

Lancaster Independent School District
Lancaster 6th Grade Center
2016-2017 Campus Improvement Plan



Mission Statement

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.

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.

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.

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

George Washington Carver 6th Grade STEM Learning Center is beginning its 6th year as a stand-alone campus in Lancaster ISD. The necessity to create a 6th grade campus was realized in the spring of 2011, and was implemented at the beginning of the 2011-2012 school year.

Carver Learning Center has a total of 49 professional and support staff members. The staff includes 14 core classroom teachers, 4 special education teachers, 2 intervention lab teachers, 1 ESL teacher, 1 Math Interventionist, 10 Elective teachers, 2 Master Teachers, 10 paraprofessionals, 1 counselor and 2 administrators. 90% of the staff members have bachelor degrees, with 25% holding an advanced degrees. All teaching staff meet the criteria for Highly Qualified as required. The teacher turnover rate was 19%. Our goal is to have less than 10% teacher turnover rate between the end of the 2016-2017 and the start of the 2017-2018 school year.

Carver currently serves 541 sixth grade students. The student demographics area as follows: African-American-77%, Hispanic-21%, White-1% and two or more races-2%. Approximately 94% of the students are identified as economically disadvantaged. This data was compiled from the TEAMS Prologic System as well as other disaggregated district data. The attendance rate goal for the 2016-2017 school year is 98%.

Currently, our special populations are 31 ESL students, 34 students receiving special education services with 5 in the Transition classroom, and 75 identified gifted and talented students.

Demographics Strengths

G.W. Carver is the melting pot of Lancaster ISD in the regard that all seven elementary campuses feed into the school. We have the unique task of uniting students from diverse backgrounds, academically and socially, into a Carver Scholar. The staff is reminiscent of the student population in its diversity, which allows for the students to identify with adult role models of their own culture. This type of diversity creates a multicultural environment that provides students with a well-rounded academic experience.

Demographics Needs

The demographic needs facing G.W. Carver at this time are the mobility rate and number of economically disadvantaged students. The somewhat high mobility rate impedes the campus's ability to determine whether students' are mastering the academic content. With approximately 94% of our student population being economically disadvantaged, it is imperative that the staff learn the skills and strategies required to improve the academic performance of these students.

Data analysis shows of student performance and achievement shows a need for specific and intentional intervention outside of the regular class time for Reading and Math. The data also indicates that the core teachers will need to be strategic in their delivery of instruction so that value is added to each student.

Student Achievement

Student Achievement Summary

For the 2014-2015 STAAR results, G.W. Carver received the Met Standard status as set forth by TEA, which was an improvement from the 13-14 year of Improvement Required. the campus STAAR Math remained the same at 69%. The STAAR Reading scores declined from 73% to 68%. The tables below gives the breakdown of the campus's 2014-2015 STAAR data.

READING

Subpopulation	Students Tested	Phase 1 Level II		Phase 2 Level II		Phase 3 Level II		Recomm Level II		Level III Adv	
		#	%	#	%	#	%	#	%	#	%
All Students	499	325	65%	246	49%	165	33%	115	23%	45	9%
Native American	1	1	100%	1	100%	0	0%	0	0%	0	0%
African American	387	242	63%	182	47%	122	32%	83	21%	30	8%
Hispanic	97	70	72%	53	55%	37	38%	28	29%	11	11%
White	9	9	100%	8	89%	5	56%	4	44%	4	44%
Two or More Races	5	3	60%	2	40%	1	20%	0	0%	0	0%
ECD	445	282	63%	213	48%	142	32%	100	22%	40	9%
Special Education	19	5	26%	1	5%	1	5%	1	5%	0	0%

MATH

Subpopulation	Students Tested	Phase 1 Level II		Phase 2 Level II		Phase 3 Level II		Recomm Level II		Level III Adv	
		#	%	#	%	#	%	#	%	#	%
All Students	496	332	67%	249	50%	156	31%	106	21%	28	6%
Native American	1	1	100%	1	100%	0	0%	0	0%	0	0%
African American	384	242	63%	176	46%	108	28%	67	17%	16	4%
Hispanic	97	77	79%	64	66%	43	44%	34	35%	11	11%
White	9	9	100%	5	56%	4	44%	4	44%	1	11%
Two or More Races	5	3	60%	3	60%	1	20%	1	20%	0	0%

ECD	442	294	67%	222	50%	137	31%	91	21%	22	5%
Special Education	15	9	60%	5	33%	1	7%	0	0%	0	0%

Student Achievement Strengths

G.W. Carver's student achievement strengths, as shown by the 2014-2015 STAAR data, was the ability to meet and/or exceed the requirements set by the Texas Education Agency for 3 indices: Index 1 (Student Achievement), Index 3 (Closing Performance Gaps) and Index 4 (Postsecondary Readiness).

Student Achievement Needs

Carver's specific area of need in relation to STAAR is Index 2 (Student Progress). The target score this index is 28 and our campus achievement was 27. Had this index counted as a stand-alone area versus being linked with Index 1 (Student Achievement), our campus would have received a rating of Improvement Required. Below is the list of needs we must address as a campus in order to improve Index 2 as well as our overall achievement and attempts to receive distinctions.

