

# **Liberty Hill Independent School District**

## **District Improvement Plan**

### **2017-2018 Board Report**

**Accountability Rating: Met Standard**



# Mission Statement

Our mission is to provide a safe, respectful and responsible environment where all students learn to make their dreams a reality.

## Vision

Our vision is to be THE school district in Texas where students are empowered to become knowledgeable, contributing citizens in a changing world.

*Turning Dreams Into Reality*

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	5
District Processes & Programs .....	7
Perceptions .....	8
Goals .....	9
Goal 1: We will provide diverse academic and extracurricular programs that meet the needs of all students, allowing students to explore their talents while developing collaborative and creative problem-solving skills. ....	9
Goal 2: We will foster strong relationships among school personnel, parents, community members and students who pledge to invest in, contribute to and support one another. ....	17
Goal 3: We will maintain a safe, healthy, and nurturing environment that inspires best efforts and a passion for lifelong learning. ....	23
Goal 4: We will incorporate technology into the learning environment, promoting a culture that embraces both current trends and future advancements. ....	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Liberty Hill is a suburban community in the beautiful Texas Hill Country, 30 miles northwest of Austin. The 100 square miles of the school district is located entirely within western Williamson County, one of the fastest growing counties in the state as well as the nation. Administration, faculty, and staff are committed to excellence in all programs to improve student outcomes and enhance the school experience for all students.

The school district is comprised of six schools: a high school (gr. 9-12), a junior high (gr. 7-8), an intermediate (gr. 5-6), and three elementaries (gr. PK-4). In August 2017, the district began the school year with an enrollment of 3,990 students, which was up 8.8% from the last day of the prior school year. District demographers project continued growth for many years to come as housing developments are added rapidly throughout the district.

The student population is 76.4% White, 19.9% Hispanic, 2.1% two or more races, and 0.8 % African American. English Language Learners comprise 3% of the population. There are 26.7% economically disadvantaged students and 31.2% are considered academically at-risk.

The average teacher-student ratio is 14.5 to one. The annual drop-out rate is 0.7% for students in grades nine through twelve.

### Demographics Strengths

Parents and community members participate in a variety of opportunities for involvement including: campus and district improvement planning committees, School Health Advisory Committee, parent-teacher organizations, volunteering, athletic/band boosters, campus events/activities, and partnerships with businesses and organizations. A variety of methods of communication are employed such as School Messenger, district electronic newsletters, campus electronic newsletters, and a variety of apps and social media outlets.

# Student Academic Achievement

## Student Academic Achievement Summary

The district's STAAR scores were higher than Texas and Region 13 scores in most areas. Some subgroups (i.e., Economically Disadvantaged and Special Education), however, displayed significant performance gaps compared to overall district scores.

### District Performance on State Accountability Indexes

- Index 1 - Student Achievement: LHISD 85 (state target score 60)
- Index 2 - Student Progress: LHISD 40 (state target score 22)
- Index 3 - Closing Performance Gaps: LHISD 45 (state target score 28)
- Index 4 - Postsecondary Readiness: LHISD 77 (state target score 60)

### District STAAR Comparison to Texas and Region 13 - All Students

- All Subjects - LHISD 85%, Texas 75%, Reg. 13 77%
- Reading - LHISD 84%, Texas 72%, Reg. 13 75%
- Math - LHISD 88%, Texas 79%, Reg. 13 80%
- Writing - LHISD 78%, Texas 67%, Reg. 13 68%
- Science - LHISD 87%, Texas 79%, Reg. 13 81%
- Social Studies - LHISD 78%, Texas 77%, Reg. 13 81%

### District STAAR Comparison to Texas and Region 13 - Economically Disadvantaged

- All Subjects - LHISD 68%, Texas 68%, Reg. 13 64%
- Reading - LHISD 67%, Texas 64%, Reg. 13 61%
- Math - LHISD 74%, Texas 73%, Reg. 13 69%
- Writing - LHISD 53%, Texas 58%, Reg. 13 52%
- Science - LHISD 71%, Texas 72%, Reg. 13 69%
- Social Studies - LHISD 58%, Texas 69%, Reg. 13 67%

### District STAAR Comparison to Texas and Region 13 - Special Education

- All Subjects - LHISD 46%, Texas 41%, Reg. 13 42%
- Reading - LHISD 39%, Texas 35%, Reg. 13 37%
- Math - LHISD 50%, Texas 49%, Reg. 13 48%

- Writing - LHISD 38%, Texas 30%, Reg. 13 30%
- Science - LHISD 57%, Texas 47%, Reg. 13 49%
- Social Studies - LHISD 46%, Texas 45%, Reg. 13 48%

(Source: STAAR data August 2017 district, state, and region accountability reports)

### **Student Academic Achievement Strengths**

The district outperformed the state in the following areas: student retention rates, college ready graduates, SAT/ACT at/above criterion, ACT average score, overall graduation rate, AP test met or exceeded criterion, and almost all STAAR scores. In addition, the district exceeded the state target for each accountability index, and all campuses met standard.

