

# Lytle *Independent School District*

## District Improvement Plan



# 2017~2018

# LYTLE INDEPENDENT SCHOOL DISTRICT

## DISTRICT EDUCATION IMPROVEMENT COMMITTEE

Jamie Whitfield- Primary Teaching Professional	Shelle McMillan- Community Member
Talitha Gaylor- Primary Non-Teaching Professional	Crystal Schott- Primary Teaching Professional
Trisha Willman- Primary Teaching Professional	Deborah Gouard- Elementary School Non-Teaching Professional
Jana Beth Parker- Elementary Teaching Professional	TBD-Business Member
Bobby McConathy- Jr. High Teaching Professional	Ronnie Williams- Parent
Bill Onley - Jr. High Non-Teaching Professional	Charity Salinas -Parent
Frank Hernandez - High School Teaching Professional	Robby Pierce- Special Education Director
William Cross- High School Non-Teaching Professional	Laura Uribe-Center- Federal Programs Director
Loretta Zavala- High School Principal	Jimmy Gouard- Assistant Superintendent

# LYTLE *INDEPENDENT SCHOOL DISTRICT*

## 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*

## 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.**

## **Lytle ISD Board Goals (BG)**

**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.

### **Transformation Goal**

Participate in a district transformation process by ensuring the development of the identified specific results to be implemented and evaluated throughout the 2014-2015 school year. Lytle ISD will also engage in ongoing evaluations of district- and campus-level policies, procedures, processes, and practices and abandon those that do not advance our beliefs, our call to action, and learner outcomes.

## Lytle ISD Community-based Accountability System

### Final Evaluation – Spring 2016

<b>Overall District/Campus Rating</b>	
<b>Recognized</b>	
	<b>Wellness and Physical Education</b>
Fine Arts	Recognized
Recognized	
	<b>21<sup>st</sup> Century Workforce Development</b>
Community and Parental Involvement	Recognized
Recognized	
	<b>Digital Learning Environment</b>
2 <sup>nd</sup> Language Acquisition	Recognized
Recognized	
	<b>Educational Programs for GT Students</b>
Dropout Prevention Strategies	Recognized
Recognized	
<b>Compliance and Policy Reporting Requirement</b>	
Yes	

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?
<b>1. Demographics</b>	The district enrollment increased 3% from August 2015 at 1672 students to 1622 in August 2016. Enrollment continues under 1700 which has which affected district revenue.	<ul style="list-style-type: none"> <li>-To ensure that teacher-student ratios remain compliant.</li> <li>- To evaluate the teacher-student ratio at grades 5 through high school to ensure effective instruction.</li> <li>-To continue evaluating how facilities meet the needs of the growing enrollment for Lytle ISD.</li> <li>-To continue offering a competitive compensation pay in order to retain and recruit new staff.</li> </ul>
<b>2. Student Achievement</b>	<ul style="list-style-type: none"> <li>-Focus on mathematics and science at all levels and add High School Reading and Writing End of Course exams.</li> <li>-Close achievement gaps with special education and the Bilingual/ESL student groups</li> <li>-Close achievement gaps between Hispanic and White student groups</li> <li>-Challenge the GT and other high-level students</li> <li>- Use the Rtl model to identify, support and track student progress</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure that staff is trained to support all-leveled students</li> <li>-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</li> <li>-Implement turnaround plan if elementary school does not meet the TEA met standard label.</li> <li>-Use the DMAC Rtl module to systemically identify services, track students, and document student academic and behavior progress</li> </ul>
<b>3. School Culture and Climate</b>	<ul style="list-style-type: none"> <li>-Continue use of Capturing Kids Hearts strategies.</li> <li>- Focus on 21<sup>st</sup> Century Skills integration</li> <li>- Continue the implementation of Covey's Seven Habits and Leader In Me Program</li> </ul>	<ul style="list-style-type: none"> <li>-Continue Capturing Kids Hearts, including professional development for existing and new staff</li> <li>-Continue training in Covey's Seven Habits and Leader In Me for instructional staff.</li> </ul>
<b>4. Staff Quality/ Professional Development</b>	<ul style="list-style-type: none"> <li>-Staff development using the Schlechty Center of Working on the Work (WOW) Design Process.</li> <li>-Additional professional development for 21<sup>st</sup> Century instruction including Promethean, IPADs, PBLs and current technology for the classroom.</li> <li>- Additional professional development is needed for use of video conferencing equipment.</li> <li>-Professional development for TIF will be continued via principal meetings, cluster meetings, CLL/CLF teacher meetings, and others</li> </ul>	<ul style="list-style-type: none"> <li>-District wide training for all teachers and administrators in the WOW Design Process.</li> <li>-21<sup>st</sup> Century and Technology: Integrate technology and 21st Century Skills with curriculum, instruction and assessment.</li> <li>- Identify and implement TIF instructional program extensions</li> <li>- Summer professional development by Core Area are needed to further support TEKs implementation</li> <li>-Participate in Summer Academies for Core Areas and ELPS.</li> <li>-Continue training for the implementation of STAAR 3-8 and STAAR EOC.</li> </ul>

- TEKs Resources System and curriculum and instruction training
- DMAC training for use of the software for benchmarking and data analysis with state and local data in 2<sup>nd</sup> through HS is needed
- TANGO professional development for reading assessments in K through 3<sup>rd</sup> is needed
- Stay current with the transition to STAAR 3-8 and EOC
- Leader in Me Franklin Covey Training

- Professional development on how to incorporate the 21<sup>st</sup> century skills in all classrooms and project based learning is an integrated priority.
- Continue DMAC and TANGO professional development, including an emphasis on data analysis
- Continuous training to assist leaders to be effective administrators.

