

Lancaster Independent School District
Lancaster STEM Early College High
2018-2019 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

This is Lancaster STEM Early College High School's (LSECHS) inaugural year.

Below are our demographics.

Total enrollment	100
Gender	Male = 37
	Female = 63
Ethnicity	Black = $66/100 = 66\%$
	Hispanic = $28/100 = 28\%$
	White = $4/100 = 7\%$
	2 or more = $2/100 = 2\%$
Special Programs	GT = $22/59 = 38\%$
	SPED = 1 = 1%
	TITLE 1 = $100/100 = 100\%$
	ESL = $2/100 = 2\%$
	LEP = $3/100 = 3\%$
	<i>At-Risk</i> = $23/100 = 23\%$
	<i>ECD</i> = $76/100 = 76\%$

Our average class size is about 14.

Teaching staff includes 5 teachers, 1 counselor, 1 administrative assistant, and 1 administrator. The staff is 75% female and 25% male, 25% white and 75% black.

Since our school is a school-within-a-school model on the campus of Lancaster High School (LHS), we share the following traditional staff to service our students: librarian, nurse, PEIMS clerk, and approximately 2 para-professionals.

Demographics Strengths

- There is not a performance gap between ethnic groups, gender, and special services.
- Class size
- Diversity of students and staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students that were exiting the program, influenced others to make the decision to leave the program. **Root Cause:** Due to the interruption of high school credits, negative students were not transferred to the comprehensive high school immediately.

Problem Statement 2: Maturity and readiness levels are low. **Root Cause:** Fixed mindset, lack of time management, and organization skills contribute to students exiting program.

Student Academic Achievement

Student Academic Achievement Summary

This is the summary for all students in LSECHS

TSI Reading Freshman - 31/40 - 78%

Sophomore 58/60 - 97%

TSI Math Freshman 5/40 - 13%

Sophomore 8/60 - 14%

(students are not required to be TSI met in Math until the beginning of their 11th grade year)

TSI Writing Freshman - 8/40- 20%

Sophomore 60/60 -100%

The data below reflects Spring 2018 EOC data for cohort 1 students:

	Approaches	Meets	Masters	Met Growth	Exceeded Growth
Alg 1	100%	94%	58%	42%	52%
Bio	100%	92%	47%		
Eng 1	98%	92%	19%		

There is a need to accelerate math courses to ensure students are able to take college math courses their 11th grade year per TEA benchmarks. We created a Geometry acceleration camp during June 2018. The summer course allowed students to earn 1 credit of high school Geometry during the month of June. There were 19 students taking the course (14 - 9th graders, 5 - 8th graders). 90% of students earned 1st semester credit.

TSI Boot Camp is provided with the collaboration of the CVC staff in May and June. We used APEX to support the face-to-face instruction.

Student performance on EOC was aligned with formative assessments. Each assessment, we analyzed the quintile growth for students which resulted in their EOC performance.

Interventions used to support students were successful based on the data:

- ELAR consultant to work with quintile 2 and 3 students
- mandatory tutoring 2 days a week (tutoring lesson plans were monitored by principal for accountability)
- ZAP program to ensure students completed work (Zeroes Aren't Permitted) were held after school on Wednesdays
- Intervention classes were included on the master schedule for EOC courses Algebra 1, Biology, and English 1. For 2018-2019 School year intervention classes will be added for Algebra II and English II.

Effective instruction and strategies were ensured by utilizing the following:

- weekly professional development (Cluster) to review student work, TAP rubric, and pedagogy
- use of the district IRGs
- use of the TEKS Resource System
- use of DMAC

Student Academic Achievement Strengths

- The TSI Reading & Writing scores demonstrate that 100% of cohort 1 is college ready.
- The EOC data demonstrates that 92% or higher are on grade level for the EOC Algebra 1, Biology, and English 1.
- No achievement gap exists in any of the student groups
- Growth data for Algebra 1 students
- Support systems for students to achieve and grow
- Support of district's ELAR instructional coach to model, co-teach, and plan

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The ELAR EOC performance shows 54% did not perform satisfactorily on the composition portion. **Root Cause:** There was an unskilled instructor in the classroom for the first semester. Students did not have adequate practice of writing skills.

