



Lueders-Avoca ISD District Improvement Plan 2022-2023

Board Approval Date _____ District Number _____

Este plan de mejoramiento del campus está disponible en español a pedido. Por favor, póngase en contacto con la oficina de la escuela.

Planning and Distribution Procedures

CNA and D/CIP Process: *(provide a brief description of the process LEA uses to develop CNA and D/CIP).*

Lueders – Avoca ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- Date: The CNA was conducted on 04/26/2022 for the 2022-2023 school year.
- Stakeholders: Email addresses for CNA and D/CIP may be found in Google drive.
- Data Gathering: Data was gathered using surveys through Google? The target of the surveys was to parents of current students. We also use STAAR assessment data, and data from common assessments.
- Meetings: Members for the DIP team volunteer to serve on the team or are selected because they are in leadership positions. A comprehensive needs assessment is conducted annually and the plan is updated at least once annually.
- Needs Assessment: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- District/Campus Plan: The D/CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft D/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the D/CIP is refined accordingly.

Planning and Distribution Procedures, con't

Distribution: *(provide a brief description of how LEA makes the following documents available to parents and public).*

- District/Campus Improvement Plan: The DIP is posted on the website at the following URL <https://www.laisd.esc14.net/>. Hard copies are also available at the main office.
- District/Campus Parent and Family Engagement Policy: The PFE policy is posted on the website at the following URL <https://www.laisd.esc14.net/> Hard copies are also available in main office.
- School-Parent Compact: The campus School-Parent compact is posted at the following URL <https://www.laisd.esc14.net/>. Hard copies are available at the main office. Elementary campuses: the compact will be discussed during parent-teacher conferences.
- Translations: Should another language be needed, please contact the main office for assistance.

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

We, the staff, parents, and community of Lueders-Avoca ISD will provide engaging learning experiences, so students can become effective communicators, quality contributors, and socially responsible citizens while fostering growth in a safe environment.

District Narrative

Lueders-Avoca ISD is a diverse school district that covers 236 square miles and is located within Jones and Shackelford counties. The Lueders campus serves Pre-Kindergarten through eighth grade students, with the Avoca campus, 10 miles west, serving ninth through twelfth grade students.

The town of Lueders has an estimated population of 300 and includes a post office, one restaurant, a convenience store, and churches surrounded by residential housing. The Avoca community area consists of residential housing and two churches.

The district qualifies for Title I funds based on the Free and Reduced Lunch Application process – approximately 80% of L-A ISD qualifies for free or reduced lunches.

State compensatory funds are used to pay for teacher and paraprofessional salaries as well as travel for conferences.

The Title I funds that are received are used to upgrade the entire educational program. Our Title I funds supplement not supplant our programs. Title I funds are used to supplement the salaries for some staff members, to pay for services, staff development, and parent outreach. Our student population is moderately diverse and growing. According to our needs assessment and an examination of standardized assessments all students need improvement in the core areas of reading, writing, mathematics, language arts, science, and social studies. Special concerns address those students who are to take their exit level state assessments.

As Learning styles affect student potential for success, assessment of each student for acceleration or remediation, offers teachers the tools to prepare materials and locate resources for students. Personal development skills enable students to adequately prepare to be successful citizens.

Parental involvement continues to be a concern for Lueders-Avoca ISD. Parental and community involvement is encouraged. A new school app is to be available this school year. This app will increase parental communication and access.

The Lueders-Avoca ISD District Improvement Committee meets once per semester to keep the District Improvement Plan current throughout the school year. The meeting includes a discussion of STAAR and EOC scores and testing data, the campus' report card, STAAR objectives, physical plant needs, budget, technology plans, and any other vital concerns and needs of the Lueders-Avoca ISD.

Good school attendance is a continual goal for both campuses. The goal for the 2022-2023 school year is 97% attendance. Phone calls from the office, principal and teachers will be used to monitor and improve student attendance. A behavior improvement plan, school based community service, or referral to: counseling, mediation, mentoring or community based services will also be used to address the student's truancy. The principal and counselor will visit with students to emphasize the importance of good school attendance.

Technology planning and implementation continues to increase the productivity of both students and staff. A long range technology goal for Lueders-Avoca ISD. has been implemented and added to this plan. Lueders-Avoca ISD. continues to place a priority on 21st Century learning and advancing student knowledge and success through the integrated use of current and relevant technology in every classroom.

