

**Lancaster Independent School District**  
**Lancaster High School**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

The mission of Lancaster ISD, in collaboration with parents and communities, is to ignite learning that translates into sustainable success for all students in an ever-changing society.

The mission of Lancaster High School, in partnership with the student body, parents and the community, is to prepare all students with the proper knowledge and skills needed to become knowledgeable, caring, life-long learners and thinkers who value education, teamwork, cultural diversity, mutual respect in today's technologically advanced, global, and diverse society. The mission will be accomplished by providing a rigorous academic curriculum for all students in a safe and orderly environment, which will empower and prepare them for success.

# Vision

In Lancaster ISD, all students achieve self-sustaining success and leave a lasting legacy.

## **THE LISD GRADUATE will:**

transition from one work environment to another seamlessly.

execute every task and action with fidelity and excellence.

know themselves and how they fit into the world at large.

be knowledgeable of STEM and the opportunities available from STEM.

know how to apply what they have learned.

identify and utilize the technological tools to achieve a positive end result.

acquire the foundational skills of literacy and numeracy that are necessary to arrive at an end result without relying on technology.

persevere and achieve success despite barriers in life.

recognize and embrace diversity.

make socially responsible, personal, and professional decisions to support their future goals.

apply the ability and responsibility to positively improve their lives and impact others.

have the autonomy (free will) to channel their passions and strengths.

possess the confidence and curiosity to lead them into becoming responsible researchers.

use their creative thinking skills to generate innovative ideas.

demonstrate effective leadership skills and know when to lead and when to follow.

be able to communicate in multiple languages and will be proficient in all forms of communication.

understand how all parts of a system influence one another in order to stimulate critical thinking and problem solving.

# Core Beliefs

**In Lancaster ISD, we believe that:**

**Equity in education is a human right.**

**Educators, parents and students share in the responsibility of developing well-rounded individuals.**

**Engaged, relevant learning experiences provide for a quality education leading to quality of life.**

**Learning is a life-long process that is enhanced by taking risks.**

**A person has the capacity to learn from past experiences.**

**Purposeful planning to meet individual student needs leads to intentional outcomes for student success.**

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and CScope.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

# Table of Contents

Comprehensive Needs Assessment .....	7
Demographics .....	7
Student Achievement .....	8
School Culture and Climate .....	10
Staff Quality, Recruitment, and Retention .....	12
Curriculum, Instruction, and Assessment .....	13
Family and Community Involvement .....	19
School Context and Organization .....	21
Technology .....	22
Comprehensive Needs Assessment Data Documentation .....	23
Goals .....	26
Goal 1: We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well. ....	26
Goal 2: We will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and district aims. ....	34
Goal 3: We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community. ....	35
Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interests, and career aspirations. ....	36
Goal 5: We will identify, integrate, and model the principles of character, as well as develop means of assessing student demonstration of those principles. ....	37
Goal 6: We will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning. ....	38
Goal 7: We will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration. ....	39

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lancaster High School is located in Lancaster, Texas, just fifteen minutes south of downtown Dallas. Lancaster High School, a majority minority campus, has a student body of 2051 students, of which 1505, 78.75% are African American; 337, 17.63% are Hispanic; 26, 1.36% are Anglo; 1.3% are American Indian and less than 1% are Asian.

At LHS, we strive to ensure our students are prepared for college and career success. Demographic and AEIS Information reveal the need to continue focusing on Math and ELA instruction for our students to be successful on district and state assessments (STAAR). The campus will focus on providing quality professional development to our teachers in order to grow their capacity and increase student achievement.