## **District Processes & Programs**

### **District Processes & Programs Summary**

The district has transitioned to a district-created curriculum, from the TEKS Resource System curriculum, to ensure that all students have an equal opportunity to learn, have access to an effective teacher, and access to the same content, knowledge and skills in each class. In addition, schools ensure that the necessary time is available and protected so students will be able to learn the guaranteed curriculum that is taught to mastery levels in the instructional year. Instructional strategies are focused on student engagement, differentiation, higher-order thinking, connections to real life, and meta-cognitive techniques. Students participate in a variety of assessments to measure learning, assess their progress toward mastery of grade-level content, and show the growth they are making throughout the school year. Processes and procedures are in place to recruit, support and retain highly effective personnel. Special programs are provided for students with disabilities, dyslexic students, gifted students, English as a Second Language students, students who need academic and behavior interventions, and homeless students.

### **District Processes & Programs Strengths**

The Panther Curriculum is online for staff use in grades K-12. Highly qualified staff serve students on every campus, teacher turn-over rates are lower than state averages across the district, and open positions are ready filled with qualified teachers. Every staff member participates in high-quality professional development that is targeted to improving student learning outcomes. Professional development planning is coordinated to ensure that district, as well as campus, improvement strategies are addressed. Support systems are in place district-wide to address a variety of student needs. Every campus has a full-time nurse, librarian, counselor, digital learning coach, reading specialist, academic interventionist, ARD facilitator, special education assessment specialist, special education co-teachers, and behavior support staff.

## **Perceptions**

### **Perceptions Summary**

Promoting and maintaining a safe, respectful, and responsible environment is a priority in the district. Excellent parent and community involvement has been a staple in the district for many years, and maintaining positive relationships continues to be a high priority.

### **Perceptions Strengths**

Safety measures are in place on every campus including secure entrances to buildings, visitor check-in systems, proactive monitoring, security cameras, and staff training. Each campus implements character education, drug and alcohol awareness/prevention programs, and behavior instruction programs. Nutrition, health, and physical education programs are offered through wellness programs on every campus. Behavior support programs to address a wide variety of student needs are in place, with specially-trained personnel, on each campus. Student code of conduct offenses that require expulsion and/or placement in an alternative education setting are within state averages and are not considered problematic in comparison to other school districts. Student participation in co-curricular and extra-curricular activities continues to be high as the district grows. District-wide, academic and athletic programs are highly competitive, perform well, and advance to regional and state competition levels.



# Goals

**Goal 1: We will provide diverse academic and extracurricular programs that meet the needs of all students, allowing students to explore their talents while developing collaborative and creative problem-solving skills.**

**Performance Objective 1:** District-wide, the percentage of All Students who meet or exceed progress in STAAR reading and math combined will increase 10% by May 2018, and by at least 10 percentage points in the subgroups.


**Evaluation Data Source(s) 1:** TEA Index 2 Student Progress Data Table All Subjects

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Improve teacher practices and increase student learning outcomes for those at risk of not meeting rigorous local and state standards by providing reading and math professional development that is content focused, incorporates active learning, supports collaboration, uses models of effective practice, and/or provides coaching and expert support.	1, 2, 3, 4, 5, 6, 7, 8	Asst. Supt. C&I, Special Programs Director	District-wide, the percentage of All Students who meet or exceed progress in STAAR reading and math combined will increase from 64% to 74% by May 2018, and by at least 10 percentage points in the Hispanic, Special Ed, and ELL groups				
Funding Sources: Title II, Part A - 18536.00							
<b>System Safeguard Strategy</b> 2) Improve teacher practices and increase student learning outcomes for English Language Learners by providing training in research-based strategies for teachers who are not ESL Certified.		District ESL Coordinator, Campus Administrators	ELL students will exceed one of growth, or improvement achievement, on STAAR, TELPAS, and Woodcock Munoz				
3) Create and refine the district's "Panther Curriculum" to provide a customized, well-articulated curriculum guide created by and for the district's teachers.		Asst. Supt. C&I, Instructional Coaches	Guides for all core subject areas/courses posted and shared				
4) Support teachers in updating and utilizing teacher-created common assessments at each grade level.		Asst. Supt. C&I, Instructional Coaches	Teachers will have a resource to plan instruction and monitor student learning progress				

