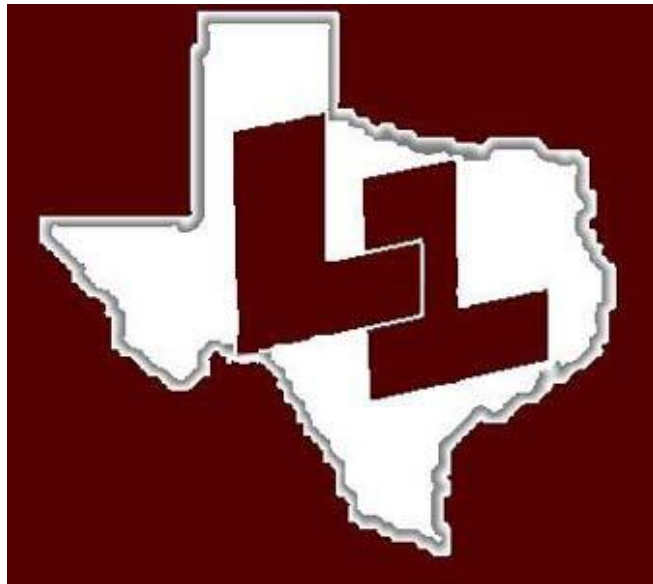


Lockhart Independent School District
Lockhart High School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of the faculty and staff at Lockhart High School is to educate, inspire passion, instill pride, and create a positive atmosphere that supports developing citizens who take responsibility for their choices and make a contribution in an ever evolving world.

Vision

All students will strive for excellence through continuous improvement and they will graduate prepared for personal success in their career and life.

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Comprehensive Needs Assessment

School Processes & Programs

School Processes & Programs Summary

Instructional:

- Fundamental 5 Instructional Framework - Implemented School Wide
- Writing Across the Curriculum Initiative
- Use of Common Assessments
- Reading, Writing, and Mathematics Intervention Plan and Assistance for Students
- Renaissance Reading Program for student interventions. Program will provide data, instructional support, and enrichment for students
- Provide services for students requiring Special Education services as identified in their Individual Education Plan (IEP) in the least restrictive environment (LRE) by providing the inclusion model (9-12) and co-teach.
- Will support students identified as dyslexic by providing reading support.

Curricular:

- The campus will implement an instructional model to implement rigorous curricula and assessments aligned with state standards, E3 Alliance, and ensuring weekly PLC Meetings.
- The campus will ensure the creation of LISD Lesson Plan by successfully loading plans into the Google Drive.
- The campus will implement the research-based teaching practices while utilizing the district curriculum system (TRS), and the Fundamental 5 routines/strategies.

Personnel:

- The campus will attract and retain highly qualified teachers who are aligned to the campus vision by offering solid mentoring, PLC model which provides support and ongoing awards and recognition.
- The campus will treat faculty/staff as a valuable resource and provide professional development opportunities such as Digital Technology, 7 Steps, along with district support.
- The campus will implement collaborative structures (PLCs) to guide data driven decision making regarding instructional practices and provide collegial support.
- The campus will support teacher growth (T-TESS) in the areas of planning, instruction, learning environment, and professional practice and responsibilities by providing initial training and ongoing support with goal setting meetings.

- The Campus Principal has created a series of professional development opportunities for new and novice teachers. 9 hours of support will be provided at the campus level by campus administration, district support staff, campus instructional coaches, and lead teachers to help retain new/novice teachers.

School Processes & Programs Strengths

The processes and program strengths will ensure that every student receives high-quality instruction by implementing a guaranteed and viable curriculum through effective teaching practices.

The processes and program strengths will ensure there are high-quality teachers and staff in every classroom and throughout the school.

Differentiated learning for all learners. Growth-Mindset and Accountability.

Perceptions

Perceptions Summary

Lockhart High School is an established campus which had a high teacher turnover this past school year.

LHS staff, students, parents and community members take pride in our school. Our commitment is to always base every decision that we make on what is best for students. With the continuous growth of our campus we will need to look for ways to effectively meet the needs of our students, families and staff.

LHS strives to build positive relationships with our students and parents. The administration and staff have increased our effort with parent communication through weekly newsletters, school website, twitter, Facebook and with the creation of a parent organization to meet with Mr. Castro, the campus principal.

