STAAR data, anecdotal records, and walkthroughs. Provide instructional support to strengthen teacher capacity through cluster meetings, modeling, and lesson planning.
1	1	3	Administer CFA and Benchmarks based on TEKS Resource units. Establish data meetings to complete item analysis of low student expectations.
1	1	4	The TLT will develop an PD action plan to ensure teacher and students' needs are met. Instructional Coach/Admin. will monitor, support, and coach career teachers on action plan items.
1	2	1	We will use TEKS resource system to ensure all lesson plans and assessments are aligned. Teachers will use assessment data to monitor students progress and implement interventions to improve student performance. Teachers will attend cluster to review data reflections and provide interventions with small groups, peer groups and power school.
1	2	2	The TLT team will conduct daily walkthroughs in order to gather evidence that TAP instructional strategies are being used to cater to the needs of struggling students.
1	3	1	We will identify students strengths and weakness by utilizing data and data reflections and provide interventions to improve student performance. Teachers will attend cluster weekly and receive strategies/training from instructional coaches and /or administrators to enhance daily instruction. Teachers will use data from DMAC and other data resources to improve daily instruction and increase students overall performance.
1	4	1	We will help students identify their strengths and weaknesses by utilizing teacher and student data reflections. Teachers, Instructional coaches, Counselors and Administrators will use documentation from student and teacher data to help improve student performance.
1	4	2	Develop a parent communication process for keeping parents informed and ensuring that students attend tutorials (via postcards, Power School letters, Principal's Newsletter, LMS website, phone blast, and/or email).
1	4	3	Establish a school wide tutorial system that incorporates incentives for teachers and students.
1	5	1	We will utilize STAAR data from previous years, Local assessment data and benchmark data to assess at-risk student performance. We will use the data to increase student achievement in all core content areas.

Goal	Objective	Strategy	Description
1	6	1	We will monitor at-risk students academics and document student progress for all subject areas. We will use the documentation to support students particulars needs for their learning and academic success.
1	6	2	Identify at risk student populations and students needing additional interventions using DMAC, TEAMS, STAAR, and classroom performance data. Invite all at risk students to attend Power School, SWIM Camp, and Saturday tutorials for the 4 core subject areas.
1	6	3	Create an incentive program that incorporates opportunities for increased student performance and provide personally meaningful and relevant motivational techniques to encourage student attendance and participation (i.e., 6 weeks attendance incentives, Awards/Recognition, and Free Dress Pass).
1	7	1	SMART classrooms will be utilized by the STEM teachers and/or core teachers to effectively implement STEM.
1	8	1	Teachers will incorporate technology into the classroom regularly so that students exposure to programs and software is frequent.
2	1	1	Teachers will have opportunities to receive professional development during cluster,after school, lunch and learn, region 10 and with district personnel to support teachers and student needs.
2	2	1	We will effectively use TAP stipends for Instructional Coaches to effectively recruit staff members for high need areas.
3	1	1	We will frequently update the monitors and marquee outside the school to reflect current information for students and parents
3	2	1	The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.
3	3	1	The LMS team will update the LMS website with photos of school activities, teaching and learning in the classroom, and school highlights and awards.
4	1	1	LMS will utilize the Community in Schools, school counselors, and campus AVID programs to enable students to develop academic and career goals.
4	1	2	We will have career day, College Go Get It Week, college campus visits, guest speakers, college t-shirt day each week, scholarship awareness and opportunities, STEM Night and other activities that incorporate family involvement in school activities. The events will be used to help students pursue interests and goals upon graduation.
4	2	1	We will have documentation of all campus meetings, activities, professional development and communications.
5	1	1	Effectively use the RTI Process for behavior intervention and support.
5	1	2	Effectively use BAC for ED students for behavior support and intervention.
5	2	1	LMS staff and students will participate in mentoring programs(i.e., Men of Distinction, Sister to Sister , student counsel, athletics, cheerleading and etc.)
5	2	2	Each identified student(according to RTI, 504, IEPs and/or BIPs) will have an Individual Academic Plan created for him'her based on his/her needs in order to achieve academic growth and achievement.

Goal	Objective	Strategy	Description
5	2	3	The campus will implement and promote an Anti-Bullying/Cyber Bullying Awareness Campaign and provide opportunities for someone to anonymously report bullying.
5	2	4	The campus will promote post secondary education and social skills through collegiate activities (i.e. step shows, stage plays, reenactments, speak out lounge/club, shout out boards, classroom social contracts, student of the month and opportunities to hear from LMS/LISD alumni during career day and college events).
5	2	5	Teachers will conduct goal and mentoring sessions with students individually.
6	1	1	Practice routine drills for crisis such as 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	Intervention and enrichment time will be held during the school day as well as the implementation of Power School and SWIM Camp to provide extensive academic support.
7	1	2	Local organizations will work with the school to assist with communication between home and school(i.e. Community in Schools).
7	2	1	The staff will be trained on Child Find and the procedures to follow.
7	2	2	Teachers will be trained on child abuse, sexual harassment, suicide prevention, and how to identify students in need or in crisis. Staff members will follow the proper procedures to ensure that students receive the help and/or services they need.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Elsie Robertson Lancaster STEM Middle School is currently a campus that has earned 6 distinctions. The current school performance data is discussed in greater detail in the comprehensive needs assessment. Schoolwide programs to increase student performance include Power School, S.W.I.M. Camp, tutorials, enrichment clubs, and Saturday School. Power School is extended day learning offered to certain students Monday - Thursday for 90 minutes each day 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.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Administrators, counselors, teachers , staff and parents meet and collectively developed goals and steps needed to acheive the goals for the campus.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)