<b>System Safeguard Strategy</b>							
5) Improve teacher practices and increase student learning outcomes in 8th grade social studies by providing professional development through the Meadows Center for teachers to gain strategies to enhance student comprehension, critical thinking, and content understanding.		Asst. Supt. C&I, Junior High Principal	Student content understanding will improve and STAAR Social Studies scores will increase, particularly for Eco Dis and SpEd students				
6) Improve teacher practices and increase student learning outcomes in reading by providing teachers in grades K-4 professional development to effectively implement the Fountas and Pinnell Benchmark Assessment System to determine students' instructional reading level.	1, 2, 3, 4, 5, 6, 7, 8	Special Programs Director, Campus Administrators	Teachers will know the appropriate level to target reading instruction				
7) Improve teacher practices and increase student learning outcomes in reading by providing teachers in grades K-4 professional development to effectively implement the Fountas and Pinnell Leveled Literacy Intervention System within the regular classroom to accelerate student progress.		Special Programs Director, Campus Administrators	Student reading levels will increase at an accelerated rate so that they will meet grade-level expectations				
8) Improve teacher practices and increase student learning outcomes in reading by providing teachers in grades K-4 professional development to effectively implement the Fountas and Pinnell Phonics and Word Study System within the regular classroom to accelerate student progress.		Special Programs Director, Campus Administrators	Teachers will know how to implement the new phonics program effectively				
9) Improve teacher practices and increase student learning outcomes in reading and math by providing teachers in grades K-8 professional development to effectively implement the AimswebPlus universal screening and progress monitoring system.	1, 2, 3, 4, 5, 6, 7, 8	Special Programs Director, Campus Administrators	Student achievement in reading and math will improve as a result of teachers targeting skill gaps identified by the screener and progress monitors				
10) Interact with 100% of teachers to create purposeful lesson plans using backwards design that are challenging, rigorous and student centered,		Instructional Coaches	Lessons are challenging, rigorous and student centered				
11) Improve teacher practices and increase student learning outcomes by providing professional development in unpacking TEKS and learning targets to understand and clarify student expectations during planning and classroom instruction.		Instructional coaches	Teachers will increase their knowledge of TEKS and identifying gaps to be addressed				
12) Improve teacher practices and increase student learning outcomes by providing professional development in analyzing student work to know what mastery should look like.		Instructional coaches	Student achievement will increase as a result of high expectations in every classroom				

13) Improve teacher practices and increase student learning outcomes by providing professional development in assessing data to make instructional adjustments based on student responses.		Instructional coaches	Teachers will make real-time adjustments in instruction to increase student achievement				
<b>System Safeguard Strategy</b> 14) Improve teacher practices and increase students learning outcomes by providing professional development in writing strategies across the curriculum.		Asst. Supt. C&I, Campus Principals	Teachers will implement effective strategies to improve students' writing skills and state assessment results will reflect student improvement				
15) Add a conversational Spanish course at Liberty Hill Elementary.		Asst. Supt. C&I, Campus Principal	Students will develop basic skills in the Spanish language				
16) Add a Choir class at Liberty Hill Intermediate to increase fine arts options and build the choir program district-wide.		Asst. Supt. C&I, Campus Principal	Students will participate in the Choir fine arts elective.				
17) Provide and support Makerspaces on each campus to provide hands-on, creative ways to encourage students to design, experiment, build and invent as they deeply engage in science and engineering.		Asst. Supt. C&I, Campus Administrators	Students will engage in collaborative, creative, hands-on activities to support math and science engagement				
							

**Goal 1:** We will provide diverse academic and extracurricular programs that meet the needs of all students, allowing students to explore their talents while developing collaborative and creative problem-solving skills.


**Performance Objective 2:** District-wide, the percentage of students who meet the college and career readiness indicator for SY 2017-2018 (2019 report) will increase from 74.9% to 80%, and by at least 10 percentage points in the subgroups.