- 1) Continued improvement in the effectiveness of instruction and intervention with our special education population
- 2) Providing more rigorous instruction in Reading and Math classes that mirror the rigor of STAAR
- 3) Creating and seeking additional content-specific professional development to enhance best practices for new teachers and teachers in need of assistance
- 4) Implementing a program that provides a structure for developing a unified culture and climate for students and teachers
- 5) Increased student participation in afterschool tutorials and SACS (Students' Accelerated Curriculum School)
- 6) Frequent and targeted planning on the Math and Reading TEKS to ensure closure of gaps in student learning and performance
- 7) Frequent and consistent profiling of academic performance by students and teachers on all assessments (campus and district level)

School Culture and Climate

School Culture and Climate Summary

George Washington Carver 6th Grade STEM Learning Center reflects a school learning community that is focused on increasing student achievement and exposing our 6th grade students to the world of STEM while sparking their interest in the areas of science, technology, engineering, and mathematics.

In an effort to reach this goal, we are focusing on building strong relationships by implementing what we call the Carver Core 5: OWNERSHIP, ACCOUNTABILITY, AWARENESS, ENGAGEMENT, and RELEVANCY. These characteristics embody our expectations for staff and students alike. We, as a campus understand that if we establish relationships using the Carver Core 5 as a foundation, our school culture and climate will emulate success.

At G.W. Carver, our goal is improve parental involvement through the following programsL Carver PTA, Family Connect Nights, Bring a Parent-to-School Day and Carver P.A.W (Parents at Work) Program. The programs advocate for parent/community partnerships and volunteerism with the school in an effort to strength the home and school connection.

School Culture and Climate Strengths

Our campus motto this school year is “GWC + FAMILY=Y.O.U.: Youth Opportunities Unlimited.” As a STEM campus, we realize that interconnectivity between the school and home is the key to success for students and teachers. Our goal is to provide an impactful and comprehensive educational experience for all students by building relationships between parents, students and staff as well as embedding the 21st Century skills to instructional best practices in the classroom. We will do so by focusing on what we call the "5 Levers of an Effective School".

- High Quality Data-Driven Instruction
- High Quality Observation & Feedback
- High Quality Planning
- High Quality Student Culture
- High Quality Staff Culture

School Culture and Climate Needs

G.W. Carver 6th Grade STEM Learning Center will continue to promote increased student achievement by improving teacher quality and focusing on student performance. We also are working to improve teacher productivity by recognizing and acknowledging teacher performance and ownership.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Carver Learning Center is implementing its 5th year of the TAP (System for Teacher Advancement). Currently, we have 32 instructional staff and 8 instructional paraprofessionals, of which 3 is new to the campus. The following is the breakdown of what positions and departments our new staff members occupy.

- ELAR teachers: 2 new core instructors
- Math teachers: 4 new core instructors
- Science teachers: 1 new core instructors
- Special Education teachers: 1 new instructor (BAC)
- Elective teachers: 2 new instructors
- Instructional paraprofessionals: 3 new staff members

Staff Quality, Recruitment, and Retention Strengths

Improving the quality of instruction is a central component of increasing student achievement at Carver. Our campus benefits from the presence of TAP Master Teachers and Mentor Teachers for our career teachers. We will also continue participating in Professional Learning Communities (PLCs) along with our TAP Cluster Meetings to provide time for intentional and specific planning. PLCs are facilitated by Administrators, Master Teachers and grade level teachers. There are set protocols for these meetings that focus solely on academic planning and preparation to ensure effective lessons are planned and presented. The TAP Leadership team meets weekly throughout the year to ensure professional growth and increased student achievement.

Staff Quality, Recruitment, and Retention Needs

Carver seeks to effectively support all teachers in need of support or growth, and retain the highest quality teachers in all content areas, especially mathematics.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Improving the quality of instruction is a central component of increasing student achievement and ensuring student progress. The TAP Leadership Team is fully committed to enhancing student achievement by providing the teachers with effective staff development that will increase their instructional capacity and foster a shift in mindset towards student driven teaching. As a campus leadership team, we have re-configured our approach on improving the instructional practices of the campus. We have begun the process of modeling our expectations as well as providing opportunities to inspect for the desired outcomes. This plan will allow for every teacher to have a clear understanding of how an effective lesson is planned as well as see the execution of that plan modeled in their classrooms. It will also allow our leadership team to identify our greatest areas of need for instructional improvement.

Curriculum, Instruction, and Assessment Strengths

Currently, we are implementing SACS (Scholars' Accelerated Curriculum School), an afterschool tutorial program that will be held weekly for Math and ELAR. Tier 2 students (based on Common Assessments data, screener data, and teacher observation) will receive skill specific intervention on identified academic areas of opportunity. Math will be held on Wednesdays and ELAR on Tuesdays. In accordance, Tier 3 students (determined from by the same criteria as above) will receive pull-out tutorials on Mondays, Wednesdays, and Thursdays. Our students identified as at or above level will receive enrichment during small group instruction and/or independent assignments in the classroom.

This school year we have added 6 sections of Pre-Honors courses for Mathematics and Reading/Language Arts. The courses will provide fast-paced, rigorous instruction that will require students to be self-directed learners. Students in these courses are expected to cover all of the required student expectations for 6th grade as well as approximately 50% of the 7th grade student expectations.