**5. Curriculum, Instruction, Assessment**

- Continue to evaluate assessment procedures for all subjects and grade levels.
- Strengthen the vertical alignment processes including the WOW Design Process.
- Focus on rigor and relevance in lessons and delivery of instruction, including the integration of 21<sup>st</sup> century skills
- Continue support for STAAR is needed including focusing on Readiness and Supporting Standards.
- CLL teachers and grade level teams need to focus on ‘check points’ and benchmark assessments to ensure alignment and rigor

- Meet with assessment consultant John Tanner to produce an assessment system that will increase student achievement.
- Continue developing and implementing processes to strengthen the vertical alignment and design teams.
- Use TIF meetings to address rigor, technology, and 21<sup>st</sup> 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 parental response to surveys.
- Ambassador will continue posting stories and pictures on @lytlebuzz so they can facilitate positive conversation.
- Increase parent involvement and communication
- Promote the Lytle ISD App for parents and community members

- Send out surveys in a timely manner.
- Host several district wide events such as Family Health Night and Student Showcase 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
- Maintain district website and manage initial correspondence with parents and community members
- Utilize the Edulink system to communicate with parents via phone, email and text messaging.

**7. School Context and Organization**

- Explore and determine facility needs in conjunction with the parents, community and architectural committee including bond options
- Public Relations will enhance perception of the school by seeking out and celebrating district success within the district as well as externally.

- Use technology personnel to configure hardware and train staff



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**8. Technology**

-Focus on increasing and upgrading technology integration and inventory of hardware and software

-Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I

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**Data Sources Reviewed**

- **Community-Based Accountability System**
- **State Accountability Data Tables**
- **AMAO**
- **TELPAS**
- **TPRI**
- **Surveys**
- **PBM Reports: ESL, CTE, SPED, NCLB**
- **NCLB Report Card**
- **Highly Qualified Teacher Report**
- **425 Record**
- **Attendance Reports**
- **TIF - SAS Value-Added Reports**
- **State Compensatory Evaluation Report**
- **STaR Chart**
- **Annual Parent Involvement Survey**
- **Texas On Demand (ARDC) Reports**

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

**1.1 Performance Objective/ Superintendent Priority (Specific Results): Provide resources (human, physical and financial) to support the design of relevant, real life learning.**

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Encourage and invite community members to visit our campuses and observe students participate in Real World Learning (RWL)	Title I, Part A	Public Relations Staff District Administrators District Ambassadors	Student Showcase Community Job Fair- HS Pastors for Texas Students	
Sustain the supplemental positions of IPAD Director, District Administrators, CLL, CLF, Media Specialist, and PR Staff to assist the campuses with the implementation of the district goals	Local Funds TIF Funds Title I Part A State Compensatory	District Administrators	Increase in technology at all campuses	
Provide ongoing Capturing Kids Hearts Training for all staff to sustain the importance of building student relationships.	Title I Part A	District Administrators Campus Administrators	Training early August for all instructional staff.	
Added truck and tractor to the Secondary CATE program as well as Plasma Cam.	Local Funds Carl Perkins Funds	Campus Administrators	Finance Report- Purchase orders	
Dating Violence				

**1.2 Performance Objective/Superintendent Priority (Specific Results): Develop a plan to affirm teachers for innovative instruction.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
District will encourage all campus to identify and submit to HR, "Great Work" teachers are producing. Stories will be shared with parents and community.	Student Focus input Teacher Observations Documentation Twitter, Facebook, Email	Human Resources Director Public Relations Staff	Review of previous year appreciation week and begin preparing for spring of 2017.	Order appreciation gifts and begin planning appreciation week for May of 2017.
Silver Sword Award. Leaders who receive an unsolicited written compliment (could be an email) on the extended efforts of an employee to make children's lives better or the campus culture better may nominate to the superintendent that employee to receive the Silver Sword.	Local Funds Silver Sword Award	Human Resources Director CLL Public Relations Superintendent	Roster of people that have been nominated for the award for the fall semester 2016.	Roster of people that have been nominated for the award for the fall semester 2017.

**1.3 Performance Objective/ Superintendent Priority (Specific Results) : Allow a flexible environment that provides opportunity for cross-curricular and collaborative learning.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
District Administrators will demonstrate the attributes of learning organizations in district meetings.	Leadership Books	District Administrators Campus Administrator CLL CLF	District wide book study- Grading Smarter Not Harder, Learning Like a Pirate, Teaching Like a Pirate  John Tanner presentation and training sessions	
Leadership Team will attend various professional development opportunities to fully understand the transformation our district is undergoing.	Local Funds State Compensatory Funds Title I, Part A	District Administrators, Campus Administrators	Leadership Team attended conferences.	

TASA Leadership Academy TASA Mid-Winter TCEA FRSLI Symposium				
Actively solicit feedback from campus staff on inhibitors to achieving transformational targets.	Survey Monkey	District Administrators, Campus Administrators	New Teacher Survey conducted in late Fall.	
All campuses will create and utilize breakout areas to create a non-traditional learning environment. All campuses will provide flexibility in scheduling to eliminate structured times. Each campus will have the opportunity to redevelop their master schedule to encourage collaborative learning.	Copies of Master Schedule Maps of Campus	Campus Administrators	Flexible Schedules are provided at the Primary and Elementary campuses.  TEKS Resources.	
All campuses will bundle TEKS from the various subjects to create real world learning opportunities.	TEKS Resources  Title II, Part A	Campus Administrators , Collaborative Learning Leaders, Collaborative Learning Facilitator & Instructional Staff	TEKS bundle as originally planned. Will continue to plan on having the teachers plan keeping the cross curricular as a priority.  Gardens projects at each campus did bundle TEKS.	
Provide ESPEC web-based programs to monitor and document LEP student progress.	Title III, Part A Funds	ESL Campus Coordinators  Federal Programs Director	Ellevation reports will be reviewed to see how many LEP students are progressing the ESL programs.	
District Alternative Education Program will be offered as a placement for behavior intervention. PEIMS 425 Report will be reviewed annually to determine the effectiveness of the program.	Local Funds State Compensatory Funds	District Administrators and Campus Administrators	District Alternative Education Program will be offered as a placement for behavior intervention. PEIMS 425 Report will be reviewed annually to determine the effectiveness of the program.  STEP Program at the High School	
English Academy is a program offered in the summer for all ELL students that need to attain the English Language. (2 <sup>nd</sup> - 12 <sup>th</sup> )	Title III, Part Title I, Part A ESL Certified Teacher	Federal Programs Director, Campus Counselors, ESL Teachers	Summer of 2016 we had 5 students that are ELL attend our program. Every year the program is offered.	
All students identified and participating in Special Programs, such as Special Education, ESL, GT, CATE, At-Risk will be closely	Title I, Part A SCE Funds IDEA B	District Administrators, Campus Administrators, Campus Counselor, Teachers,	Spec Pop student rosters are provided to teachers. Administration monitors student progress throughout the 9 weeks.	