**Evaluation Data Source(s) 2:** TEA Index 4 Post-secondary Readiness Data Table, College and Career Readiness

**Summative Evaluation 2:**

**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Improve teacher practices and increase student learning outcomes for students at the college and career readiness level by providing secondary teachers with relevant professional development to provide instruction that engages students and allows/encourages/requires students to take ownership of their learning, which might include strategies such as backward design, collaborative group work, literacy groups, scaffolding, writing to learn, questioning, and classroom talk.		Asst. Supt. of C&I, Instructional Coaches, Campus Administrators	District-wide, the percentage of students who attain the post-secondary readiness STAAR meets grade level indicator will increase from 62% to 72% by May 2018, and by at least 15 percentage points in subgroups				
	Funding Sources: Title II, Part A - 18536.00						
2) Support students at-risk of dropping out of school gain course credit and credit for acceleration through GradPoint online courses during the school day.		Asst. Supt. C&I, GradPoint Teacher, Campus Administrators	Students will gain lost credit and graduate on time with their cohort group				
	Funding Sources: State Comp Ed - 70500.00						
3) Offer appropriate courses for high school credit so that students are able to meet Foundation High School Program/Distinguished Level of Achievement graduation requirements in their chosen program of study.		Asst. Supt. C&I, Special Programs Director, Campus Administrators	A higher percentage of students will graduate under the FHSP/DLA graduation plans				
4) Provide free transportation for students to the Leander SAT Testing Site which will remove a testing barrier for economically disadvantaged students.		CTE Coordinator, High School Administrators	District-wide, the percentage of economically disadvantaged students in the Class of 2018 who participate in the SAT/ACT test will increase to 40% by May 2018 (2019 report) to close the gap with the All Student group which is approximately 30% points higher.				
	Funding Sources: Title IV, Part A - 1500.00						

5) Add the Pre-Calculus UT OnRamps concurrent enrollment course at high school and explore adding at least one additional UT OnRamps concurrent enrollment course next year.		Asst. Supt. C&I, High School Administrators	Increased opportunities for students to complete dual/concurrent enrollment courses				
6) Create systems to advertise and communicate with students, parents, staff, and community members regarding the high school programs of study and coherent sequences of courses offered at the high school to prepare students for college and careers.		Asst. Supt. C&I, Special Programs Director, CTE Director, All Campus Administrators	Students will select, design, and complete an appropriate program of study to support their after-graduation goals				
7) Develop and implement a new CTE Coding Procedures and Policy Manual and train appropriate staff for immediate implementation.		CTE Director, District PEIMS Coordinator, High School Administrators	Students, teachers, and courses will be coded accurately to ensure appropriate student coding, course credit, and weighted funding				
8) Expand students' opportunities to participate and succeed in AP courses by offering a wide range of Pre-AP and AP courses.		Asst. Supt. Curric & Instruction, Gifted and Talented Coordinator	Increased student participating and higher rates of scoring a 3 or 4 on an AP exam				
	Funding Sources: State High School Allotment - 318000.00						
9) Add Career and Technical Education (CTE) courses at the High School to continue building graduation programs of study in Engineering, Law Enforcement, and Health Science; and continue to offer existing CTE courses for graduation programs of study.		Asst. Supt. C&I, CTE Director	Students will complete graduation programs of study and earn industry certifications				
	Funding Sources: State CTE - 879000.00						
10) Add school-day PSAT testing for all 11th graders, in addition to all 8th and 10th graders, at no charge to students.		Asst. Supt. C&I, District Testing Coordinator, Campus Administrators	The number of students who reach the college and career readiness standard before the senior year will increase to 80 percent within two years				
							

**Goal 1:** We will provide diverse academic and extracurricular programs that meet the needs of all students, allowing students to explore their talents while developing collaborative and creative problem-solving skills.

**Performance Objective 3:** District-wide, services/accommodations for Special Education, Section 504, English Language Learners, Title I, At-Risk, and Gifted students will be provided for 100 percent of identified students.