Our identified GT students are now being serviced bi-weekly through our High Achievers afterschool club. These students are exposed to enriched learning opportunities that are designed to challenge and enhance their intellect.

Curriculum, Instruction, and Assessment Needs

Our campus needs are focused on connecting assessment data to the instruction being delivered in the classroom. The campus seeks to engage itself in several data digging opportunities. Each core teacher will be required to complete a Student Academic Profile document on each of their students as well as a Campus Comparison chart after each CFA and/Benchmark. These document will allow teachers to chart their students' academic levels to determine their instructional strengths and weaknesses but also identify how their students are progressing. Teachers will also have to complete district-mandated Data Reflection Guides for all Common Assessments. This guide requires teachers and campus administrators to look at the data from various vantage points (demographics, bottom performed questions, bright spot questions, students at 60% or less, and students with needs of acceleration or enrichment).

Family and Community Involvement

Family and Community Involvement Summary

Carver hosts monthly PTA meetings that focus on STEM, all Core Content Areas, Art & STAAR. Many community partners participate in our Carver Career Week which helps students be exposed to all of the many STEM Career paths and College majors. The campus also hosts a STEM showcase in December that highlights the learning process, solutions, and achievements for our students. Content experts, parents, administrative staff members, and community leaders are invited to participate in these showcases to show support for our Carver Scholars.

This year we will also implement parental involvement activities that will focus on bringing the community into the school. GWC will host Carver Connect Night, bi-monthly, that will focus on engaging our parents with the content their scholars are learning in the 6th grade. These meetings will have an academic focus through the use of simple life activities. The campus will also host a Bring Your Parent to School day in November and in April during the spring semester.

Research shows that students perform better academically and are more developed socially and emotionally when their parents are involved in their educational experiences. The campus's goal is to foster a stronger relationship and connection between our scholar's home and school lives. Doing so will not only enhance the partnership of school and home, but it will effectively impact the learning of our scholars.

Family and Community Involvement Strengths

Carver has also instituted Carver P.A.W. (Parents at Work) which seeks to create bonds between parents and the school at a more intimate, hands-on level.

Opportunities for Parental Involvement include:

- All 6th grade Field Trips
- Fall Festival
- Sweetheart Dance
- Field Day
- 6th Grade Prom
- Translation Assistance
- Other volunteer opportunities during the school week

Family and Community Involvement Needs

At Carver's inception, it was our vision to increase parent involvement and change the perception of parents of the campus from a negative to a more positive one. It is our plan to improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the campus and community.

In an effort to do so, the campus needs a stronger PTA membership and attendance. As a one year campus, parents are not as eager to get involved, but it is necessary for their support and presence in order to move the campus forward academically.

School Context and Organization

School Context and Organization Summary

The attitudes, beliefs and actions of the staff members at Carver shape the school culture and are distributed throughout the organization. The TAP Program emphasizes building strong relationships among administrators, master teachers, and career teachers, which promotes a like-minded belief system for the campus. With this, the campus leadership team has worked to ensure that instructional time is protected, as well as provide little opportunity for disruptions to the learning the enviroment. Pull-out intervention times have been scheduled specifically not to reduce time on task in core content areas. These strategic schedule decisions and administrative actions supports a school culture of student achievement and teacher effectiveness.

School Context and Organization Strengths

Collaboration is encouraged and required amongst all Carver faculty and staff when making decisions about campus policies and procedures. Teachers meet to discuss and share best practices at least two times per week. Instructional support staff work collectively to implement systems in the cafeteria and hallways to ensure the functions appropriately. This type of colaboration promotes buy-in amongst all stakeholders, and encourages open communication on the campus. These practices also provide a safe, drug-free and nurturing environment where ALL scholars can thrive academically without barriers to student learning.

School Context and Organization Needs

- More parental and community involvement
- Professional development focused on specific needs of the campus versus global needs
- Reading Interventionist to provide instruction for students reading well below the 6th grade level
- Increased rigor in the classroom

Technology

Technology Summary

At Carver, we provide students with opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking, communication and collaboration. Technology is used to stimulate and develop writing skills, STEM PBL's, assist students in collaborating with peers, and conducting authentic research/learning opportunities. Increasing technology use aids in creating 21st century learners and the ability for self-directed learning.

Technology Strengths

This year Carver is one of the campuses implementing the district-led 1:1 pilot for 150 students of the campus's students. This program allows for 1 teacher in each core area (Math, Reading/ELAR, Science, Social Studies) to have a continual blended learning classroom setting. Teachers and students were provided laptops and Google classroom privileges as some of the tools for blended learning.

In addition to the 1:1 pilot program, G.W. Carver is the home campus of a 21st Century Learning Lab. This learning environment focuses on a collaborative learning environment that uses technology to support student engagement and learning. Teachers are able to plan inviting and collaborative lessons for students to participate in while experiencing an environment similar to college-style spaces.

Each core content area teacher has been provided an interactive projector and document camera. There are also projectors available for check out to the elective teachers. Each math and reading core teacher has 5 to 10 Kindle Fires in their classrooms to use for blended instruction or intervention/supplemental instruction. Ipads and netbooks are also available for checkout as well through our Instructional Media Specialist. Teachers are also able to reserve our 21st Learning Lab as an alternate classroom setting.