School Processes & Programs

School Processes & Programs Summary

Instructional - there are weekly planning sessions with the teachers and principal to review lesson plans, data, students, etc. for the upcoming week.

Personnel - the school participate in the district's job fair

Organizational- operating as a school-within-a-school were adjusted to (i.e. bell schedule, formative assessments, student areas) to maintain the integrity of our learning environment.

School Processes & Programs Strengths

- Our students are able to take classes on the CVC campus the 2nd semester of their 9th grade year. This allowed students to be able to start on their pathway sooner.
- a growth model is implemented with students and staff
- students get individualized support for success
- highly effective staff
- PBL implementation with fidelity
- strong, branding/marketing campaign

Perceptions

Perceptions Summary

The overall perception of the campus is one of higher standard. Teachers stated that they have grown in their craft due to the principal's instructional coaching. Staff report they feel appreciated by the many activities sponsored by the principal and their access to supplies. The emphasis place of STEM branding is owned by the teachers, which is evident in their daily tier 1 instruction and PBL projects for "Winter & Spring Bridge."

The principal utilizes Twitter and GroupMe to tell the school's story and share daily activities that occur (@LISD_STEM_ECHS)

Perceptions Strengths

- college and career going environment
- students have a reputation with CVC professors as having strong work ethic and professionally behaved
- administrators and CVC leadership have strong collaboration relationship
- structure, high functioning learning environment
- smaller learning community for students
- individualized support
- focused pathway for postsecondary opportunities

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement

Student Data: Assessments

- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates data
- 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
- 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.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- 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
- Community surveys and/or other feedback

Support Systems and Other 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.











LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 1: By May 2019, 80% of all teachers will achieve an average score of 3.5 on the TAP rubric.

Evaluation Data Source(s) 1: walk thrus, EEPASS data, Eduphoria data, evaluations, Individual Instructional Plan, artifacts, registration, agendas, walk thrus, observations, DMAC reports, lesson plans, PLCs, Cluster Interactive Journal, agendas, pictures, anecdotal notes, surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Principal will serve as Master Teacher to facilitate weekly Cluster training on the TAP rubric, either whole group or personalized learning, to deepen their understanding and execution of TAP indicators for more student-centered performance.</p>	Principal District support officers	<p>Increased teacher capacity directly impacts student achievement and growth.</p> <p>Increased ownership of improved practices with personalized PD options.</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will collaborate and plan with district support officers to improve lesson delivery and student achievement.</p>	Teachers District support officers Principal Blended Specialists	Increased teacher capacity direct impacts student achievement and growth				

<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will attend at least 1 out-of-district professional development to increase their capacity.</p>	<p>teachers principal district support officers</p>	<p>professional growth impacts pedagogy</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Teachers will develop and monitor an Individualized Instructional Plan (IIP) to set goals and reflect on their instructional practices to increase student achievement.</p> <p>Fall 2018 Spring 2019</p>	<p>Principal Teachers</p>	<p>Teacher input into the selection and control of their professional learning motivates change</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>5) As evidenced in observations and lesson planning, LSECHS faculty will utilize proven, practical intervention practices and strategies (e.g., six strategies of Early College - Educate Texas - collaborative group work, writing to learn, questioning, scaffolding, classroom talk, and literacy groups).</p>	<p>Principal Teachers</p>	<p>Fidelity with planned lessons and data decisions allows teachers to intentionally and strategically address all levels of students, which impacts student achievement and growth</p>				
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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.

LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 2: By March 2019, LSECHS core teachers will participate in at least 2 1/2 day "Data Dig" on-campus PD led by the principal to disaggregate data, develop actions, and developed tiered intervention plans.