**Evaluation Data Source(s) 3:** Published processes and procedures, documentation entered

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) Support classroom teachers' efforts to build a strong foundation of academic skills for students who are at the greatest risk of not meeting rigorous local and state standards with Interventionists on each Title I campus who provide targeted, intensive, specialized, accelerated small-group instruction in collaboration with the classroom teacher to qualifying students in grades K-4 in reading and/or math.	1, 2, 3, 4, 5, 8	Interventionists, Elementary Campus Administrators	The percentage of 3rd and 4th grade All Students who meet or exceed progress in STAAR reading and math combined will increase from 66% to 74% by May 2018, and by at least 10 percentage points in the subgroups				
	Funding Sources: Title I, Part A - 135085.00, State Comp Ed - 164915.00						
2) Implement a district-wide system of documentation to record the provision of accommodations/services for SpEd, Section 504, English Language Learners, Title I, At-Risk, and Gifted students.	1, 2, 3, 4, 5, 6, 7, 8	Special Education Director, ESL Coordinator, GT Coordinator	General education teachers and specialized staff will document accommodations and services according to guidelines				
3) Train staff to utilize SuccessEd software as the district transitions from eSpEd to the new program.		Special Education Director, Special Programs Director, ESL Coordinator	Staff will implement the new software effectively				
<b>System Safeguard Strategy</b> 4) Collaborate to ensure that students with special needs have access to grade level curriculum.		Special Education Director, Campus Administrators	Increase STAAR passing rates in each subject for Special Education students to ensure the group meets 60% system safeguard levels				
5) Implement the "Unique" curriculum in Instructional Life Skills, Functional Academics, and Family School Coordination teachers will use the Unique curriculum to provide accommodated and modified lessons to supports students with significant disabilities in the general education setting		Special Education Director, Campus Administrators, Special Education Compliance Specialist	Increase SpEd student access to and participating in the general education setting				

<b>System Safeguard Strategy</b> 6) Provide to SpEd team leads, assessment staff, and ARD facilitators training by Lead4ward on writing aligned goals/objectives on progress and readiness standards.	Special Education Director, Campus Administrators	Improvement of quality of IEPs to target specific weaknesses related to students' disability areas.				
7) Increase gifted student participation in specialized activities such as Destination Imagination, school clubs, and UIL academics.	GT Coordinator, Campus Administrators	Improved student access to enrichment activities that support their specific needs				
8) Provide services to recruit, identify and serve migrant students by entering into a shared service arrangement with ESC Reg. 13 for the management of Title I, Part C Migrant funds.	Special Programs Director	ESC Region 13 staff members will recruit migrant students as needed for the district and fulfill federal grant requirements				
Funding Sources: Title I, Part C Migrant - 6956.00						
9) Provide services to recruit, identify and serve Limited English Proficient students by enter into a shared service arrangement with ESC Reg. 13 for the management of Title III, Part A LEP funds.	District ESL Coordinator	ESC Region 13 staff members will support district personnel in meeting grant requirements.				
Funding Sources: Title III, Part A LEP - 10014.00						
10) Conduct a Dyslexia treatment program on each campus through a coordinated district system of services provided by Certified Academic Language Therapists and Reading Specialists.	Special Education Director	Students will learn and implement specialized reading strategies to meet rigorous assessment, graduation, and college/career readiness standards				
Funding Sources: State Comp Ed - 172785.00						
11) Conduct a supplemental ESL program, in addition to services provided in class by the regular classroom teachers, for ESL students through a coordinated district system of services provided by certified ESL teachers.	District ESL Coordinator	Students' language skills will improve and their performance on TELPAS will increase at least one level				
Funding Sources: State Comp Ed - 190000.00, State ESL - 30000.00						
12) Provide educational field trips for students participating in ESL summer school.	Summer School Principal	Students will gain language skills by participating in real-world activities outside the school				
Funding Sources: State Comp Ed - 2800.00						
13) Conduct a supplemental GT program, in addition to services provided in class by the regular classroom teachers, for GT students through a coordinated district system of services provided by certified GT teachers.	District GT Coordinator	Students will grow and apply their talents in various ways				
Funding Sources: State GT - 56000.00						
14) Add a teacher to provide GT services for students on all five campuses below high school.	Asst. Supt. C&I, District GT Coordinator	All identified GT students will receive appropriate services				
<b>System Safeguard Strategy</b> 15) Improve teacher practices and increase students learning outcomes by providing professional development for teachers of English Language Learners.	Asst. Supt. C&I, Campus Administrators	English Language Learners will demonstrate improved performance on classroom, district, and state TELPAS or STAAR assessments				
16) Improve teacher practices and increase students learning outcomes by providing professional development for teachers of PreAP, GT, and AP teachers.	Asst. Supt. C&I, Campus Administrators	PreAP, GT, and AP students will demonstrate improved performance on classroom, district, and state assessments				

17) Implement AimswebPlus universal screening for all students and progress monitoring for struggling students in grades K-8, analyze the data, and provide targeted instruction and/or interventions to address student needs.	1, 2, 3, 4, 5, 6, 7, 8	Campus Administrators, Teachers	Collected data will be analyzed and applied to classroom instruction and intervention				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue




**Goal 2: We will foster strong relationships among school personnel, parents, community members and students who pledge to invest in, contribute to and support one another.**

**Performance Objective 1:** Timely information for various stakeholders in the school community will be accessible electronically.