Technology Needs

By allocating more resources to all teachers, more students will have access to technology. Elective teachers are also in need of document cameras, and some are in need of projectors to utilize during classroom instruction. Increasing technology resources will help to increase student achievement. Other resources needed are:

- Tablets for each teacher to use as a teaching tool in the classroom
- Professional Development for teachers to learn how to incorporate technology into their lessons
- Replacement of old technology material (outdated projectors and/or smartboards)

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Community and student engagement rating data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility

- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- 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: Establish and refine effective tools and interventions for our teachers to use along with our selected curriculum to motivate and actively engage all students.

Summative Evaluation: Evidence of increased student performance will be monitored through implementation of TRS, review of assessment data, intervention documentation and staff development documentation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Utilize TRS (Teacher Resource System) curriculum documents to guide pacing and appropriateness of core instruction and interventions</p>	D. Mills L. Nobles C. Hurd P. Nealey	Weekly lesson plan feedback PLC documentation Common Assessment data Campus/District Benchmark data PLC/Cluster				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) Continue to implement TAP (Teacher Advancement Program) with a specific focus on Problem Solving and Thinking</p>	Campus Leadership Team	Cluster Meeting Records Weekly lesson plan feedback Classroom walkthroughs/observations				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>3) Participate in weekly PLC meetings (Professional Learning Communities) to deconstruct the state standards, plan effective instruction, and model instruction with peers</p>	Classroom Teachers Master Teachers Campus Administration	PLC documentation Unpacking the TEKS planning documents Weekly lesson plans Classroom walkthroughs/observations Common Assessment/Benchmark data				






<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>4) Continue to implement the Daily 5 framework for all core classes to create student-centered classroom environments</p>	<p>Classroom Teachers Master Teachers Campus Administration</p>	<p>Weekly lesson plans PLC Documentation Classroom walkthroughs/observations</p>				
<p>Critical Success Factors CSF 2</p> <p>5) Administer common assessments and benchmarks, according to the district assessment calendar, to assess student achievement and progress</p>	<p>Classroom teachers Master Teachers Campus Administrators</p>	<p>Assessment data results (DMAC)</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Facilitate campus data analysis meetings after each common assessment/benchmark to determine instructional strengths and areas of opportunity and create plans of action for improvement</p>	<p>Classroom Teachers Master Teachers Campus Administrators</p>	<p>Common Assessment data results Teacher Reflection Guides Campus Reflection Guides Student Reflection Guides</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>7) Provide reading pull-out sessions for Tier 3 students during the school day</p>	<p>Reading Master Teacher Reading SPED Inclusion Teacher</p>	<p>Tutorial data Campus walkthroughs/observations Common assessment/benchmark data results</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>8) Provide math pull-out sessions for Tier 3 students during the school day</p>	<p>Math Interventionist Math Master Teacher Math SPED Inclusion Teacher</p>	<p>Tutorial data Campus Walkthroughs/observations Common assessment/benchmark data results</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) Implement weekly two hour school-wide intervention for Reading and Mathematics</p>	<p>Math Teachers Reading Teachers Campus Leadership Team</p>	<p>Weekly Assessments results Common Assessments results Benchmark Assessment results</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Establish effective mathematical practices and interventions for teachers to use to enhance the district curriculum. (emphasis on mathematics instruction to increase student achievement)

Summative Evaluation: Evidence of increased student achievement in math will be determined by analysis of data from intervention documentation, software reports, assessment reports and related professional development documentation.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement a Tier 2 Math lab for students identified as "bubble" students [did not pass, or barely passed, 5th grade Math STAAR by a margin of 20 points or less] for an additional 55 minutes daily</p>	Math Intervention Lab Teacher Math Master Teacher Campus Administrators	Student report cards Monthly progress monitoring reports Common Assessment/Benchmark data				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Participate in 6 week planning sessions to unpack the math standards to improve instructional and content knowledge of state-mandated learning expectations</p>	Classroom Teachers Master Teachers Campus Administrators	Planning session agendas SE Analysis charts Lesson plans Training documentation				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Utilize STAAR Mission and Math Space instructional software during small group instruction in Mathematics Intervention Lab to accelerate Tier 2 students</p>	Math Intervention Lab Teacher Math Master Teacher Campus Administrators	Progress Reports/Report Cards Progress Monitoring Student Profile documents Campus/District Assessment data				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Implement Edmentum and Think Through Math web-based instructional tools in Special Education Mathematics to accelerate students with learning disabilities</p>	SpEd Math Intervention Lab Teachers Master Teachers Campus Administrators	Progress Reports/Report Cards Progress Monitoring Student Profile documents Campus/District Assessment data				

<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Provide math pull-out sessions for Tier 3 students during the school day</p>	<p>Math Interventionist Math Master Teacher Math SPED Inclusion Teacher</p>	<p>Tutorial data Campus walkthroughs/observations Common assessment/benchmark data results</p>				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) Implement weekly two hour school-wide intervention for Reading and Mathematics</p>	<p>Math Teachers Reading Teachers Campus Leadership Team</p>	<p>Weekly Assessment results Common Assessments results Benchmark Assessment results</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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






