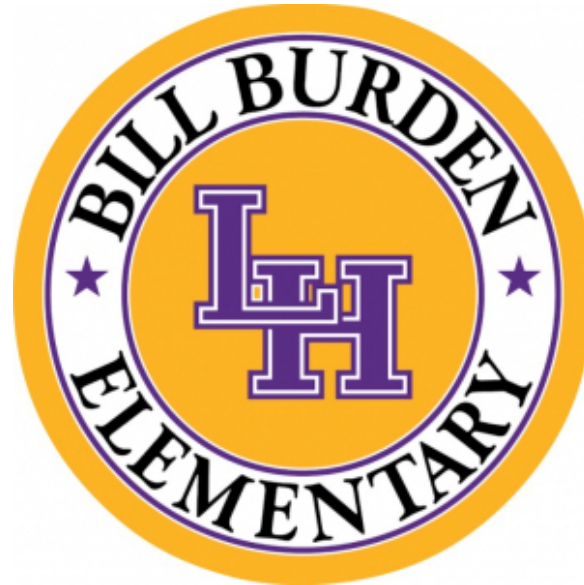


**Liberty Hill Independent School District**  
**Bill Burden Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Building Champions in Academics, Character, and Community

## Vision

**The mission of Liberty Hill ISD is to build future-ready graduates empowered to be the best version of themselves.**

## Motto

Today is a new opportunity. Accept the challenge, take some risks, treat each other with kindness, and know how much you MATTER and you are LOVED at Bill Burden Elementary.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Bill Burden is located in the middle of Liberty Hill's Stonewall Ranch neighborhood. It is an increasingly diverse campus which provides an effective learning environment and success for all students. Bill Burden Elementary is the largest elementary school in Liberty Hill ISD and currently has 805 students enrolled in grades PreKindergarten through 5th grade. According to 2019-20 TAPR data, our demographics are African American 1.1%, Hispanic 25.4%, White 69.5%, American Indian 0%, Asian .4%, Pacific Islander .4%, and Two or More Races 3.1%. We have 28.2% of our student population that meets Economically Disadvantaged criteria. We have Functional Academics, Independent Life Skills, and Solid Roots classrooms to support our Special Education students on campus. 65 students are identified as Gifted and Talented.

Bill Burden Elementary has an active parent population along with community members. On campus you will often see PTO members, parent volunteers, Education Connection mentors, LHHS PALS, Watchdogs, and other involved stakeholders who maintain an active role, presence, and devotion to our students on campus.

Enrollment is constantly increasing as the neighborhood of Stonewall and Liberty Hill are in a tremendous state of growth. As the district adds new elementary schools, our physical boundaries fluctuate to accommodate the growth.

Currently BBE has 105 staff members and have added six 5th grade classrooms this school year.

### Demographics Strengths

Parents of Bill Burden students are highly involved in both academics and extracurriculars on campus. Bill Burden students won the district academic UIL championship in the past several years. Teachers are highly motivated toward student success. The community supports our campus in all aspects of student life.

# Student Learning

## Student Learning Summary

The 2021 STAAR scores for Bill Burden Elementary indicate a need for strengthened teaching and learning processes in all content areas. Due to the Covid-19 closure, all students on campus during the 2020-2021 school year took STAAR for the first time; therefore growth scores are not available for students. In addition, all students took the online version of STAAR Reading, Writing, and Math assessments for the first time as a whole. This school year was also the final year to not include 5th grade students.

Based on 2021 STAAR data compared to other LHISD elementary campuses, our campus performed in line with all LHISD students with the exception of 3rd grade math. Writing scores in some areas were greater than those in several years prior to the Covid 19 closure.

For the purpose of goal setting and progress monitoring, Bill Burden Elementary will use AIMSweb, BAS, District Benchmark Assessments, and campus Common Formative Assessments to plan, assess, and monitor students for the 2021-2022 school year. This gives us more real time and specific data to address student needs in a more immediate manner.

