

Lytle *Primary*

Campus Improvement Plan



2016~2017

LYTLE PRIMARY

DISTRICT EDUCATION IMPROVEMENT COMMITTEE SITE BASED DECISION MAKING COMMITTEE

Principal

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LYTLE *PRIMARY*

Our Beliefs

In Lytle ISD, we believe that

- ✓ It is necessary to foster student self-discovery through innovative teaching efforts
- ✓ Learning occurs in an environment built on respectful, trusting relationships.
- ✓ Education is not one size fits all.
- ✓ Learning happens every day.
- ✓ It is important to establish a culture that fosters the joy of learning.
- ✓ Work designed for learners promotes an engaging, challenging, and satisfying.

Our Call to Action

Lytle ISD will....

Empower today; Inspire tomorrow.

LYTLE *INDEPENDENT SCHOOL DISTRICT*

Transformation | Implementation Timeline

Learner Outcomes:

- **Learners will gain skills and values to be college and career ready.**
- **Learners will achieve individual goals within a personal success plan**
- **Learners will demonstrate self-confidence through creative expression and persistence in achieving his/her goals.**
- **Learners will effectively use oral, written, and technological communication skills.**
- **Learners will develop the ability to adapt to the challenges they may encounter beyond our community.**
- **Learners will demonstrate the ability to handle life changes and challenges**
- **Learners will become productive citizens within his/her chosen community**
- **Learners will apply critical thinking and creative skills in order to solve problems in everyday life.**

NCLB Components

TEN COMPONENTS of a Title I, Part A Schoolwide Program from No Child Left Behind [P.L. 107-110 (§1114)] (Taken from TEA's [NCLB Program Coordination](#) website):

In general, a schoolwide program shall include the following components:

NCLB 1. A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.

NCLB 2. **Schoolwide reform strategies** that—

- provide opportunities for all children to meet the state’s proficient and advanced levels of student performance;
- use effective methods and instructional strategies that are based on scientifically based research that—
 - strengthen the core academic program in the school;
 - increase the amount and quality of learning time, such as providing an extended school year, before- and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
- include strategies to address the needs of all children in the school, but particularly the needs of children of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - the integration of vocational and technical education programs; and
 - address how the campus will determine if such needs have been met; and
 - are consistent with, and are designed to implement, the state and local improvement plans, if any.

NCLB 3. Instruction by **highly qualified teachers**.

NCLB 4. High-quality, ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state’s student academic achievement standards.

NCLB 5. Strategies to attract highly-quality highly qualified teachers to high-need schools.

NCLB 6. Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.

NCLB 7. Plans for assisting preschool children in the **transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

NCLB 8. Measures to **include teachers in the decisions** regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.

NCLB 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with **effective, timely additional assistance**, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

NCLB 10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Lytle ISD Board Goals

Goal 1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a new generation of learners.

Goal 2: We will develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel.

Goal 3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress.

Goal 4: We will build relationships with families, civic and business partners and advocate policy to our state government in order to advocate educational transformation.

Goal 5: We will provide open channels of communication that provides all stakeholders accurate information.

Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders.

Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals.

Lytle Learning Model

At the forefront of designing work for students of Lytle ISD, teachers will be cognizant of the quality of work they are designing for students and the relationships they form with them. Lessons will be designed based on student need and preference for learning with a focus on Schlechty's Ten Design Qualities. Design qualities will be documented in planning.

Hard to teach, difficult to learn concepts, derived from prior data, will be taken through the design process and taught through real world learning which will follow the Engage model protocols as appropriate.

Cross curricular bundles of TEKS will be used in real world learning to ensure that every student has multiple opportunities to master all. TEKS relating to hard to teach, difficult to learn concepts will be the focus and chosen to derive mastery through real world learning. A standards based rubric has been created as a goal for students and teacher knowledge of student progress. Soft skills will be embedded in all learning, and assessed with the Lytle Soft Skills Rubric.

Lytle ISD standards, those outside of the cross curricular bundles, will be addressed in the Year at a Glance document and taught individually. Design for these lessons will be collaborative between grade levels and/or content areas. The philosophy for developing meaningful relationships with students will follow the teachings of Capturing Kid's Hearts. Leadership skills will be taught following the model of Stephen Covey's Seven Habits.

Comprehensive Needs Assessment Summary Results

Area Reviewed	Summary of Needs What were the identified needs?	Priorities What are the priorities for the district and campuses, including how federal and state program funds will be used?
1. Demographics	The campus enrollment has decreased by 18 students with 80% of the students identified as Hispanic, 22% as At-Risk, 5% as Sp. Ed., 2% as G/T, and 9% as ESL.	<ul style="list-style-type: none"> -To ensure that teacher-student ratios remain compliant. - To evaluate the teacher-student ratio at grades 5 through high school to ensure effective instruction.
2. Student Achievement	<ul style="list-style-type: none"> -Focus on Reading as a priority core area -Close achievement gaps with special education and the Bilingual/ESL student groups -Close achievement gaps between Hispanic and White student groups -Challenge the GT and other high-level students - Use the RtI model to identify, support and track student progress 	<ul style="list-style-type: none"> -Ensure that staff is trained to support higher-level students -Identify special education and the Bilingual/ESL and establish processes to ensure proper programming, delivery, and monitoring, including a focus on using TIF structures to address special program needs -Use the DMAC RtI module to systemically identify services, track students, and document student academic and behavior progress
3. School Culture and Climate	<ul style="list-style-type: none"> -Continue use of and Capturing Kids Hearts - Focus on 21st Century Skills integration -Begin Implementation of the Leader in Me Program 	<ul style="list-style-type: none"> -Continue the Positive Behavior Support initiative -Continue Capturing Kids Hearts, including professional development for existing and new staff -Further develop an atmosphere of student leadership, communication, respect, and time management.
4. Staff Quality/ Professional Development	<ul style="list-style-type: none"> -Additional professional development for Promethean, iPad tools is needed. - Additional professional development is needed for use of video conferencing equipment. -Annual Summer Institute and other related grant professional development is needed for TIF and will be continued via principal meetings, cluster meetings, master/CLF meetings, and others -TEKS RESOURCE SYSTEM and curriculum and instruction training - DMAC training for use of the software for RTI 	<ul style="list-style-type: none"> -21st Century and Technology: Integrate technology and 21st Century Skills with curriculum, instruction and assessment. - Identify and implement TIF instructional program extensions - Summer professional development by Core Area, -Participate in Summer Academies for Core Areas and ELPS. -Professional development on how to incorporate the 21st century skills in all classrooms and project based learning is an integrated priority. -Continue TANGO and begin DMAC professional development.