The goals of the Lueders-Avoca ISD. campuses are aligned with these needs and we continue to strive towards the achievement of all district goals. Our goals are reflective of the mission statement and district goals for Lueders-Avoca ISD, and TEA's Strategic Plan.

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 in the future in the social, economic, and educational 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 students 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:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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Student Achievement Summary

Lueders-Avoca ISD believes that several sets of data are needed to properly disaggregate and analyze for a student's strengths and weaknesses. A District Assessment Calendar has been developed to strategically assess students throughout the year for growth, achievement, and remediation. Early identification of students needing intervention has proven to be helpful in improving student achievement, as well as setting aside a specific daily intervention time for classroom teachers to help Tier 1 & 2 students. All grade levels are implementing programs and activities to improve STAAR scores for all Special Education students.

Student Achievement Strengths

We have double blocked math and ELA in the middle school to give extra time and focus on these fundamental areas. All classroom teachers have an understanding of the RTI process, and utilize their daily intervention time to help fill the gaps, and increase the academic understanding of their students.

Equity Plan [ESSA Sec. 1112(b)(2)]:

Over 80% of the student population are identified as economically disadvantaged. Strategies to address findings include professional development related to the instruction of children in poverty and continued staff development on programs to assist with remediation of at-risk students (i.e. IXL and ExactPath) This will be measured through TTESS and student performance on IXL activities and Exact Path diagnostics, as well as unit assessments created in Eduphoria.

Poverty Criteria [Sec. 1112(b)(4)]:

Lueders-Avoca ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-priced lunches; the number of children in families receiving assistance (i.e. TANF); the number of children eligible to receive Medicaid.

Schoolwide Programs [Sec. 1112(b)(5)]:

Schoolwide programs utilized for intervention are Exact Path for RLA and Math, Accelerated Reader, and IXL. These programs are utilized to supplement instruction in reading and math and are implemented during scheduled RTI periods. By using these programs, we anticipate continued improvement on overall reading and math skills.

School Culture and Climate Summary

Lueders-Avoca ISD actively seeks programs and ways to address both students' and faculty's Social Emotional Needs. Lueders-Avoca ISD has a full-time dedicated counselor that provides classroom support, and works hard to build a positive climate for students and staff; bringing in special programs to meet the unique needs of each age group of students.

School Culture and Climate Strengths

Lueders-Avoca ISD is dedicated to providing a physical environment where students feel safe while they are at school. Student safety is a high priority for the staff, and they work diligently to ensure safety is maintained on all areas of the district. The district is small enough that staff have knowledge of most students on campus.

School Culture and Climate Needs

Lueders-Avoca ISD is continuing to work towards having a positive school culture. Professional development will be provided to help classroom teachers in addressing student issues more effectively, as well as meet the students social-emotional needs, and trauma.

Staff Quality, Recruitment, and Retention Summary

Lueders-Avoca ISD works hard to provide a positive learning/teaching environment. Lueders-Avoca ISD has put into place several programs for existing staff to make Lueders-Avoca ISD a district that new teachers would want to be a part of. New faculty will be provided a mentor and training through new teacher orientation. Lueders-Avoca also has a reduced workday on Fridays as an incentive for teachers.

Staff Quality, Recruitment, and Retention Strengths

Lueders-Avoca ISD strives to maintain a 100% Highly Qualified staff at all times. Lueders-Avoca ISD will implement a new Teacher Mentor Program to help support new teachers, and help with retention. Lueders-Avoca ISD also provides a strong professional development program for employees. Lueders-Avoca is close in proximity to Region 14 in Abilene, TX so that staff has easy access to additional professional development. Lueders-Avoca also has a reduced school day on Fridays as an incentive for teachers.

Staff Quality, Recruitment, and Retention Needs

Lueders-Avoca ISD over the last several years has experienced staff fluctuations due to various reasons. New staff gain experience, then seek to find higher paying positions in neighboring districts. Increased high level of support and intervention for the instructional staff will improve the quality of instruction as well as produce a positive school climate. Support from administrative staff will also help staff feel supported.