### 2020-2021 STAAR data for All Students:

Grade 3 Reading Approaches 76% Meets 46% Masters 27%

Grade 3 Math Approaches 64% Meets 24% Masters 8%

Grade 4 Reading Approaches 78% Meets 44% Masters 18%

Grade 4 Math Approaches 76% Meets 45% Masters 26%

Grade 4 Writing Approaches 67% Meets 34% Masters 9%

Grade 5 District Reading Approaches 82% Meets 56% Masters 37%

Grade 5 District Math Approaches 75% Meets 44% Masters 20%

Grade 5 District Science Approaches 75% Meets 41% Masters 19%

## Student Learning Strengths

Even with the Covid 19 closure, BBE students' STAAR Writing scores improved compared to the 2018 school year. Student growth in this area is evident through campus data. Overall percent writing scores increased from 57.86% to 60.72%. Students who earned Approaches increased from 61.15% to 66.47%. Students who earned Mastered increased from 7.19% to 7.78%.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** STAAR data shows 3rd grade math to be an area of growth. **Root Cause:** Lack of differentiated instruction, Covid protocols inhibiting best practice methods, and rigorous collaboration and alignment across classrooms, grade levels, and campuses.

# School Processes & Programs

## School Processes & Programs Summary

Tier 1 instruction has seen great improvement in the past year. The campus continues to remain focused and growing on the PLC process and common planning. Grade level teams made huge progress in flex grouping and that is resuming this school year. BBE is also committed to implementing comprehensive writing instruction and Writer's Workshop. All classrooms now have a common writing resource and multiple teachers have attended additional training from the Teacher's College Reading and Writing Project which leads to commonality of language and practice across grade levels.

Professional development on campus is determined by teacher request and need. BBE staff elected to focus on re-adopting a common and comprehensive Tier 1, 2, and 3 behavior process for the 21-22 school year. Funds have been allocated for training in each of these areas.

## School Processes & Programs Strengths

Grade level teams have unwrapped all priority standards and focused on delivering quality instruction to all. Teachers participated in tremendous hours of summer professional development with a focus in writing and are also currently attending TEA Reading Academies. Tracking student data, student goal setting, and progress monitoring are all strengths of each grade level team.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** BBE has grown in the creation of common and authentic assessments, now the focus shifts toward using the data for the intentional planning of intervention and enrichment following that assessment. **Root Cause:** Intervention has been planned ahead of and outside of the data from CFAs and quick checks.

**Problem Statement 2 (Prioritized):** BBE is in need a 3 tiered behavior intervention system with an instructional approach to challenging student behaviors. **Root Cause:** Student behavior concerns encompass new needs following remote learning and pandemic related family struggles.

# Perceptions

## Perceptions Summary

Bill Burden Elementary has a culture of collaboration with a family mentality. Staff and students are committed to showing value to each other. This past year we had the turnover of 3 staff members. Campus mentorships and team-wide relationships and collaboration support the family atmosphere. We are certainly #proudtobeBBE!

We have spent time focusing our common values and beliefs to recreate and reflect a campus vision statement which encompasses the specific needs of students and staff on campus.

The culture continues to evolve with the addition on 5th grade and the leadership opportunities that brings to our students, including the formation of the 5th grade student council. This furthers the learning and leadership opportunities for both teachers and students.

The parent, community, and teacher surveys were highly positive and focused on clear communications, high expectations, and a love of students that is felt outside the walls of our campus. Covid 19 continues to be a barrier to opening our doors as often as we would like.

## Perceptions Strengths

Campus communication and culture are strengths at Bill Burden Elementary.



# Priority Problem Statements

**Problem Statement 3:** STAAR data shows 3rd grade math to be an area of growth.

**Root Cause 3:** Lack of differentiated instruction, Covid protocols inhibiting best practice methods, and rigorous collaboration and alignment across classrooms, grade levels, and campuses.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** BBE has grown in the creation of common and authentic assessments, now the focus shifts toward using the data for the intentional planning of intervention and enrichment following that assessment.

**Root Cause 4:** Intervention has been planned ahead of and outside of the data from CFAs and quick checks.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** BBE is in need a 3 tiered behavior intervention system with an instructional approach to challenging student behaviors.

**Root Cause 5:** Student behavior concerns encompass new needs following remote learning and pandemic related family struggles.