### Demographics Strengths

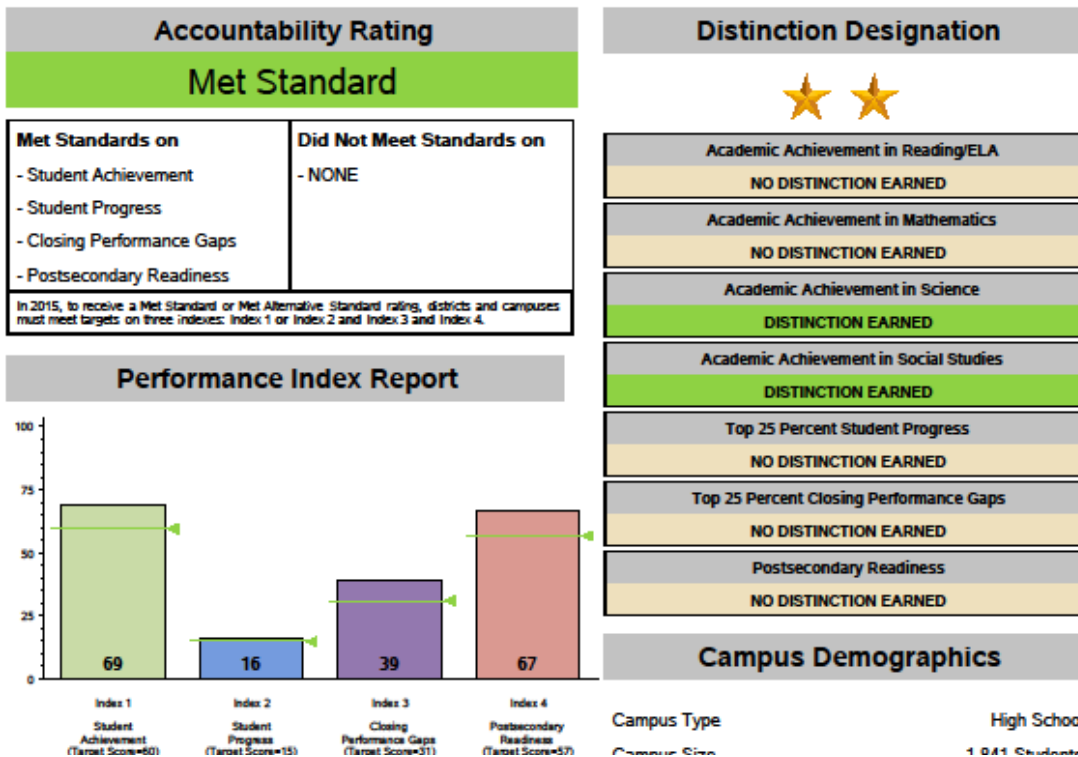
Our population is an asset due to the diversity and range of personal experiences. Our students represent different backgrounds and that is embraced and appreciated.

# Student Achievement

## Student Achievement Summary

Analysis of AEIS, AYP and TAKS information shows that LHS students are showing gains in passing standards on the EOC test. Further analysis shows that we are not attaining the commended levels needed to meet our goals of college and career readiness. 9<sup>th</sup> -11<sup>th</sup> graders will take the STAAR test. The campus will need to plan for increased professional development provided by TAP Master and Mentor teachers, and additional intervention opportunities, to assist students in being successful. To further support our goals of college and career readiness, there is also a need to increase communication with parents regarding this topic and to provide students with PSAT/SAT/ACT prep sessions. Also teachers will need to be adept at using a variety of resources and strategies to support the academic needs of students.

### TEXAS EDUCATION AGENCY 2015 Accountability Summary LANCASTER H S (057913001) - LANCASTER ISD





Campus Size	1,841 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	79.5
Percent English Language Learners	1.7
Mobility Rate	19.3

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	2,084	3,033	69
2 - Student Progress	126	800	16
3 - Closing Performance Gaps	619	1,600	39
4 - Postsecondary Readiness			
STAAR Score	8.1		
Graduation Rate Score	23.7		
Graduation Plan Score	22.5		
Postsecondary Component Score	12.6		67

### State System Safeguards

#### Number and Percent of Indicators Met

Performance Rates	15 out of 22 = 68%
Participation Rates	10 out of 12 = 83%
Graduation Rates	5 out of 5 = 100%
<b>Total</b>	<b>30 out of 39 = 77%</b>

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

## Student Achievement Strengths

Lancaster High Achievent 2 Gold Star Distinctions for the student performance on the 2014-2015 EOC exam. The distinctions were in Social Studies and Science. Lancaster high school had a total of 3 out of 7 distinctions.