Curriculum, Instruction, and Assessment Summary

Lueders-Avoca ISD uses the Texas Essential Knowledge and Skills (TEKS) as the foundation of the curricular program. The Year at a Glance from TEKS Resource System is used as the scope and sequence for following the TEKS for the year. Lueders-Avoca ISD assesses student performance periodically throughout the year, and uses the data to provide individualized, differentiated instruction to the students. Professional Development opportunities are provided to develop teachers on high need curriculum areas.

Curriculum, Instruction, and Assessment Strengths

Lueders-Avoca ISD's teachers work collaboratively to develop and implement instructional objectives. Teachers meet regularly in PLCs with campus administration. It is the belief of Lueders-Avoca ISD that early intervention is key to providing targeted interventions to help students struggling or missing skills. The district uses Eduphoria to disaggregate the student data. Lueders-Avoca ISD has a strong RTI program and double blocked math and ELA classes in junior high.

Curriculum, Instruction, and Assessment Needs

Continued training in differentiation is needed to strengthen all staff's understanding of a student's unique learning needs. Also, additional professional development to help teachers provide adequate online instruction using Google Classroom for asynchronous learners.

Family and Community Involvement Summary

Lueders-Avoca ISD encourages parents to be an active participant in their student's education, as well as become involved in all aspects of the educational process. Parents as well as community members are encouraged to participate on the site-based decision

making team, volunteering in the classrooms or office, as well as various other committees. Communication is a key component between school and home. Several avenues of communication are utilized on a frequent, routine basis: District website, District Facebook page, and Remind (messaging app). Parent Portal through Gradebook keeps parents informed and involved with students' grades and attendance.

Family and Community Involvement Strengths

Lueders-Avoca ISD's campuses host several beginning of the year events to begin building relationships between parents and the students' homes such as open house and/or meet the Raiders. Additional events throughout the year to continue the school/family relationship: fall festival, parent-teacher conferences, program meetings, holiday programs, and classroom activities.

Family and Community Involvement Needs

Lueders-Avoca ISD wants to have strong family and community partnerships. During this pandemic season, novel ways to involve parents and the community will need to be sought out. Lueders-Avoca ISD will need to continue to identify strategies to get parents involved in the development of parent events and training in order to ensure these events meet their interest and needs.

School Context and Organization Summary

Lueders-Avoca ISD seeks to make continuous improvement, and strives to identify needs and develop plans to address those needs. Lueders-Avoca ISD uses surveys, and campus committees to identify campus needs and develop plans. Lueders-Avoca ISD uses the Federal Requirements for a Title I Schoolwide and Targeted Assistance Program as it makes decisions to best meet its needs.

School Context and Organization Strengths

Lueders-Avoca ISD strives to provide an equitable education for all students. PLC meetings are held for teachers to collaborate, and problem solve to meet the needs of their students.

School Context and Organization Needs

Consistency and standardization of Google classrooms across the grade levels and campus have been requested by parents to improve student access to their learning. Each content area often only has one teacher per subject which makes planning, and thinking through lesson ideas more of a challenge without common planning times for same subject areas.

SCHOOLWIDE CAMPUS ESSA REQUIREMENTS – PARENT & FAMILY ENGAGEMENT

- **School Parent & Family Engagement Policy** [ESSA Sec. 1116(b)]:
 - o Annual Title I meeting
 - o Flexible number of meetings
 - o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
 - o Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- **School-Parent Compact** [ESSA Sec. 1116(d)]
 - o Describe school's responsibilities to provide effective learning environment
 - o Describe ways in which parents will be responsible for supporting student learning
 - o Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)
- **Build Capacity for Involvement** [ESSA Sec. 1116(e)]
 - o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
 - o Provide materials and training to help parents work with children to improve achievement
 - o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
 - o Coordinate/integrate parent involvement programs, as feasible
 - o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
 - o Provide other reasonable support for parental involvement activities
- **Accessibility** [ESSA Sec. 1116(f)]
 - o Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency?
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

TSDS PEIMS STAFF FTE SUMMARY
LEA-level Data
Campuses: 001, 101, 701, 702, 703, 720, 750, 751, 998, 999
2021 - 2022 Fall Collection, Accepted Submission