**Evaluation Data Source(s) 1:** Posted/shared information, stakeholder surveys

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Advertise campus events and activities of interest to the school community through various electronic methods including social media, websites, district e-news, and teacher/classroom information online.		District and Campus Administrators	Increase awareness of campus events and activities				
2) Utilize the Skyward Parent Portal to share assessment information and results with parents.		District and campus administrators	Parents will have electronic access to assessment results through Skyward				
3) Provide TEA-required higher-ed information to middle school, junior high and high school students, teachers, counselors, and parents.		Asst. Supt. C&I, campus counselors	Stakeholders will be informed of higher education opportunities				
4) Develop a Business Office Manual and forms to post on the Business Department website.		Chief Financial Officer	Staff will have easy access to information and communication between the Business Office and staff will improve				
							







**Goal 2:** We will foster strong relationships among school personnel, parents, community members and students who pledge to invest in, contribute to and support one another.

**Performance Objective 2:** School personnel, parents, and community members will collaborate effectively to support student and educator needs.

**Evaluation Data Source(s) 2:** Meeting sign-in sheets, agendas, meeting minutes/notes, stakeholder survey

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Advertise meeting information, discussions, and action steps from Title I parent meetings with the community.	1, 2, 3, 4, 5, 6, 7, 8	Special Programs Director	When surveyed, 85% of parents will report satisfaction with communication regarding committee activity				
Funding Sources: Title I, Part A - 1520.00							
2) Advertise discussions and action steps from District Education Improvement Committee meetings with the community.		Asst. Supt. C&I	When surveyed, 85% of parents will report satisfaction with communication regarding committee activity				
3) Advertise discussions and action steps from School Health Advisory Committee meetings with the community.		Special Programs Director	When surveyed, 85% of parents will report satisfaction with communication regarding committee activity				
4) Create and implement a forum/committee for District Technology Steering		Instructional Technology Director	Gather input from personnel and community on technology decisions in the district				
5) Provide staff professional development to educate staff on ways to reach out to parents.		District ESL Coordinator, Campus Administrators	Teachers implement at least one new strategy to involve parents who have not been involved historically				
6) Develop and implement parent training on processes and legal requirements of Special Education and Section 504.		Special Education Director, Campus Administrators	Parents will meaningfully participate as measured by 85% satisfaction on a parent survey				
7) Create and support a Parent Teacher Organization on each campus in the district.		Campus Administrators	Increased parent involvement and support for students and educators				
8) Conduct a customer service survey of all stakeholders in the school community, including a component for parents of students receiving Title I services.	1, 2, 3, 4, 5, 6, 7, 8	Asst. Supt. C&I, Campus Administrators	Use data to address needs and perceptions of various stakeholders				
9) Provide grade reports every three weeks for all students grades K-12.		Asst. Supt. C&I, Campus Administrators	Parents will know how their student is progressing and students will have an opportunity to address concerns and make improvements				
10) Implement regularly scheduled Professional Learning Communities on each campus, at each grade level, to promote collaboration and problem-solving.		Asst. Supt. C&I, Campus Administrators	Teacher instruction and student outcomes will improve.				

11) Video-record exemplary teacher lessons and share them on the the district website to build a catalog.	Asst. Supt. C&I, Instructional Coaches, Campus Administrators	Teachers will have anytime, anywhere access to view exemplar lessons taught by their peers				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** We will foster strong relationships among school personnel, parents, community members and students who pledge to invest in, contribute to and support one another.

**Performance Objective 3:** Implement active progress monitoring and parent communication by special education teachers to improve learner outcomes for students served in special education will be reflected on 3-week coordination reports with 95% implementation rate.

