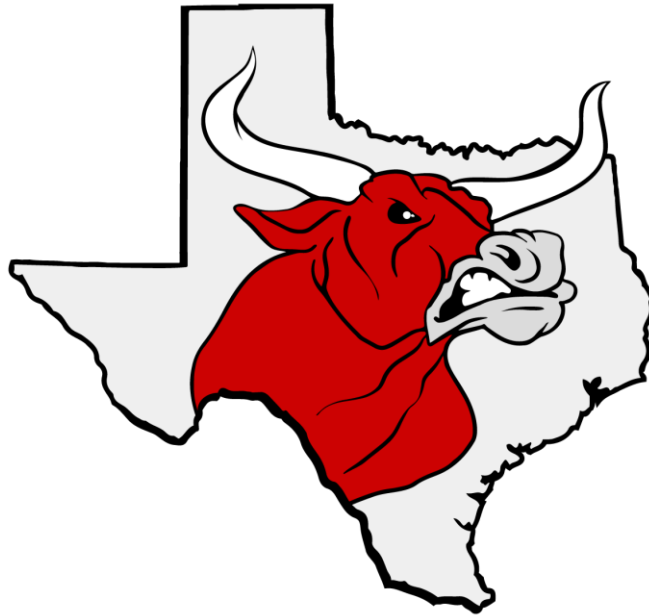


Lockney High School Campus Improvement Plan

2022-2023



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

DEMOGRAPHICS

DEMOGRAPHIC SUMMARY

LOCKNEY HIGH SCHOOL IS A 2A CAMPUS IN RURAL WEST TEXAS HOUSING 124 STUDENTS (2019) WITH AN ETHIC DISTRIBUTION OF 1.3% AFRICAN AMERICAN, 77.1% HISPANIC, 20.4% WHITE .2% ASIAN, .2% PACIFIC ISLANDER, AND .7% TWO OR MORE RACES. ECONOMICALLY DISADVANTAGED STUDENTS MAKE UP 79.8% OF THE STUDENT POPULATION. THERE ARE 15.8% OF STUDENTS ON A 504 PLAN, 4.9% OF STUDENTS ARE ENGLISH LEARNERS, AND 6.2% ARE SPECIAL EDUCATION STUDENTS. 50% OF THE POPULATION IS AT RISK.

DEMOGRAPHIC STRENGTHS

LHS HAS A SMALL AVERAGE CLASS SIZE OF LESS THAN 11.

PROBLEM STATEMENTS IDENTIFYING DEMOGRAPHIC NEEDS

WITH 50% OF THE POPULATION AT LHS BEING “AT RISK”, THERE ARE A MULTITUDE OF ELEMENTS WORKING TO PUT ROAD BLOCKS IN FRONT OF STUDENTS TO KEEP THEM FROM GRADUATING.

STUDENT ACADEMIC ACHIEVEMENT

EOC SUMMED RESULTS ALL GRADES/ALL SUBJECTS (2021-2022 LATEST DATA)

APPROACHES- 78%

MEETS- 45%

MASTERS- 10%

ENGLISH I SPRING 2022 STAAR EOC RESULTS

APPROACHES- 61%

MEETS- 33%

MASTERS- 4%

ENGLISH II SPRING 2022 STAAR EOC RESULTS

APPROACHES- 66%

MEETS- 46%

MASTERS- 2%

US HISTORY SPRING 2022 STAAR EOC RESULTS

APPROACHES- 85%

MEETS- 45%

MASTERS- 10%

ALGEBRA I SPRING 2022 STAAR EOC RESULTS

APPROACHES- 88%

MEETS- 49%

MASTERS- 14%

BIOLOGY SPRING 2020 STAAR EOC RESULTS

APPROACHES- 88%

MEETS- 51%

MASTERS- 9%

STUDENT ACADEMIC ACHIEVEMENT STRENGTHS

STRENGTHS: LHS HAS CONTINUED TO STEADILY INCREASE THE PERCENTAGE OF STUDENTS APPROACHING GRADE LEVEL IN ENGLISH I, ENGLISH II, AND ALGEBRA I AND IMPROVED IN BIOLOGY “MEETS.”