	FTE	LEA	PERCENT
TOTAL STAFF (FTEs)	31.7		100.0%
Teachers	17.7		56.0%
Professional Support	1.0		3.2%
Campus Administration	0.2		0.7%
Central Administration	1.0		3.2%
Educational Aides	5.7		18.0%
Auxiliary Staff	6.0		19.0%
TOTAL PERSONNEL BY ETHNICITY AND SEX	31.7		100.0%
White	25.7		81.0%
Hispanic	5.0		15.8%
Black	1.0		3.2%
Other	0.0		0.0%
White Male	6.0		19.0%
White Female	19.7		62.1%
Hispanic Male	1.0		3.2%
Hispanic Female	4.0		12.6%
Black Male	0.0		0.0%
Black Female	1.0		3.2%
Other Male	0.0		0.0%
Other Female	0.0		0.0%
TEACHERS BY HIGHEST DEGREE HELD			
No Degree	0.0		0.0%
Bachelors	14.0		78.8%
Masters	3.8		21.2%
Doctorate	0.0		0.0%
TEACHERS BY YEARS OF EXPERIENCE			
Beginning Teachers	5.0		28.0%
1-5 Years Experience	2.0		11.3%
6-10 Years Experience	3.9		22.0%
11-20 Years Experience	2.9		16.1%
Over 20 Years Experience	4.0		22.6%

Note: Detail may not add to 100% due to rounding.

This report displays the data for FALL 2021 - 2022 that was accepted by the ESC on 1/25/2022 11:36 AM.

TSDS PEIMS STAFF FTE SUMMARY
LEA-level Data
Campuses: 001, 101, 701, 702, 703, 720, 750, 751, 998, 999
2021 - 2022 Fall Collection, Accepted Submission

	FTE	LEA	PERCENT
TEACHERS BY POPULATION SERVED			
Regular Education	13.3		75.1%
Career and Technical Education	2.5		14.1%
Bilingual/ESL Education	0.0		0.0%
Compensatory Education	1.0		5.6%
Gifted and Talented Education	0.0		0.0%
Special Education	0.9		5.1%
Other	0.0		0.0%
AVERAGE ACTUAL SALARIES		AVERAGE	
Teachers		\$	47,560
Professional Support		\$	42,766
Campus Administration		\$	68,389
Central Administration		\$	104,500
Educational Aides		\$	20,147
Auxiliary Staff		\$	33,057
AVERAGE TEACHERS SALARIES BY YEARS OF EXPERIENCE			
Beginning Teachers		\$	34,973
1-5 Years Experience		\$	37,220
6-10 Years Experience		\$	32,034
11-20 Years Experience		\$	39,576
Over 20 Years Experience		\$	54,545
AVERAGE EXPERIENCE OF TEACHERS			11.7
AVERAGE EXPERIENCE OF TEACHERS WITH LEA			5.0
STUDENT/TEACHER RATIO			5.6

TSDS PEIMS STAFF FTE SUMMARY

LEA-level Data

Campuses: 001, 101, 701, 702, 703, 720, 750, 751, 998, 999
2021 - 2022 Fall Collection, Accepted Submission

(Not included in previous section)

CONTRACTED INSTRUCTIONAL STAFF BY PIC:

	FTE	LEA	PERCENT
Basic Educational Services	0.00		0.00%
Gifted and Talented	0.00		0.00%
Career and Technical	0.00		0.00%
Special Education	0.00		0.00%
Accelerated Education	0.00		0.00%
Bilingual ED & Special Language Programs	0.00		0.00%
Athletics and Related Activities	0.00		0.00%
Nondiscp. All Ed - AEP Basic Services	0.00		0.00%
Nondiscp. All Ed - AEP Supplmntl State Cmp. Ed Cost	0.00		0.00%
Discp. All Ed Programs - DAEP Basic Services	0.00		0.00%
Discp. All Ed - DAEP State Cmp. Ed Supplmntl Cost	0.00		0.00%
Title I Part A Schoolwide Act 50% or > Ed Disadv Students	0.00		0.00%
High School Allotment	0.00		0.00%

This report displays the data for FALL 2021 - 2022 that was accepted by the ESC on 1/25/2022 11:36 AM.