monitored by campus staff assuring appropriate learning and instruction is occurring.	Local Funds Carl Perkins Title III, Part A	ARD Committee, LPAC Committee		
All students identified as homeless will be closely monitored by campus counselor. Clothing or school supplies will be offered if needed.	Title I, Part A	Homeless Liaison ,Campus Counselors	Counselors inform the Homeless Liaison if any of the homeless students have needs that need to be addressed.	

**1.4 Performance Objective/Superintendent Priority (Specific Results): Create a timeline for the sustainable growth of organizational structures.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Early August, the district will complete an audit of the Master Schedule of the JH and HS to ensure the efficient and effective use of personnel.	Master Schedules	Campus Administrators Campus Counselors District Administrators		
-Intervention programs will be implemented at each campus during Playbook, Lunch Intervention, Afterschool Programs, flexible learning time.	School Schedules	Campus Administrators Collaborative Learning Leaders		
-Teachers will be encouraged to use common areas, outside area to bring the classrooms to different location.	Common Areas throughout the campus	Campus Administrators		

**1.5 Performance Objective/ Superintendent Priority (Specific Results): Use multiple avenues to acquire student input on curriculum, student work, environment and safety.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Promote Drug Free/ Red Ribbon Week	Local Funds Tx School Safety Center	Campus counselor	Student survey Shattered Dreams	Will conduct Student Survey in May

	ESC 20 Student Surveys	Teachers		
<b>Emergency Operations:</b> Update and implement the EOP, conduct drills and Safety Audits	Local Funds Tx School Safety Center ESC 20	District Administrators Campus Administrators	Each Campus Crisis coordinator keeps logs on monthly drills exercised during the school year.	
<b>Violence Prevention:</b> Follow district policies/procedures regarding bullying, internet safety, dating violence, and other violence/safety topics.	School Safety Online Training Eduhero Online Training Title I, Part A Local Funds	District Administrators Campus Administrators	Shattered Dreams – Include student follow up  AIMS for Success	
<b>Safety Operations:</b> Provide required and recommended training to all staff and students in regards to school safety	School Safety Online Training Eduhero Online Training Title I, Part A Local Funds	District Administrators Campus Administrators	Officer Finnerty added this year. Active Shooter Training for the Staff	
<b>DAEP Campus-</b> The district houses the DAEP campus in the district equipped with administrator, counselor and teacher. Students have an opportunity to keep up with their course and are given character lessons to improve their behavior. ISS is also available in same facility.	Local Funds State Compensatory Funds Plato Technology Facility	District Administrators DAEP Administrator Campus Administrators.	Discipline referrals have decreased due to the addition of SRO at the district. Character Program implemented at the DAEP campus.	

**1.6 Performance Objective/ Superintendent Priority (Specific Results): Develop a tiered support system that encourages teachers to be innovative. Added 2017-2018**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Design Time will continue to be provided for our teachers to receive the support system need to design innovative lessons.	TIF Grant  Local Funds  Time in Schedule  Media Specialist	CLL  CLF  Campus Administrators  Media Specialist		

		IPAD Director		
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**Goal 2: Develop instructional systems to assist all stakeholders in creating rigorous learning experiences that provide opportunities to excel. (“Engaging Experiences”)**

**2.1 Performance Objective/ Superintendent Priority (Specific Results): To sustain and evolve the “Lytle Learning Model” to deliver rigorous learning experiences.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
<b>Schlechy Center:</b> Participate in the Standard Bearer Network- Working on the Work (WOW) framework to design engaging work for students focusing on the Ten Design Qualities. All new teachers will participate in the Summer WOW Conference.	Schlechy Center Training Staff & Resources Local Funds Title I, Part A Funds	District Administrators, Campus Administrators, Collaborative Learning Leaders, & Collaborative Learning Facilitator	Training at the beginning of the year. Nancy Rendon on-site visits throughout the year.  Design time provided for teachers to design engaging lessons.	
<b>Schlechy Center:</b> Participate in the Standard Bearer Network- Training provided for the leadership team- Principals’ Academy,	Local Funds Title I, Part A Funds	District Administrators, Campus Administrators	Through the SBN- the district received on-site training, conferences and support through the Schlechy Center.	
<b>Schlechy Center:</b> Design Time is provided to address best practices, data, and identified student-specific needs. Teachers collaborate to design innovative and engaging lessons.	Local Funds Title I, Part A Funds	Campus Administrators, Collaborative Learning Leaders, Collaborative Learning Facilitator and Instructional Staff	Design time provided for teachers to design engaging lessons.	
<b>TIF:</b> Provide ongoing professional development through SEED to address best practices, data, and identified student-specific program and needs. Implement professional development that provides teachers the capacity to create classroom communities that foster learning (K-	TIF Funds DMAC STAAR Results	TxCEE Staff  Collaborative Learning Leaders Campus Administrators	On-site training with Chastity from SEED. Training provided for all teachers, CLL and administrators.	