EOC SUMMED RESULTS:

PROBLEM STATEMENTS IDENTIFYING STUDENT ACADEMIC ACHIEVEMENT NEEDS

PROBLEM STATEMENT 1: LHS NEEDS TO INCREASE THE NUMBER OF STUDENTS MEETING GRADE LEVEL ON ALL 5 STAAR EOC TESTS. THIS WILL IMPACT ACCOUNTABILITY RATINGS

AND IMPROVE STUDENT ACHIEVEMENT.

SCHOOL PROCESSES & PROGRAMS

CTE

VOCATIONAL

SPED

GT

ATHLETICS

FINE ARTS

UIL ACADEMICS

FFA ANIMAL PROJECTS

FFA SPEAKING COMPETITIONS

FFA WELDING COMPETITIONS

FFA MEAT JUDGING

PTECH PLANNING

DUAL CREDIT

SCHOOL PROCESSES & PROGRAMS STRENGTHS

STRENGTH: FOR A 2A SCHOOL, WE HAVE A LARGE VARIETY OF OPPORTUNITIES FOR STUDENTS TO COMPETE AND ACCEL.

PROBLEM STATEMENT: WITH LIMITED STAFF, INCREASING THE NUMBER OF OFFERINGS AVAILABLE IS DIFFICULT WITHOUT RAISING AN ALREADY STRAINED BUDGET. THE PROGRAMS WE DO OFFER NOW CAUSE OUR STAFF/FACULTY TO BE STRETCHED THIN.

PERCEPTIONS

Perceptions Summary

The perception of LHS was that safety and security are optimal and expectations are high.

Perceptions Strengths

LHS is perceived as a powerhouse in athletics, fine arts, and CTE competitions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: LHS needs to continue to raise the bar academically, in athletic competition, and in character exhibited in our students and student athletes.

Priority Problem Statements

Problem Statement 1: WITH 50% OF THE POPULATION AT LHS BEING “AT RISK”, THERE ARE A MULTITUDE OF ELEMENTS WORKING TO PUT ROADBLOCKS IN FRONT OF STUDENTS TO KEEP THEM FROM GRADUATING.

Problem Statement 2: LHS NEEDS TO INCREASE THE NUMBER OF STUDENTS MEETING GRADE LEVEL ON ALL 5 STAAR EOC TESTS. THIS WILL IMPACT ACCOUNTABILITY RATINGS AND IMPROVE STUDENT ACHIEVEMENT.

Problem Statement 3: LHS needs to continue to raise the bar academically, in athletic competition, and in character exhibited in our students and student athletes.

Comprehensive Needs Assessment Data Documentation

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) Data
- Local Accountability Systems (LAS) data

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 Released Test Questions
- STAAR EL Progress Measure Data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in the U.S. armed services, earning an industry-based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ACT and/or SAT assessment data
- PSAT
- Local diagnostic math assessment data
- Student failure and/or retention rates
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline attendance, and rates of progress for each student group

- Economically disadvantaged/non-economically disadvantaged performance and participation data
- Male/female performance, progress, and participation data
- Special education/non-special education population including discipline, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance, and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Dual-credit and/or college prep course completion 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
- Violence3 and/or violence prevention records
- Tobacco, alcohol prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data
- Enrollment Trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high-quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Value-Added data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**SCHOOL YEAR: 2021-2022**

Data Sources Reviewed: <ul style="list-style-type: none">• STAAR EOC data• 2019 TAPR Report• Discipline data• Unit assessment data			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	LHS is a 9-12 high school with roughly 130 students. We have small classes and can individualize instruction.	We need to individualize instruction more to address the specific needs of each student.	LHS will work to improve instructional delivery, assessment techniques, enrichment, and remediation offered in order to increase the success rate of all students.
Student Achievement	Our students have continued to have small steady growth in achievement, even during a pandemic.	The number of students meeting grade level on all 5 STAAR EOC tests needs to increase.	LHS will have a goal of increasing our performance on standardized tests by ¼ each year through 2024. Data tracking and goal setting with teachers and students will be a large factor in this endeavor. The focus will not only be for students in the “approaching” category, but also in the “meets” and “masters” categories.
School Culture and Climate	We have some staff/faculty members that have been in Lockney for a long time.	Many core teachers are novice and are not certified in their content area.	LHS will make it a priority to establish expectations for attaining certifications through the use of growth plans, scheduled conferences, and documentation. Teachers not attaining their content certification will not be offered future employment.
Staff Quality/ Professional Development	We have utilized in-house staff development as well as Region 17 to provide content specific PD.	Our retention rate for teachers is low. We need to hire and retain quality teachers.	We will utilize the implementation of a 4-day instructional week to attract, hire, and retain quality teachers.