Perceptions Strengths

LHS have recruited over 30 faculty and staff members this school year and this has allowed us to create a truly diverse teaching staff that brings a wide range of skills. Each person will contribute to a rigorous classroom setting with high expectations for all of our students.

The LHS staff has worked diligently to provide a smooth beginning of the year for our new students as well as our returning students. This effort ensures that teachers are visible during passing periods and implementing the tenets of PBIS.

Increased parent communication by providing parents with weekly updates from teachers.

LHS has an open door policy and welcomes parent input and questions.

The construction for the campus is complete and the new high school building is fully functional.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Other additional data

Goals

Goal 1: For the 2018-2019 school year, 90% of students taking the English II STAAR EOC will meet STAAR progress measure requirements.

Performance Objective 1: At the end of the 2018-2019 school year, the percentage of students meeting STAAR progress measure on the English II STAAR EOC will demonstrate a 10% increase in number of students who achieve Approaches, Meets and Masters.

Approaches will increase from 45% to 55%.







Meets will increase from 28% to 38%.

Masters will increase from 3% to 13%.

Evaluation Data Source(s) 1: STAAR 2019 EOC Results.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) All High School teachers in academic core subjects will receive training on how to access accommodations and modifications on Eduphoria.</p>	HS Administration SPED Lead Teachers	Teachers will know the importance of modifications and how they impact students disabilities. Use of accommodations will be evident in classroom walk throughs. 90% of Sped students will maintain or demonstrate progress on State assessments.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) High School administrators, instructional coaches and lead teachers will receive training on Powerwalks and Fundamental 5 and conduct Powerwalk walk throughs that will set the expectation for core instructional practices in all classrooms.</p>	HS Administration High School Instructional Coaches Trained HS Lead Teachers	The quality of tier one instruction will improve and lead to more students making academic progress than compared to the previous year. Further, Fundamental 5 Powerwalks data at the campus level will meet 85% usage of lesson frames, 60% usage of the power zone, 20% usage of frequent small group purposeful talk, 40% usage of recognize and reinforce, and 15% usage of write critically.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) All content area and ESL teachers will receive training on sheltered instruction strategies to ensure ELLs are provided linguistically tailored instruction to increase success rates on checkpoints and state assessments.</p>	LHS Administration LHS Instructional coaches	The daily implementation of sheltered instruction strategies by all content area teachers with ELLs will result in improved performance on checkpoints which will lead to increased passing rates on state assessments. The use of sheltered instruction strategies will be monitored by principals and bilingual/ESL coordinator during walkthroughs. During PLCs, teachers will work with instructional coaches to plan interventions after the completion of each unit.				

4) Students who will be administered a retest on the English I or English II End of Course exam will use a computer adaptive software called Star Reading to accelerate learning in reading skills. This program will target strengths and weakness, prescribe interventions, and monitor student progress in reading.	LHS Administration LHS Instructional Coaches LHS Lead ELAR Teacher	Monitoring of growth rate in reading will be done monthly with immediate intervention to keep students on track to maintain or demonstrate growth from their English I score to their English II EOC. score.				
5) Targeted professional development will be provided for English teachers to incorporate into their classrooms such as Gretchen Bernabei's writing strategies.	HS Administration HS Instructional Coaches Lead ELAR Teacher	Clear evidence of strategies will be demonstrated in lesson plans and instructional practices that are monitored weekly. 90% of students who take an English II EOC exam will be able to maintain or demonstrate progress from their English I EOC efforts.				
6) Lockhart High School will implement a writing across all content areas program.	HS Administration HS Instructional Coaches Lead Teachers.	Department PLCs will see improvement during quarterly meeting to review writing samples. Proficiency in writing based on campus rubric and EOC English II scores will demonstrate that 90% of all students will be able to maintain or demonstrate progress from their English I EOC efforts.				
7) Common checkpoint assessments will be implemented to monitor our English curriculum. Data and actions will be documented in principal and teacher electronic data folders.	LHS Administration LHS Instructional Coaches LHS Lead Teachers	Immediate reteach and interventions will take place after each assessment based on ER Checklist results. 90% of all students will be able to maintain or demonstrate progress from their English I EOC efforts.				
8) Students, teachers, and principals will maintain a self monitoring data reflection sheet or an electronic data binder that details how students are progressing and action steps being taken to intervene when necessary.	LHS Administration LHS Instructional Coaches LHS Lead Teachers	Students will be able to self monitor their progress, develop goals and hold themselves accountable for their progress on their English II EOC exams. Teachers and principals will be able to identify strengths and weakness of students and host data conversations. 90% of all students will be able to maintain or demonstrate progress from their English I EOC efforts.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						







Goal 2: In 2019, Lockhart High School will increase the average daily attendance rate for the 2018-2019 school year.