## Student Achievement Needs

While Lancaster High School did have growth in Math there was not a distinction for this subject. Campus writing in the 9th and the 10th grade must improve Lancaster High School also not in the top 25% for closing the achievement gap for its campus group. There is a need for improvement with advanced academics. Our goal is to improve the number of students with 3's or better on their AP exam. We also plan to improve our Dual credit offerings as well as the number of students who earn their IB diploma.

# School Culture and Climate

## School Culture and Climate Summary

In order to foster a positive school culture and improve student achievement, the campus needs to encourage school spirit, relationship building and commitment to campus goals by promoting student participation in campus and UIL extra-curricular activities. A focus on the promotion of student participation in campus and UIL extra-curricular activities will not only assist in fostering a positive school culture, but will assist in increasing student achievement, attendance rates, and decreasing student disciplinary issues. To ensure that we provide a safe learning environment for students, we will ensure that we have a uniform and discipline student management plan in place that is consistently enforced through fidelity to the Student Code of Conduct. Teachers will participate in training on behavior management and relationship building strategies in order to effectively promote a positive and safe learning environment

## LISD High School vs. Average/Median YouthTruth School

- While 53% of students in the median YouthTruth school are eligible for free and reduced price lunch, 71% of LISD high school students are similarly eligible.
- Since April 2014, LISD's high school students have reported in increasing numbers that they are taking credit bearing and honors courses from 29% in April 2014 to 37% in November 2015. LISD's high school students outpace students in the average YouthTruth school, 34% of whom report taking credit bearing and honors classes.
- High school students are completing the survey at higher rates, increasing the response rate from 59% in April 2014 to 71% in November 2015.
- The average response rate for the 274 high schools in the YouthTruth comparative dataset is 75% percent.

High school students are asked how strongly they agreed (strongly disagree = 1, strongly agree = 5) with the following statements: 1) "My school has made me more interested in pursuing a STEM career", and 2) "I would choose to take additional courses in math or science even if they were not required." LISD's high school students were behind their peers in the comparison group. For the study period – 2015-16 – the November 2016 target is for LISD's high school students to achieve levels similar to their peers in the comparison group when asked how strongly they agree that their school has made them more interested in pursuing a STEM career and that they would choose to take additional courses in math and science.

How strongly high school students agree that "my school has made me more interested in pursuing a stem career" (1=strongly disagree, 5=strongly agree)

How strongly high school students agree that "I would choose to take additional courses in math or science even if they were not required"

## **School Culture and Climate Strengths**

Lancaster High School maintains students that are talented and gifted and full of energy and potential. The students are very successful at whatever they put their mind to. The students are passionate and are socially conscious. They are aware of their future and of their opportunities. The role of student leadership has increased especially with student council, Society of Gentleman, and Act Like a Lady-Think like a boss. We are progressing toward having a collaborative culture.

## **School Culture and Climate Needs**

We are always trying to have a complete collaborative culture for our campus.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

100% of LHS staff holds a Bachelor's degree and are Highly Qualified. LHS has experienced high teacher turnover rates over the past several years. In order to increase student achievement, the LHS team will need to focus on strategies to increase teacher retention rates through the development of support instructional strategies and mentoring relationships for new teachers.

### **Staff Quality, Recruitment, and Retention Strengths**

Our academic support for the TAP program has allowed us to develop Master, mentor, and Career teachers to their fullest potential. We also have some outstanding extracurricular teachers who do a great job with our various UIL programs. Our special education program does a great job with all levels that that they work with. Our STEM classes are leading the way in STEM for all students.