**Evaluation Data Source(s) 3:** Reports to ARD facilitators, stakeholder surveys

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>System Safeguard Strategy</b> 1) Communication will occur between special education teachers and parents at least once every three weeks.		Special Education Director, Campus Administrators	Parent survey results of 85% or higher in survey responses regarding frequent communication regarding special education students				
<b>System Safeguard Strategy</b> 2) Implement the Three-Weeks Coordination form system to increase general and special education collaboration and progress monitoring.		Special Education Director, Campus Administrators, ARD Facilitators	100 percent of Special Education teachers will submit three-week reports to ARD Facilitators				


**Goal 2:** We will foster strong relationships among school personnel, parents, community members and students who pledge to invest in, contribute to and support one another.

**Performance Objective 4:** Recruit, support, and retain quality staff to teach diverse academic and extracurricular programs.

**Evaluation Data Source(s) 4:** Posted/shared information, meeting agendas and sign-in sheets, stakeholder surveys

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Communicate job openings in multiple media and attend university job fairs to recruit new staff and promote LHISD		Human Resources Director	Increased number of applicants and ability to fill open positions with quality staff				
2) Improve salary scales and benefit options to be more competitive among area schools		Human Resources Director and Chief Financial Officer	Decrease the teacher turnover rate and increase the number of positions accepted upon offer				
3) Visit new staff members and survey them regarding their experience with on-boarding and orientation		Human Resources Director	Build connections with new staff and use their input to make improvements				
4) Visit campuses monthly to get to know all the staff		Human Resources Director	Build positive relationships with staff members				
5) Design and implement a new teacher mentoring program that includes expectations and standards		Human Resources Director and Campus Principals	Improved support for new teachers and decreased teacher turnover rates				
6) Provide training, communication, and accountability for district appraisal systems to support principals and directors		Human Resources Director	Improved understanding of T-TESS and Eduphoria Strive, appraisal deadlines met, and increased quality of personnel documentation				
7) Monitor campus administrator observations and walk-through reports		Human Resources Director	Appraisers meet district expectations for observations and walk-thoughts				
8) Conduct instructional rounds on each campus so that teachers have an opportunity to compare their practice to that of their peers.		Asst. Supt. C&I, Campus Administrators	Teachers' reflective practices will improve, leading to improved instruction and improved student outcomes				
							

**Goal 2:** We will foster strong relationships among school personnel, parents, community members and students who pledge to invest in, contribute to and support one another.







**Performance Objective 5:** Instructional coaches will build relationships with 100% of teachers to create a district where all campuses have a coaching culture and view coaches as a supportive, non-evaluative resource for impacting student achievement.

**Evaluation Data Source(s) 5:** Teacher surveys

**Summative Evaluation 5:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Build relationships during the first semester to establish a coaching culture and then build during the second semester to involve teachers in coaching cycles.		Instructional coaches	Coaching cycles are established				
2) Highlight teacher talents in the classroom by recognizing them using Twitter and the instructional coaching webpage.		Instructional coaches	Increase involvement with coaches and share excellent teacher practices with the community				


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

**Goal 3: We will maintain a safe, healthy, and nurturing environment that inspires best efforts and a passion for lifelong learning.**

**Performance Objective 1:** Increase attendance rates on campuses to ensure that each ranks in the top quartile among comparison schools.

**Evaluation Data Source(s) 1:** State accountability reports

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Share campus efforts and celebrate attendance improvement through social media and other electronic means.		Asst. Supt. C&I	Improved attendance leading to improved student performance				
2) Provide dental care for homeless students in need on the HS, JH, and IS campuses. (set-aside funds)	1, 2, 3, 4, 5, 6, 7, 8	ESL Coordinator	Students attendance and overall health will improve.				
Funding Sources: Title I, Part A - 1500.00							
3) Conduct an attendance campaign on each campus to encourage students, and their parents, to get to school on time each day.		Asst. Supt. C&I, Campus Administrators	Increased attendance on each campus to meet or exceed rates necessary to rank in the top quartile with comparison campuses				
							

**Goal 3:** We will maintain a safe, healthy, and nurturing environment that inspires best efforts and a passion for lifelong learning.

**Performance Objective 2:** Increase the amount of time counselors spend promoting a safe, respectful, and responsible environment in schools, and providing guidance counseling services to students.

