

Lytle High School

Campus Improvement Plan



2017~2018

LYTLE HIGH SCHOOL

SITE BASED IMPROVEMENT COMMITTEE

Loretta Zavala, Principal

Jennifer Criswell, Counselor

Joe Alaniz, Teacher Representative

Hannahlore Mueller, Teacher Representative

Dee Mullins, Parent Representative

Blanca Cantu, Parent Representative

Christopher Naegelin, Business Representative

LYTLE HIGH SCHOOL

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.**

ESSA Components

COMPONENTS of a Title I, Part A Schoolwide Program from Every Student Succeeds Act [P.L. 114-95 (§1114)]:

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

ESSA 1. Conduct a comprehensive needs assessment

ESSA 2. Prepare a comprehensive schoolwide plan

ESSA 3. Annually evaluate the schoolwide plan

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.

Transformation Goal

Participate in a district transformation process by ensuring the development of the nine identified specific results to be implemented and evaluated throughout the 2016-2017 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.

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 decreased 6 students from the 2013-2014 school year	<ul style="list-style-type: none"> -To evaluate the teacher-student ratio to ensure effective instruction -To continue evaluating how facilities meet the need of our growing enrollment
2. Student Achievement	<ul style="list-style-type: none"> -Focus on English Language Arts as priority core area -Close achievement gaps with special education and the LEP student groups -Close achievement gaps with Hispanic and White student groups in math, science, and ELA -Challenge the GT and other high-level students -Evaluate the implementation and effect of the Optional Flexible Year Program 	<ul style="list-style-type: none"> -Ensure that staff is trained to support higher-level students -Identify special education and Bilingual/ESL and establish processes to ensure proper programming, delivery, and monitoring, including a focus on using Design Time to address special program needs -Use the DMAC 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 Positive Behavior and Intervention Support and Capturing Kids Hearts -Focus on 21st Century Skills integration -Working on the Work 	<ul style="list-style-type: none"> -Continue Capturing Kids Hearts, including professional development for existing and new staff
4. Staff Quality/ Professional Development	<ul style="list-style-type: none"> -Additional professional development for iPad tools is needed -Annual Summer Institute and other related grant professional development is needed for TIF and will be continued via principal meetings, cluster meetings, CLL/CLF teacher meetings, and others -TCMPC and curriculum and instruction training -Working on the Work -Stay current with transition to STAAR EOC 	<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, Rollout Sessions are needed to further support TCMPC implementation - STAAR EOC transition support is needed. -Professional development on how to incorporate the 21st century skills in all classrooms and project based learning is an integrated priority. -Identifying and Prevention of Bullying

5. Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> -Strengthen the vertical alignment processes -Focus on rigor and relevance in lessons and delivery of instruction, including the integration of 21st century skills -Continued support with STAAR Readiness and Supporting Standards/ Lead4ward -CLL teachers and grade level teams need to focus on design plans and assessments to ensure alignment and rigor 	<ul style="list-style-type: none"> - Continue developing and implementing processes to strengthen the vertical alignment teams -Use Design Time to address rigor, technology, and 21st century skills -Use the grade level and vertical teams to identify how readiness and supporting skills are embedded -Disaggregate the results from ‘check points’ to assess status of students/teachers and make decisions about modifications in curriculum, delivery of instruction and intervention needs for students
6. Family and Community Involvement	<ul style="list-style-type: none"> -Increase parent involvement and communication -SBDM - Increase student involvement in the community 	<ul style="list-style-type: none"> -Host two (2) Parent Mini-Conferences such as open houses, training, meetings, and others -Introduce school staff to the community via various programs and forums - Update website and manage initial correspondence with parents and community members -Communicate with parents via phone, email and text messaging.
7. School Context and Organization	<ul style="list-style-type: none"> -Focus on increasing and upgrading technology integration and inventory of hardware and software 	<ul style="list-style-type: none"> -Use technology personnel to configure hardware and train staff -Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I
8. Technology	<ul style="list-style-type: none"> -Integrating Technology Committee -One to One IPAD initiative 	<ul style="list-style-type: none"> -Smart Lab - Adding Mig Welders - Upgrading computer for Plasma Cam