Evaluation Data Source(s) 2: sign in sheets, data reports, pictures, planning documents

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Core teachers will participate in professional development to disaggregate data, learn about the accountability system, and develop action plans to increase student achievement.</p>	Principal Teachers	<p>Increase awareness of accountability system</p> <p>Target interventions by tiered grouping</p> <p>Intentional lesson planning and execution</p>				
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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.













LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 3: Teachers will implement effective ELAR practices and interventions that prepares students to perform at the meets and mastery performance levels.

Evaluation Data Source(s) 3: 100% of students will successfully pass the state assessments in Eng I and Eng II and perform at 90% meets and 30% mastery.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Provide campus wide staff develop of the Teacher Advancement Program (TAP)</p>	Principal District Administration	Cluster sign in sheets, Code data, Assessment data				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Administrator will conduct a minimum of 1 walk thru weekly on each teacher to evaluate teacher performance.</p>	Principal	Walk thru data, assessment data, teacher feedback				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Teacher will utilize district resources such as TEKS Resource System, Instructional Focus Documents, and lead4ward documents in order to effectively present state required student expectations and develop high quality instructional practices.</p>	Principal District Personnel	Lesson Plans, Teacher Pacing Guides Common Assessments Benchmarks TSI data State Assessment.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) ECHS is 1-1 campus and the expectation is that teachers will consistently use instructional technology including APEX in ELAR instruction in order to enhance the learning environment.</p>	Principal	Apex Data, Common Assessments Benchmarks				

<p>Critical Success Factors CSF 3 CSF 6</p> <p>5) Teachers will develop and maintain classroom data walls.</p>	<p>Classroom Teacher</p> <p>Students</p> <p>Principal</p>	<p>Common Assessments Teacher-Made Assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Teacher will effectively monitor student progress in order to target immediate student needs.</p>	<p>Campus Administrator</p> <p>Classroom Teacher</p> <p>District ELAR coordinator</p>	<p>STAAR Test Performance</p> <p>Common Assessments</p> <p>Teacher-Made Assessments</p> <p>Exit Tickets</p>				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>7) Maintain high expectations and rigor through thinking and problem solving such on the TAP rubric</p>	<p>Campus Administrator</p>	<p>Walk Thru Data, Code Data, Lesson plans, PBL projects</p>				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>8) Develop a positive campus culture that will have a great impact on attendance that will help campus reach the goal of 97%</p>	<p>Attendance Clerk, Administrator Assistant, LSECHS Counselor.</p>	<p>Attendance Reports, PEIMS Report</p>				
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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.



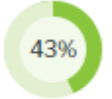





LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 4: Teachers will implement effective Math practices and interventions that prepares students to perform at the meets and mastery performance levels.

Evaluation Data Source(s) 4: 100% of students will successfully pass the state assessments in Alg I and Alg II and perform at 90% meets and 35% mastery.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Provide campus wide staff develop of the Teacher Advancement Program (TAP)</p>	Principal District Administration	Cluster sign in sheets Code Data Assessment Data				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Administrator will conduct a minimum of 1 walk thru weekly on each teacher to evaluate teacher performance.</p>	Principal	Walk thru data, assessment data, teacher feedback				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Teacher will utilize district resources such as TEKS Resource System, Instructional Focus Documents, and lead4ward documents in order to effectively present state required student expectations and develop high quality instructional practices.</p>	Principal District Personnel	Lesson Plans, Teacher Pacing Guides, Common Assessments, Benchmarks, TSI data, State Assessment.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) ECHS is 1-1 campus and the expectation is that teachers will consistently use instructional technology including APEX in ELAR instruction in order to enhance the learning environment.</p>	Principal	Apex Data Common Assessments Benchmarks				