Curriculum, Instruction, Assessment	We are beginning to utilize a backwards design to develop quality lessons.	Teachers need to learn how to build their own assessments and plan instruction accordingly.	Our priority this year will be to have data digs over each unit assessment and require remediation for all priority standards not met.
Family and Community Involvement	We have a community full of tradition and families that tend to remain in the area.	We need to create opportunities within our school to serve the needs of our population.	Expanding our CTE/Vocational/Technical offerings is a high priority for our district/school.
School Context and Organization	We are a small rural district and work together to create a great place to learn and work.	LHS needs to continue to develop an organization that has high expectations in all facets for all stakeholders.	LHS will focus on establishing high expectations for students, staff, faculty, and families. The importance they play in the role of educating students will be optimized.
Technology	LHS has one-to-one technology available for all students, and all teachers have technology available to enable them to optimize their planning and teaching time.	Our staff/faculty continues to need training to feel comfortable with their technology. They do not use what they have to provide ease of access to curriculum and to track data.	LHS will focus on implementing quality instruction through technology. This may not always mean delivering through the use of technology. It might be utilizing technology to track data, build assessments, and communicate expectations to students and parents.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ideal State: Goal(s)							
Goal 1: By 2024 LHS will perform at or above the state and region in overall student achievement on STAAR EOC testing.							
Objective 1: In the area of mathematics, student performance on state assessments will increase from 79% approaches to 81% in 2022. Meets will increase from 29% to 36% in 2022, and masters will increase from 8% to 10% in 2022.							
Strategies and Action Steps	Person(s) Responsible	Resources/ Funding	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
RTI will occur during our “WIN Time” period and will target students deficient in priority standard areas needed to optimize success on the Algebra I EOC.	LHS Math teachers Principal	199-general	August 2022- May 2023	Bi-weekly rotations for tutorials based on assessment data.	The result will be evaluated through unit testing, benchmark testing that result in more students approaching grade level standard.	Unit Assessments Benchmark Testing STAAR EOC testing	2,3,4,8
Disaggregate data from unit assessments and District Benchmarks (twice yearly) to drive lesson planning and RTI.	LHS Math teachers Principal	119-general	August 2022- May 2023	Lesson plans will address weak SEs from assessments and classroom instruction will focus on those SEs.	Walkthroughs, data from assessments, feedback from teachers and students.	Unit Assessments	2,3,4,8
Math instruction will be focused on the Gradual Release model. Professional development will occur during the summer of 2021 to prepare for the 2021-2022 school year.	LHS Math teachers Principal	199-general	August 2022- May 2023	Lesson plans will indicate the modeling, dependent practice and independent practice that will occur in this teaching model.	The engagement will be observed and will drive the adjustments of the lesson.	Observation that students are more engaged and asking questions throughout the lesson that are higher-order thinking and will also utilize the presence of the teacher to push their	2,3,4,8,9

						performance up.	
Bell work will consist of STAAR released test questions to ensure students are constantly doing a spiraled review throughout the entire year.	LHS Math teachers Principal	199-general	August 2022- May 2023	Lesson plans will reflect the plan of integrating the STAAR EOC released test questions into the bell work portion of each lesson.	Unit Assessment data and benchmark data will show an improvement	Lesson plans Observations Walk-throughs	2,3,4,8,9
LHS math teachers will work to design their own unit assessments utilizing the TRS YAG as a guide.	LHS Math teachers Principal	199-general	June 2022-May 2023	Data disaggregation Assessments in Eduphoria	Student testing data will show improvement.	Unit assessments Benchmark assessments STAAR EOC test	2,3,4,8,9
LHS will increase the rigor of all courses focusing on the the core classes to push students to strive for more.	LHS teachers Principal	199- general	July 2022-June 2023	Assessments, lesson plans, feedback from students, parents, and teachers.	Grades, assessment data, STAAR EOC results, accountability performance	Unit assessments Feedback throughout the year, teacher self-reflection, instructional coaching	1,2,3,4,8,9

Ideal State: Goal(s)

Goal 1: By 2024 LHS will perform at or above the state and region in overall student achievement on STAAR EOC testing.