Data Sources Reviewed

- AEIS Data
- Pearson Data Tables
- State Accountability Data Tables
- AMAO
- TELPAS
- TPRI
- Surveys
- PBM Reports: ESL, CTE, SPED
- Highly Qualified Teacher Report
- 425 Record
- Attendance Reports
- TIF - SAS Value-Added Reports
- State Compensatory Evaluation Report
- 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.

1.1 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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Provide content specific resources and opportunities (field experiences/internships) for Real World Learning	Local, SCE, CTE Funds Title II & III Funds Contracted Professionals	CA, CC, CLL, CLF & Instructional Staff	Budget expenditures for HS to include Plasma Cam, AutoCAD printer, IPADS, etc. Field trips to local communities, schools and businesses.	
Invite and fund outside professionals to speak and work with students and staff	Local, SCE, CTE Funds Title II & III Funds Community members Contracted Professionals	CA, CC, CLL, CLF & Instructional Staff	Speakers from various communities, schools, and businesses Teen Suicide presentation- Mr. Halligan	
Seek funds from other entities to support learning	Lytle Education Foundation Grants Toyota Manufacturing	CC, CLL, CLF & Instructional Staff	Grant applications from HS	
Design engaging lessons and cross-curricular learning experiences; Use of WOW framework	Design time, SEED PD Schlechty Center Training Staff & Resources Local Funds ESC 20 Title II, Part A	CC, CLL, CLF & Instructional Staff Schlechty Staff	Beg of year professional development: WOW, Design Time, TEKS bundling, etc. Beg of Yr- Campus belief statements Leading for Learning Book study Monica Solomon & Phillip Brown visits Implement 'the who' chart to identify specific learners Writing initiative- consider Level 2 writer Review DQ and Design Cycle Template Student data assessments	
Provide co-teaching opportunities for teachers	SCE funds	Instructional Staff	Student data assessments	
Staff will meet regularly to review program implementation and progress on student performance: (GT, Sped, Bil/ESL, At-Risk, 504, Migrant); ; Dual Credit (TSI)	IDEA B, Local, SCE, LEP, SPED, GT, CTE funds ESC 20, TCMPC LPAC, SST, Rosetta Stone	CA, CC, Campus Instructional Staff	HS Admin team/Faculty meetings used for: review of student data/ Action Plans/ Program evaluations/ Surveys and Feedback. Documentation maintained of services and interventions performed; Assessment data and Student growth analyzed; Teacher certifications for Spec Pops acquired; Supplies and materials purchased to support these programs	
Provide students with the opportunity to learn about the dangers of Dating Violence	Contracted Professionals	CC		

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

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Award Teacher of the Month to staff for their innovative instruction.	Certificates	Administrators CLL CLF	Observations of instructional practices	Observation of instructional practices
Provide incentives for teachers when innovative/ integrated cross curricular work is performed.	Snacks Drinks	Administrators CLL CLF	Observations of instructional practices that are innovative/ integrated cross curricular	Observations of instructional practices that are innovative/ integrated cross curricular