-TANGO professional development for reading assessments in K through 3rd is needed

5. Curriculum, Instruction, Assessment

- Strengthen the vertical alignment processes
-Focus on rigor and relevance in lessons and delivery of instruction, including the integration of 21st century skills
-CLLs and grade level teams need to focus on 'check points' and benchmark assessments to ensure alignment and rigor

- Continue developing and implementing processes to strengthen the vertical alignment teams
-Use TIF meetings to address rigor, technology, and 21st century skills
-Use the TIF grade level and vertical teams to identify how readiness and supporting skills are embedded in C,I,&A
-Disaggregate the results from 'check points' and benchmarks to assess status of students/campuses and make decisions about modifications in curriculum, delivery of instruction and intervention needs for students

6. Family and Community Involvement

-Increase parent involvement and communication
- Each Teacher will utilize the Remind Application
- Each teacher will update Blogs weekly
- Phone calls home weekly combine with paper notices.

-Host two (2) Parent Mini-Conferences and campus-level training and support such as open houses, training, meetings, and others
-Introduce school staff to the community via various programs and forums
-Utilize the SchoolMessenger system to communicate with parents via phone, email and text messaging.

7. School Context and Organization

-Add personnel in the technology department
-Additional support for school clinic and library

-Use technology personnel to configure hardware and train staff
-Add support staff for school clinic and library

Goal1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a new generation of learners.

1.1 Specific Results: Provide Resources (human, physical, and Financial) to support the design of relevance, real life learning.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2017- June 30, 2017(Descriptive Evidence)
Lesson plans and the master schedule will reflect “instructional time” allowing for interdisciplinary instruction rather than traditional, isolated, subject specific times supported by educational field trips.	Local Funds Lesson Plans TIF/SEED Design Time WOW Professional Develop. Curriculum Map/YAG	Campus Administrator Collaborative Learning Leader Collaborative Learning Facilitator Campus Staff	-professional development at the beginning of the year to support RWL -Each grade level will implement one Real World Learning project per semester (minimum) -field trips should connect to learning	-Design time will be utilized to design RWL learning -Each grade level will implement one Real World Learning project per semester (minimum)
Grade levels will participate in Genius Hour. This time allows students to explore their passion and interest to promote authentic learning.	Local Funds Design Time STEAM	District Administration Campus Administrator Collaborative Learning Leader Collaborative Learning Facilitator Campus Staff	-3 times in the Fall semester (minimum) -Lessons must be correlated to STEAM	-3 times in the Spring semester (minimum) -Lessons must be correlated to STEAM
Campus will utilize bundled TEKS from the four core subject areas to create Real World Learning Experiences. This type of learning provides students with opportunities for deeper learning and provides real world relevance. Students will develop necessary 21 st century soft skill for today’s workforce.	TEKS Resource System Lytle Learning Model TIF/SEED Design Time Buck Institute Student mentors Soft Skill Rubric	Campus Administrator Collaborative Learning Leader Collaborative Learning Facilitator Instructional Staff	-professional development at the beginning of the year to support RWL -Design time will be utilized to design RWL learning -Each grade level will implement one Real World Learning project per semester (minimum) -Field trips should connect to RWL -student products to be used at the Student Showcase	-Design time will be utilized to design RWL learning -Each grade level will implement one Real World Learning project per semester (minimum) -reinforce the soft skills utilizing 7 habits and CKH tools

Seek financial assistance beyond campus funding	Donors Choose Lytle Education Foundations grants Box Tops Labels for Education McTeacher Night Whataburger Night Scholastic Book Fair	Administrators Collaborative Learning Leader Teachers Families Media Specialist	-Number of teachers who apply for LEF grants -Number of teachers who apply for Donors Choose -Number of teachers funded -Walkathon Fundraiser	-Funds raised for Box Tops and Labels for Education -Number of teachers who participated in McTeacher Night/Whataburger Night
Community leaders/members to speak to students	Chamber of Commerce City Council City Office Fire/Police Parents/Family members County/State agencies Local businesses Campus leaders District staff	Administrators Collaborative Learning Leader Collaborative Learning Facilitators Teachers	-Fire safety week -Kindergarten Community Helpers -Gardener -Community readers	-Student garden -Community readers
Record and broadcast student led announcements	Teacher Students Library	Librarian aide Students	-Daily announcements -RWL resource	-Daily announcements -RWL resource

1.2 Specific Results: Develop a plan to affirm teachers for innovative instruction.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2017(Descriptive Evidence)
Highlight innovative teacher online	School Facebook District website	Administrators Collaborative Learning Leader Collaborative Learning Facilitators District staff Teachers	-highlight minimum 3 teachers in the Fall semester -Offer highlighted teacher option to facilitate SEED/Design to share innovative learning.	-highlight minimum 3 teachers in the Spring semester -Offer highlighted teacher option to facilitate SEED/Design to share innovative learning.
Provide jean pass for innovative instruction.	Jean pass	Administrators Collaborative Learning Leader Collaborative Learning Facilitators	-Observe instruction practices that align with goals. -Establish criteria to determine innovative instruction.	-Observe instruction practices that align with goals. -Establish criteria to determine innovative instruction.