**Problem Statement 5 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

### **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

### **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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data



# Goals







**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 1:** The percentage of All Students who meet or exceed performance on STAAR reading, math, and science assessments will increase by 5% following the Covid-19 closure.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Student Achievement STAAR Performance Data Table

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue collaboration in a Vertical Leadership Team to support alignment of PLC process across grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective PLC processes will result in increased Tier 1 effectiveness in instruction and student success. This vertical team will meet monthly to plan for common language and consistency of focus across grade levels and create systems where all students are reading on grade level by the end of 3rd grade.</p> <p><b>Staff Responsible for Monitoring:</b> Vertical Leadership Team, Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement balanced writing curriculum through writer's workshop model with a focus on aligned progression of progress and standards across grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Student writing will reflect voice instead of procedure. Grade levels will utilize writer's workshop training and various resources to incorporate sustained writing time with explicit focus on the craft of writing a developing voice in student pieces.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom teachers &amp; campus administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement campus professional learning program to promote and reward continued professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus staff will be celebrated for continuing their learning which benefits our students by providing continued learning in best practices. Teachers from across Burden grade level and even other elementary campuses will present WOW Wednesdays. Attendance, presentation, and implementation of skills learned at these sessions will be honored through a campus developed reward system.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All classrooms will move to a Guided Math model for the delivery of math instruction as best practice method for targeted student improvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will use small group instruction to differentiate core content and students will receive instruction at the level of current understanding.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin and Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> STAAR data shows 3rd grade math to be an area of growth. <b>Root Cause:</b> Lack of differentiated instruction, Covid protocols inhibiting best practice methods, and rigorous collaboration and alignment across classrooms, grade levels, and campuses.</p>

**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 2:** During EOY testing, 90% of students will be at or above grade level on BAS or make 1 year's worth of growth.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build collective focus on PLC process, by intentionally planning intervention and enrichment based on the data from assessments and quick checks created in the PLC.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect the detailed, intentional planning of the intervention hour for each student, group, and remainder of the classroom by standard and data from assessments as well as plans for flex grouping.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Grade Level Teams</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> BBE has grown in the creation of common and authentic assessments, now the focus shifts toward using the data for the intentional planning of intervention and enrichment following that assessment. <b>Root Cause:</b> Intervention has been planned ahead of and outside of the data from CFAs and quick checks.</p>

**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 3:** During EOY testing, 90% of students will be at or above average or make 1 year's worth of growth on AIMSweb math.

**Evaluation Data Sources:** AIMSweb data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Using RTI Protocol, teachers and support staff will identify all students not mastering objectives and create intervention plans and specific goals accordingly as early as possible with a predetermined date to reconvene and discuss/monitor progress.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Teams</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, classroom teachers, learning coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> STAAR data shows 3rd grade math to be an area of growth. <b>Root Cause:</b> Lack of differentiated instruction, Covid protocols inhibiting best practice methods, and rigorous collaboration and alignment across classrooms, grade levels, and campuses.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> BBE has grown in the creation of common and authentic assessments, now the focus shifts toward using the data for the intentional planning of intervention and enrichment following that assessment. <b>Root Cause:</b> Intervention has been planned ahead of and outside of the data from CFAs and quick checks.</p>

**Goal 1:** Enhance and support a CULTURE of high expectations for all students, faculty, and staff that produce increases in student performance and opportunities for professional growth.

**Performance Objective 4:** All K-3 teachers will participate in the Texas Reading Academy and be trained in the science of teaching reading.

**Evaluation Data Sources:** PD documentation, professional learning agendas, reading data







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Designated professional learning days will be dedicated to the Reading Academy curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative discussion around reading instruction and increased effective classroom strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Learning Coach, K-3 Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2:** Ensure a safe and healthy secure environment for all district students, staff and visitors.

**Performance Objective 1:** Better utilize the time counselors spend promoting a safe, respectful, and responsible environment in schools, and providing guidance counseling services to students.







**Evaluation Data Sources:** Second Step data, counseling referrals.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will complete a counseling needs assessment to be utilized by the counselor to target social skills and classroom lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Social-emotional needs of students will be met and increase overall mental health. Counselor will implement social skills will each grade level weekly during Encore time.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, campus administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselor will deliver monthly character education and guidance.</p> <p><b>Strategy's Expected Result/Impact:</b> Social-emotional needs of students will be met to increase overall mental health.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, campus administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 2:** Ensure a safe and healthy secure environment for all district students, staff and visitors.