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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Hold 'Think Tank' sessions with teachers in which we discuss transformation and inhibitors of transformation.	TIF Staff Funds- TIF, SCE, Local ESC 20 Title II, Part A Staff work products Staff notes/Agendas Surveys	CA, CC, CLL, CLF & Instructional Staff	WOW- Goals for HS Think Tank- Transformation Student review for FLEX Implement MBM Teacher Survey- Master Schedule 15-16	
Allow flexibility in teacher and student schedules; Re-think master schedule;	Copies of Master Schedule Campus documentation of RWL Pathways of Learning/ Endorsements	CA, CC, CLL, CLF & Instructional Staff RWL Days Interdisciplinary work	Interdisciplinary Collaboration Endorsement- Criswell FLEX plans- final Rethink Master Schedule- w/ Staff	
Integrate IPADS for cross-curricular work and collaboration	Funds- SCE, CTE, Local IT Personnel eRate PRO Staff work products Lesson Plans	CA, CLL, CLF, Instructional Staff, IPAD Director, IT	IPAD deployment/Teacher training Showcase Teacher use-IPAD Pic Collage/Cram	
Student use of alternative learning spaces for collaboration and work	Local Funds Maps of campus	CA, CC, CLL, CLF & Instructional Staff	Video game design showcase Individual and small group work	
Staff utilization of the TEKS Resource	Title II, Part A Funds	CA, CLL, CLF, Campus	Academic Calendar and YAG reflection	

System; utilize the Curriculum Map, Vertical Alignment Document (VAD), and Instructional Focus Document (IFD) in each grade level and core subject area.	Title III, SCE TCMPC Lesson Plans Vertical Teams Progress data	Instructional Staff	Writing initiative Design Revisit 'Bundling' TEKS across discipline ACCESS update for core teachers ACE review for 3 rd nine weeks	
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1.4 Specific Results: Create a timeline for the sustainable growth of our organizational structure

Provide additional seating in flexible learning areas outside the building	Local funds CTE classes	Administrators CLL CLF CTE instructors	Collaborate to design areas/ seating conducive to flexible learning. Utilize common areas	Review student/teacher feedback on usability of flexible learning area. Redesign area if needed.
Assign mentor teachers to new teachers for support		Administrators CLL CLF Instructional Staff	Reflective conversations with teachers Utilization of support staff Retention of new teachers	Reflective conversations with teachers Utilization of support staff Retention of new teachers

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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Gather student input through multiple avenues	Survey Monkey Schlechty Staff Local Funds	CA, CC, CLL, CLF & Instructional Staff	LHS Student Surveys, Google Forms, Student Forums- student proposals, Office visits, Conferences, Use of White Boards for student feedback.	
Involve students in the planning and assessment criteria of lessons	Staff	CLL, CLF & Instructional Staff	Red Ribbon week, Design Time involvement	
Invite Community Leaders/Members to speak to students	Community members	CA, CC, CLL, CLF & Instructional Staff	Student Interest Days Maintain record/sign in sheets of visitors Pictures shared (social media)	
Hold "Student Showcase" to give students an opportunity to share their learning.	Local Funds Staff	CA, CC, CLL, CLF & Instructional Staff	Student Showcase involving Student presentations; Parents in attendance	

Issue photo ID badges to students for entry access to building and easy identification for all LISD staff	Local funds	Media Specialist CA CS	Daily checks by teachers and staff for student IDs.	
Implement Emergency Operations and Violence prevention: Standard Response Protocol, Conduct safety drills, Canine searches, Staff training (Eduhero- CPS, Harassment, Blood borne Pathogens), Student training and presentations (Bullying, Safety drills, Internet safety, Abstinence); Red Ribbon Week; provide necessary resources	Funds- Safety/Local ESC 13 & ESC 20 Interquest Detection Canines John Halligan- Ryan's Story Raptor/Background checks Local, SCE, CTE Funds Title II & III Funds Contracted Professionals	CA, CC, Campus Staff District Nurse Local Police and Fire Departments Contracted Services	Update Crisis Management kits/ discuss emergency plan Abstinence & Digital Citizenship lessons Beg of Year Assemblies/Staff Trainings Safety Drill logs Red Ribbon week activities Guidance Materials and Supplies Eduhero staff training records Staff supervision duties and stations	