Objective 2:

In the area of English Language Arts and Reading, students taking the English I and English II EOCs will increase their performance from 60% approaches (Eng I & Eng II) to 75% in 2022. The number of students that meet grade level standard will increase from 37% (Eng I) and 35% (Eng II) to 46% in 2022. The number of students mastering grade level on the EOCs will increase from 4% (Eng I) and 2% (Eng II) to 5% in 2022.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LHS English teachers will be trained on the new ELAR TEKS by Region 17's ELAR specialist.	LHS English Teachers Principal	199-general	August 2022-May 2023	Lesson plans Observations Walk-throughs	Student performance on unit assessments, benchmark assessments, and STAAR EOC assessments will show improvement.	Unit Assessments Benchmarks EOC results	2,3,4,8,9
LHS English teachers will work to design their own unit assessments utilizing the TRS YAG as a guide.	LHS English Teachers Principal	199-general	June 2022-May 2023	Assessments in Eduphoria Assessment data Data Disaggregation	Student testing data will show improvement.	Unit Assessments Benchmarks EOC results	2,3,4,8,9
LHS will provide students that failed the English I or English II STAAR EOC two times or more with a STAAR remediation course for additional support to reach a passing standard.	LHS English Teachers Counselor Principal	199-general	August 2022-May 2023	Course rosters EOC testing roster	Assessment data from the course EOC re-test results	STAAR EOC Re-test Unit assessments	2,3,4,8,9
RTI will occur during our "WIN Time" period and will target students	LHS English teachers Principal	199-general	August 2022-May 2023	Bi-weekly rotations for tutorials based on assessment data.	The result will be evaluated through unit	Unit Assessments Benchmark	2,3,4,8

Ideal State: Goal(s)

Goal 1: By 2024 LHS will perform at or above the state and region in overall student achievement on STAAR EOC testing.

Objective 2:

In the area of English Language Arts and Reading, students taking the English I and English II EOCs will increase their performance from 60% approaches (Eng I & Eng II) to 75% in 2022. The number of students that meet grade level standard will increase from 37% (Eng I) and 35% (Eng II) to 46% in 2022. The number of students mastering grade level on the EOCs will increase from 4% (Eng I) and 2% (Eng II) to 5% in 2022.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
deficient in priority standard areas needed to optimize success on the STAAR EOC.					testing, benchmark testing that result in more students approaching grade level standard.	Testing STAAR EOC testing	
Disaggregate data from unit assessments and District Benchmarks (twice yearly) to drive lesson planning and RTI.	LHS English teachers Principal	119-general	August 2022-May 2023	Lesson plans will address weak SEs from assessments and classroom instruction will focus on those SEs.	Walkthroughs, data from assessments, feedback from teachers and students.	Unit Assessments	2,3,4,8
LHS will increase the rigor of all courses focusing on the core classes to push students to strive for more.	LHS teachers Principal	199-general	July 2022-June 2023	Assessments, lesson plans, feedback from students, parents, and teachers.	Grades, assessment data, STAAR EOC results, accountability performance	Unit assessments Feedback throughout the year, teacher self-reflection, instructional coaching	1,2,3,4,8,9

Ideal State: Goal(s)

Goal 1: By 2024 LHS will perform at or above the state and region in overall student achievement on STAAR EOC testing.