**Performance Objective 2:** Continued implementation of a three-tiered positive behavior intervention system with 95% fidelity

**Evaluation Data Sources:** Committee notes and data, Skyward behavior data, Groundworks fidelity checks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a Groundworks Leadership Team and provide training to that team so they can turn it around to their grade levels and meet monthly to discuss and look at student behavior data.</p> <p><b>Strategy's Expected Result/Impact:</b> The campus will be able to identify behavior trends and become more proactive to mitigate needs. The Solid Roots team will continue to adjust programming to meet student needs.</p> <p><b>Staff Responsible for Monitoring:</b> Groundworks committee members, campus administration</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ongoing campus professional development with EmergentTree.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Performance Objective 2 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 2:</b> BBE is in need a 3 tiered behavior intervention system with an instructional approach to challenging student behaviors. <b>Root Cause:</b> Student behavior concerns encompass new needs following remote learning and pandemic related family struggles.</p>

**Goal 2:** Ensure a safe and healthy secure environment for all district students, staff and visitors.

**Performance Objective 3:** Performance Objective 3: Implement and continue to provide a healthy school environment that promotes success of the whole child through physical activity, health, and daily social emotional learning in the classroom.






**Evaluation Data Sources:** FitnessGram, Social Emotional Learning Curriculum, Discipline Referral Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide all students with the required number of physical activity minutes weekly in PE class. <b>Strategy's Expected Result/Impact:</b> A school culture that reflects wellness. <b>Staff Responsible for Monitoring:</b> PE coaches and administration  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the Second Step social emotional curriculum. <b>Strategy's Expected Result/Impact:</b> Overall increased student wellness and awareness of necessary social/emotional skills. <b>Staff Responsible for Monitoring:</b> counselor, administrators, classroom teachers  <b>Title I Schoolwide Elements:</b> 2.6	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** To be good stewards of taxpayer dollars, LHISD will develop a balanced budget that meets the needs of students and staff and prepares for future growth.






**Performance Objective 1:** Develop a balanced budget to best utilize funds for purposes aligned to campus and district goals.

**Evaluation Data Sources:** Campus Needs Assessment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each team will comprise a team budget and submit for review and approval to best meet their needs. <b>Strategy's Expected Result/Impact:</b> Team level ownership of budgeting and purchasing. <b>Staff Responsible for Monitoring:</b> Teachers, Admin Assistant, Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** Create with the input of key community members and ISD stakeholders a strategic plan that provides for the growth of students, staff, and facilities.







**Performance Objective 1:** Create seamless transition for teachers and students when Noble Elementary and Liberty Hill Elementary are expanded and receive enrollment from BBE for the 22-23 school year through open communication and timely goal setting.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate timelines as they are determined for families to expect information.</p> <p><b>Strategy's Expected Result/Impact:</b> Open communication and transparency on what is a big change for families.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Create ISD partnerships and highlight the positive of the district to unify all stakeholders and celebrate LHISD students and successes.






**Performance Objective 1:** Parents and community members will be updated, aware of, and welcomed with information related to academic and extra curricular activities from the campus on a weekly basis alternating between campus and grade level news.

**Evaluation Data Sources:** Parent and community involvement, stakeholder surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and manage the distribution of a biweekly newsletter</p> <p><b>Strategy's Expected Result/Impact:</b> Parents and community members will have continuous and current access to campus information and happenings.</p> <p><b>Staff Responsible for Monitoring:</b> Grade level team leads and campus administration.</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Regularly update and train parents on AimsWeb data and its meaning as well as TPRI, BAS, and SkyWard access.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will have current and nationally normed data on their student's performance in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> All teachers and campus administration.</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Goal 5:** Create ISD partnerships and highlight the positive of the district to unify all stakeholders and celebrate LHISD students and successes.

**Performance Objective 2:** Student celebrations will continue despite being unable to gather. Campus team will develop ideas to continue to honor and celebrate students and staff virtually.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Morning Meeting will be revamped to be conducted virtually and viewed in classrooms on Friday. Start date will be set for September. In-person Morning Meetings will be conducted in person when appropriate according to district protocols and safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will continue to feel connected with each other and have the opportunity to perform for their peers.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers &amp; Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 6:** Create and facilitate a plan to manage current and future projects that provides oversight, financial accountability, and maximizes possible savings.

**Performance Objective 1:** Support the district's growth plans through open communication, task force collaboration, community engagement, bond planning and staff input teams with various stakeholders.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Include district information in all campus-wide newsletters to solicit participation and increase knowledge of what is happening in LHISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents feel informed and included in district decision making.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Walker	Interventionist		.5
Melissa Baxley	Interventionist		.5