1.6 Specific Results: Develop a tiered support system that encourages teacher to be innovative.

Action Items:	Resources	Person (s) Responsible	Progress Report 1 Sept. 1, 2017 – Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Continuation of Design Time with CLL and CLF support	Local funds TIF funds	CA, CLL, CLF, Instructional Staff	Reflective conversations with teachers	
Utilization of Innovative Instruction Support System	Local funds TIF funds	CA, CLL, CLF, Instructional Staff	Continued coaching on innovative lessons	

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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Continued use of the WOW framework to design engaging student work; use of Rubrics for student assessment	Local, SCE, CTE Funds	CA, CLL, CLF & Campus Instructional Staff, Garnett Wagner	Analysis of lesson Plans and Student Assessment data, Design time used for staff collaboration and design work, Implementation of Rubrics for assessment, Assessments analysis by John Tanner	

Increased student involvement in community/ local projects	Local, SCE, CTE Funds	CA, CLL, CLF & Campus Instructional Staff, Garnett Wagner	Food Bank garden work City of Lytle Christmas decoration Lytle Public Library History day City of Lytle Animal Shelter assistance Reading Buddies/ Instruction to Primary Students Local Nursing homes and business visits/work Campus planning/work with Garnett Wagner Increased exposure in Local media/ Newspaper articles, Face Book, Twitter, etc.	
Utilize TEKS Resource System as a tool to increase student growth on standardized test measures	Local Funds	CA, CLL, CLF & Campus Instructional Staff	Progress reports on Performance Assessments, SLO data, Benchmark and Checkpoint data	
Campus bundling of TEKS within design of student work	Local Funds	CLL, CLF & Campus Instructional Staff	Evidenced in lesson plans/ YAGS and student Assessment data	
Analyze campus implementation of District initiatives (WOW, CKH, 21 st Century Learning, Engage2Learn)	Local, SCE, CTE Funds	CA, CLL, CLF & Campus Instructional Staff	Teacher training in SEED, ALF Mtgs./ Faculty Mtgs., Class room observations and walk through data, IPAD student use/work, Social Contracts posted, Decrease in discipline, Feedback from Student and Parent Surveys, District's Call to action posted in every room	

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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Hold frequent Staff Meetings	Design time	CA, CC, CLL, CLF & Instructional Staff	Sign in sheets, Agendas and minutes of all meetings: Faculty, Site-Base, Admin, Paraprofessional, Design/SEED time, Special Committees School Board Highlights communicated	
Hold Student Focus groups	Design time Auditorium	CA, CC, CLL, CLF & Instructional Staff	Student Interest Focus Group- Design time and Student forums Monica Solomon visits w/ students	

Use of surveys to collect staff, student, and parent input	Survey Monkey	CA, CC, CLL, CLF & Instructional Staff	Student interest survey Student Career interest survey	

2.3 Specific Results: Create a current online resource for parents and students to support instruction

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018 – Jun. 30, 2018
Provide a Parent Resource button on the campus website	Local funds	CA, District PR personnel	Links to commonly used apps and other teacher resources	
Provide a Student Resource button on the campus website	Local funds	CA District PR personnel	Links to commonly used apps, rubrics and other classroom resources	

Goal3: We will offer multiple types of assessments to monitor, measure, and evaluate learner progress.

3.1 Specific Results: Implement a system of multiple measures for academic progress and soft skill development.

Action Items:	Resources	Person (s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Implementation of GRIT club	Local funds	Instructional Staff Students	Peer tutoring Counseling	
Senior Job Fair	Local funds	CA CLL Instructional Staff	Resume reviews Mock Job Interviews	
Implementation of MAP program	Local funds	CA CLL Instructional Staff	Determine student working levels Assign student work based on their learning levels	

3.2 Specific Results: Design a system where student can effectively self- assess and set individual goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Students will utilize grading rubrics	Local funds	Instructional Staff	Grading rubrics issued and used for self-assessment by students	
Gradebook app downloaded on student iPads	Local funds	CC Instructional Staff Students	Students will monitor their grades	

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.