TSDS PEIMS STAFF FTE SUMMARY

LEA-level Data

Campuses: 001, 101, 701, 702, 703, 720, 750, 751, 998, 999
2021 - 2022 Fall Collection, Accepted Submission

Texas Education Agency
 PDM1-110-006
 v22.1.2

TSDS PEIMS STAFF FTE BY ROLE
 LEA-level Data | All Roles
 Campuses: 001, 101
 2021 - 2022 Fall Collection, Accepted Submission

LEA: 127905 - LUEDERS-AVOCA ISD

	<u>Summary FTE</u>	<u>Role FTE</u>	<u>Percent</u>
Total Staff (FTEs):	24.7		100.0%
Teacher	17.7		71.9%
087 Teacher: (combination of former codes 025 and 029) A professional employee who is required to hold a valid teacher certificate or permit in order to perform some type of instruction to students		17.7	71.9%
Professional Support	1.0		4.1%
008 School Counselor: Provides guidance and counseling services to students		1.0	4.1%
Campus Administration	0.2		1.0%
003 Assistant Principal: Assists the principal of a particular campus in any duties the principal may deem appropriate		0.1	0.6%
020 Principal: serves as the instructional leader of the school whose duties include selecting teachers for the campus, setting education objectives, developing budgets, and working with school professionals to prepare individual development plans		0.1	0.4%
Educational Aides	5.7		23.1%
033 Educational Aide: Performs routine classroom tasks under the general supervision of a certified teacher or teaching team		5.7	23.1%

The process we use to identify students at-risk is:

We look for warning signs such as the ones below:

1. Lower grades.
2. Tardiness or absenteeism.
3. Disruptive, disrespectful or risky behavior.
4. Failure to complete assignments.
5. Seeming overwhelmed by tasks.
6. Inability to comprehend the instruction provided.

The process we use to exit students from the SCE program who no longer qualify is:

Exiting is determined with the 110% testing formula, report cards, and/or homeless status change. If a student is on the at-risk list due to grade placement (retention), they cannot exit.

The comprehensive, intensive, accelerated instruction program at this district/campus consists of an RTI period for grades K-8th in which programs such as ExactPath, IXL, and one-on-one teacher/student tutoring can take place. These programs target at-risk students through specific remediation based on data obtained from program assessments and unit assessments given from Eduphoria based on grade-level TEKS.

Upon evaluation of the effectiveness of this program, the committee finds that steady progression and growth are occurring.

The comprehensive, intensive, accelerated instruction program at this district/campus...consists of before and after school tutorials for students at-risk, and the purchase and implementation of MobyMax, IXL, Edmentum, and Eduphoria.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Goal 1 Academic Achievement Goal: All LAISD students will exceed state and national standards on all standardized assessments through the implementation and maintenance of a well-balanced and appropriate curriculum.

Objective 1: LAISD students will improve their academic performance in order to increase their overall passing rate on State and Federal standardized tests.

Summative Evaluation: 70% of all students will pass all portions of the state tests and meet ARD expectations.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
SWP Element 2.5 & 2.6 <i>Activity 1:</i> Provide RTI/tutorial times for students who are at risk of failure in core subject areas using ExactPath, and IXL	1	Core subject teachers and paras. Principal	Daily	Federal, State and Local	Attendance records, program activity records	Improved six weeks and benchmark grades Reduced failure rate based on report cards and reports from unit assessments and
SWP Element 2.4 <i>Activity 2:</i> Ensure that Eduphoria assessments, ExactPath diagnostics, mClass and EasyCMB tools are given and used with data analyzed to drive instruction for Core tested areas.	2	Core subject teachers Principal	Every 6 weeks; BOY, MOY, and EOY	State and Local	Lesson plans, walk through and assessment data	Improved performance on concept-specific aligned assessment based on unit tests in Eduphoria. Student success as evidenced by walkthrough documentation and unit assessment data

Goal 2: Staff Quality Goal: Lueders-Avoca ISD will work to recruit, develop, and maintain highly effective personnel.

Objective 1: Recruit, develop, and retain highly qualified teaching staff and properly trained support staff.

Summative Evaluation: 100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
<i>Activity 1:</i> Provide support through walk-throughs and TTESS evaluations	1	Principals, Region 14 consultants	August-April	Federal, State and Local Funds	Eduphoria Strive documentation of Walkthrough and TTESS evaluations	Students will show academic growth based on support provided from administrators, Region 14 consultants and TTESS documentation.
<i>Activity 2:</i> Provide professional development targeting teachers with 0-5 years' experience with mentoring supports from R14 and district curriculum resources and training.	2	Superintendent, Principals, Region 14	September 2022-August 2023	Federal (<i>Title II in coordination with Title I</i>) State, Local Funds	Business office documentation; records with Region 14 and PD certificates of completion	Mentoring and supporting teachers, especially new teachers, is imperative for retention.
<i>Activity 3:</i> LAISD encourages all educators to gain additional certifications and training: Gifted and Talented; English as a Second Language, Advanced Level Coursework; Additional Content certifications; Technology; Google Certification	3	Superintendent, Business Office	August 2023	Federal, State and Local Funds	Business office documentation	Effective staff growth and development through the pursuit of staff development opportunities.