Objective 3:

In the area of biology, students taking the STAAR EOC in Biology will increase the percentage of students approaching grade level standard from 87% to 100% in 2022. The percentage of students meeting grade level standard will increase from 21% to 26% in 2022. The number of students mastering the biology EOC will increase from 2% to 3% in 2022.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LHS biology teachers will work to design their own unit assessments utilizing the TRS YAG as a guide.	LHS biology Teachers Principal	199-general	June 2022-May 2023	Assessments in Eduphoria Assessment data Data Disaggregation	Student testing data will show improvement.	Unit Assessments Benchmarks EOC results	2,3,4,8,9
RTI will occur during our “WIN Time” period and will target students deficient in priority standard areas needed to optimize success on the biology EOC.	LHS biology teachers Principal	199-general	August 2022-May 2023	Bi-weekly rotations for tutorials based on assessment data.	The result will be evaluated through unit testing, benchmark testing that result in more students approaching grade level standard.	Unit Assessments Benchmark Testing STAAR EOC testing	2,3,4,8
Disaggregate data from unit assessments and District Benchmarks (twice yearly) to drive lesson planning and RTI.	LHS biology teachers Principal	119-general	August 2022-May 2023	Lesson plans will address weak SEs from assessments and classroom instruction will	Walkthroughs, data from assessments, feedback from teachers and students.	Unit Assessments	2,3,4,8

Ideal State: Goal(s)

Goal 1: By 2024 LHS will perform at or above the state and region in overall student achievement on STAAR EOC testing.

Objective 3:

In the area of biology, students taking the STAAR EOC in Biology will increase the percentage of students approaching grade level standard from 87% to 100% in 2022. The percentage of students meeting grade level standard will increase from 21% to 26% in 2022. The number of students mastering the biology EOC will increase from 2% to 3% in 2022.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
				focus on those SEs.			
LHS will increase the rigor of all courses focusing on the core classes to push students to strive for more.	LHS teachers Principal	199- general	July 2022-June 2023	Assessments, lesson plans, feedback from students, parents, and teachers.	Grades, assessment data, STAAR EOC results, accountability performance	Unit assessments, Feedback throughout the year, teacher self-reflection, instructional coaching	1,2,3,4,8,9

Ideal State: Goal(s)

Goal 1: By 2024 LHS will perform at or above the state and region in overall student achievement on STAAR EOC testing.

Objective 4:

In the area of history, LHS will increase the percentage of students who approached grade level standard on the US History STAAR EOC from 90% to 100% in 2022. The percentage of students that meet grade level standard will increase from 43% to 54% in 2022. The percentage of students that master grade level standard will increase from 10% to 13% in 2022.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LHS history teachers will work to design their own unit assessments utilizing the TRS YAG as a guide.	LHS history Teachers Principal	199-general	June 2022-May 2023	Assessments in Eduphoria Assessment data Data Disaggregation	Student testing data will show improvement.	Unit Assessments Benchmarks EOC results	2,3,4,8,9
RTI will occur during our “WIN Time” period and will target students deficient in priority standard areas needed to optimize success on the US History EOC.	LHS history teachers Principal	199-general	August 2022-May 2023	Bi-weekly rotations for tutorials based on assessment data.	The result will be evaluated through unit testing, benchmark testing that result in more students approaching grade level standard.	Unit Assessments Benchmark Testing STAAR EOC testing	2,3,4,8
Disaggregate data from unit assessments and District Benchmarks (twice yearly) to drive lesson planning and RTI.	LHS history teachers Principal	119-general	August 2022-May 2023	Lesson plans will address weak SEs from assessments and classroom	Walkthroughs, data from assessments, feedback from teachers and	Unit Assessments	2,3,4,8

Ideal State: Goal(s)

Goal 1: By 2024 LHS will perform at or above the state and region in overall student achievement on STAAR EOC testing.

Objective 4:

In the area of history, LHS will increase the percentage of students who approached grade level standard on the US History STAAR EOC from 90% to 100% in 2022. The percentage of students that meet grade level standard will increase from 43% to 54% in 2022. The percentage of students that master grade level standard will increase from 10% to 13% in 2022.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
				instruction will focus on those SEs.	students.		
LHS will increase the rigor of all courses focusing on the core classes to push students to strive for more.	LHS teachers Principal	199- general	July 2022-June 2023	Assessments, lesson plans, feedback from students, parents, and teachers.	Grades, assessment data, STAAR EOC results, accountability performance	Unit assessments, Feedback throughout the year, teacher self-reflection, instructional coaching	1,2,3,4,8,9