12).				
<b>TIF:</b> Build leadership capacity through multiple career paths and differentiated compensation, including critical need areas; Address teacher quality and certifications, including CLL & CLF teacher assignments.	TIF Funds Teachscape	District Administrators, Campus Administrators, Collaborative Learning Leaders, TxCEE Staff	We have Collaborative Learning Leaders at each campus and Collaborative Learning Facilitators.	
<b>Capturing Kids Hearts:</b> The district will continue to train all new teachers to continue the implementation of Capturing Kids Hearts. All teachers will create a Social Contract with each class of students. All staff will greet students every day.	Local Funds Title I Part A Funds	District Administrators, Campus Administrators		
Equip teachers with the knowledge to lead student -centered models of teaching, such as Real World Learning (RWL).	Staff Local Funds	Campus Administrators, Collaborative Learning Leaders, Collaborative Learning Facilitator		
Real world learning skills will be assessed using a district created Soft Skills Rubric. Soft skills include collaboration, communication, critical thinking & problem solving, ethics and responsibility, and creativity and innovation. All campuses will bundle TEKS from the various subjects to create real world learning opportunities.	Soft Skills Rubric	Campus Administrators, Instructional Staff		
<b>Covey 7 Habits:</b> The district will continue to train all new teachers in the 7 Habits Leadership program. Student Implementation- <b>Leader In Me</b> Program at the Primary and Elementary.	7 Habits Trainer of trainers  Covey Materials  Title I, Part A Funds	District Administrators, Campus Administrators		
<b>TEKS RESOURCE SYSTEM:</b> Instructional staff will utilize the TIF process to implement TEKS RESOURCE SYSTEM; utilize the Year-	TIF Funds Title I, Part A	District Administrators, Campus Administrators, Collaborative Learning		



at-a-Glance (YAG), Vertical Alignment Document (VAD), and Instructional Focus Document (IFD) in each grade level and core subject area.	Title II, Part A Funds Local Funds	Leaders, & Collaborative Learning Facilitator		
<b>TEKS RESOURCE SYSTEM:</b> Instructional and administrative staff will meet regularly by department/grade level and vertical teams to review progress on alignment document targets, student performance both above and below proficiency (GT, Sp Ed, Bil/ESL.), and focus on instructional lessons that are rigorous, relevant and engaging.	Title II, Part A Funds Local Funds TIF Funds State Compensatory Funds DMAC	District Administrators, Campus Administrators, Collaborative Learning Leaders & Collaborative Learning Facilitator		
<b>Intervention/Summer School Program</b> The district provides summer school for students that are at risk of failing grade level and or have not passed a high stakes STAAR or EOC test. English Academy is offered for the LEP students to acquire the English language. Migrant students are given the opportunity to attend tutoring throughout the school year as well as attend summer school specifically individualized to their need.	Local Funds State Compensatory Funds Title I, Part A Funds Migrant Funds- SSA ESC 20 Title III, Part A Funds	District Administrators Campus Administrators Federal Programs Director		
Students and teachers will be surveyed at a minimum of twice a year to gather data on engagement and curriculum.	Local Funds Clarity Survey- Bright Bytes Panorama- Title I, Part A Funds	Campus Administrators Media Specialist		

**2.2 Performance Objective/ Superintendent Priority (Specific Results): Utilize a campus specific focus group to gather input on**

**major instructional developments.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Administrators will meet bi-monthly to evaluate initiatives and discuss district goals.	Edmodo, IPAD, Board Minutes	District Administrators Campus Administrators	Edmodo Minutes Google Docs	
Continue committee meetings (CLL, Induction, Vertical Teams)	TEKS, Curriculum, Survey Results	District Administrators Campus Administrators	Committee & Vertical team meeting minutes Meetings scheduled monthly (Site-based committee meets as needed)	
District Educational Improvement Committee will meet four times a year	District Data, Local Funds	District Administrators	DEIC documentation is maintained at Central Office, sign in sheets, agendas, and handouts.	
Encourage all campuses to create focus groups to include students, teachers and parents to gather feedback on district initiatives.	District created questionnaire	Campus Administrators		

**2.3 Performance Objective/ Superintendent Priority (Specific Results): Create current online resources for parents and students to support instruction. Added 2017-2018**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Elicit links to subject supportive websites/ resources from instructional staff.	District Website	CLL, CLF, Campus Administrators, Public Relations	Generated list of new and delete lists of supportive websites/ resources from our website.	
Increase awareness and participation in the GradeBook Program /Application.	GradeBook Application	Counselors Campus Administrators		

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

**(Assessment)**

**3.1 Performance Objective/Superintendent Priority (Specific Results): Implement a system of multiple measures for academic progress and soft skill development. Added 2017-2018**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Work with TASA in the development of CBAS (Performance Assessment)	<u>TASA</u>	Public Relations District Administrators Superintendent		
Review results from MAP pilot. (Measurement of Academic Performance Assessment)	Map Results	Map Results Campus Administrators		

**3.2 Performance Objective/Superintendent Priority (Specific Results): Design a system where students can effectively self-assess and set individual goals. Added 2017-2018**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Campuses will utilize Grading Rubric and Soft Skills Rubric to assist students to self-monitor their progress.	Soft Skills Rubrics Grading Rubrics	Campus Administrators CLL		
MAP (BOY, MOY and EOY) data will be shared with students and presented to the parents to be assist students to set individual goals.	MAP	CLL Counselors Campus Administrators		
APTTs and Student Led Conferences will held to allow students to present their work progress and academic goals.	APTT Scheduled Data Notebooks.	Campus Administrators Teachers CLL		

**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)**

**4.1 Performance Objective/Superintendent Priority (Specific Results): To build relationships with state representatives to forward the district's educational goals. Added 2017-2018**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
- District will be attending Chamber of Commerce Mtgs.	Chamber of Commerce Mtg. Schedule	Parent Involvement Administrator District Administrators		
- District Administrators will actively invite the state representatives into our schools to highlight innovative learning.	Schedule of Events for the School Year.	Board of Trustees District Administrators Campus Administrators CLL Teachers		
- District Administrators and Board of Trustees will attend Legislative Sessions and attempt to advocate for educational transformation.		Board of Trustees District Administrators		