4.1 Specific Results: To build relationships with state representatives to forward the district’s educational goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Creation of SACOT chapter on campus (STEM Advocacy Conference of Texas)	Local funds	Robotics Team Sponsor(s)	Promote awareness/ advocacy for STEM programs	
Social Media Communication directed at state representatives.	Local funds	CA Instructional Staff	Social media posts directed to/at State Representatives	

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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Reach out to additional local	Local funds	Administrators	Increased participation Senior Job Fair	Feedback on Senior Job Fair by both

businesses inviting them to participate in our Senior job fair		CLL CLF		students and Businesses
Invite business members to be guest speakers for the Life 101 course	Local funds	Administrators CLL CLF	Student/ Teacher feedback on speakers: Deputy Finnerty Bank Managers College Recruiters	Student/ Teacher feedback
Continue to create student volunteer opportunities/ visits with local businesses	Local funds	Administrators CLL CLFs Instructional Staff	Feedback from students, business partners, and teachers Animal Shelter Florist	Feedback from students, business partners, and teachers

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

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Create and organize special campus events- invite parents and community into the school	Open House, Book Fair, Student Showcase,	CA, CC, CLL, CLF & Instructional Staff	Student Showcase, Band performances, Theater Arts performances, Teen Suicide prevention, Human Trafficking, Poetry Café, Bingo Night, Heart Healthy presentation etc.	
Promote volunteering and campus involvement with parents, family & community members	Class Blogs, Remind, Notes home, District/Campus websites, Parental Involvement Policy	CA, CC, CLL, CLF & Instructional Staff	Extra-Curricular activities, Concession Stand, Special projects- Culinary, FFA, Band, Theater Arts, etc.	
Hold informational meetings for parents and community members concerning campus educational policies and procedures	Class Blogs, Remind, Notes home, District/Campus websites	CA, CC, CLL, CLF & Instructional Staff	Scheduling, College and Career, STEM, IPAD Initiative, AEIS report, FFA meeting, Athletic parent meetings etc.	

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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Utilize communication tools to assist Staff, Student, Parents, District, and Community	Local Funds District and School website, Calendar, Facebook, Remind, Twitter, notes home, e-mail, e Backpack, I Tunes U, Phone calls, Parent Compact, Conferences	CA, CC, CLL, CLF & Instructional Staff, Joe Lytle, Brenda Emley	Code of conduct, Faculty and Student Handbooks, Updated Website and Calendar, Progress reports, Report Cards, Campus letters, Student Announcements sent to I Tunes U, Let's Talk Dashboard, Neptune utilization at extra-curricular events, Assemblies/ School Events, Speakers and Presenters Staff Handbook communication guidelines Student progress reports/ Report Cards/ Student achievement School Registration- Parent Portal access	
Maintain active communication and involvement with Students, Parents, District, and Community regarding campus information, events and achievements with students	District and School website, School Newsletter, Calendar, Facebook, Remind, Twitter, , notes home, e-mail, e Backpack, I Tunes U, phone calls	CA, CC, CLL, CLF & Instructional Staff, Joe Lytle, Brenda Emley	Beg of Year staff training; Remind 101 training for Staff, Staff Handbook communication guidelines: Required Parent notification of failing students, Expectations- 24 hr response time to Parents, Expectation of 2 grades entered per week, Expectation of 2 media releases per week. Student Progress reports and Report Cards, Campus parent meetings/ Meet the Teacher, Campus scheduled Student Recognitions, Update parent contact information, Scrolling announcements for students	
Meet all expectations for nutrition programs, School Health Advisory Council, and Fitness Gram	Title 1 Part A, Local Funds, CA, CC, and Instructional Staff		Changes in Student Lunches PEIMS attendance reports indicating high attendance rates	