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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Provide in-school and after-school tutorials for Tier 2 students in Math and Reading to intervene and accelerate mid-level performing students</p>	Classroom Teachers Master Teachers	Weekly tutorial lessons & assessment results Tutorial walkthroughs Common assessments\benchmark results STAAR				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Continue to implement Math and Reading lab classes (Tier 3) for Special Education to provide students with daily intervention</p>	Enrique Martinez Ivory Shears Master Teachers	Progress reports/report cards Common Assessment data results STAAR				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 2 CSF 7</p> <p>3) Utilize Mastery Connect to analyze student performance and implement specific individual plans in Reading and Math</p>	Reading & Math Teachers Master Teachers	Progress reports/report cards Weekly assessment results Common Assessment results				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Implement weekly two hour school-wide intervention for Reading and Mathematic</p>	Math Teachers Reading Teachers Campus Leadership Team	Weekly assessment results Common Assessment results Benchmark assessment results				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 4: At-risk students will perform comparably to their peers on the STAAR assessment.






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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Require students who did not pass the 5th grade STAAR (Tier 2 only) to receive an additional 55 minutes of instruction in Math and Reading</p>	Counselor Master Teachers Classroom Teachers Campus Administrators	Progress monitor reports Reports Cards				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Ensure effective Tier 1 instruction through teacher collaboration in weekly PLC and TAP Cluster meetings</p>	Classroom Teachers Master Teachers	Progress/Report cards Common Assessment/Benchmark results				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Utilize ESL elective course to provide support students with removing language barriers</p>	ESL Instructor Campus Administortor	ESL lesson plans review and feedback Common assessment results STAAR Report Cards				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>4) Implement campus-wide mentoring clubs (Carver Gents and Sister-to-Sister clubs) with a goal of teaching the whole child</p>	All staff member	Student participation Club projects				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 5: At-risk students will be provided with academic and learning supports appropriate to their particular need.

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






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide academic and social counseling sessions for students to address student needs</p>	Counselor Classroom teachers	Report card grades Counseling referrals Discipline documentation				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>2) Require students to profile and chart their individual performance on common assessments/benchmarks</p>	Classroom Teachers Master Teachers Campus Administrators	Student profile charts Teacher class portfolios Report card grades				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 6: 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.

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






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Implement a small group or pull out content sign up for the 21st Century Learning Lab</p>	Campus Administrators Master Teachers Classroom Teachers	Weekly lesson plans Student work/assignments				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Offer STEM-based clubs the require the use of 21st century skills and STEM activities</p>	Classroom teachers Campus Administrators	Club participation Student work/activities				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide teachers with technology in the classroom to enhance instruction and student engagement</p>	Campus Administrators District Administrators Classroom teachers District Blended Learning Specialist	Lesson plans Student assignments/activities				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Utilize the Exploring Careers elective class to expose students to STEM-related careers based on the 16 career paths and participation in JA Finance</p>	Exploring Careers Teachers	Student participation/projects Report cards				
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>5) Implement AVID program to teach students how to become organized and equipped with strategies for studying and planning ahead</p>	AVID Instructor	Report card grades Common assessments/benchmarks				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>6) Implement a 1 to 1 technology initiative with all core teachers (Math, Reading, Science, and Social Studies) to create engaged, rigorous lessons and activities</p>	<p>District Blending Learning Specialist Master Teachers Classroom Teachers</p>	<p>Progress & Report cards Weekly assessment data Common Assessment/Benchmark data</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) Implement the STEM Genius Hour Passion Project Initiative to allow students the opportunity to self-direct their learning based on interest</p>	<p>Classroom Teachers Campus Leadership Team Blended Learning Specialist</p>	<p>Passion Project products and presentations</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 7: Expand information and communication technology opportunities and delivery options.






Summative Evaluation: Evidence of increased implementation of information and communication technology will be determined through software inventories and usage reports, professional development for tools and resources documentation, and technology inventories.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Implement Istation and Think Through Math in the core classrooms and Tier 3 labs to enhance student achievement and small group instruction</p>	Campus Administrators Master Teachers Classroom Teachers	Increase in report card grades Increase in passing percentage on common assessments/benchmarks STAAR results				
<p>State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Administer the Istation ISIP monthly progress monitoring assessment to evaluate student progress in reading</p>	Master Teachers ELAR Teachers	Increased passing percentage on ELAR Common Assessments/Benchmarks Increase passing percentage on weekly campus assessments Report card grades				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>3) Incorporate the use of the 21st Century Learning Lab to provide students with real-world learning opportunities and increase student engagement</p>	Classroom Teachers Campus Administrators	Weekly lesson plans Student participation				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Implement Achieve 3000 in the core classrooms (Reading, Science, and Social Studies) and Tier 2 labs to enhance student achievement in Reading</p>	Master Teachers ELAR Teachers Science Teachers Social Studies Teachers	Increased passing percentage on ELAR Common Assessments/Benchmarks Increase passing percentage on weekly campus assessments Report card grades				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Create a professional environment for the staff that promotes a high attendance rate, low turnover and an increase in student performance.