Performance Objective 1: At the end of the 2017-2018 school year, the attendance rate at the high school was 92.3%. This rate will increase to 96.0% in the 2018-2019 school year.

Evaluation Data Source(s) 1: Attendance Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) LHS will establish grade level attendance procedures to monitor student attendance which will include daily monitoring of student attendance, meetings with students who have 3 or more unexcused absences, parent contact by grade level administrator and/or counselor for 7 absences. Attendance Improvement Plan will be created for students with 10 absences.</p>	High School Administration High School Counseling Staff	LHS will see a decrease of 25% of the students with chronic absenteeism during each cycle.				
<p>Critical Success Factors CSF 6</p> <p>2) Implement local incentive programs to boost student attendance rates. Students will have four opportunities to attend these celebrations. Students with less than 3 absences per cycle will be allowed to attend the celebration. Grade levels with highest monthly ADA rate will also receive an incentive.</p>	LHS Administration	LHS will see student attendance increase by 1% each cycle and meet attendance goal of 96.0%.				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Information sessions during class meetings, during announcements, and through school correspondences with students and parents will explain attendance procedures and regulations. Information will go out with report cards, progress reports, and through social media outlets.</p>	High School Administration	LHS's ADA will rise from 92.3% to 95.9%.				







 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 3: We will maintain a safe and positive environment for students, staff, and community stakeholders by increasing behaviors that promote learning and respectful interactions.

Performance Objective 1: In 2019, the high school will reduce the number of office referrals by 20% for the 2018-2019 school year.

Evaluation Data Source(s) 1: 2017-2018 School Year Discipline Data
2018-2019 School Year Discipline Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Conduct routine checks of hallways with a goal of 100% for all available LHS faculty and staff to be visible during passing periods.</p>	LHS Administration	In 2019, the high school will reduce the number of office referrals by 20% for the 2018-2019 school year for corresponding time frames from the 2017-2018 school year. Administration will collect data throughout the year to verify teachers are meeting this expectation.				
<p>2) Teachers and Staff will use Campus-Wide PBIS for all common areas: restrooms, hallway, cafeteria, and assemblies.</p>	All Faculty & Staff	Reduce the number of referrals by 20% in common areas when compared to the same time period during the 2017-2018 school year. PBIS data will be collected by members of the PBIS team to provide implementation data for the faculty and staff.				
<p>3) LHS PBIS Committee will implement and development monthly incentives for students who are following the campus and classroom rules.</p>	All Faculty & Staff	In 2019, the high school will reduce the number of office referrals by 20% for the 2018-2019 school year.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 4: For the 2018-2019 school year, Lockhart High School will increase participation and course offerings for students in the advanced academic program.

Performance Objective 1: At the end of the 2018-2019 school year, the number of advanced courses in each core content area will add at least one new course for the following school year, will retain at least 80% of current students participating in the advanced academic program, and increase the total number of students participating in the advanced academic program by 10%.

Evaluation Data Source(s) 1: 2018-2019 School Year Master Schedule
 2019-2020 School Year Master Schedule
 2018-2019 Course Request
 2019-2020 Course Counts

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 2019 LHS Showcase	Matthew Altman, Associate Principal	Recruit new students into the advanced academic program.				
2) 2019 Advanced Academic Night	Matthew Altman, Associate Principal Pam Andrews, Lead Counselor Veronica Suarez, College and Career Adviser	Recruit and retain students into the advanced academic program.				
3) The formation of an Advanced Placement Committee (APC).	Luciano Castro, Principal	The APC will meet to discuss and develop plans to increase course offerings, develop strategies and a plan to recruit new students and retain current students, and to actively promote the Advanced Placement program at LHS.				
4) Recruit teachers to teach courses offered through the University Of Texas OnRamps program.	HS Administration Lead Teachers Instructional Coaches College and Career Adviser	By recruiting teachers willing to commit to teaching courses in the OnRamps program for the 2019-2020 school year, we are ensuring that the courses will be offered in 2019-2020.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue