Lockney ISD
District Improvement Plan
2021-2022

GOAL I: FOR ALL STUDENTS TO SHOW IMPROVEMENT IN READING AND MATH

Objective 1: All students must show 1 year's progress in math and will read on grade level during the 2021-2022 school year.

Strategies/Activities/Actions	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Disaggregation of data with counselors, curriculum director, & teachers ranking objective weaknesses from previous state assessments.	❖ Counselors, Principals, Curriculum Director	❖ Fund sources: Compensatory, Title I, Local, State Staff Time	❖ Immediately upon receipt of STAAR results	❖ STAAR
❖ Schedule data-driven staff development and target skills to be improved. Continue TEKS Resource System training for core subjects.	❖ Curriculum Director, ESC 17 Counselors, Principals	❖ Fund Sources: Local Title I TEKS Resource System	❖ June-August	❖ STAAR and classroom assessments
❖ Provide many opportunities for parents to become involved in school activities. Examples: Book Buddies, Parent Meetings, Parent Conferences, Open House, College Counseling Opportunities, Music and Band Programs, Athlete Parent Meeting	❖ Principals, counselors, all teachers and teacher assistants, superintendent	❖ Staff time, Local funds	❖ Scheduled at each campus	❖ STAAR
❖ Conduct evaluation of curriculum in grades K-12 for the purpose of filling any and all gaps, aligning TEKS, STAAR and textbooks and supplementary materials.	❖ Teachers, Principals, ESC 17	❖ Local Funds State Funds, C-Scope	❖ August – May	❖ STAAR Classroom assessments, PDAS
❖ Maintain a cell phone/email/Facebook communication program with parents in order to discuss progress of individual students and to include all parents in the education process	❖ Principals, Teachers	❖ Local Funds, Personal Cell Phones	❖ Re-train Staff in August 2021	❖ STAAR

❖ Require documented walk-through visits in each classroom to provide authentic data concerning teacher effectiveness.	❖ Principals, Curriculum Director, Supt.	❖ Local Funds	❖ Begin August – repeat weekly for the entire year	❖ STAAR Eduphoria
❖ Utilize benchmark test data to track progress of teachers and students	❖ Principals, Counselors, Test Coordinators	❖ Local Funds	❖ Each six weeks	❖ Benchmark scores
❖ Focus on the changes to STAAR objectives and work with staff to track which test objectives have moved to and from various grades	❖ Curriculum director, Principals	❖ Local Funds, ESC personnel	❖ October	❖ Review of STAAR objectives
❖ Increase writing opportunities in all subjects and in all grades. Have students write answers in complete sentences in lieu of multiple choice and short answer	❖ Teachers, Principals	❖ Classroom time	❖ Every day	❖ Writing samples, STAAR writing
❖ Implement the Communities In Schools ACE program to provide life and educational experiences. This will be an extension of their normal activities at the elementary school and jr. high.	❖ CIS Campus Coordinator, CIS	❖ CIS Grant Funds	❖ August 15 through mid-May	❖ STAAR

GOAL I: FOR ALL STUDENTS TO SHOW IMPROVEMENT IN READING AND MATH

Objective 2: **To continue to show 1 year's improvement in reading and math for all students (to include: Anglo, Hispanic, African American, Economically Disadvantaged, Male, Female, Gifted/Talented, Limited English Proficient, Special Education, CTE, Dyslexic, Migrant, Title I, students who are Parents or are Pregnant, and At-Risk) during the 2021-2022 school year.**

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Disaggregation of data with teachers ranking objective weaknesses from previous STAAR tests. Devise appropriate strategies to address these weaknesses.	❖ Curriculum Direc. counselors, teachers	❖ Compensatory, Title I, Local, State	❖ July 2021	❖ STAAR Classroom performance and assessments
❖ Utilization of AWARE to disaggregate data and create heat maps and other tools to help teachers understand weaknesses	❖ ESC 17, Tech Director, Curriculum Director	❖ Local	❖ Incrementally prior to STAAR	❖ STAAR
❖ Schedule staff development which emphasizes instruction on skills targeted for specific demographic groups	❖ ECS 17, Teachers, Counselors, Curriculum Director, Principals	❖ Local, Title I Staff time	❖ June - May	❖ STAAR
❖ Provide many opportunities for parents to become involved in school activities. Examples: Book Buddies, Parent Meetings, Parent Conferences, Open House, College Counseling Opportunities, Athletic Contests, Music Programs, and Band Programs	❖ Counselors, principals, all teachers	❖ Local, State	❖ Every day	❖ STAAR
❖ Practice bell to bell instruction every day	❖ Principal, Teachers	❖ Local Eduphoria	❖ Every instructional day	❖ T-TESS, Walk-Through Records
❖ Incorporate Accelerated programs which compliment mastery of STAAR objectives and	❖ Principals, teachers,	❖ TEKS Resource System	❖ Immediate	❖ STAAR, Benchmark

beyond, i.e., accelerated reader, reading recovery, alphabetic phonics, Saxon math, accelerated math, Odyssey software, Plato software, reading fluency programs, TEKS Resource System and various online resources	counselors, Curriculum Director			assessments, teacher observation
❖ Implement the Communities in Schools ACE program to provide life and educational experiences to students. This will be an extension of their normal activities at the elementary school and jr. high.	❖ CIS Campus Coordinator, CIS	❖ CIS Grant Funds	❖ August 15 through mid May	❖ STAAR
❖ Focus efforts on special education students so that TEKS skills will be learned by all. The TEKS Resource System will be a large part of this effort.	❖ Special education teachers, principals, counselors, CSSA staff	❖ Special education TEKS Resource System	❖ Daily	❖ STAAR
❖ Utilize benchmark tests for Sp. Ed. and LEP students	❖ ARD and LPAC committees	❖ Local, released tests	❖ Determined by ARD/LPAC committees	❖ Practice STAAR
❖ Maintain a cell phone/email/Facebook communication program with parents in order to discuss progress of individual students and to include all parents in the education process	❖ Principals, Teachers	❖ Local Funds, Personal Cell Phones	❖ Re-train staff in August 2021	❖ STAAR
❖ Require documented walk-throughs in each classroom to provide authentic data concerning teacher effectiveness.	❖ Principals, Curriculum Director, Supt.	❖ Local Funds	❖ Begin August – repeat weekly for the entire year	❖ STAAR
❖ Utilize benchmark test data to track progress of teachers and students	❖ Principals, Counselors, Test Coordinators	❖ Local Funds	❖ Each six weeks	❖ Benchmark scores

❖ Monitor progress of students who struggle in reading and math to determine individual plans to keep students on grade level	❖ Counselors, Teachers, Principals, Parents	❖ Local Funds	❖ Weekly	❖ Classroom performance and assessment, STAAR

Goal I: FOR ALL STUDENTS TO SHOW IMPROVEMENT IN READING AND MATH

Objective 3: To decrease dropout rate at the high school campus to 1% or less in all sub-groups.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Assign personnel to individualize programs for at-risk students. Provide resources for parents and teachers.	❖ Superintendent, Principals Counselors	❖ Local & State Funds	❖ As determined by staff	❖ Evaluation of dropout rate at the conclusion of the school year.
❖ Schedule home visits by counselor, principal or teachers to counsel with parents and at-risk students.	❖ Principal Counselor	❖ Local & State Funds	❖ As determined by staff	❖ Evaluation of dropout rate at the conclusion of the school year.
❖ Encourage involvement of at-risk students in extra-curricular activities.	❖ All Staff	❖ Local effort	❖ Continuous with special emphasis at pre-enrollment.	❖ Promotion rate from 9th grade, failure rate, dropout rate, graduation rate.
❖ Schedule programs, guest speakers and ethnic role models to encourage students and emphasize importance of staying in school.	❖ Principals, Counselors	❖ Local funds	❖ Spring	❖ STAAR scores, Passing rates, & dropout rates
❖ Work with Juvenile Probation department in programs, which target potential dropouts.	❖ Superintendent, Principals, counselor	❖ SCE funds	❖ August - May	❖ Passing rates & dropout rates

❖ Utilization of tutorial before, during, and after school to assist At-Risk students with mastery of STAAR and academic material.	❖ All teachers	❖ Local & State Funds	❖ Daily – Schedule worked out between student and teacher	❖ Passing rates, dropout rates, STAAR scores
❖ Offer summer school for students who fail STAAR (who will otherwise be retained) or have by some other criteria been identified as at risk of failing or dropping out of school.	❖ Supt., Principals, Teachers	❖ Local funds	❖ Identify in March & April. Summer school in June	❖ Passing rates, Graduation rates, STAAR scores
❖ Provide specialized and intensive counseling services to students at risk of dropping out of school.	❖ Counselors	❖ Local & State Funds	❖ August - May	❖ Teacher & parent input
❖ Implement the Communities in Schools ACE program to provide life and educational experiences to students. This will be an extension of their normal activities at the elementary school and jr. high.	❖ CIS Campus Coordinator, CIS	❖ CIS Grant Funds	❖ August 15 through mid-May	❖ STAAR

GOAL II: TO MEET ALL EDUCATIONAL NEEDS OF ALL STUDENTS.

Objective 1: To provide programs which will address the needs of Anglo, Hispanic, African American, Economically Disadvantaged, Male, Female, Gifted/Talented, Limited English Proficient, Handicapped/Special Education, Dyslexic, Migrant, Career/Technology Ed., Title I, Students who are Parents or are Pregnant, and At-Risk students in grades PK-12.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Make available appropriate, specialized programs at each campus for students regardless of their race, gender, ethnic origin or religion: Title I (school-wide), Dyslexia, ESL, Accelerated Reader, Accelerated Math, Mainstream, Content Mastery, Resource, Speech Therapy, ELS labs, Classroom Modifications, Physical Therapy, Occupational Therapy, Differentiated Curriculum, Migrant intervention, Advanced Placement, and CTE.	❖ Counselors, Teachers, Principals, Superintendent, Board of Trustees	❖ Migrant, Title I, ESL, Local, State, Federal, & Compensatory Funds	❖ Immediate implementation based upon assessed need	❖ Performance as evidenced by: grades, teacher observation, follow-up studies, course evaluation, standardized tests, STAAR, ACT, SAT, daily performance.
❖ Keep all staff apprised of information in the following areas: Least Restrictive Environment (LRE), Related Services, Initial Evaluation Timelines, Re-evaluation Timelines, and Transition as determined by specific needs. Staff will also be updated on Sped Software.	❖ EPEC Staff	❖ Special education, Release time for staff development	❖ August	❖ Annual needs assessment, Teacher sign-in, Staff Development
❖ Maintain a cell phone/email/Facebook communication program with parents in order to discuss progress of individual students and to include all parents in the education process	❖ Principals, Teachers	❖ Local Funds, Personal Cell Phones	❖ Re-train staff in August 2015	❖ STAAR
❖ Require 3 documented walk-throughs per week in each classroom to provide authentic data concerning teacher effectiveness.	❖ Principals, Curriculum Director, Supt.	❖ Local Funds	❖ Begin August – repeat weekly for the entire year	❖ STAAR

❖ Utilize benchmark test data to track progress of teachers and students	❖ Principals, Counselors, Test Coordinator	❖ Local Funds	❖ 3 per year	❖ Benchmark scores
❖ Implement the Communities in Schools ACE program to provide life and educational experiences to students. This will be an extension of their normal activities at the elementary school junior high schools.	❖ CIS Campus Coordinators, CIS	❖ CIS Grant Funds	❖ August 15 through mid may	❖ STAAR

GOAL II: TO MEET ALL EDUCATIONAL NEEDS OF ALL STUDENTS

Objective 2: To improve the problem-solving and thinking ability of each student.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ As is level appropriate, provide programs, curricula, and lessons, which expose students to various problem solving activities and opportunities.	❖ Principals, Teachers	❖ Staff developed materials, Teacher awareness and training, Local funds as needed	❖ Daily	❖ STAAR, Teacher observations, SAT, ACT, Follow-up studies
❖ Provide curricula, activities and opportunities, which teach students to demonstrate mastery of multiple TEKS skills in a given situation (much like will be presented on STAAR tests).	❖ Principals, Teachers	❖ Local and state funds, Release time for students and staff C-Scope	❖ Daily	❖ STAAR, Teacher observations, SAT, ACT, Follow-up studies
❖ Maintain adequate staff to provide needed academic assistance to students who are at-risk of failing or dropping out of school	❖ Board , Superintendent, Principals	❖ Federal Funds (Education Jobs, Title IA, Title IIA)	❖ July 2021	❖ STAAR, classroom grades, drop-out rates

GOAL III: TO ACHIEVE AND MAINTAIN A DISTRICTWIDE ATTENDANCE RATE OF 97% OR HIGHER

Objective 1: To communicate with parents and inform parents of students with poor attendance habits about attendance laws as well as benefits of good attendance and harmful effects of poor attendance.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Regular campus contact with parents of students with poor attendance.	❖ Principals	❖ Incorporated into regular duties	❖ Daily	❖ Attendance Records
❖ Cooperation with Justice of the Peace in working with these parents and students. Charges filed when all else fails.	❖ Principals	❖ Incorporated into regular duties	❖ As attendance problems are identified	❖ Attendance Records. Communication with J.P.
❖ Emphasis on good attendance by working with all students in the classroom.	❖ All Staff	❖ Incorporated into daily routine	❖ Daily	❖ Attendance Record, Teacher input
❖ Follow-up by Juvenile Officer with severe cases of absenteeism.	❖ Principals	❖ Incorporated into regular duties	❖ After action by the Justice of the Peace	❖ Attendance records, Input from principals & J.P
❖ Special focus on attendance and on remaining in school for special education students. All above strategies utilized in effort to lower dropout rate among this population.	❖ Principals, Superintendent; Counselors	❖ Special Education funds where needed.	❖ Daily	❖ Attendance records; Dropout statistics from AEIS and local records

GOAL IV: TO SECURE AND MAINTAIN A WELL-QUALIFIED STAFF.

Objective 1: To develop screening and recruitment procedures and programs which assures employment of the most qualified personnel when vacancies occur.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Administrators will confer with the superintendent prior to all vacancies being filled. A complete check of references, service records, transcripts, and teaching certification will be completed before a job is offered.	❖ Principals, superintendent,	❖ Local funds	❖ As vacancies occur	❖ T-TESS system, observations
❖ Utilize all possible avenues to increase qualified applicant pool, i.e., University placement centers, Education Service Center placement service, professional journals and newsletters, newspapers, posting vacancies on the school website, previous employers, and contacting prospects with good track records in an effort to attract well-qualified teachers.	❖ Superintendent, principals, search committees	❖ Local funds	❖ As vacancies occur	❖ T-TESS system, observations
❖ Define and adhere to SBEC guidelines in hiring and maintaining a well-qualified staff.	❖ Superintendent, principals	❖ Local funds	❖ As vacancies occur	❖ T-TESS Observations
❖ Pay competitive salaries and offer other incentives to attract and retain well-qualified staff.	❖ Superintendent, Board of Trustees	❖ Local funds	❖ June and July - during formation of budget	❖ Comparison to other districts

GOAL IV: TO SECURE AND MAINTAIN A HIGHLY QUALIFIED STAFF

Objective 2: To provide meaningful staff development and opportunities for growth for all Professional and Paraprofessional staff members.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ 100% of staff on each campus will be provided with quality professional development through summer training opportunities and through release days during the school year. We will also utilize early release days during the year to provide additional training.	❖ Superintendent, Principals, Curriculum Dir.	❖ ESC 17 staff; local staff; Private consult.; local, state, and federal funds	❖ June – August Days designated on the school calendar	❖ T-TESS system, evaluation of staff development by all staff
❖ Staff will be provided with information and opportunities for growth in other related areas, to include, but not limited to: G/T, ESL, Technology, Special Education, Parental Involvement, Drug-free education, STAAR, Migrant, Title I, Special Education, T-TESS Orientation, Self-Responsibility, Classroom management, Crisis management, TEKS Resource System, and bullying training	❖ Superintendent, Principals, Curriculum Dir., EPEC SSA Dir.	❖ ESC 17 staff; EPEC SSA staff; local staff; Private consult.; local & state funds	❖ June, July, and August; As opportunities become available locally or at ESC	❖ Analysis of student performance as related to areas of training
❖ All staff will receive instruction in technology to enhance classroom performance and to become more proficient on new equipment	❖ Technology Dir. & Curriculum Dir.	❖ ESC 17 staff; local staff; EPEC SSA staff; special ed. funds	❖ August staff development	❖ Teacher input; Principal input; EPEC SSA input.

GOAL IV: TO SECURE AND MAINTAIN A WELL-QUALIFIED STAFF

Objective 3: To assure that all staff is well-qualified with proper certification.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Ensure that all teachers in core academic subject areas are well-qualified by SBEC standards. (All campuses are high poverty)	❖ Superintendent, Superintendent's Secretary	❖ E-mails, Memos, Personal Contacts, Interviews, Record checks	❖ Summer 2022	❖ Certifications, EXCET and TEXES results
❖ Ensure that all core subject area classes are taught by well-qualified teachers on all campuses. All campuses in Lockney ISD are high poverty campuses	❖ Superintendent, Principals	❖ E-mails, Memos, Personal Contacts, Interviews, Record checks	❖ Summer 2022	❖ Desktop certification checks
❖ Assist teachers who have not done so to become completely certified in a timely manner.	❖ Principals, Superintendent's Secretary, Curriculum Director	❖ E-mails, Memos, Personal Contacts, Interviews, Record checks	❖ Initial check: Summer 2021, Interim check in January 2022	❖ Certificates, EXCET and TEXES results
❖ Homogeneously group students to ensure that all students have equal access to well-qualified teachers.	❖ Principals, Counselors	❖ Time to check class schedules for classroom demographics	❖ Summer 2022	❖ Comparison of class rosters

GOAL V: TO INTEGRATE TECHNOLOGY AND TECHNOLOGICAL DEVICES INTO THE CURRICULUM AT A LEVEL APPROPRIATE TO CURRENT DEMANDS.

Objective 1: To address technology needs as outlined in the districts "Plan for Technology".

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Update Technology Plan as the guide for technology integration.	❖ Technology Director, District Technology Committee	❖ Local and State Technology funds	❖ October 2021	❖ Observation, Teacher input
❖ Continue to upgrade the local area network by increasing campus bandwidth and upgrading technology equipment	❖ Technology Director, Superintendent	❖ Local funds & time	❖ April 2022	❖ Teacher input, Observation
❖ Emphasize training as the most vital component of the Plan.	❖ Superintendent, Principals, Technology Director	❖ Local funds & time	❖ August 2021	❖ Evaluation of Staff Development
❖ Maintain a one-to-one computer initiative by issuing laptops to every high school student	❖ District Site-Based Committee, Principals, Superintendent, Technology Director	❖ Local Funds, instructional materials allotment	❖ Issue in August 2021	❖ STAAR, other student assessment

GOAL V: TO INTEGRATE TECHNOLOGY AND TECHNOLOGICAL DEVICES INTO THE CURRICULUM AT A LEVEL APPROPRIATE TO CURRENT DEMANDS.

Objective 2: To assure that every student has access to state-of-the-art technological equipment.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Involve every student in technology related courses throughout their school career.	❖ Principals, Counselors	❖ Allot funds for employment of adequate and qualified staff.	❖ Student scheduling dates	❖ Teacher input, student input, Evaluation of curriculum
❖ Encourage use of technology in all curriculum areas.	❖ Principals, teachers	❖ Allot funds as available to adequately equip classrooms	❖ Daily	❖ Principal and Teacher input
❖ Continue to train teachers in integration of technology into their curriculum.	❖ Principals, Superintendent	❖ Local, State technology, and Grant funds	❖ Summer months, As release time is made available to teachers	❖ Teacher feedback, Principal observation, student input
❖ Maintain a one-to-one computer initiative by issuing laptops to every high school student	❖ Superintendent, Principals, Technology Dir.	❖ Local Funds, instructional materials allot.	❖ Issued in November	❖ STAAR, classroom grades, Teacher evaluation

GOAL VI: TO ACTIVELY INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN.

Objective 1: To involve an optimum number of parents of our students in parental involvement activities.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Communicate with parents concerning developments with all children. This includes academic and behavioral progress and changes.	❖ Principals and all professional campus personnel	❖ Local Funds	❖ Daily, as needed	❖ Parent feedback, student performance (STAAR)
❖ Schedule parent meetings during the first six weeks of school for the parents of students in each grade in elementary school. Teachers will explain the expectations for students during the coming year and provide some helpful hints to parents. The teachers will also discuss observations they have made with each child since the beginning of school.	❖ Principals, teachers	❖ Time allotted for adequate communication and for meeting times.	❖ Yearly, during first three weeks of school.	❖ Observation of student improvement and progress.
❖ Schedule Open House at each campus. Provide opportunity for parents to visit with teachers during this time. Encourage teachers to share openly with parents all aspects of their program.	❖ Principals	❖ Local time and effort	❖ Fall	❖ Student performance (STAAR)

GOAL VI: TO ACTIVELY INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN

Objective 2: To provide regular communication to parents from each campus with information concerning their children, programs, opportunities for involvement and means to assist, and campus information in general.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Maintain a cell phone communication program with parents in order to discuss progress of individual students and to include all parents in the education process. Also disseminate information via Facebook and on the school website	❖ All professional campus personnel	❖ Local time and effort	❖ Regular, weekly and daily activities.	❖ Teacher observation, parent feedback, student progress
❖ Provide information and assistance to parents and students concerning scholarships, Texas Grant awards, and other forms of financial assistance	❖ High School counselor; high school principal	❖ Career & Technology funds; local funds; state funds. Project LEARN	❖ On a regular and ongoing basis, beginning with middle school students	❖ Examination of scholarships received, Parent and student input
❖ Provide information and assistance to parents and students concerning graduation requirements, 3 types of diplomas, and other types of career and job counseling as well as post high school education opportunities	❖ Counselor; LEARN	❖ Utilization of counseling from Govt. funded groups and universities. Career Cruiser	❖ On a regular basis to students beginning with Jr. high students	❖ Student and ex-student input, Parent input, local employer input
❖ Provide information to students and parents which details the following: Admissions opportunities for the top 10% of the graduating class; Early graduation scholarship program;	❖ Counselor	❖ Local funds, Career & Technology funds, Carl Perkins funds,	❖ On a regular basis in grades 11-12	❖ Examination of scholarships received, Parent and student input

Financial Aid Texas; Teach for Texas Grants; Higher education admission requirements		State funds, Local time and effort		
❖ Send out periodic parent communications to review all of these opportunities for graduates with parents of students in grades 8-12 invited.	❖ Counselors	❖ Local time and effort	❖ October and May	❖ Student, parent, and ex-student input
❖ Provide career counseling to all students beginning in grade 7 with basic information, progressing to in-depth counseling by grades 10, 11 and 12.	❖ Counselors	❖ Local time and effort Career Cruiser	❖ August – May	❖ Student, parent, and ex-student input
❖ Allow for seniors to visit college campuses in the area to help motivate them to attend college. This will also give them an opportunity to collect information for enrollment.	❖ Counselor, Principal	❖ Local time and effort	❖ August or September	❖ Student, parent, and ex-student input
❖ Utilize Senior period for all graduating seniors to facilitate completion of ACT/SAT testing, college applications, and scholarship applications	❖ Counselor, Sr. Sponsor	❖ Local funds	❖ One period daily	❖ Track number of student who enter college

GOAL VI: TO ACTIVELY INVOLVE PARENTS IN THE EDUCATION OF THEIR CHILDREN

Objective 3: To integrate use of technology into parent communication techniques.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Provide information on the school website that is available 24 hours a day to all parents, students, or citizens.	❖ Technology Director, Principals	❖ Local, state funds	❖ August – May	❖ Parent, student, and teacher input
❖ Utilize the Lockney ISD Facebook account along with organizational FB accounts	❖ Teachers, Principals, Counselors	❖ Local funds	❖ August - May	❖ Parent, student, and teacher input
❖ Develop teacher websites which are available to all with home internet capabilities	❖ Technology director; teachers	❖ Training of teachers by technologists	❖ August - July	❖ Parent, teacher, student feedback
❖ Utilize e-mail as a means of parent/teacher communication along with the cell phone initiative	❖ teachers; principals; counselors, technology director	❖ Lockney ISD e-mail system	❖ August – June	❖ Parent, teacher feedback

GOAL VII: TO PROVIDE AND MAINTAIN AN INDEPTH CURRICULUM.

Objective 1: To provide a curriculum of sufficient variety and quality that the needs of all students are met and that preparation for any level of post-graduate endeavor is attainable.

Strategies/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Analyze and evaluate current level of course offerings.	❖ Curriculum Director, Principals	❖ Local, State Funds	❖ During site based meetings	❖ Parent and student feedback
❖ Determine needs for college bound students, vocational school students, and those who will enter the work force directly out of high school.	❖ Curriculum Director, Counselors	❖ CTE funds, local funds	❖ Spring	❖ Parent and community feedback.
❖ Coordinate curriculum needs and staffing patterns.	❖ Curriculum Director	❖ Local time and effort	❖ Spring	❖ Parent & student feedback
❖ Ensure the use of TEKS Resource System in all core subject classes	❖ Curriculum Director	❖ Local time and effort	❖ May – August	❖ Administrator feedback, STAAR
❖ Plan periodic departmental meetings at campus and district levels.	❖ Curriculum Director, Principals	❖ Local time and effort	❖ August - May	❖ CD & Principal Observation
❖ Assure adequate offering of vocational/career & technology programs.	❖ Principals, Counselors	❖ State; Carl Perkins; Local	❖ May – August	❖ Parent & student feedback

GOAL VII: TO PROVIDE AND MAINTAIN AN INDEPTH CURRICULUM.

Objective 2: To provide instruction and curriculum which adequately prepare students for the SAT and ACT tests.

Strategy/Activities/Actions	Person (s) Responsible	Resource Allocation	Timeline	Formative Evaluation
❖ Train key teachers in SAT/ACT preparation strategies.	❖ Principal, Counselor, Librarian	❖ Local funds, time, and effort	❖ To be provided to seniors as a part of ongoing instruction within a scheduled class August - May	❖ Students, Ex-students input, Results of SAT and ACT tests, Teacher input
❖ Schedule times during the school year for ACT and SAT testing	❖ Counselor, Librarian	❖ Local funds, time, and effort	❖ Enroll students in advance for tests according to testing dates	❖ Results of SAT and ACT tests

Compensatory Education - Measurable Performance Objective: 70% of all students will pass all portions of STAAR.
    Lockney Elementary School is a Title I, Part A Schoolwide Program with a student poverty rate of at least 70 percent.