<p>Critical Success Factors CSF 3 CSF 6</p> <p>5) Teachers will develop and maintain classroom data walls.</p>	<p>Classroom Teacher Students Principal</p>	<p>Common Assessments , Teacher-Made Assessments</p>				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>6) Teacher will effectively monitor student progress in order to target immediate student needs.</p>	<p>Principal Classroom Teacher District ELAR coordinator</p>	<p>STAAR Test Performance Common Assessments Teacher-Made Assessments Exit Tickets</p>				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>7) Maintain high expectations and rigor through thinking and problem solving such on the TAP rubric</p>	<p>Principal</p>	<p>Walk Thru Data Code Data Lesson plans PBL Projects</p>				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>8) Develop a positive campus culture that will have a great impact on attendance that will help campus reach the goal of 97%</p>	<p>Attendance Clerk Administrator Assistant LSECHS Counselor.</p>	<p>Attendance Reports PEIMS Report</p>				

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  = No Progress
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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.

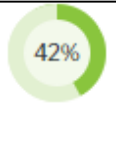
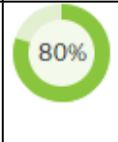
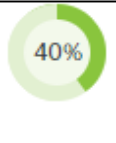
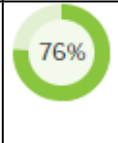
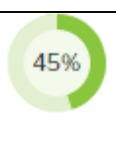
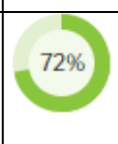

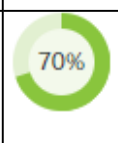
LSECHS will implement data-driven decision making to increase student achievement, improve teacher quality, and improve our philosophy of learning.

Performance Objective 5: Teachers will implement effective Science practices and interventions that prepares students to perform at the meets and mastery performance levels.

Evaluation Data Source(s) 5: 100% of students will successfully pass the state assessments in Biology while performing at 90% meets and 45% mastery.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>1) Provide campus wide staff develop of the Teacher Advancement Program (TAP)</p>	Principal District Administration	Cluster sign in sheets Code Data Assessment Data				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Administrator will conduct a minimum of 1 walk thru weekly on each teacher to evaluate teacher performance.</p>	Principal	Walk thru data, assessment data, teacher feedback				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>3) Teacher will utilize district resources such as TEKS Resource System, Instructional Focus Documents, and lead4ward documents in order to effectively present state required student expectations and develop high quality instructional practices.</p>	Principal District Personnel	Lesson Plans Teacher Pacing Guides Common Assessments Benchmarks TSI Data State Assessment.				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) ECHS is 1-1 campus and the expectation is that teachers will consistently use instructional technology including APEX in ELAR instruction in order to enhance the learning environment.</p>	Principal	Apex Data Common Assessments Benchmarks				

<p>Critical Success Factors CSF 3 CSF 6</p> <p>5) Teachers will develop and maintain classroom data walls.</p>	<p>Classroom Teacher Students Campus Administrator</p>	<p>Common Assessments , Teacher-Made Assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Teacher will effectively monitor student progress in order to target immediate student needs.</p>	<p>Campus Administrator Classroom Teacher District ELAR Coordinator</p>	<p>STAAR Test Performance Common Assessments Teacher-Made Assessments Exit Tickets</p>				
<p>Critical Success Factors CSF 1 CSF 3</p> <p>7) Maintain high expectations and rigor through thinking and problem solving such on the TAP rubric</p>	<p>Principal</p>	<p>Walk Thru Data Code Data Lesson plans PBL Projects</p>				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>8) Develop a positive campus culture that will have a great impact on attendance that will help campus reach the goal of 97%</p>	<p>Attendance Clerk Administrator Assistant LSECHS Counselor.</p>	<p>Attendance Reports PEIMS Report</p>				







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  = No Progress
  = Discontinue

Goal 2: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's P-Tech Blueprint.

Performance Objective 1: By Dec 2019, 80% of LSECHS staff will submit dual credit paperwork for credentialing.

Evaluation Data Source(s) 1: dual credit applications
CVC approval for professors

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 3 CSF 7 1) LSECHS staff will submit dual credit paperwork for credentialing.	Teachers Principal	Increased number of staff eligible to teach dual credit classes	 25%			
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Goal 2: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's P-Tech Blueprint.

Performance Objective 2: Benchmark 1: LSECHS shall serve the target population who are identified as at-risk on PEIMS data.

Evaluation Data Source(s) 2: PEIMS data for sub populations, recruitment materials, enrollment data, sign-in sheets, survey data, needs assessment

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Recruiting efforts in Lancaster and surrounding communities</p> <p>meetings Oct 2018 Nov 2018</p> <p>student presentations Nov 2018</p> <p>Recruiting Fairs</p> <p>LAMAR billboard</p>	LSECHS Staff LISD Communications dept	Increase awareness and interests in Early College program				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's P-Tech Blueprint.

Performance Objective 3: Benchmark 2: LSECHS will build a dual-credit relationship with Cedar Valley College (CVC) to produce student achievement.

Evaluation Data Source(s) 3: MOU, agendas, PEIMS data, GPA data, TSI data, completion rates, calendars

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Collect data on the number of credits taken and earned, TSI readiness by grade level</p>	Principal Counselor CVC professor	Increase number of students eligible to take and pass college courses Increase college access for all				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Collect data on LSECHS and CVC GPAs</p> <p>Progress reports for high school Progress reports for CVC courses Report cards for high school Final grade from CVC courses</p>	Principal Counselor CVC liaison	Progress monitoring to assess effectiveness of systems				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) collect data on state assessment results for Algebra I, Algebra II, Biology, English I, and English II</p>	principal teachers PEIMS support	assess effectiveness of instructional practices and systems devise plans to address deficiencies and enhance best practices				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 2: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's P-Tech Blueprint.

Performance Objective 4: Benchmark 3: LSECHS shall develop and maintain a leadership team comprised of principal, district personnel, and CVC.

Evaluation Data Source(s) 4: MOU, agendas, minutes, presentations, data reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>1) Leadership team will have regularly scheduled meetings to address:</p> <p>Design, governance, professional development, curriculum, improvement plans</p>	Principal Educate Texas coach District personnel	Ensure fidelity with TEA benchmarks for early college				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 2: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's P-Tech Blueprint.

Performance Objective 5: Benchmark 4: LSECHS shall provide a course of student to allow students to graduate with a high school diploma and an associate's degree or at least 60 semester credit hours towards a baccalaureate degree.

Evaluation Data Source(s) 5: Master schedule, CVC pathways plan, high school graduation plans, data analysis reports

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Per semester, report number of hours completed by each student and disaggregate by student groups</p>	Principal	Monitor student progress towards college degree				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) personalize the learning environment to academically support students in their courses:</p> <ol style="list-style-type: none"> 1. Plan for ongoing academic support 2. Provide tutoring for identified students 3. Provide advisory and college readiness time during school day 4. Establish a mentorship program 	Principal Counselor CVC personnel LSECHS teachers	Personalize learning for each student				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Provide social and emotional support to the students</p> <ol style="list-style-type: none"> 1. Connection to social services 2. Parent outreach and involvement opportunities 3. Develop Campus newsletter to increase communication 	Principal LSECHS counselor CVC	<p>Increase student wellness with home-to-school resources</p> <p>Increase awareness with parents about available resources to support student success</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 2: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's P-Tech Blueprint.

Performance Objective 6: Benchmark 5: LSECHS shall administer TSI exams and develop individualized plans to enable students to begin college courses based on their performance.