Summative Evaluation: AESOP Report

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Provide high quality campus professional development that focuses on improving teacher quality and increasing student achievement</p>	Campus Administrators TAP Leadership Team	Weekly Cluster meetings and PLCs producibles LP feedback documentation Classroom walkthroughs/observations trends 6 Pre-Honors classes in ELAR and Math Teacher-led PD sessions				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Conduct a minimum of 10 walkthroughs each week to provide feedback on instructional strengths and areas of opportunities</p>	Campus Administrators TAP Leadership Team District Administration	Classroom walk-through feedback Formal observation feedback Triage of teacher strengths/areas of opportunities W/T feedback (Eduphoria)				
<p>Critical Success Factors CSF 3 CSF 7</p> <p>3) Create campus Faculty Advisory Committee and sub-committees to provide leadership opportunities and build capacity of staff</p>	Campus Administrators	Committee sign-up documentation Campus event planning documents Committee Assignemt				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Acknowledge Teacher of the Month/Year, Paraprofessional of the Month/Year, and staff Perfect Attendance to highlight campus bright spots and ownership of Carver Core 5</p>	Campus Administrators	Staff attendance reports (AESOP) Certificates of achievement to staff GWC "IM" Inspirational Moments				
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>5) Utilize weekly PLC meetings to develop creative instructional methods through practice teaching</p>	Master Teachers Campus Administrators	PLC documentation Lesson plans feedback Classroom walkthroughs/observations Use of Swiv'l to video lessons				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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






Summative Evaluation: Evidenced by incentive programs available to staff, stipend documentation for critical needs areas, and documentation of activities related to the establishment of an employee childcare center.

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

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

Summative Evaluation: Evidenced by key communicator responsibility and completion documentation, billboard displays in the community, key communicator professional development documentation, installation and utilization of campus display monitors.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Update campus display monitors weekly to highlight events, bright spots, and campus activities to share with staff, students, and community visitors</p>	<p>Campus Technology Specialist Campus Communication Committee Campus Administrators</p>	<p>Updated display monitors in the front office, hallways, and cafeteria</p>				
<p>Critical Success Factors CSF 6</p> <p>2) Update campus digital marquee with key information about school events</p>	<p>Campus Technology Specialist Campus Communication Committee Campus Administrator</p>	<p>Up-to-date information on campus external marquee (updated weekly)</p>				

<p align="center">Critical Success Factors CSF 6</p> <p>3) 3) Coordinate with City of Lancaster to publicize important campus events</p>	<p>Campus Technology Specialist Campus Communication Committee Campus Administration District Communications department</p>	<p>City highlights the important event; increased awareness of the event</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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






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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Upload campus website with monthly newsletters and flyers sent home with students</p>	Campus Technology Specialist Campus Administrators	Up-to-date campus website with updated campus information Facebook Twitter				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Utilize campus communication team to share all pertinent campus information via campus page on the district website</p>	Campus Communication Team Campus Administrators	Participation in district communication meetings by 1 or more of the campus communication committee Frequent campus meetings by the campus communication team to detail pertinent campus information				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Staff websites will include links to teacher websites, educational resources, etc., weekly lesson plans, and advertise important events.</p>	Campus Technology Specialist Faculty Classroom Teachers	Increased parental awareness and use of staff websites (parental empowerment) Remind app participants				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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






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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Frequently communicate with parents and community members via School Messenger to share pertinent campus information</p>	Campus Communication Team Campus Administrators	School Messenger usage frequency data				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Utilize social media (Facebook, Twitter) to share pertinent campus information</p>	Campus Communication Team Student Media Club with Faculty Sponsor	Increased "likes" and "followers" on social media pages				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Create and send home monthly newsletters to parents and students to share upcoming campus events and/or highlight bright spots</p>	Campus Administrators	Log of monthly newsletters for the current school year				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Create flyers to distribute to homes and community partners about campus activities</p>	Campus Communication Team Campus Administrators	Log of flyers for the current school year				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

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






Summative Evaluation: Evidenced by posts on the Lancaster ISD Webo, Twitter, You Tube and Facebook. Feedback from subscribers to the District's Webo, Twitter, YouTube and Facebook.

Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

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

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






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement AVID program to teach/expose students to life-long study strategies and organizational skills that will assist with a successful post-secondary experience.</p>	AVID Instructor	<p>Report card grades</p> <p>Common assessment results</p> <p>Participation in campus leadership activities</p>				
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Implement Cornell Notes campus-wide to teach students how to effectively take notes</p>	Classroom Teachers AVID site-based team Campus Administrators	<p>Organized student journals</p> <p>Teachers modeling & implementing note-taking process</p>				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Participate in College Go Get It Week to expose students to importance of postsecondary readiness as well as various local and national college opportunities</p>	CGGIW Committee Classroom Teachers Campus Administrators	<p>Student participation in CGGIW</p> <p>Students setting college goals and plans for achievement</p>				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 7</p> <p>4) Implement a tutorial program that focuses on adding value to the Tier 2 and Tier 3 students</p>	<p>Campus Administrators Master Teachers Classroom Teachers</p>	<p>Schedule for weekly tutorials Tutorial lesson plans Common Assessment results</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interest, and career aspirations.