**Evaluation Data Source(s) 2:** Counselor service reports, "No Place for Hate" designation, stakeholder surveys

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Support campus counselors to prepare and provide student lessons focused on positive peer interactions, appropriate conversations, and good physical gestures.		District Testing Coordinator, Campus Administrators and Counselors	Improved student conversations and comments toward one another				
2) Support campus counselors to conduct a minimum of three school-wide activities on each campus that will promote healthy relationships and engage ALL students.		District Testing Coordinator, Campus Administrators and Counselors	All students participate in the events to develop a positive and healthy environment where students feel a sense of belonging, and earn a "No Place for Hate" designation on each campus				
Funding Sources: Title IV, Part A - 8500.00							
3) Address suicide prevention, conflict resolution, violence prevention, pregnancy related services, harassment and dating violence, sexual abuse and other maltreatment of children, career education, and freedom from bullying programs/policies in student handbooks and back to school teacher training programs.		Asst. Supt. Operations, Campus Principals	Be prepared to address these issues appropriately on each campus				
4) Increase video surveillance cameras on campuses to provide more broad coverage of troublesome areas.		Asst. Supt. Operations, Campus Administrators	Fewer discipline referrals from problem areas now covered by cameras				
							




**Goal 3:** We will maintain a safe, healthy, and nurturing environment that inspires best efforts and a passion for lifelong learning.

**Performance Objective 3:** Implement a three-tiered positive behavior intervention system district-wide on each campus with 95% fidelity

**Evaluation Data Source(s) 3:** Results of fidelity analysis report

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Collaborate to analyze campus data, determine required supports, and implement district and campus behavior intervention plans.		District Behavior Coordinator, Emergent Tree consultants, and appropriate campus staff	Discipline incidents and referral will decrease				
2) Provide Solid Roots, Groundworks, and Bridges training to each campus behavior intervention team as determined necessary by comprehensive survey and stakeholder input.		District Behavior Coordinator	Discipline referrals decrease and the percentage of students who need Bridges or Solid Roots is reduced				
3) Provide behavior support training for general education teachers who work with special education students and for whom it is appropriate.		Special Education Director	General education teachers will have behavior intervention strategies appropriate for use with special education students				
							

**Goal 3:** We will maintain a safe, healthy, and nurturing environment that inspires best efforts and a passion for lifelong learning.

**Performance Objective 4:** Encourage a growth mindset in 100% of teachers to support a student-centered learning environment where all students can learn.

**Evaluation Data Source(s) 4:** Teacher appraisal reports and student performance data

**Summative Evaluation 4:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement effective questioning practices of students using question stems so they feel safe to participate during classroom instruction.		Instructional coaches	Students feel safe to participate during classroom instruction				
2) Increase the use of instructional strategies in the classroom that promotes academic conversation and academic discourse where all students feel safe communicating.		Instructional coaches	Teachers build expectations for student discourse and students feel safe communicating				







**Goal 4: We will incorporate technology into the learning environment, promoting a culture that embraces both current trends and future advancements.**

**Performance Objective 1:** Align 100% of K-8 Technology Standards to LHISD Curriculum

**Evaluation Data Source(s) 1:** Curriculum documents

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Embed state technology standards at appropriate grade levels and in appropriate subject areas to promote technology integration and college and career readiness.		Instructional Technology Director & Digital Learning Coaches	Curriculum documents that show the breakdown of standards by grade level and subject				
2) Support teachers in integrating technology projects within each grade level and subject are to incorporate state technology standards.		Digital Learning Coaches	Projects created and published in curriculum documents				

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

**Goal 4:** We will incorporate technology into the learning environment, promoting a culture that embraces both current trends and future advancements.

**Performance Objective 2:** Ensure all student have access to up-to-date devices at a 2:1 student to device ratio.

**Evaluation Data Source(s) 2:** Inventory and usage reports

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Purchase devices needed to replace those past end-of-life and increase the overall number of devices in circulation.		Instructional Technology Director, Digital Learning Coaches	Total device count for each campus equal to at least half the expected enrollment for the school year				
2) Increase the use of technology software and devices to increase general education inclusion time for SpEd students.		Special Education Director, Campus Administrators	SpEd students ages 6-21 served in general education Instructional Arrangement codes of 40 or 41 will increase by 12%				
3) Add listening stations in every Reading/ELA classroom in grades K-12.		Asst. Supt. C&I, Campus Principals	Students will practice listening skills on a regular basis in every Reading/ELA classroom				
4) Add Kindles or other devices to the campus library for students to check out and read e-books.		Asst. Supt. C&I, Campus Principals	E-readers will be available for student check-out from the library				