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

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Use of various methods to communicate with parents and to receive feedback from parents and	Local, SCE, CTE Funds Website/FB/ Twitter/ Flickr, Edmodo	CA, CC, Campus Staff, Director of IPAD, IT, District PR	Remind training Ambassadors/Staff to tweet on student projects e Backpack and i Tunes U training	

community: Parent Portal, School Reach, Web Site, and iTunes U/ e Backpack	Media Spec., IPAD Dir Grade book iTunes U, e Backpack Remind Parent Portal Parent Compact		Parent Compact sent out Report Cards and progress reports Meet the Teacher & Registration- Parent Portal Update parent contact information	
Establish clear guidelines for grading expectations and parent notification of failing students	Faculty Mtg agenda Handbooks	CA, CC, CLL	Reviewed SLO process Reviewed Faculty and Student Handbooks Reviewed 10/30/60 weights; 2 grades per week	
Use of IPAD for teacher-student and student-teacher communication and work collection (e Backpack); Daily announcements posted in iTunes U	Local Funds SCE, CTE District Website/FB Edmodo Media Specialist Parent Trainings	CA, Campus Staff, Director of IPAD	Beginning of the year Parent and Student mtgs IPAD Director Brenda Emley parent and student meetings Parent Training Sessions	
Provide student access to own gradebook portal; Hold student led forums; Teacher e-mails to student (e Backpack)	Local Funds e Backpack iTunes U IPAD	CC, Campus Staff, Director of IPAD	Registration	

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 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
IPAD Parent/Student Deployment at the beginning of the year; Teacher IPAD training, Student and Parent trainings	Local, SCE, CTE Funds eRate PRO IT Personnel IPADS Parent/Student paperwork	IT, Director of IPAD, CA, DA, CLL, Media Specialist	i Tunes U training Notability training IPAD Deployment e Backpack training	
Periodic evaluations of the IPAD initiative	Meeting Scheduled Data on usage and program	DA, CA, Director of IPAD, IT Director	IPAD Survey (Instructional Effectiveness) IPAD report generated By Director Campus planning meeting with District Staff	
Work with Schlechty Foundation (Phillip Brown) supporting our digital environment for the purpose of building engaging work for our students	Local Funds SCE, CTE, TIF IPADS WOW	DA, CA, CLL, CLF, Campus Instructional Staff, IPAD Director	Phillip Brown worked with Staff and observed classrooms Phillip Brown reinforced educational apps, design template Design Time used for designing student work	
Increase in creative technology integration and 21 st Century skills	Local Funds SCE, CTE, TIF IPADS WOW Brenda Emley/ Joe Lytle AutoCAD equipment Plasma Cam Drone Smart Lab Apps/ Software/ Resources/ Hardware	DA, CA, CLL, CLF, Campus Instructional Staff, IPAD Director, Media Specialist	Observation and Walk through data collected; Budget monies spent on updating current and buying emerging technologies; Staff Trainings- ongoing PD as needed; Increase in student created products, activities and use.	

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 to collect data for analyzing results in curriculum and instruction, programs, and district goals.