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

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






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Facilitate data analysis meetings after each common assessment or benchmark to discuss effectiveness of instruction</p>	Campus Academic Leadership Team	Data Meeting Protocol CFA/BM Reflection Guides Student Reflection Guides				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Implement required campus professional development sessions based on observed teacher needs (Carver U)</p>	Campus Administrators Campus Academic Leadership Team	Carver U campus PD participation Formal observations Classroom walk-throughs Faculty Cluster Meetings				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>3) Incorporate teacher designed and/or led EdCamp-style and online PD at the campus level to improve teacher quality</p>	Campus Leadership Team Classroom Teachers	CFA/BM Assessment Binder: -Data Reflection Guides -CFA/BM performance goals -Student work products -End of year goal for CFA/BM and STAAR				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 1: Implement an effective education program on each campus that focuses on the principles of character, leadership and personal development for students, staff and parents.

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide frequent and on-going guidance lessons to all students on character education</p>	Counselor	Lesson plans for implementation and target behaviors				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Implement daily character building quotes and expectations into the morning announcements and newsletters</p>	Counselor Campus Administrator	Morning announcements Campus Monthly Newsletters				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Participate as a campus in the Anti-Bully Rally hosted by the Lancaster ISD police department to educate students about bullying</p>	LISD Police department Campus staff members	Rally itinerary/agenda Student participation				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>4) Facilitate and sponsor a campus Student Council committee to teach leadership and communication skills</p>	Counselor Campus committee co-sponsors	Student Council elections Student Council meeting agenda				
<p>Critical Success Factors CSF 1 CSF 6</p> <p>5) Facilitate and sponsor Student Ambassadors to act as Campus Leaders and Conflict Resolution Facilitators</p>	Counselor Campus Committee Co-Sponsors Campus Administration	Student Evaluations Disciplinary Referrals				
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>6) Institute Fall Kindness Challenge to encourage respectful and kind behavior among students</p>	Classroom teachers Counselor Campus Staff	Recognition Shout-Outs (Intercom system) Student "Celebrity" Book Pictures of Kindness acts				

<p align="center">Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>7) Implement a Parent & Student Character Luncheon to encourage parental involvement and recognition of students making good choices on a daily basis</p>	<p>Counselor Campus Leadership Team</p>	<p>Number of student participants Pictures of participants Parent Sign-in Sheet</p>				
<p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>8) Provide character quotes to teachers and have students complete quick writes on the meaning</p>	<p>Classroom Teachers Counselor Campus Leadership Team</p>	<p>Student quick writes</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

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

Performance Objective 2: Promote parent involvement and develop partnerships with businesses and local agencies and organizations as part of the district Character Education initiative.

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






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Implement Happy Hour with Hurd parent meetings twice a semester to promote a strong, effective school, home and community relationship (4 meetings- 2 Fall & 2 Spring)</p>	Campus Administrators	Event agendas Parent/Community sign-in sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Host monthly/bi-monthly PTA meetings</p>	Campus PTA members and officers Campus Administrators	PTA Meeting agendas/minutes PTA sign-in sheets				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Implement Serve to Learn project for students in High Achievers club, AVID students, Carver Gents, and Sister-to-Sister clubs</p>	Sister-to-Sister sponsors Carver Gents sponsors High Achievers Club sponsor Campus Administrators AVID Teacher	Planning session for project Sign-in sheets for project				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Bring your Parent to School Academy to inform parents of best practices and home support for student achievement and progress (Fall/Spring)</p>	Master Teachers Campus Administrators	Event Agendas & learning products Parent Sign-in Sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Host a Community Garage Sale</p>	PTA Members Administrators Teachers	Parent Sign-in Vendor booth sales				

Critical Success Factors CSF 5 CSF 6 6) Donuts with Dad Muffins with Mom Grandparents Day Luncheon	PTA Members Administrators	Parent Sign-in				
						

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

Performance Objective 3: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.


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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Implement PBIS (Positive Behavior Intervention and Support) strategies to encourage appropriate behaviors in the common areas of the school, including the classroom</p>	<p>Classroom Teachers Campus Administrators</p>	<p>Discipline Referral reports Hallway and classroom observations</p>				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 6: Lancaster ISD will develop and/or refine strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

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

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

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Participate as a campus in the Anti-Bully Rally hosted by the Lancaster ISD police department to educate students about bullying</p>	LISD Police department Campus staff members	Rally itinerary/agenda Student participation				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Train and implement campus crisis plan with staff to ensure awareness of all safety procedures expectations</p>	Campus Administrators Campus Crisis Team	Observation of staff following crisis plans during drills as monitored by LISD Police Documented crisis plan				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Conduct monthly discipline data meetings during faculty meetings</p>	Campus Administrators	Refined referral write-ups Lowering in percentage of referrals written				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>4) Train all staff members on CPI strategies</p>	Campus Administration	Attainment of CPI card				
						

Goal 7: Lancaster ISD will continue to pursue funding and resource options that will provide an equitable and quality education for all students while ensuring fiscal responsibility and accomplishing the mission and goals of the District.