**4.2 Performance Objective/Superintendent Priority (Specific Results): Increase and build new partnerships with local businesses and community organizations to forward districts educational goals.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
- District will be attending Chamber of Commerce Meetings to continue to work on the	Chamber of Commerce Schedule.	Parent Involvement Coord. Administrator		

partnership between the community and the district		District Administrators		
- The district will work in a partnership with the community clergy to building strong relationships to better serve our students.	Pastors for Texas Children	District Administrators		
- Encourage campuses to participate in Community Service Projects.	Local funds and LEF grants	District Administrators		
- Develop a Parent and Community Involvement process	Local funds for refreshments at community meetings	Parent and community involvement coordinator	Develop a library of parent and community meetings from spring and fall 2016	Develop a library of parent and community meetings from spring 2017

**4.3 Performance Objective/ Superintendent Priority (Specific Results): Create relationships with families to forward district's educational goals.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Provide opportunities for parents/ families to build relationships with faculty & staff as a district.	Title I, Part A Local Funds	District Administrators Campus Administrators, School Counselors		
Promote volunteering of parents, family & community members.	Remind, Notes home, District/Campus websites, Twitter,	District Administrators Campus Administrators, School Counselors Teachers	Volunteer Criminal History forms are processed in a timely manner at the district administration office.	
Relay positive and exciting news to the parents and community regarding "Great Things" going on in our district.	Twitter- @lytlebuzz IPADs/cameras	District Ambassadors Public Relations Staff	Twitter - @lytlebuzz, district facebook, And website provides a great amount of information for our parents and community.	
Continue to promote families Lytle ISD App for smart phones to provide easy access to parents, students and staff to the direct website.	Lytle ISD APP- through iTunes	Public Relations Staff		

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

**5.1 Performance Objective/ Superintendent Priority (Specific Results): Establishing guidelines to promote school events to improve student, parent, teacher, and community communication.**

Action Items:	Resources	Person(s) Responsible	Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Share campus, classroom & student events with parents & community members	District website, class blogs, Facebook, Remind, Twitter, Edulink, Marquee	Public Relations Staff, District Administrators, Campus Administrators	Student Showcase in the Fall.	
Share campus/student events with other campuses using a variety of communication tools and procedures established in the district's communication plan.	Local Funds District website, class blogs, Facebook, Twitter, Remind, Edulink, Marquee, district-wide emails, District News Calendar, Public Relations, Neptune Game Time	District Administrators Campus Administrators Public Relations		
<b>Parent and Community Involvement:</b> Provide training and opportunities to be involved and informed about campus activities and student education through various avenues including campus marquee, blogs, and campus website	Title I, Part A IDEA-B Local funds	District Administrators Campus Administrators SHAC Committee Campus Counselors College Readiness Coord. Teachers		
Teachers will have parent conferences on an Early Release day to inform parents of student progress	Title I, Part A IDEA-B Local funds	Administrators Campus counselor Teachers		
Conduct Academic parent meetings 1. Meet the Teacher 2. Title I 3. PAC- Migrant 4. Family Nights 5. Career Day 6. Veteran's Day 7. Christmas Program 8. Student Showcase	Title I, Part A IDEA-B Local funds Title I, Part C	District Administrators Campus Administrators SHAC Committee Campus Counselors Teachers		

<b>Wellness:</b> Meet all expectations for Nutrition Programs, School Health Advisory Committee (SHAC), and Fitness Gram	Local Funds	District Administrators SHAC Committee District Nurse		

**5.2 Performance Objective/ Superintendent Priority (Specific Results) Establishing guidelines to improve communication between student, parent, and teacher.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Offer parents different ways to receive school information (i.e. Remind, email, paper note in backpack, etc.)	Panorama Survey Local funds	District Administrators, Campus Administrators	Parent Survey conducted in January. Each campus develop a Communication Plan for the staff.	
All campuses and departments will create guidelines for disseminating information to all stakeholders to include campus specific information or district level information.	Menu of Communication Tools (MOCT)	Public Relations, District Administrators, Campus Administrators, Extra-Curricular Staff,	Communication Plan created. Administration shared expectations with their staff on importance of communication.	
Ambassador Meetings for staff and community to understand and communicate the district's transformational direction.	Transformation Learning Models- TASA	District Administrators	Twitter- LytleBuzz created to share the "great things" going on in our district. The campus Ambassadors tweet for their campus.	
Ensure use of technology to improve efficiency and communication of district internal and external operations: Dashboard, Parent Gradebook Portal, DMAC, and Edulink .	Local Funds Title I, Part A funds District Website/FB/ Twitter/ Flickr Edmodo Edulink Media Specialist	District Administrators, Campus Administrators, IT Staff, Public Relations	Communication Plan created. Administration shared expectations with their staff on importance of communication.	
Lytle Induction Program will provide continuous communication and support for all new teachers.	Induction Model Survey	Human Resource Director, Public Relations	New Teacher Orientation- August New Teacher Meetings-November	

			New Teacher Survey- Fall	
Implement a communication plan to promote Lytle ISD App.	District App	Public Relations,		
Create venues to strategically communicate district initiatives and priorities with District Ambassadors and Community and Business Partners.	Calendar of Events	Public Relations Human Resource Director District and Campus Administrators	Positive results from Parent Survey	