### **Staff Quality, Recruitment, and Retention Needs**

100% of LHS staff holds a Bachelor's degree and are Highly Qualified. LHS has experienced high teacher turnover rates over the past several years. In order to increase student achievement, the LHS team will need to focus on strategies to increase teacher retention rates through the development of support instructional strategies and mentoring relationships for new teachers. Teachers who stay and are effective help create a culture that is sustained at the school over multiple years. Our goal is to build, grow and maintain our quality teachers for the benefit of the campus. In order for us to provide Dual Credit support we need to ensure our teachers have Master degrees in several areas.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

#### **CURRICULUM, INSTRUCTION AND ASSESSMENT**

Analysis of AEIS, AYP and TAKS information shows that LHS students are showing gains in passing standards on the EOC test. Further analysis shows that we are not attaining the Advanced Academic levels needed to meet our goals of college and career readiness. LHS is under a state testing model: All students will take the EOC test. Special education students will no longer take a modified version of the test. The campus will need to plan for increased professional development provided by Special education, TAP Master and Mentor teachers, and additional intervention opportunities, to assist students in being successful. To further support our goals of college and career readiness, there is also a need to increase communication with parents regarding this topic and to provide students with PSAT/SAT/ACT prep sessions. Also teachers will need to be adept at using a variety of resources and strategies to support the academic needs of students.

#### **STEM**

The cornerstone of the T-STEM academy learning is student engagement and exposure to innovation and design in STEM focused instruction and learning that models real world context. In an effort to support the goals of this initiative, it is imperative that students as well as teachers have access to technology daily. In addition to supplies and materials that are necessary for teachers to effectively implement the PBL framework, these teachers also benefit from any additional professional development that is available. This will ensure student success.

#### **ADVANCE PLACEMENT AND ACT/SAT SCORES**

LHS Advance Placement students' scores need to increase to a passing score. The campus will use the AP Strategies program to train teachers in strategies that will ensure teachers are able to engage students in higher level instruction that will result in increased student passing rate.

LHS Science Department

A high degree of professionalism and collegiality exists among the teachers in the science department which strengthens the collaborative environment of PLC and TAP cluster meetings, on-site professional development. The science curriculum is structured with rigor and relevancy as the target goal with the expectation that students master state student expectations. This year, to increase the rigor, AP Chemistry was added to the curriculum and AP Biology is offered to ninth graders. So that all students are successful and show some level of achievement, the curricular focus, in all classes, is equity and consistency, with emphasis placed on higher level thinking skills, STEM, critical thinking, problem solving, independent research and complex and critical thinking skills in advanced classes.

Results from Biology EOC show an increase in overall passing scores, as well as, advanced level performance. The Biology EOC performance can be attributed to an increase in common planning with strategic use of test data to target interventions, afterschool tutoring, and technology. The science team completed Masters degrees in curriculum and instruction from University of North Texas Dallas and are able to use their enhanced content knowledge of to increase the level of depth and complexity during daily instruction, incorporate research based strategies and multi-media instructional tools to inspire student interest and participation.

Analysis of campus data reveal that we are still struggling with special populations, specifically Special Ed students. We are planning with the members of the SPED department to help us design supplemental materials and instructional strategies to cater to the needs of this diverse population. We have also included more opportunities to write and assist the ELAR department with decreasing the number of zeros and ones on the STAAR exam. We are also using the writing strategies and graphic organizers in all science classes, for the same purpose to increase ELAR performance on the STAAR exam.

#### 2016-17 English Department CIP Goals

The 2015-16 English EOC results show a slight increase in student mastery of the State of Texas Assessment of Academic Readiness (STAAR). The student performance is a result of teachers who participated in English/Language Arts grade level cluster activities and professional learning communities (PLC). Furthermore, teachers also used the “backward design” planning model, assessment analysis and quartile data for creating intervention groups, as well as, targeted pull-outs for focused and specialized student instruction ultimately preparing students for success. **A major goal** for Lancaster High School’s 2016-17 English department is to continue to increase depth, complexity, and critical rigor of daily instruction through the purposeful use of educational technology, multi-media components, and the use of strategies such as dialectical journals and interactive notebooks.