Ideal State: Goal(s)							
Goal 2: LHS will focus on academic progress for all students while closing performance gaps.							
Objective(s): LHS will increase the rigor of core academic classes while providing support and remediation for students who are deficient in content.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LHS will increase the rigor of all courses focusing on the core classes to push students to strive for more.	LHS teachers Principal	199- general	July 2022-June 2023	Assessments, lesson plans, feedback from students, parents, and teachers.	Grades, assessment data, STAAR EOC results, accountability performance	Unit assessments Feedback throughout the year, teacher self-reflection, instructional coaching	1,2,3,4,8,9
LHS core teachers will work in departments with the high school principal to build unit assessments for the 2021-2022 school year based on the TRS YAG.	LHS core teachers Principal	199-general	June 2022-June 2023	Attendance at summer PD offerings to build assessments	Unit assessments built and in Eduphoria	Unit assessments	1,2,3,4,8,9
LHS core teachers will participate in professional development that will focus on aligning their instruction to the assessments they built in the summer.	LHS core teachers Principal	199-gneral	June 2022-June 2023	Attendance at PD offerings throughout the summer and school year	Instructional observation, assessment data	Unit assessments STAAR EOC data	1,2,3,4,8,9
LHS core teachers will participate in a "data dig" with the principal after each unit assessment and benchmark assessment to further drive instructional efforts toward data driven instruction	LHS core teachers Principal	199-general	August 2022-May 2023	Assessment data RTI rosters	Goal setting evidence Data from assessment analysis	RTI assessments Unit Assessments STAAR EOC data	1,2,3,4,8,9

Ideal State: Goal(s)							
Goal 2: LHS will focus on academic progress for all students while closing performance gaps.							
Objective(s): LHS will increase the rigor of core academic classes while providing support and remediation for students who are deficient in content.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
and planning.							
LHS will focus on intentional quality instruction by providing teachers the opportunity to have a day during the week to plan. LISD will be on a 4-day instructional week for 2021-2022.	All LHS Teachers Principal Superintendent	199-general	August 2022- May 2023	Walkthroughs Lesson Plans Assessment Data Feedback	Assessment data Student Grades ACT/SAT scores TSI scores	Unit assessments STAAR EOC results	

Ideal State: Goal(s) Goal 3: LHS will improve the perception of our school and the relevance of the education our students receive and will improve the CCMR rate from 38.2% (2017-2018) to 47% in 2021-2022.							
Objective 1: LHS will focus on providing opportunities for students to get a certificate, an associate degree, dual credit, and/or take CTE courses that will provide them with hands on skills and experience for their future.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LISD and LHS will begin the planning year/phase for implementation of our PTECH high school where students will have the opportunity to earn an associate degree in general business, office administration, or welding.	Counselor Federal Programs Dir. Principal Superintendent	PTECH 199-general	May 2021—ongoing	Meeting agendas	Students will begin their dual credit classes with SPC in 2022-2023.	Successful completion of the degree	
LHS will add the second and third course offerings for the Food Technology career pathway.	Ag teachers Counselor Principal	199-general	August 2022-May 2023 and ongoing	Class Rosters Master Schedule	Students continuing in the Food Science program	Final Rosters	
LHS will continue to encourage students to take and provide resources for tutorials to help students pass the TSI by the end of their sophomore year.	Counselor Principal Teachers	199-general	August 2021-ongoing	TSI passing rates TSI testing rosters	Increase in passing rates	TSI	
LHS students can use Edgenuity to earn credit for graduation and recover lost credits.	Counselor	199-general	August 2022-June 2023	Edgenuity rosters	Improved graduation rates	TAPR Report	

Ideal State: Goal(s) Goal 3: LHS will improve the perception of our school and the relevance of the education our students receive.							
Objective 2: LHS will ensure that students receive social and emotional learning opportunities that provide them with the resources to face real world hurdles as well as provide a safe environment for students to learn.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
All students at LHS will participate in training on bullying, sexual harassment, child abuse and neglect.	Principal	199-general	August/September Annually	Lesson plans for Crush period for the first 4 weeks of school	Decline in incidents and increase in reporting	Discipline reports	10
Seniors will participate in CPR and first aid training each year.	Counselor School nurse	199-general	Annually	Senior certificates	Student feedback	Certificate exam Number of students certified	10
All faculty and staff at LHS will participate in professional development on suicide prevention, bullying, sexual harassment, confidentiality and FERPA, child abuse and neglect (including sexual abuse)	Principal Counselor Teachers Instructional Aides	199-general	August (annually)	Faculty/Staff certificates	Ability to handle these types of situations		10