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

**6.1 Performance Objective/ Superintendent Priority (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, 2017- January 31, 2018 (Descriptive Evidence)	Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)
Support teachers with resources and man power with technology integration in their day to day instruction.	Local Funds	Director of IPAD IT Director Media Specialist	Media Specialist on hand to assist teachers at all campuses.  HS- iPad director responsible for implementation of the iPads during instruction.	
IPAD Parent/Student Deployment at the beginning of the year.	IPADS	IT Staff, Director of IPAD, Campus Administrators, District Administrators,	Successful iPad Deployment at the beginning of the year.	
Periodic evaluations of the ipad initiative with Director of IPAD.	Meeting Scheduled  Data on usage and program	Campus Administrators, Director of iPad, IT Director, District Administrators		



Will purchase new iPads for the incoming 9 <sup>th</sup> grade class. Senior iPads will be passed down to the Jr. High Campus.	Local Funds IMA Funds	iPad Director Media Specialist IT Staff Campus Administrators	Purchase Orders IPAD sign out	
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**Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and district goals. (Accountability)**

**7.1 Performance Objective/ Superintendent Priority (Specific Results) : Develop system to collect data for analyzing results in curriculum and instruction, programs, and district goals. (What and How)**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
All campuses will keep a log book with community service or projects done throughout the year. Log will include number of students involved and how many hours committed.	Log books	Campus Administrators		
Surveys will be conducted to determine parents and students aspirations of school and the relationships they have with their teachers and administrators.	Survey Monkey Panorama Survey Title I, Part A	District Administrators, Campus Administrators	Parent Survey was conducted in the Fall. Will be conducting another survey at the end of the year. Results will be analyzed by the administrators to determine needs of the district.	
Track number of college acceptance.	Report	H.S. Campus Administrators and Campus Counselor	College Readiness Coordinator will be collecting this information.	
Track ACT/SAT/STAAR and ASVAB scores annually.	Report	H.S. Campus Administrators and Campus Counselor	Assistant Superintendent presents to the board the data on these reports in January.	

Annually conduct a student parent teacher survey to measure perceptions of classroom work and relationships.	Title I, Part A Panorama Survey	District Administrators, Campus Administrators, Media Specialist, IT Staff, Public Relations	Parent Survey was conducted in the Fall. Will be conducting another survey at the end of the year. Results will be analyzed by the administrators to determine needs of the district.	
Measure campus value added and SLO results.	SLO District Administrators Google Drive	Campus Administrators, Collaborative Learning Leader	Results were measured and confirmed in November. Teachers receive the report on their progress by the administrator of the campus.	
Homeless: Homeless students will be provided with free breakfast/lunch, supplies, and other necessary support items to ensure educational access.	Title I Reserved Funds	District Administrators Campus counselor	District list of homeless students is maintained at the Federal Programs Office and recorded in PEIMS.	
All Federal and State Programs will be implemented, monitored for compliance, budget reviewed, and evaluated annually by Federal Program Director and Administrators. ESC 20 will assist the district with evaluating State Compensation Ed. Program.	Local Funds Title I, Part A Funds SCE Funds / ESC 20	District Administrators, Campus Administrators,	Federal Program Director amends the grants as needed, submits budget changes to increase funding when NOGAs are updated. FPD and Principals review their federal funding and expenses.  Pre-Acquisition Forms must be processed before PO is approved using Federal Funds.	

**7.2 Performance Objective/Superintendent Priority (Specific Results): Share results with all stakeholders to promote transparency.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
District will conduct Parent Involvement surveys throughout the year. Survey results will be posted on our website for review.	Panorama Title I, Part A Funds Parent Involvement survey Lytle ISD Website	District Administration PR Staff		
District will share TEA accountability data with parents by sending/ emailing home reports and or posting	TEA Reports Lytle ISD Website	District Administration PR Staff		

on district website.				
Dashboard will be developed to share TEA Accountability information and other valued data about the district.	Lytle ISD Website EIDEX Online	Public Relations Board of Trustees District Administration		

**7.3 Performance Objective/Superintendent Priority (Specific Results): Create a baseline for effectiveness and set yearly goals for growth.**

<b>Action Items:</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Progress Report 1 September 1, 2017- January 31, 2018 (Descriptive Evidence)</b>	<b>Progress Report 2 February 1, 2018- June 30, 2018 (Descriptive Evidence)</b>
Staff will be recognized through the District Staff Recognition Program.	Certification	District Administrators Campus Administrators		
Evaluating our programs- Using Nancy Rhindon and John Tanner to assist in program evaluation.	Schletchy Contract Local Funds ESC 20 Prog Eval Tool	District Administrators Campus Administrators		
District will continue to find alternative methods of testing and assessing for learning.	MAP Assessment	District Administrators Campus Administrators CLL		

## Lytle ISD Transformation and Implementation Timeline

<b>Goal 1: We will evolve organizational structures to be more supportive of holistic learning to meet the needs of a new generation of learners.</b>								
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Specific Results	Assigned	Fall 2014	Spring 2015	2015 2016	2016 2017	2017 2018	2018 2019
1. Provide resources (human, physical, and financial) to support the design of relevant, real life learning.				✓			
2. Develop a plan to affirm teachers for innovative instruction.					✓		
3. Allow a flexible environment that provides opportunity for cross-curricular and collaborative learning.		*					
4. Create a timeline for the sustainable growth of organizational structures.					✓		
5. Use multiple avenues to acquire student input on curriculum, student work, environment and safety.				✓			
6. Develop a tiered support system that encourages teachers to be innovative.						✓	

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. To sustain and evolve the “Lytle Learning Model” to deliver rigorous learning experiences		*					
2. Utilize a campus specific focus group to gather input on major instructional developments.				✓			

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>							✓

<b>Goal 3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress.</b>							
<b>Specific Results</b>	<b>Assigned</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>2015 2016</b>	<b>2016 2017</b>	<b>2017 2018</b>	<b>2018 2019</b>
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>							✓

<b>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.</b>							
<b>Specific Results</b>	<b>Assigned</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>2015 2016</b>	<b>2016 2017</b>	<b>2017 2018</b>	<b>2018 2019</b>
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</i>					✓		