Evaluation Data Source(s) 6: Data reports, calendars, student plans, tutoring log, sign-in sheets,

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) implement TSI plan of action and report performance data</p> <p>1. Number passing each part of TSI assessment 2. Disaggregate data by subgroups</p>	Principal LSECHS staff CVC personnel	Progress monitoring the effectiveness of our action plans				
<p>Critical Success Factors CSF 1</p> <p>2) Implement TSI boot camps in conjunction with CVC staff</p> <p>September 2018 October 18 November 2018 June 2019</p>	LSECHS staff CVC staff	Increase number of passing students for TSI after receiving instruction from CVC professors				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 2: LSECHS will demonstrate we are operating at the "implementing" level on 100% of the Benchmarks outlined in TEA's P-Tech Blueprint.

Performance Objective 7: Benchmark 6: LSECHS must operate as an autonomous high school (a smaller learning community within a larger high school).

Evaluation Data Source(s) 7: Master schedule, professional development plans, budget, teaching assignments, observation data, sign in sheets, notes

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Principal has scheduling, hiring, and budget autonomy	District personnel Principal	Ensure fidelity with TEA benchmarks for ECHS				
Critical Success Factors CSF 3 CSF 4 CSF 6 2) CVC liaison has frequent and direct interaction with LSECHS	Principal CVC	Foster relationship with early college and college partner				
Critical Success Factors CSF 6 CSF 7 3) LSECHS students enrolled in ECHS-only sections for Math, English, Social Studies, and Science classes	Counselor	Keep fidelity of TEA benchmarks for early colleges Foster a keen awareness of early college student performance				
Critical Success Factors CSF 1 CSF 7 4) Implement a professional development plan based on student needs data	Principal Counselor Teachers CVC	Keenly address the unique needs of early college students				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Performance Objective 1: By August 2019, 100% of cohort 1 students and 95 % of cohort 2 will be TSI met in Reading (gateway course)

Evaluation Data Source(s) 1: TSI scores, APEX reports, CVC tutoring logs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Students participate in bootcamps with CVC staff to increase performance.</p> <p>Sept 2018 October 2018 November 2018</p>	LSECHS staff CVC staff	Increase student performance of college readiness exams and in college courses				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) MAPS teacher provides intervention based on TSI report.</p>	MAPS teacher	Targeted interventions for students not passing TSI exams				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Use of APEX to close gaps and address student needs and increase performance</p>	MAPS teachers LSECHS counselor	Research-based software to close academic gaps				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 3: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Performance Objective 2: By August 2019, at least 75% of Cohort 2 will be TSI met in Writing

Evaluation Data Source(s) 2: Data reports, TSI scores, tutoring logs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) MAPS teacher provides intervention based on TSI report.	MAPS teacher	Targeted interventions to improve performance and passing rate				
Critical Success Factors CSF 1 CSF 2 2) Use of APEX to close gaps and address student needs and increase performance	MAPS teachers LSECHS counselor	Targeted interventions to improve performance and passing rate Personalized interventions				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Performance Objective 3: By August 2019, 100% of students will be TSI met in Math for cohort 1.

Evaluation Data Source(s) 3: TSI scores, APEX data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) MAPS teacher provides intervention based on TSI report.	MAPS teacher	Targeted interventions to improve performance and passing rate				
Critical Success Factors CSF 1 CSF 2 2) Use of APEX to close gaps and address student needs and increase performance	MAPS teachers LSECHS counselor	Targeted and personalized interventions to improve student performance				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Performance Objective 4: By December 2018 Cohort 2,

- 1. 60% of all students will pass all 3 of Algebra I, English I, and Biology common assessment.
- 1. 70% of all students will pass at least 2 of Algebra I, English I, and Biology common assessment.
- 3. 90% of all students will pass at least 1 of Algebra I, English I, and Biology common assessment.

Evaluation Data Source(s) 4: DMAC reports, grade reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Mandatory after-school tutoring, small group intervention, APEX</p>	Teachers Principal	Increased Performance				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 3: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Performance Objective 5: By December 2018 Cohort 1,

- 1. 60% of all students will pass all 3 of Algebra II, English II, and Chemistry common assessment.
- 1. 70% of all students will pass at least 2 of Algebra II, English II, and Chemistry common assessment.
- 3. 90% of all students will pass at least 1 of Algebra II, English II, and Chemistry common assessment.