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018
Student Graduate Endorsement/ Pathways information clearly disseminated, course offerings detailed, student choice data collected	SCE ESC 20 PGPs Course Schedules	CA, CC,	Student Interest/ Endorsement day on every Early Release day Parent and Student feedback/ Requests	
Track ACT/SAT/STAAR and ASVAB scores; track of college acceptance; Career Cruising (to track career interest, matches with colleges); TxEIS My Zone (Grade reporting/credits); TSI testing (College Readiness & Dual Credit); College Prep Classes w/ area schools	Funds- Local, SCE Reports/ Test results College Connections TxEIS My Zone Career Cruising College Prep ESC 20	CA, CC, CLL, CLF	HS Admin mtgs. CATE mtgs. Student Assessment data analyzed Teacher certification/ trainings (AP & DC) Program reports reviewed and analyzed	
Evaluate Curriculum and Instruction of staff and students	Funds- Local, TIF, SCE, CTE DMAC / STAAR data Teachscape Forms/Tools SLO Reports/STAAR data Staff TPTR Funding Title II, Part A STAAR Results Teachscape SKR Eval Forms/ Tools Soft Skills Rubric TEKS Resource System ESC 20 Survey Monkey, Google Forms, Online Career Interest Inventory	CA, CLL, CLL, Campus Instructional Staff, TxCEE Staff, Engage 2 Learn Staff	Use of SEED data for analyzing curriculum and instruction; Blueprint goals & SLO's written at beg of year; Maintain records of Design time activities to include teacher reflection/feedback; Student assessment data gathered and reviewed; Teachscape training; Review Teacher Incentive Pay/ Human Capital Data Management; Collegial descriptive review implementation; Soft skills embedded in student activities; Bundling of TEKS to create real world learning opportunities; Rubric design; Student community service projects documented; frequent observations/ walk through data collected; Student, Parent, and Staff surveys used to gather feedback	
Evaluate the effectiveness of Campus implementation of District Programs	Funds- Local, TIF, SCE Lesson Plans	CA, CLL, CLF, Campus Instructional Staff	Record evidence of progress from WOW	

	Flippen Group		& Capturing Kids Hearts: Discipline referral rates reviewed and analyzed; frequent staff observations/walk through data collected; Social contracts created and posted at the beg of semester; Feedback from student engagement surveys and focus groups; Assessment data from DMAC analyzed	
Report Campus Implementation of District Goals	Local Funds	CA, CLL, CLF, Campus Instructional Staff	Analyze and evaluate how campus implementation of District goals are met Record evidence of progress	
Instructional staff will utilize the 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. Staff will meet regularly to review progress on alignment document targets, student performance (GT, Sp Ed, Bil/ESL, At-Risk, 504, Migrant), and focus on instructional lessons that are rigorous, relevant and engaging; DAEP (Plato); Dual Credit (TSI); CATE Programs (ICEV Software)	Title II, Part A Funds Title III, SCE IDEA B, LEP, SPED, GT, CTE, LPAC, SST SCE Funds ESC 20 TCMPC ESC 20 Lesson Plans Vertical Teams Progress data SCE Criteria & Funds Academic files, CTE PEIMS, AEIS, PGP's, SST Carl Perkin Funds Tutorials/Remediation HB 5 endorsements Modifications; College Readiness/ Tuition	CA, CLL, CLF, Campus Instructional Staff	Reviewed DMAC Quintiles to address SLO's Build rational for SLO's Review Modifications and Accommodations for Sp. Ed/ address IEP concerns Writing initiative Design Revisit 'Bundling' TEKS across discipline Irene Robbins address- SPED updates Students write expository essay during FLEX ACCESS update for core teachers Present Assessment proposal for 2015-2016 ACE review for 3 rd nine weeks Academic Calendar and YAG reflection	

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

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018 (Descriptive Evidence)	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018 (Descriptive Evidence)
Increase usage of social media sites, promoting transparency	Local funds Facebook Twitter	Administrators CLL CLF	Feedback from parents on Parent survey	Feedback from parents on Parent survey

		Instructional Staff District PR staff		
Create campus newsletter/ newspaper	Local funds	Administrators CLL CLF Instructional Staff	Feedback from parents on Parent survey	Feedback from parents on Parent survey

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

Action Items:	Resources	Person(s) Responsible	Progress Report 1 Sept. 1, 2017- Jan. 31, 2018 (Descriptive Evidence)	Progress Report 2 Feb. 1, 2018- Jun. 30, 2018 (Descriptive Evidence)
Review teacher iPad survey results and address teacher training needs	Local funds	iPad Director CLL CLF Administrators	Observed continued and regular use of ipad in instruction Feedback from teachers	Observed continued and regular use of ipad in instruction Feedback from teachers