<i>community organizations to forward district's educational goals.</i>							
3. <i>Create relationships with families to forward district's educational goals.</i>				✓			
<b>Goal 5: We will provide open channels of communication that provides all stakeholders accurate information.</b>							
<b>Specific Results</b>	<b>Assigned</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>2015 2016</b>	<b>2016 2017</b>	<b>2017 2018</b>	<b>2018 2019</b>
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>		*					
<b>Goal 6: We will remain committed to an ever-changing digital learning environment that supports technological skills for all stakeholders.</b>							
<b>Specific Results</b>	<b>Assigned</b>	<b>Fall 2014</b>	<b>Spring 2015</b>	<b>2015 2016</b>	<b>2016 2017</b>	<b>2017 2018</b>	<b>2018 2019</b>
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>							✓
<b>Goal 7: We will design a system of accountability to monitor and assess the effectiveness of curriculum and instruction, programs and</b>							

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. <i>Create a baseline for effectiveness and set yearly goals for growth.</i>					✓		



## Soft Skills Rubric



	<b>Still Developing</b> Below standards 1	<b>Developing</b> Approaching standards 2	<b>Accomplished</b> Meets standards 3	<b>Distinguished</b> Demonstrates exceptional standards 4
<p><b>Collaboration</b></p> <p>The learner is able to work effectively in a variety of groups and contribute to discussions, support peers, come to consensus and achieve the group goals as defined by the project or task.</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not participate in group.</li> <li><input type="checkbox"/> Does not seek help when needed.</li> <li><input type="checkbox"/> Generates no new ideas.</li> <li><input type="checkbox"/> Does not demonstrate an ability to work with group members.</li> <li><input type="checkbox"/> Not willing to participate in conflict resolution.</li> <li><input type="checkbox"/> Not open to compromise.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plays a passive role, tends to only do what they are told by others..</li> <li><input type="checkbox"/> Generates <b>few</b> new ideas</li> <li><input type="checkbox"/> Focuses on individual achievement over team success</li> <li><input type="checkbox"/> Demonstrates an ability to work effectively with <b>some</b> group members</li> <li><input type="checkbox"/> Willing to participate in conflict resolution</li> <li><input type="checkbox"/> Open to compromise</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interacts and actively listens to others to generate ideas</li> <li><input type="checkbox"/> Involves most in the decision making process</li> <li><input type="checkbox"/> Articulates and demonstrates commitment to team goals by making meaningful contributions</li> <li><input type="checkbox"/> Accepts responsibilities for assigned roles.</li> <li><input type="checkbox"/> Completes tasks on time</li> <li><input type="checkbox"/> Demonstrates an ability to work with all group members</li> <li><input type="checkbox"/> Expands on the ideas of others and offers constructive feedback</li> <li><input type="checkbox"/> Encourages conflict resolution</li> </ul>	<p><b>In addition to meeting the ACCOMPLISHED criteria, the learner also demonstrates:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Checks for agreement among all group members and encourages group consensus</li> <li><input type="checkbox"/> Focuses on team success over individual achievement and encourages others to do the same</li> <li><input type="checkbox"/> Facilitates resolution of conflict</li> <li><input type="checkbox"/> States personal opinions with tact</li> </ul>
<p><b>Critical Thinking / Problem Solving</b></p> <p>The learner is able to use analytical thinking to solve problems based on information gathered from research, observation, experience, reflection, reasoning or communication with others.</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates an inability to develop a plan.</li> <li><input type="checkbox"/> Does not recognize a plan is needed.</li> <li><input type="checkbox"/> Does not recognize the problem.</li> <li><input type="checkbox"/> Poses no questions for the group.</li> <li><input type="checkbox"/> Cannot identify the driving question.</li> <li><input type="checkbox"/> No understanding of how to locate sources for information.</li> <li><input type="checkbox"/> No real life connection to the problem.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate an inability to define multiple components to be addressed.</li> <li><input type="checkbox"/> Demonstrates little curiosity and desire to know more about issues</li> <li><input type="checkbox"/> Inability to develop a plan to solve the problem</li> <li><input type="checkbox"/> Poses yes/no questions to the group</li> <li><input type="checkbox"/> Utilizes information from only one source</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accurately defines the problem to be addressed.</li> <li><input type="checkbox"/> Considers a variety of ways to solve the problem before selecting the most appropriate and achievable one</li> <li><input type="checkbox"/> Demonstrates curiosity about issues and pursues additional information.</li> <li><input type="checkbox"/> Follows a complete step by step plan to solve the problem.</li> <li><input type="checkbox"/> Poses significant questions that may lead toward problem solving as more information is discovered.</li> <li><input type="checkbox"/> Utilizes more than one source of information.</li> </ul>	<p><b>In addition to meeting the ACCOMPLISHED criteria, the learner also demonstrates:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solves the problem in multiple ways</li> <li><input type="checkbox"/> Reflects critically on how the product and process can be improved once a solution has been developed.</li> <li><input type="checkbox"/> Poses open ended questions that invite further discovery of possibilities.</li> <li><input type="checkbox"/> Makes connections between information found in multiple sources and questions the relevance and accuracy of every source.</li> <li><input type="checkbox"/> Modifies the plan as needed to solve the problem</li> </ul>