Evaluation Data Source(s) 5: DMAC reports, grade reports

Summative Evaluation 5:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) mandatory after-school tutoring, small group intervention, APEX	Teachers Principal	Increase performance				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Goal 3: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

Performance Objective 6: By May 2019, LSECHS students will visit at least 6 colleges.

Evaluation Data Source(s) 6: Sign up sheets, pics, surveys

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) College visits are set up based on student feedback and interest.</p>	<p>Counselor Teachers CVC staff</p>	<p>Expose students to college and career choices</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 4: LSECHS will work to foster a "culture of learning and higher standards" during the school year.

Performance Objective 1: Parent attendance at events will surpass 80% attendance by June 2019.

Evaluation Data Source(s) 1: sign in sheets, photos, surveys

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) LSECHS will host an induction meeting for parents at the start of the school year...LSECHS Welcome</p> <p>surpass 80% attendance</p>	Principal Teachers Counselor	Better understanding of schedules, operations, college courses, expectations...meet & greet...for parents, staff, and students.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) LSECHS will host an initiative to increase school culture of achievement and its parent-school connection by hosting a Report Card/Fair Ticket pick up Night...October 4th</p>	Principal Teachers Counselor	Increase home-to-school connections with parents. Parents will meet teachers and see where Early College is located for the first time.				
<p>Critical Success Factors CSF 5</p> <p>3) Invite parents to participate with the Superintendent's Site visit</p>	LSECHS staff District personnel	Build a sense of community and pride with stakeholders. Parents, students, and teachers offer valuable input. Information gleaned from site visit will offer affirmation and/or action steps.				
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 4: LSECHS will work to foster a "culture of learning and higher standards" during the school year.

Performance Objective 2: By June 2019, 35% of students will participate in extracurricular activities.

Evaluation Data Source(s) 2: Agendas, Pictures, Sign in sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) 12 students competed in and won the district's Hispanic Heritage Bowl and the sportsmanship award</p> <p>LSECHS won the hallway decoration competition at the high school</p> <p>Active Clubs Charmed Club Debate Principal's Student Advisory Council</p> <p>Students won the annual Black History Bowl.</p>	<p>Counselor Teachers Students</p>	<p>Increase school pride and build relationships amongst students and staff.</p>				
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Goal 4: LSECHS will work to foster a "culture of learning and higher standards" during the school year.

Performance Objective 3: By June 2019, academic, social, and emotional supports for students will have a positive impact on school culture and climate.

Evaluation Data Source(s) 3: agendas, pictures, sign in sheets, observations, conversations

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) monthly calendar of social/emotional lessons</p> <p>ZAP - Zeroes Aren't Permitted</p> <p>Achievement School (Saturday School)</p> <p>Passers Party</p> <p>Winter Bridge Activity</p>	Counselors Teachers Principal	<p>Increase student performance and a culture of higher standards for performance and character.</p> <p>Increase students perception of self-esteem by reflecting.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) implement needs assessment to incorporate students interests into school environment</p>	teachers	<p>Foster a sense of belonging</p> <p>Improve operations, culture and climate</p>				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

1. Supports for LECSHS are included in LHS Title I allocation
2. This is the inaugural year for Lancaster STEM Early College High School. We are monitoring and adjusting our plans to address the needs of students and stakeholders, as needed.
3. It's important to know that LSECHS is implemented with the School-within-a-school model on the campus of LHS.

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Anthony Thornhill	Principal
Member	Delia Moffitt	Counselor
Classroom Teacher	Ashley Tippit	ELAR Teacher
Classroom Teacher	Sarah Martindale	Science Teacher
Classroom Teacher	Sunshine Hance	History Teacher
Community Representative	Jaleesa Bealom-Short	Program Service Coordinator CVC
Parent	Nakelia Walker	Parent