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

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

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize TRS (Teacher Resource System) curriculum documents to guide pacing and appropriateness of core instruction and interventions
1	1	2	Continue to implement TAP (Teacher Advancement Program) with a specific focus on Problem Solving and Thinking
1	1	3	Participate in weekly PLC meetings (Professional Learning Communities) to deconstruct the state standards, plan effective instruction, and model instruction with peers
1	1	4	Continue to implement the Daily 5 framework for all core classes to create student-centered classroom environments
1	1	6	Facilitate campus data analysis meetings after each common assessment/benchmark to determine instructional strengths and areas of opportunity and create plans of action for improvement
1	1	7	Provide reading pull-out sessions for Tier 3 students during the school day
1	1	8	Provide math pull-out sessions for Tier 3 students during the school day
1	1	9	Implement weekly two hour school-wide intervention for Reading and Mathematics
1	2	1	Implement a Tier 2 Math lab for students identified as "bubble" students [did not pass, or barely passed, 5th grade Math STAAR by a margin of 20 points or less] for an additional 55 minutes daily
1	2	3	Utilize STAAR Mission and Math Space instructional software during small group instruction in Mathematics Intervention Lab to accelerate Tier 2 students
1	2	4	Implement Edmentum and Think Through Math web-based instructional tools in Special Education Mathematics to accelerate students with learning disabilities
1	2	5	Provide math pull-out sessions for Tier 3 students during the school day
1	2	6	Implement weekly two hour school-wide intervention for Reading and Mathematics
1	3	1	Provide in-school and after-school tutorials for Tier 2 students in Math and Reading to intervene and accelerate mid-level performing students
1	3	2	Continue to implement Math and Reading lab classes (Tier 3) for Special Education to provide students with daily intervention
1	3	3	Utilize Mastery Connect to analyze student performance and implement specific individual plans in Reading and Math
1	3	4	Implement weekly two hour school-wide intervention for Reading and Mathematic
1	4	1	Require students who did not pass the 5th grade STAAR (Tier 2 only) to receive an additional 55 minutes of instruction in Math and Reading
1	4	2	Ensure effective Tier 1 instruction through teacher collaboration in weekly PLC and TAP Cluster meetings

Goal	Objective	Strategy	Description
1	4	3	Utilize ESL elective course to provide support students with removing language barriers
1	5	2	Require students to profile and chart their individual performance on common assessments/benchmarks
1	6	6	Implement a 1 to 1 technology initiative with all core teachers (Math, Reading, Science, and Social Studies) to create engaged, rigorous lessons and activities
1	7	1	Implement Istation and Think Through Math in the core classrooms and Tier 3 labs to enhance student achievement and small group instruction
1	7	2	Administer the Istation ISIP monthly progress monitoring assessment to evaluate student progress in reading
1	7	4	Implement Achieve 3000 in the core classrooms (Reading, Science, and Social Studies) and Tier 2 labs to enhance student achievement in Reading
2	1	1	Provide high quality campus professional development that focuses on improving teacher quality and increasing student achievement
2	1	5	Utilize weekly PLC meetings to develop creative instructional methods through practice teaching
4	1	4	Implement a tutorial program that focuses on adding value to the Tier 2 and Tier 3 students

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize TRS (Teacher Resource System) curriculum documents to guide pacing and appropriateness of core instruction and interventions
1	1	2	Continue to implement TAP (Teacher Advancement Program) with a specific focus on Problem Solving and Thinking
1	1	3	Participate in weekly PLC meetings (Professional Learning Communities) to deconstruct the state standards, plan effective instruction, and model instruction with peers
1	1	4	Continue to implement the Daily 5 framework for all core classes to create student-centered classroom environments
1	1	6	Facilitate campus data analysis meetings after each common assessment/benchmark to determine instructional strengths and areas of opportunity and create plans of action for improvement
1	1	7	Provide reading pull-out sessions for Tier 3 students during the school day
1	1	8	Provide math pull-out sessions for Tier 3 students during the school day
1	1	9	Implement weekly two hour school-wide intervention for Reading and Mathematics
1	2	1	Implement a Tier 2 Math lab for students identified as "bubble" students [did not pass, or barely passed, 5th grade Math STAAR by a margin of 20 points or less] for an additional 55 minutes daily
1	2	3	Utilize STAAR Mission and Math Space instructional software during small group instruction in Mathematics Intervention Lab to accelerate Tier 2 students
1	2	4	Implement Edmentum and Think Through Math web-based instructional tools in Special Education Mathematics to accelerate students with learning disabilities
1	2	5	Provide math pull-out sessions for Tier 3 students during the school day
1	2	6	Implement weekly two hour school-wide intervention for Reading and Mathematics
1	3	1	Provide in-school and after-school tutorials for Tier 2 students in Math and Reading to intervene and accelerate mid-level performing students
1	3	2	Continue to implement Math and Reading lab classes (Tier 3) for Special Education to provide students with daily intervention
1	3	3	Utilize Mastery Connect to analyze student performance and implement specific individual plans in Reading and Math
1	3	4	Implement weekly two hour school-wide intervention for Reading and Mathematic
1	4	1	Require students who did not pass the 5th grade STAAR (Tier 2 only) to receive an additional 55 minutes of instruction in Math and Reading
1	4	2	Ensure effective Tier 1 instruction through teacher collaboration in weekly PLC and TAP Cluster meetings

Goal	Objective	Strategy	Description
1	4	3	Utilize ESL elective course to provide support students with removing language barriers
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