Ideal State: Goal(s) Goal 3: LHS will improve the perception of our school and the relevance of the education our students receive.							
Objective 3: LHS will hire, retain, and grow the faculty and staff members that we employ to educate our children.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LHS will retain and grow teachers through instructional coaching, professional development and continued support.	Principal Superintendent Teachers	199-general	June 2022-June 2023	PD sign ins Feedback Evaluation Exit Interviews	Retention rate improving	Retention Rate TAPR Report	1,4,5
LHS will provide all new teachers with a mentor teacher to help build a support system for the new teacher.	Principal Mentor Teachers Counselor	199-general	August 2022-May 2023	Feedback from mentors and new teachers	Retention of novice teachers and an increased perception of a growth mindset	Exit interviews TAPR reports	1,4,5
LHS STUCO and NHS will host "FISH Camp" for incoming freshmen to assist in the transition to high school from junior high.	STUCO/Advisor NHS/Advisor Principal Counselor		August 2021 (annually)	Sign-in sheet for FISH Camp.	Improved moral of students Feedback from students	Feedback from students and parents	

Ideal State: Goal(s) Goal 4: LHS will increase parent involvement in the education of our high school students.							
Objective(s): LHS will provide opportunities for parents to engage with their students, teachers, and staff to engage in conversation and decision making.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LHS will participate in Student Led Conferences.	Principal Counselor Teachers Students Parents	199-general	October	Schedule of conferences	Feedback from parents Request to continue the practice	Parent survey after the conference	
LHS Building Leadership Team (BLT) committee will meet twice each semester to work through a campus needs assessment that will continue to be a working document to drive the policies, initiatives, and improvements for LHS going forward.	Principal SBDM	199-general	Annually	Agendas and sign in sheets from SBDM meetings	Initiatives CIP Feedback	CIP Accountability reports	

Ideal State: Goal(s) Goal 5: LHS will meet or surpass the state graduation rate by 2024.							
Objective(s): LHS will improve the 4-year longitudinal graduation rate from 85% (2018) to at least meet the state average of 90% by 2024. LHS will improve the dropout rate of 12.5% (2018) to meet or beat the state average of 5.7% by 2024.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
The LHS Attendance Committee will design and implement an incentive plan for increasing attendance rates beginning in 2021-2022.	Committee Principal Counselor Truancy Officer	199-general	May 2022-May 2023	Documented plan in the student handbook	Improved attendance rates	Six-week reports Semester reports	
LHS will have mandatory "Saturday" school for students who have excessive absences during the school year.	Committee Principal Truancy Officer	199-general	August 2022-May 2023	Rosters for SS	Decreased numbers assigned to SS	Six-week and semester reports TAPR Report	

Ideal State: Goal(s) Goal 6: LHS will improve safety procedures and the campus safety plan to ensure all students and staff are in an environment that is free from barriers to success and learning.							
Objective(s): LHS will improve the campus safety plan through scheduled drills and will complete the CNA to ensure that all needs are met.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
LHS students participate in SEL opportunities that will focus on self-care, bullying, and drug/alcohol use.	Counselor Teachers Principal	199-general	August 2022- May 2023	Lessons for SEL	Feedback from students	Surveys from students and staff regarding SEL curriculum/lessons	
All LHS staff/faculty will participate in professional development on suicide prevention, bullying, sexual harassment, confidentiality and FERPA, child abuse and neglect, as well as sexual abuse.	Counselor Principal	199-general	August 2022	Sign-in from training	Students feel safer disclosing information and teachers feel more capable of handling any situation.	Feedback from staff	
LHS will conduct monthly safety drills.	Teachers Principal	199-general	August 2022- May 2023	Scheduled drills	Ability to evacuate/take shelter quickly	Certificates of completion	

Ideal State: Goal(s)

Goal 6: LHS will improve safety procedures and the campus safety plan to ensure all students and staff are in an environment that is free from barriers to success and learning.

Objective(s): LHS will improve the campus safety plan through scheduled drills and will complete the CNA to ensure that all needs are met.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components