Goal 3: School Climate/Safe & Healthy School: Abstinence-Based Coalition Shared Services Program and continued drug-testing policy with the inclusion of the use of drug detection dogs. Improve school safety.

Objective 1: Provide and support programs which promote school discipline, school culture, and character development in order to reduce Code of Student Conduct violations and drug and alcohol use.

Summative Evaluation: Discipline referrals will be reduced and fewer positive drug tests.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Activity 1: Drug-testing	1	Superintendent, Credible outside testing facilitator	All at the beginning of the year Random after throughout school year	Local and State Funds	Testing facility reported results.	Reduced percentage of positive results
Activity 2 Drug Dogs	2	Superintendent, outside law enforcement	All at the beginning of the year Random after throughout school year	Local and State Funds	Testing facility reported results.	Reduced percentage of positive results
Activity 3: Facilities Updates	3	Superintendent, Principals, Teachers	Fall 2022	Federal, State, and Local Funds	Build new fence and check doors regularly for security.	Reduction of intrusions to the playground area and school buildings.

Goal 4: College & Career/Graduation: Students at Lueders-Avoca High School will be offered a variety of industry programs of study from local CTE courses and institutions of higher education in order to obtain completion status of a CTE program of study and/or obtain a Level 1 certification.

Objective 1: By August 2024, L-A ISD will offer up to four CTE programs of study.

Summative Evaluation: Completion programs of study will increase by 60%.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
Activity 1: Continue partnership with Edmentum, iCEV, and Cisco College to provide programs of study that will lead to completion and/or certifications.	1	Superintendent, IHE, Principal, Designated teachers	August 2022-May 2023	Perkins, CTE, TPEG	Contracts, attendance records for program, grade reports	Successful completion of coursework to attain certification based on college requirements.
Activity 2: Implement keyboarding classes in the JH..	2	Superintendent, IHE, Principal, Designated teachers	August 2023	CTE	Expansion of course offerings	Increased keyboarding skill.

Goal 5: Parent/Community Engagement Goal: Lueders-Avoca ISD will improve parent/guardian communication and provide educational resources for assistance with student academic goals.

Objective 1: Parental community involvement will be continually enhanced and encouraged throughout the year using a variety of effective methods

Summative Evaluation: School records indicate that students' parents/family members participated in partnership in education opportunities

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
<i>Activity 1:</i> Title I Parent Policy, School-Parent Compact and Building Capacity will be addressed at required meetings throughout the school year at various times and days in accordance with ESSA requirements.	1	Superintendent, Principal	August 2023	Federal, Local	Agendas, sign-in sheets, copies of Parent Policy, School-Parent Compact, and resources for building capacity.	Growth in parental involvement increasing academic and social student growth based on participation.
<i>Activity 2:</i> Provide State assessment results to parents in a language they can understand	2	Counselor, Principal	Within 10 days of receipt of reports	State and Local	Copy of reports; Conference agenda/sign in sheet	All parents receive reports of assessment results
<i>Activity 3:</i> LAISD will host meet the Raiders and Fall Festival in order to build parent and staff relationships, and to allow parents an opportunity to become familiar with the campus, staff, and administration	3	Superintendent, Principal, IT	Monitor usage each 6 weeks	State and Local Community donations	Remind app, Website, Facebook page, & Newspaper Advertisements	Documentation of usage and ads
<i>Activity 4:</i> Design and implement a new school website and App.	4	Superintendent, Principal, IT	December 2023		New website / App	Number of app downloads and number of posts from district to multiple platforms of media.

Appendix A

District/Campus Improvement Planning and Decision Making Committee

Name	Role (Parent, Business, Community, Teacher, etc.)	Signature
Bob Spikes	Superintendent	
Kevin Stoker	Admin	
Jana Hinkle	Admin	
Tish Ivy	Teacher	
Ginger Niehaus	Teacher	
Curt Muelstein	Teacher	
Sherry Gamblin	Teacher	