While the general student population showed slight gains, servicing our Special Population proves to be the English department’s most pertinent area of opportunity. Adequate attention and services were not provided for these students. Therefore, **another goal** is to provide English teachers with training and planning strategies for using supplemental aids. Students will also be provided specialized access to inclusion and CMC services increasing opportunities for

success.

With other special populations, **the goal** is for teachers to incorporate visual vocabulary notebooks for ESL/LEP students, which could be incorporated into Cornell/Interactive Notebooks for language development. Students should also have access to an ESL/LEP specialist who will develop activities including audio technology allowing students to hear and practice unfamiliar words. Teachers will create tutorial groups and small group instruction that are primary source and vocabulary intensive for both ESL and Special Education students.

Finally, the overall department **writing goal** is to continue to decrease the number of zeroes on the STAAR-EOC essay writing and district common assessments, and increase the number of 2 and 3 on STAAR-EOC short answer questions. There is also a renewed focus on decreasing the numbers of the STAAR-EOC I/II re-testers to avoid having them retest their senior year. The last major component of our goal is to increase the number of students who score at the commended level of the EOC.

## **Social Studies CIP**

Results from US History EOC shows an increase in overall passing scores, as well as, advanced level performance. The US History EOC performance is a result of an increase in common planning with strategic use of assessment analysis, primary and secondary sources, interventions and technology. Teachers will continue to promote growth through increasing the level of depth and complexity during daily instruction, incorporating strategic tutorial groups, applying additional multi-media components (i.e. NearPod, Socrative, Quizlet, etc.) and daily use of interactive notebooks.

Despite gains in overall passing percentages, the Special Populations require additional attention. Social Studies teachers will be provided strategic planning and training of the best practices for consistent use of supplemental aids with Special Populations. Teachers will incorporate visual vocabulary notebooks for ESL/LEP students, this may be incorporated into Cornell/Interactive Notebooks for language development, as well as, developing activities that include audio technology that allows students to hear words that they are unfamiliar. Teachers will create tutorial groups and small group instruction that are primary source and vocabulary intensive for both ESL and Special Education students.

Analysis of campus data reveal that students require additional skills in historical/geographic thinking, interpreting expository text, written responses, and synthesizing information. The Social Studies courses will incorporate the following strategies: increase depth and complexity of Social Studies activity to promote historical/geographic thinking; include consistent use of short answer questions that are directly connected to one or more expository texts; and providing opportunities for students to create products (including multi-media productions) that require them to synthesis their learning.

Government and Economic courses will include intervention opportunities for students who did not meet the passing standard on US History EOC. These interventions will take place through tiered intervention during the class, tutorial sessions, and online activities.

## CIP: Special Education

### Summary:

Based on previous years' data, there are areas of improvement needed for the Special Education students. The campus will use the Individual Education Plan for each student to ensure academic success for students in the program. The Special Education teachers will attend planning and cluster meetings to increase the academic rigor and help create engaging lessons at a higher level of instruction that will result in an increase in student passing rates. The areas of focus include Biology, Algebra I, US History, English I and English II.

## Star Academy Information for CIP

### Curriculum, Instruction & Assessment

The Lancaster High School Star Academy Program is a blended school-within-a-school that ensures success for at-risk students and disengaged learners. This comprehensive dropout prevention program is designed to meet the needs of first year freshman level students who have a history of academic challenges. Selected courses include core courses in science (Biology) and social studies (World Geography), and supplemental courses in English (Reading & Writing Lab) and math (Algebra 1 Lab). Flexible in its design, the unique academic implementation effectively reengages students through a rigorous progress of instruction that incorporates hands-on learning, individualized instruction, collaborative learning, team-based instruction, and real-world career connections.

The Star Academy utilizes the Pitsco curriculum resources as follow:

- Algebra 1 Lab – Expeditions, Math Connections, Individualized Prescriptive Lessons, and Math Modules
- Biology – Pitsco Science: Investigations, Scientific Inquiry, and teacher-directed activities (a blended instructional approach)
- Reading/Writing Lab – Voyager Journey III, Quest, and Easy Grammar Ultimate Series
- World Geography – Geography Alive! Regions and People

In each course, students are assessed through pre-tests, intermittent checks, and post-tests during each instructional unit or module.