	<b>Still Developing</b> Below standards 1	<b>Developing</b> Approaching standards 2	<b>Accomplished</b> Meets standards 3	<b>Distinguished</b> Demonstrates exceptional standards 4
<p><b>Communication</b></p> <p>The learner will demonstrate proficiency in oral, visual, and written communication by effectively communicating opinions, ideas, and information appropriate to the audience, setting and occasion.</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses no eye contact</li> <li><input type="checkbox"/> No vocal projection</li> <li><input type="checkbox"/> Uses inappropriate language for audience, content or examples for their audience.</li> <li><input type="checkbox"/> Does NOT adhere to “norms of engagement” (e.g. taking turns, speaking one at a time, not interrupting, etc.)</li> <li><input type="checkbox"/> Is NOT an active participant in team discussions</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses minimal eye contact</li> <li><input type="checkbox"/> Uses poor vocal projection</li> <li><input type="checkbox"/> Adheres to “norms of engagement” with teacher guidance (e.g. taking turns, speaking one at a time, not interrupting, etc.)</li> <li><input type="checkbox"/> Is an active participant in team discussions with teacher guidance</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses strong eye contact</li> <li><input type="checkbox"/> Uses strong vocal projection</li> <li><input type="checkbox"/> Considers their audience in communicating through writing, multimedia or verbal discussion through the use of appropriate conventions of language.</li> <li><input type="checkbox"/> Adheres to “norms of engagement” (e.g. taking turns, speaking one at a time, not interrupting, etc.)</li> <li><input type="checkbox"/> Provides various nonverbal cues to speaker (e.g. head nods, facial expressions, etc.)</li> <li><input type="checkbox"/> Is an active participant in team discussions</li> </ul>	<p><b>In addition to meeting the ACCOMPLISHED criteria, the learner also demonstrates:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use of delivery skills enhances the presentation</li> <li><input type="checkbox"/> Demonstrates a high level of variation in the use of verbal, written, and/or visual aids to connect audience with content and leaves the audience with an emotional response.</li> <li><input type="checkbox"/> Makes a productive impact on group discussions and actively encourages others to make meaningful contributions.</li> <li><input type="checkbox"/> Is able to verbally paraphrase what others say and ask clarifying questions to speaker</li> </ul>
<p><b>Ethics &amp; Responsibility</b></p> <p>The learner will strive towards excellence by having self-discipline, a strong work ethic, and high standards of leadership with honor and integrity.</p>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not complete project or activity</li> <li><input type="checkbox"/> Does not accept responsibility for personal actions.</li> <li><input type="checkbox"/> Does not take on responsibility for assigned tasks.</li> <li><input type="checkbox"/> Unable to locate materials.</li> <li><input type="checkbox"/> Demonstrates a disregard for classroom norms.</li> <li><input type="checkbox"/> Does not maintain their work environment.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Completes project or activity with guidance from teacher</li> <li><input type="checkbox"/> Takes on some assigned tasks.</li> <li><input type="checkbox"/> Is able to find materials with teacher guidance.</li> <li><input type="checkbox"/> Accepts responsibility for self</li> <li><input type="checkbox"/> Rarely takes action based on classroom norms or a sense of right and wrong.</li> <li><input type="checkbox"/> Maintains work environment with reminders.</li> </ul>	<p><b>The learner:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Meets project or activity deadlines.</li> <li><input type="checkbox"/> Takes on new responsibilities without being asked.</li> <li><input type="checkbox"/> Knows where to find materials when needed.</li> <li><input type="checkbox"/> Accepts responsibility when NOT following through on commitments to the group.</li> <li><input type="checkbox"/> Takes action based on classroom norms or a sense of right and wrong.</li> <li><input type="checkbox"/> Maintains a neat work environment.</li> </ul>	<p><b>In addition to meeting the ACCOMPLISHED criteria, the learner also demonstrates:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Prioritizes and allots appropriate time to complete project.</li> <li><input type="checkbox"/> Takes an active role in facilitating group discussions.</li> <li><input type="checkbox"/> Uses a system of organization to find and manage materials.</li> <li><input type="checkbox"/> Follows through on commitments made to group.</li> <li><input type="checkbox"/> Demonstrates ability to lead and influence others in a positive direction.</li> <li><input type="checkbox"/> Initiates maintenance of neat work environment.</li> </ul>

	<b>Still Developing</b> Below standards 1	<b>Developing</b> Approaching standards 2	<b>Accomplished</b> Meets standards 3	<b>Distinguished</b> Demonstrates exceptional standards 4
<p><b>Creativity &amp; Innovation</b></p> <p>The learner is able to analyze problems from a unique perspective and explore, create, and design new ideas.</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Does not participate in brainstorming and exploration of ways to solve problems.</li> <li><input type="checkbox"/> Is discouraged by mistakes.</li> <li><input type="checkbox"/> Limits self to only existing ideas.</li> <li><input type="checkbox"/> Develops materials and ideas with no creativity.</li> <li><input type="checkbox"/> Does not listen to ideas of others.</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brainstorms and explores ways to solve problems with guidance.</li> <li><input type="checkbox"/> Develops materials and ideas with little creativity.</li> <li><input type="checkbox"/> Is willing to hear ideas of others</li> <li><input type="checkbox"/> Is not discouraged by mistakes</li> <li><input type="checkbox"/> Does not limit self/group to only existing ideas.</li> <li><input type="checkbox"/> Offers one idea</li> </ul>	<p>The learner:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Brainstorms and explores ways/ideas to solve problem(s) with a minimum of support.</li> <li><input type="checkbox"/> Develops materials and ideas often in unique ways, with a minimum of support.</li> <li><input type="checkbox"/> Accepts the ideas of others.</li> <li><input type="checkbox"/> Does not allow individual and/or group mistakes to have a negative impact on learning.</li> <li><input type="checkbox"/> Willing to explore and apply creative ideas.</li> </ul>	<p><b>In addition to meeting the ACCOMPLISHED criteria, the learner also demonstrates:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Designs innovatively: uses materials and ideas in an unexpected way (originality of thought and action), brings something new into existence (innovative).</li> <li><input type="checkbox"/> Able to see multiple ways of reacting to change and independently responds accordingly.</li> <li><input type="checkbox"/> Questions and challenges new ideas of others in a non judgmental way.</li> <li><input type="checkbox"/> Sees and encourages others to see mistakes as an opportunity to improve.</li> <li><input type="checkbox"/> Produces imaginative and/or inventive products/solutions.</li> </ul>