Personal affirmations	notecards	Administrators Collaborative Learning Leader Collaborative Learning Facilitators District staff	-Observe instructional practices that align with goals.	-Observe instructional practices that align with goals.
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1.3 Specific Results: Allow a flexible environment that provides opportunity for cross-curricular and collaborative learning.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2017(Descriptive Evidence)
Provide ongoing professional development through SEED to address best practices, data, and identified student-specific needs	TIF Staff, TIF Funding Title I, Part A SCE funds Local Funds	Administrators Collaborative Learning Leader Collaborative Learning Facilitators	-Utilize data from iStation, Benchmark Assessment System, and performance assessments -Analyze student work -Observe the use of strategies in the classroom -Collaborative learning modeled through professional development	-Utilize data from iStation, Benchmark Assessment System, and performance assessments -Analyze student work -Observe the use of strategies in the classroom -Collaborative learning modeled through professional development
Build leadership capacity through multiple career paths, and differentiated compensation, including critical need areas; address teacher quality and certifications, including facilitator teacher assignments and provide performance pay	TIF Staff, TIF Funding Title I, Part A SCE funds Local Funds	Administrators Campus Learning Leaders Collaborative Learning Facilitators	-Offer teachers opportunities to lead campus events, committees, SEED/Design meetings, etc. -Offer best practices through SEED to enhance teaching performance	-Offer teachers opportunities to lead campus events, committees, SEED/Design meetings, etc. -Offer best practices through SEED to enhance teaching performance
Utilize the Danielson Framework as a model for effective instruction, coaching and feedback for meeting the TIF expectations, Knowledge and Responsibility (SKR) Standards	TIF Staff, Title I, Part A Local Funds SKR Evaluation	Administrators Collaborative Learning Leaders	-Analyze SKR results and value added reports -Utilize information from evaluation reports to determine areas needed for instructional growth.	-SEED professional development -Observe adjustments to instruction based on initial evaluation feedback from evaluators

Implement a system to collect, analyze, apply, and disseminate formative and summative data to inform and focus instructional decisions.	TIF Staff, TIF Funding TPTR Funding Title I, Part A Local Funds Istation Benchmark Assessment System Performance Assessments Google Drive	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	-Utilize Google Drive to share student performance on progress monitoring and performance assessments. -Utilize Istation reports to monitor student growth. _Utilize Benchmark Assessment System (BAS) to determine flexible grouping and monitor student reading levels, including fluency and comprehension.	-Utilize Google Drive to share student performance on progress monitoring and performance assessments. -Utilize Istation reports to monitor student growth. _Utilize Benchmark Assessment System (BAS) to determine flexible grouping and monitor student reading levels, including fluency and comprehension.
TEKS RESOURCE SYSTEM: Utilize the TIF process to implement TEKS RESOURCE SYSTEM; utilize the Year-at-a-Glance (YAG), Vertical Alignment Document (VAD), and Instructional Focus Document (IFD) in each grade level and core subject area	TEKS RESOURCE SYSTEM ESC-20 Local Funds Technology	Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	-TCMPC resources used in lesson planning -Lesson plan monitoring by Collaborative Learning Leaders -Collaborative Learning Leader monitors student learning based on performance assessment results. -YAGs aligned with Curriculum Map	-TCMPC resources used in lesson planning -Lesson plan monitoring by Collaborative Learning Leaders -Collaborative Learning Leader monitors student learning based on performance assessment results.
Implement STEM lab lessons/activities to support students in math/science.	Title I, Part A Local Funds	Collaborative Learning Leader STEM teacher	-Student feedback -Teacher feedback	-Connect STEM lab to Science SLO to assist with student learning.

1.4 Specific Results: Create a timeline for the sustainable growth of organizational structures.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2017(Descriptive Evidence)
Continually refine the use of flexible learning.		Campus Learning Facilitators Teachers	-Analyze student data to determine student strengths and weaknesses/needs. -Collaborate to design a flexible environment. -Utilize common areas.	-Reflect on student data to assess effectiveness of flexible learning. -Redesign to ensure continued student growth. -Utilize common areas.

1.5 Specific Results: Use multiple avenues to acquire student input on curriculum, student work, environment and safety.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2015- January 31, 2016 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2016(Descriptive Evidence)
Offer students different ways to provide input.	-Reflective conversations with students -Parent survey	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Parents	-Weekly reflective conversations with students (minimum) -Parent survey at Meet the Teacher to allow parents to provide information about their child.	-Weekly reflective conversations with students (minimum) -Utilize feedback to increase student voice in learning.
Hold "Student Showcase" to give students an opportunity to share their learning.	Technology Seven Habits Student Work/Products Local Funds School facilities	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers District staff	-Design layout and plans to highlight student work. -Real World Learning products collected	-Students share learning at Showcase
Students, Faculty and Staff participate in creating videos for student safety.	Technology Lytle Emergency Plan	Teachers Campus Administration students	-Videos created to share with students about safety	-Videos created to share with students about safety
Violence Prevention: All campus staff will be trained and follow district policies/procedures regarding bullying, internet safety, and other violence/safety topics.	Local Funds TX School Safety Center ESC 20 State Comp. Edu Hero	District administration Campus administrator Teachers	-Orange Out day -Teachers watch training videos	-Faculty meetings
Promote Drug Free and Red Ribbon Week	Local Funds TX School Safety Center ESC 20 State Comp.	Counselor Teachers	-Student/staff participation in Red Ribbon Week	-Budget for Red Ribbon Week activities
Update and replenish crisis backpacks and lockdown supplies.	Local Funds TX School Safety Center ESC 20 State Comp.	Administrators Counselor	-Inspection of backpack and tubs -Training/explanation of the use of crisis bags and supplies	-Supplies made available to students/teachers in the event of an emergency

Emergency Operations: Update and implement the EOP, conduct drills and Safety Audits.	ESC-20 LOCAL FUNDS IPAD SCHOOL SAFTY TRACKER APP.	District Administration Campus administrator	-Drill log -Teachers and staff are trained on EOP and provided tools to teach students the EOP. -EOP posted by the door. -Use of Raptor system for all campus visitors	-School safety audits -Drill log -Teachers and staff are trained on EOP and provided tools to teach students the EOP. -EOP posted by the door. -Use of Raptor system for all campus visitors
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Goal 2: Develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel.