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for at-risk students	Superintendent/ Principal	September	Total SCE : $372,607 (15-16 data)	CIP/DIP	CIP/DIP

Determine total full time equivalents (FTEs)
  If a person is funded
  100% from SCE that is 1 FTE
  50% = .5 FTE
  25% = .25 FTE
	Superintendent/ Principal	September	Total FTE's: 11.657 (15-16 data)	CIP/DIP	CIP/DIP

Review policy for identifying, entering, and exiting students from the SCE program	Superintendent/ Principal	August	Local	Meeting to develop policy	Local policy
Identify students at risk of dropping out of school using state criteria	Administrator, Counselor, Teachers	End of 1st six weeks and through-out the school year	SCE	At-risk criteria distributed	List of at-risk students identified

At-Risk Students

Activities/Strategies/ Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Provide teachers with the confidential list of At-Risk students and supporting criteria used for identification	Principal	Beginning of school	Local	List developed	All teachers with list and supporting documentation
Conduct a comprehensive needs assessment which includes but is not	Counselors Teachers	May or August	Local, Title I, Part A, SCE	Data disaggregated for at-risk students	Results of

Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
limited to TAKS results and dropout rate, to identify areas to accelerate	Site base teams				comprehensive needs assessment
Serve PK-2 students who failed readiness test with accelerated, intensive program for early literacy	Elementary Principal	Fall 2021 – May 2022	SCE Local	Identified students failing readiness test placed in program	Reading Inventory
Serve pregnant students and parents through parenting programs	Counselor	August – May	SCE	Program outline and students placed in programs	High school completion rates
Serve LEP students through an accelerated program designed to acquire proficiency in English language	ESL Teachers Principal	August – May	ESL funds, SCE, Local	Progress reports LPAC Meetings	TELPAS STAAR
Activities/Strategies/Initiatives	**Staff Responsible**	**Time Line**	**Resources**	**Formative Evaluation**	**Summative Evaluation**
Provide accelerated, intensive program for At-Risk students failing the STAAR and serve 7-12 students with below 70 average in 2 or more subjects through tutoring, computer-assisted instruction, extended day, week, year, specialized reading/math classes, accelerated math, accelerated reading, utilization of parent Liaison, special counseling, summer school, credit recovery, etc.	Principals	August – May	SCE Local	Progress reports Report card grades Benchmark tests Identified students placed in program	STAAR Completion rate Report card grades End of year grades
Provide program for students in AEP, expelled, on parole, probation and previous drop-outs	Principals	August – May	SCE Local	Disciplinary records Report card grades	STAAR Completion rate GED

Activities/Strategies/Initiatives	Staff Responsible	Time Line	Resources	Formative Evaluation	Summative Evaluation
Compile a report that compares STAAR data of students at risk of dropping out of school and all other district students	Counselors SCE staff	May – August	SCE AEIS-It	Disaggregated data	Written report
Compile a report that compares high school completion between students of risk of dropping out of school and all other district students	Counselors SCE staff	May	SCE AEIS-It	Data collected	Written report
Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff	Administrator ESC	Fall, Spring, Summer	Local, Title I, Part A, Title II, Part A, Title V, BE/ESL, MEP	Staff development calendar	Teacher/ Paraprofessional Development attendance certificates Sign in sheets
Activities/Strategies/ Initiatives	**Staff Responsible**	**Time Line**	**Resources**	**Formative Evaluation**	**Summative Evaluation**
Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school-sponsored activities i.e. open house, fall festival, UIL, parent booster clubs, etc.	Administrator SCE staff	August – May	Local, Title I, Part A	Parent involvement calendar	Evaluation of parent involvement activities
Address PBM areas with Risk Levels 3/2 which are: Special Education Identification Over identification of Hispanics Least Restrictive Environment Age3-11	Administrator	Spring	Local	Agenda	Written strategies developed