2.1. Specific Results: To sustain and evolve the “Lytle Learning Model” to deliver rigorous learning experiences.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2017(Descriptive Evidence)
New teachers will be trained on District initiatives: 1. WOW 2. Capturing Kids Hearts 3. Seven Habits	Title I, Part A Funds Local Funds Schlechty Center Flip Flippen’s Capturing Kids Hearts Stephen Covey ESC-20	District Administrators Campus administrators Campus counselor Collaborative Learning Leaders Collaborative Learning Facilitators Campus Teachers	-Provide training for all staff on district initiatives	-Teacher professional development logs
All teachers will continue implementation of district initiatives.	Title I, Part A Funds Local Funds Schlechty Center Flip Flippen’s Capturing Kids Hearts Stephen Covey ESC-20	District Administrators Campus administrators Campus counselor Collaborative Learning Leaders Collaborative Learning Facilitators	-Social Contracts are in each classroom and the Teachers welcome the students to class each morning.	-Teachers welcome the students to class each morning. -Design Time used for designing engaging work for students using the WOW design qualities.

		Campus Teachers Lighthouse Team	-Design Time used for designing engaging work for students using the WOW design qualities. -District initiatives reviewed in SEED & ALF meetings. - All kinder and 1 st grade students attend Character class each week. -Kindness Challenge	- All kinder and 1 st grade students attend Character class each week. -Student led conferences -Students set academic goals and track growth in a Data binder.
Grade level teams meet weekly to design engaging student work based on student needs both above and below (GT, Sp Ed, Bil/ESL) to ensure student growth.	Local Funds Lesson Plans	Campus Administrator Collaborative Learning Leader Collaborative Learning Facilitator Teachers	-Weekly Design Time -Examine student work & student feedback	-Weekly Design Time -Examine student work & student feedback
Utilize TEKS Resource System as a tool to increase student growth.	ESC-20 Local Funds Technology	Campus Administrator Collaborative Learning Leader Collaborative Learning Facilitator Teachers	-Use performance assessments to monitor student growth. -YAGs/Curriculum maps utilized and updated on a regular basis. -TEKS clarification documents referenced for lesson planning.	-Use performance assessments to monitor student growth. -YAGs/Curriculum maps utilized and updated on a regular basis. -TEKS clarification documents referenced for lesson planning.
Utilize bundled TEKS to integrate learning and design Real World Learning Experiences.	ESC-20 Local Funds TIF Funds	Campus Administrator Collaborative Learning Leader Collaborative Learning Facilitator Teachers	-Utilize weekly Design meetings to integrate core content. _Monitor lesson plans for integration. -Implement one Real World Learning experience per semester.	-Utilize weekly Design meetings to integrate core content. _Monitor lesson plans for integration. -Implement one Real World Learning experience per semester.
Professional Development: Teachscape Training Danielson Training TCLC Meetings CCLC Meetings TIF Principals Meetings TIF Learning Leader Meetings TIF Facilitator Meetings	TPTR Funding Title I, Part A Local Funds, TIF Funds	Campus Administrator Collaborative Learning Leader Collaborative Learning Facilitator Teachers	Ongoing professional development from the TIF grant for all teachers and administrators	Ongoing professional development from the TIF grant for all teachers and administrators
At-Risk:	SCE Criteria PRCs	Campus Administrator Counselor	-Completion of forms and annual updates	

<p>Student academic profiles will be included in the PRC to identify at-risk status, updates will be ongoing, and students will be exited based on criteria.</p>	<p>Academic Student Profiles PEIMS SCE FUNDS Campus Counselors – SCE Funds DMAC/RTI- Title I Funds TPRI Data Progress Monitoring</p>	<p>Collaborative Learning Leader Teachers</p>		
<p>At-Risk: Maintain Reading Interventionist position to assist struggling readers for Tier III intervention.</p> <p>2. State Comp Evaluation is conducted annually.</p>	<p>SCE Criteria PRCs Academic Student Profiles PEIMS SCE FUNDS Campus Counselors – SCE Funds DMAC/RTI- Title I Funds TPRI Data Progress Monitoring</p>	<p>Campus Administrator Collaborative Learning Leader Teachers</p>	<p>-Collect data from I-station for Reading intervention.</p> <p>- Collect data from Fast ForWord for Reading Intervention.</p> <p>-Collect data from Benchmark Assessment System for Reading Intervention.</p>	<p>-Collect data from I-station for Reading intervention.</p> <p>- Collect data from Fast ForWord for Reading Intervention.</p> <p>-Collect data from Benchmark Assessment System for Reading Intervention.</p> <p>-Evaluate effectiveness of interventions using data.</p>
<p>At Risk: SST - Maintain student success team to assist in the identification of student needs and communication of interventions, strategies, and services and to communicate student needs with parents.</p>	<p>SCE Criteria PRCs Academic Student Profiles PEIMS SCE FUNDS Campus Counselors – SCE Funds DMAC/RTI- Title I Funds TPRI Data Progress Monitoring</p>	<p>Campus Administrator Special Education Administrator Counselor Collaborative Learning Leader Teachers</p>	<p>-Collect data from Interventions.</p> <p>-Collaborate to determine appropriate interventions for at risk students</p>	<p>-Collect data from Interventions.</p> <p>-Collaborate to determine appropriate interventions for at risk students</p>
<p>Special Education: Assist campus staff in meeting all timelines and expectations for Full and Individual Evaluations (FIE), Admission Review and Dismissals (ARD), Individual Education Programs (IEP), and to provide a continuum of program and services.</p>	<p>District Contract Forms SE Support Staff, ARD Manuals IEP Reports IDEA B Funds</p>	<p>District Administrator Special Education Administrator Campus Administrator Counselor</p>	<p>- Train campus staff in the ARD committee decision making process</p> <p>-Completion dates of FIE, ARDs and IEP meet expected deadlines.</p> <p>- Students receive appropriate services and placement as indicated in the IEP.</p>	<p>- Students receive appropriate services and placement as indicated in the IEP.</p>

<p>Special Education: Provide training for teachers who have students diagnosed with special needs.</p>		<p>Special Education Administrator Campus Administrators Special Education teachers Campus Counselor</p>	<p>-Ensure teachers have been trained to meet the needs of their students.</p>	<p>-Teacher PD log</p>
<p>Title I: 1. Primary campus will implement all Title I, Part A required activities. 2. Continue employment of a librarian aide to assist in linking library resources to classroom instruction. • Purchase more library books 3. The campus will continue to provide support staff to assist in the effective implementation of the rotation schedule and student intervention.</p>	<p>Title I Funds Local Funds Title I, Part A Funds Title I, Part A Funds Computer Lab aide, Literacy aide , P. E. aide</p>	<p>Counselor Campus Administrator</p>	<p>Library rotation helps to support reading and classroom activities by pulling books related to a variety of topics the students are studying and offer computer access.</p>	<p>Library rotation helps to support reading and classroom activities by pulling books related to a variety of topics the students are studying and computer access. Plans for the following school year is to have STEM based activities available in the library for the students to explore.</p>
<p>Head Start/PK: The agreement between ESC-20 and Lytle ISD is documented for collaborative Head Start/PK services.</p>	<p>Head Start Funds SCE Funds</p>	<p>Transportation Director Campus Administrator District Administrator ESC 20 Collaborative Learning Leader Collaborative Learning Facilitator Teachers</p>	<p>-Provide transportation for Head Start students. -Utilize data from multiple Head Start assessments to document student achievement.</p>	<p>-Provide transportation for Head Start students. -Utilize data from multiple Head Start assessments to document student achievement.</p>
<p>ESL: 1. Conduct all ESL and Title III, Part A activities are conducted as required and within expected timelines: SAS, Compliance Reports, PEIMS, and others. 2. Use instructional supplies to assist with the intervention needs of ESL students. 3. Pay stipends to ESL certified teachers who are servicing ESL students.</p>	<p>LOCAL FUNDS- ESL Title III Funds CC ESC 20 ESL Cooperative TELPAS Training Title III Funds</p>	<p>District Administrator Campus Administrator ESL Campus Coordinators Campus Staff (ESL Certified)</p>	<p>-State and campus reports -use technology to assist with servicing ESL students -ESL pullout intervention services -Teachers schedule practice ESL exams</p>	<p>-English Academy offered for monolingual students during summer. -ESL pullout intervention services -Teachers are ESL certified</p>

GT & 504: 1. Refine processes and procedures and provide training at campus level. 2. Ensure that identification and services for students meet/exceed expected program guidelines.	Campus Counselor Local Funds- GT Title I Part A Funds	District Administrator Campus Administrator	-GT program identification -Identify students needing assistance for the 504 program.	-GT testing and identification started in March.
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2.2 Specific Results: Utilize a campus specific focus group to gather input on major instructional developments.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2017(Descriptive Evidence)
Meet to evaluate initiatives and instruction		Administration Collaborative Learning Leader Collaborative Learning Facilitators	-Meet bi-monthly -Utilize an agenda that aligns with district beliefs and goals to reflect on campus growth -ALF meeting notes	-Meet bi-monthly -Utilize an agenda that aligns with district beliefs and goals to reflect on campus growth -ALF meeting notes
Continue committee meetings (i.e., Lighthouse, Parent involvement, School climate, Special Events and the Campus Improvement Committee)	Local Funds TEKS Curriculum	Teachers Campus Administration Collaborative Learning Leader Collaborative Learning Facilitators	-Meet bi-monthly (site-based committee meets as needed) -Communicate committee meeting minutes with staff after each meeting	-Meet bi-monthly (site-based committee meets as needed) -Communicate committee meeting minutes with staff after each meeting
Utilize content specific vertical alignment teams	Local Funds TIF TEKS Resource System	Teachers Campus Administration Collaborative Learning Leader	-Meet once per semester (minimum) -Team members responsible for sharing information with campus team.	-Meet once per semester (minimum) -Team members responsible for sharing information with campus team.

Goal 4: We will build relationships with families, civic and business partners and advocate policy to our state government in order to advocate educational transformation. (“Relationships”)

4.2 Specific Results: Increase and build new partnerships with local businesses and community organizations to forward district’s

educational goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2017- June 30, 2017(Descriptive Evidence)
Actively invite the School Board, City officials, and business leaders into our school to highlight innovative learning.	Local Funds	Administrators District staff Collaborative Learning Leader Teachers	-Communicate school events -Post thank you messages to businesses on marquee and school Facebook -Students write thank you letters to visitors	-Communicate school events -Post thank you messages to businesses on marquee and Facebook -Students write thank you letters for visitors
Build relationships with local nursing homes to develop compassion and empathy	Local Funds	Administrators District staff Collaborative Learning Leader Collaborative Learning Facilitators Teachers	-Halloween parade and Christmas carol visit	-Fiesta float parade
Participate in various community events		Administrators District staff Collaborative Learning Leader Collaborative Learning Facilitators Teachers	-Freedom Walk -develop a new incentive plan to encourage teachers and students to participate in community events -recognize student and staff participation in community events on social media -VFW Art contest	-recognize student and staff participation in community events on social media
Initiate giving back projects to support local charities		Administrators District staff Collaborative Learning Leader Collaborative Learning Facilitators Teachers	-One project per semester (minimum)	-One project per semester (minimum)

4.3 Specific Results: Create relationships with families to forward district’s educational goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2015- January 31, 2016 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2016(Descriptive Evidence)
Provide opportunities for parents/families to build relationships with faculty and staff.	Campus Funds	Administrators Campus Counselor Collaborative Learning Leader Collaborative Learning Facilitators Teachers	Book Fair, Meet the Teacher, McTeacher Night, Christmas Program, Leadership Night, Freedom Walk, Classroom parent volunteers, High School and Jr. High student volunteers, Walkathon, PTO meetings	Book Fair, Student Showcase, Public School Week events, Fiesta Parade, PTO meetings, Spring Fling
Promote volunteering of parents, family & community members	Facebook/Class blogs Remind 101 District/campus websites Twitter	Administrators Campus Counselor Collaborative Learning Leader Collaborative Learning Facilitators Teachers	-Weekly Facebook posts for classroom page -Parent volunteer recognition on School and Class Facebook page -Invite parents and community members to serve as an authentic audience	-Ensure class Facebook pages are updated weekly. -Ensure parent volunteers are recognized on school Facebook pages -Invite parents and community members to serve as an authentic audience

Goal 5: We will provide open channels of communication that provides all stakeholders accurate information.

5.1 Specific Results: Establish guidelines to promote school events to improve student, parent, teacher and community communication.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2016- June 30, 2017(Descriptive Evidence)

<p>Share campus, classroom and student events with parents and community members.</p>	<p>District website, class blogs, Facebook, Remind, Twitter, School Messenger, Marquee, Conferences, Email, weekly and monthly news letters</p>	<p>Administrators Campus Learning Leaders Campus Learning Facilitators Teachers & Students Public Relations</p>	<p>-Guidelines in campus employee handbook -Periodic checks of media sources utilized by district/campus staff and students -Bilingual flyers -Weekly class newsletters & Facebook posts -Remind app utilized weekly -Livestream</p>	<p>-Guidelines in campus employee handbook -Periodic checks of media sources utilized by district/campus staff and students -Bilingual flyers -Weekly class newsletters & Facebook posts -Remind app utilized weekly -Livestream</p>
<p>Share campus/student events with other campuses</p>	<p>District website Facebook Twitter Marquee School Messenger Email</p>	<p>Administrators Campus Learning Leaders Campus Learning Facilitators Teachers Public Relations District staff</p>	<p>-Collaborate with Elementary for yearly calendar -Inform Public Relations of any school events -Share campus events on District calendar -Guidelines in the campus employee handbook</p>	<p>-Inform Public Relations of any school events -Share campus events on District calendar -Guidelines in the campus employee handbook</p>
<p>Parent and Community Involvement: Provide training and opportunities to be involved and informed about campus activities and student education through various avenues.</p>	<p>Campus marquee Facebook Campus website Remind Title I, Part A IDEA-B Local Funds</p>	<p>Administrators Counselor Campus Secretary Campus Learning Leaders Campus Learning Facilitators Teachers Public Relations District staff</p>	<p>-Annual parent Involvement Survey Participation Data -Invite community into school to participate or share their knowledge in Real World Learning experiences. -Academic Parent Teacher Team Meetings -Required parent conference with teacher before 1st report card is sent home. -Signed compact collected and turned into Campus Secretary.</p>	<p>-Invite community into school to participate or share their knowledge in Real World Learning experiences. -Academic Parent Teacher Team Meetings -Student led conference -Student Showcase -Monthly PTO meetings -Family Picnic, Five a Day Parade, Spring Fling</p>

			-Meet the Teacher, Title I, Family Nights, Christmas program, Academic Parent Teacher Team meetings, Grandparent's Day -Monthly PTO meetings	
Wellness: Meet all expectations for Nutrition Programs, School Health Advisory Committee (SHAC)PEIMS	Title I, Part A SHAC Team	Administrator Nurse's Aide School Nurse Cafeteria Coordinator Counselor District staff	-Multiple choices provided for student lunches -PEIMS attendance reports indicating high attendance; attendance rates -Health forms completed -Hearing/Vision Screenings -Head Start Nutritional Wellness Program - November -Small Group & Individual Counseling -District Wellness Fairs	-Multiple choices provided for student lunches -PEIMS attendance reports indicating high attendance; attendance rates -Hearing/Vision Screenings -Head Start Nutritional Wellness Program - March -Small Group & Individual Counseling -District Wellness Fairs

5.2 Specific Results: Establishing guidelines to improve communication between student, parent, and teacher.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017(Descriptive Evidence)	Progress Report 2 February 1, 2017- June 30, 2017(Descriptive Evidence)
Offer parents different ways to receive school information	Local Funds Title I, Part A Survey Remind 101 Email Newsletter	Campus staff Administrator District staff	- Communications Tools: Remind 101 App for parent contacts 8:00am-8:00pm Let's Talk – community communication District wide. District news calendar, Campus wide monthly Calendar, Classroom Weekly news letter Teacher Facebook pages/blogs updated weekly Primary Web page- updated as needed Twitter – used at staff discretions Parent Reach –used to advertise events school wide. Marquee – updated weekly Teacher notes home Positive Parent connections –email, phone, text, face to face District website (app)	- Communications Tools: Remind 101 App for parent contacts 8:00am-8:00pm Let's Talk – community communication District wide. District news calendar, Campus wide monthly Calendar, Classroom Weekly news letter Teacher Facebook pages/blogs updated weekly Primary Web page- updated as needed Twitter – used at staff discretions Parent Reach –used to advertise events school wide. Marquee – updated weekly Teacher notes home

			<ul style="list-style-type: none"> -Meet the Teacher Night -Document parent contacts for Domain 4 -Administrator signed up to all Teacher Reminds to monitor usage -Fall parent teacher conference with each student -Positive parent connections -Monthly newsletter sent home with campus events 	<ul style="list-style-type: none"> Positive Parent connections –email, phone, text, face to face -Document parent contacts for Domain 4 -Positive parent connections -Monthly newsletter sent home with campus events -Reflect on communication to make improvements.
Develop an effective system for collecting/updating parent contact information and feedback	Local Funds Let's Talk Survey Monkey	Administrators Campus Counselor Collaborative Learning Leader Collaborative Learning Facilitators Media Specialist Teachers	<ul style="list-style-type: none"> -At the beginning of the school year, update registration -Online forms for parents to update contact information developed by the Media Specialist -Collect information from parents/community regarding campus events/activities 	<ul style="list-style-type: none"> -Mid-year request for updated contact information attached to 2nd 9 weeks report card -Online form for parents to update contact information.
Head Start committee meeting Bi-monthly		ESC-20 Teachers	<ul style="list-style-type: none"> -Parent attendance -Calendar 	<ul style="list-style-type: none"> -Parent attendance -Calendar
Wellness: Meet all expectations for Nutrition Programs, School Health Advisory Committee (SHAC)	SHAC Team Local funds Title I, Part A	Administrator Nurse's Aide School Nurse Cafeteria Coordinator Counselor District staff	<ul style="list-style-type: none"> -Monthly lunch menus sent home -Menu and Nutrition programs online -Parents are contacted each time a student visit's the nurse's office and the nurse maintains a visitor's log. -Communication about campus illnesses 	<ul style="list-style-type: none"> -Monthly lunch menus sent home -Menu and Nutrition programs online -Parents are contacted each time a student visit's the nurse's office and the nurse maintains a visitor's log. -Communication about campus illnesses

Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders.

6.1 Specific Results: Implement 1 to 1 access for digital devices for the high school with future implementation plan for all campuses.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2014- January 31, 2015 (Descriptive Evidence)	Progress Report 2 February 1, 2015- June 30, 2015(Descriptive Evidence)
<p>Technology/21st Century: Promote technology integration and 21st century skill development through infrastructure, hardware and software.</p>	<p>Local Funds Title I, Part A funds IT Personnel eRate TEKS Resource System DMAC</p>	<p>District administrators Campus administrators IT Media Specialist Collaborative Learning Leader</p>	<p>-Minimum 5 ipads per classroom</p> <p>-Surround sound systems</p> <p>-learning and productivity apps used in the classroom</p> <p>-iStation, ST Math, Fast ForWard, BrainPop</p> <p>-Maintain the Apple Initiative by purchasing IPADS and covers to continue the focus on technology integration with integrated lessons and interventions.</p> <p>-Increase technology access for students and staff, including tools, training, and techniques for integrating with Curriculum and Instruction.</p> <p>-Staff will incorporate current and emerging technology tools and resources, including curriculum resources, and digital tools including communication (i.e., Facebook).</p> <p>-Lesson plans submitted and shared through Google Drive</p> <p>-Integrate tech professional development during SEED</p>	<p>-Per classroom: minimum 5 student ipads, Interactive projector, ActivInspire, Teacher ipad, Teacher computer, student computer(s), teacher laptop, MS Office, online instructional materials (Disc. Science Techbook, Pearson Math, etc.)</p> <p>-Per campus software and hardware: Wired and wireless internet access, Computer Lab, Media Center/Library, online access to age appropriate resources (BrainPop, Fast ForWord, iStation, Discovery Streaming, ST Math, Prodigy, Starfall, etc.)</p> <p>-Integrate tech professional development during SEED</p> <p>-Lesson plans submitted and shared through Google Drive</p>
<p>Technology/21st Century: Instructional Aide will teach students Technology Applications TEKS</p>	<p>Title I, Part A Common Sense Media</p>	<p>Instructional Assistant Collaborative Learning Leader Media Specialist</p>	<p>-Ongoing use of technology systems</p> <p>-Positive feedback from all stakeholders regarding technology systems</p>	<p>-Ongoing use of technology systems</p>

			-Train Instructional Aide to use age appropriate programs with students	-Positive feedback from all stakeholders regarding technology systems
Educate students about online safety through Digital Citizenship	Media Specialist State Funds Title III Common Sense Media	District administration Campus Administration I.T. Dept. Media Specialist	-Digital citizenship lessons at the start of the year during computer rotations	
Continue to employ Media Specialist	Title I, Part A SCE Funds	Administrator	-Support instruction at a campus level -Provide professional development as needed	-Campus inventory -Assist in developing/updating obsolescence cycle

Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals.

7.1 Specific Results: Develop system will to collect data for analyzing results in curriculum and instruction, programs, and district goals. (What and How)

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2017- June 30, 2017(Descriptive Evidence)
Evaluate curriculum used by staff and students	Local funds University of Texas Program evaluation process http://www.utexas.edu/academic/ct/a/assessment/iar/programs/	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Media Specialist	-Implementation of curriculum with fidelity -Data from Being a Writer, Fast Forward, Discovery Education, Pearson Math, Balanced Literacy, CommonSense.org -Record evidence of progress -Instructional rounds in grade levels to observe colleagues -Use parent events to demonstrate how to use curriculum at home	-Focus Groups to include parents and teachers -Use data (Progress Monitoring, performance assessments, and student work) -Instructional rounds in grade levels to observe colleagues -Use parent events to demonstrate how to use curriculum at home
Analyze software and apps used by students and staff	Local funds Tech Rubric	Administrators Campus Counselor Collaborative Learning Leaders Media Specialist Collaborative Learning Facilitators Teachers	-Information from software and apps used by students and staff -Record evidence of progress	Kathy Schrock Guide to Everything http://www.schrockguide.net/critical-evaluation.html The Journal of Information Technology Education: http://www.jite.org/documents/Vol14/JITEV14ResearchP021-053Yuan0700.pdf

Evaluate the effectiveness of campus implementation of District Initiatives	Local funds University of Texas Program evaluation process	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers	Record evidence of progress from CKHs, Seven Habits, WOW CKHs –Social Contracts and 4 Questions being used 7 Habits-Data notebooks, using website, activity guides WOW-Walk-throughs and Design time show implementation of 10 Design Qualities	Record evidence of progress from CKHs, Seven Habits, WOW CKHs –Social Contracts and 4 Questions being used 7 Habits-Data notebooks, using website, activity guides WOW-Walk-throughs and Design time show implementation of 10 Design Qualities -Campus visit with Schlechty professionals to provide feedback (WOW)
Report campus implementation of district goals	Local funds University of Texas Program evaluation process	Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Media Specialist	-Analyze and evaluate how implementation of district goals are met -Record evidence of progress	-Focus Groups with parents, teachers, students and district level -Rubric created by district for each campus to evaluate programs objectively

7.2 Specific Results: Share results with all stakeholders to promote transparency.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2017- June 30, 2017(Descriptive Evidence)
Provide opportunities to promote transparency	Local Funds Facebook Remind Campus/District Website	District staff Administrators Campus Counselor Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Media Specialist	-Promote highlights from Parent surveys -Family Nights (Academic Parent Teacher Team Meetings) -YouTube Channels	-Student led conferences -Family Nights (Academic Parent Teacher Team Meetings) -Student Showcase -TEA Accountability Report

7.3 Specific Results: Create a baseline for effectiveness and set yearly goals for growth.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2016- January 31, 2017 (Descriptive Evidence)	Progress Report 2 February 1, 2017- June 30, 2017(Descriptive Evidence)
Develop a tool to evaluate the effectiveness of all online programs.		Administrators Collaborative Learning Leaders Collaborative Learning Facilitators Teachers Media Specialist	-Create a tool to use for evaluation. -Collect data for the following programs: iStation, Fast ForWord, ST Math, Prodigy,	-Implement the tool to evaluate effectiveness of programs -Collect data
Evaluate implementation of Balanced Literacy		Campus administrator Collaborative Learning Leader Collaborative Learning Facilitators Media Specialist	-Monitor student growth through Benchmark Assessment System -Monitor implementation and growth of the LLI system used by Reading Interventionist -Classroom observations for components of balanced literacy	-Monitor student growth through Benchmark Assessment System -Monitor implementation and growth of the LLI system used by Reading Interventionist -Classroom observations for components of balanced literacy -Evaluate student reports for growth (i.e., reading levels, iStation, etc.)

Lytle ISD Transformation and Implementation Timeline

Goal 1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a new generation of learners.							
Specific Results	Assigned	Fall 2014	Spring 2015	2015 2016	2016 2017	2017 2018	2018 2019
1. <i>Provide resources (human, physical, and financial) to support the design of relevant, real life learning.</i>				✓			
2. <i>Develop a plan to affirm teachers for innovative instruction.</i>					✓		

3. <i>Allow a flexible environment that provides opportunity for cross-curricular and collaborative learning.</i>		*					
4. <i>Create a timeline for the sustainable growth of organizational structures.</i>					✓		
5. <i>Use multiple avenues to acquire student input on curriculum, student work, environment and safety.</i>				✓			
6. <i>Develop a tiered support system that encourages teachers to be innovative.</i>						✓	

Goal 2: We will develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel.							
Specific Results	Assigned	Fall 2014	Spring 2015	2015 2016	2016 2017	2017 2018	2018 2019
1. <i>To sustain and evolve the “Lytle Learning Model” to deliver rigorous learning experiences</i>		*					
2. <i>Utilize a campus specific focus group to gather input on major instructional developments.</i>				✓			
3. <i>Create a current online resource for parents and students to support instruction.</i>						✓	
4. <i>Create digital student portfolios that follow students throughout their school career.</i>							✓

Goal 3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress.							
Specific Results	Assigned	Fall 2014	Spring 2015	2015 2016	2016 2017	2017 2018	2018 2019
1. <i>Implement a system of multiple measures for academic progress and soft skill development.</i>						✓	
2. <i>Design a system where students can effectively self-assess and set individual goals.</i>						✓	
3. <i>Implement appropriate diagnostic, formative and summative assessments to accommodate different learning styles and assist educators and students in monitoring progress.</i>							✓

Goal 4: We will build relationships with families, civic and business partners and advocate policy to our state government in order to advocate educational transformation.							
Specific Results	Assigned	Fall 2014	Spring 2015	2015 2016	2016 2017	2017 2018	2018 2019
1. <i>To build relationships with state representatives to forward the district's educational goals.</i>						✓	
2. <i>Increase and build new partnerships with local businesses and community organizations to forward district's educational goals.</i>					✓		
3. <i>Create relationships with families to forward district's educational goals.</i>				✓			

Goal 5: We will provide open channels of communication that provides all stakeholders accurate information.							
Specific Results	Assigned	Fall	Spring	2015	2016	2017	2018

		2014	2015	2016	2017	2018	2019
1. <i>Establish guidelines to promote school events to improve student, parent, teacher and community communication.</i>				✓			
2. <i>Establishing guidelines to improve communication between student, parent, and teacher.</i>		*					
Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders.							
Specific Results	Assigned	Fall 2014	Spring 2015	2015 2016	2016 2017	2017 2018	2018 2019
1. <i>Implement 1 to 1 access for digital devices for the high school with future implementation plan for all campuses</i>		*					
2. <i>Create and provide opportunities for technology training for all stakeholders.</i>							✓
3. <i>Partner with local business and community to provide Lytle ISD wireless connectivity throughout Lytle.</i>							✓
Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals.							
Specific Results	Assigned	Fall 2014	Spring 2015	2015 2016	2016 2017	2017 2018	2018 2019
1. <i>Develop system will to collect data for analyzing results in curriculum and instruction, programs, and district goals. (What and How)</i>		*					
2. <i>Share results of with all stakeholders to promote transparency.</i>					✓		

3. Create a baseline for effectiveness and set yearly goals for growth.



**Declaration to Combine State Compensatory Funds with Title One,
Part A School wide Program**

*State Funding Sources
Lytle Primary School
2015-2016*

<i>Program</i>	<i>Purpose</i>	<i>Entitlement</i>
<i>State Compensatory Education</i>	<i>Enhance & Improve the regular ed. Program to increase the academic achievement & to reduce the dropout rate of identified students in at-risk situations. Supplements LF.</i>	<i>*\$136,470</i>
<i>ESL</i>	<i>Address the needs of students whose home language is one other than English and have been identified Limited English Proficient.</i>	<i>*\$19,157</i>
<i>Special Education</i>	<i>Address the needs of students with disabling conditions.</i>	<i>*\$125,273</i>
<i>Gifted and Talented</i>	<i>Provide services for students identified as gifted/talented.</i>	<i>*\$5,303</i>

*Federal Funding Sources
Lytle Primary School
2015-2016
Amounts are based on Original NOGA*

<i>IDEA-B Formula</i>	<i>Federal Funding to support the special education program</i>	<i>\$28,319</i>
<i>Title I, Part A</i>	<i>Enable schools to provide opportunities for children served to acquire the knowledge and skills contained in both the challenging state contained and performance standards that all children are expected to meet.</i>	<i>\$87,152</i>
<i>Title III, Part A (LEP)</i>	<i>Ensure that LEP students including immigrants attain English proficiency, develop high levels of academic attainment in English and meet the same challenging State academic achievement standards.</i>	<i>\$3,185</i>
<i>Head Start</i>	<i>To provide a child focused program and have the overall goal of increasing the school readiness of young children in low income families.</i>	<i>\$153,254</i>
<i>Teacher Incentive Funds</i>	<i>Opportunity to redesign professional development delivery within the campuses. Performance awards are earned by increasing student achievement.</i>	<i>\$202,334</i>