## **Curriculum, Instruction, and Assessment Strengths**

Our master teachers under the TAP system provide strong support for their departments. With the help and over-site from campus administration they do an outstanding job.

## **Star Academy Information for CIP**

### **Curriculum, Instruction & Assessment**

#### **Strengths**

The Pitsco Star Academy provides an opportunity for academically at-risk students to receive extra academic support in challenging content areas, individualized instruction in smaller class sizes, and interactive learning experiences through a blended learning model. Students progress at a pace that is prescriptive to their individual needs.

## **CIP: Special Education**

#### **Strengths:**

The Special Education Department has been instrumental in advocating for students in the following ways: assisting teachers and master teachers in identifying individual student needs as recorded in the IEP; explaining the classroom and testing accommodations in the IEP; assisting teachers with the development and implementations of supplemental and memory aids for testing; working with staff in addressing students' academic progress, as well as behavior support. SPED staff works as liaisons between school and home.

## **Curriculum, Instruction, and Assessment Needs**

Technology is becoming an issue as the building ages. The projectors in the classrooms are beginning to go out. The cost to replace the bulbs is more than the campus budget can absorb each year. The computer labs in the B-Wing often loose connection to the Internet. There is also a need for us to improve the rigor in our advanced academic classes. We need to be sure we are covering the alligned areas for the SAT and the ACT.

**Areas of Opportunity**

The needs of the Pitsco Star Academy are associated with the social emotional health of the students. Increased counseling is often requested and families often request support with contacting outside agencies for assistance with behavioral challenges their children face.

Special Education

Areas of Improvement:

The Special Education department will improve communication with LHS staff to effectively implement individual education plans for all special education students in 2016-2017. The Special Education Staff will assist in SPED specific training of general education teachers to elevate academic success in the classroom across curriculum.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

#### FAMILY AND COMMUNITY INVOLVEMENT

Family engagement continues to be a priority at Lancaster High School. In keeping with our district's mission, it is our aim to collaborate with our first partners - parents. Through this partnership, we are confident that we will continue to design and deliver academic, athletic, and social activities that yield competitive 21st century college ready students. Because our parents are our students' first teachers, we intentionally solicit their input in all achievement programming at Lancaster High School.

Whether they are participants in our Principal Coffee, Principal Tailgate, or Site-Based Decision Making committee, our parents' vision is one we cannot grow without. As a result, we engage our parents via Meet-the-Teacher Night, Advanced Academics Parent Meetings, Postcards for Parents, athletic events, fine arts performances, awards ceremonies, callouts, and email blasts. Our support of the district's "Let's Talk" and "Customer Service: The Right Way" initiatives further enhance our commitment to treating all stakeholders as valuable members of our team. These examples of the systems in place to continue our dialogue with parents are not exhaustive because we realize that parental engagement/involvement evolves as professional demands shift in our community.

These demands on time do not negate our parents' robust support of their students. It is our charge to communicate in ways that accommodate our families' business interests AND their desires to partner with us. It is with this is mind that we propose to survey our parent's involvement interests in increasingly systemic modes, e.g. digital survey of parental engagement interests and STEM awareness during online registration processes. It is through this level of intentionality and matched action that we will continue to strengthen our collaboration with the families we serve.

#### **Family and Community Involvement Strengths**

Our parents care and are supportive of our campus. We will build on the parents who are regular supporters.

#### **Family and Community Involvement Needs**

We are still needing more parents to be involved. We are looking to increase the role of the Community Liason to include parental involvement.

## **School Context and Organization**

### **School Context and Organization Summary**

#### SCHOOL CONTEXT AND ORGANIZATION

The campus organizational structure will continue to provide clear lines of communication through various vehicles such as the CIP (Campus Improvement Plan) Committee, FSAC (Faculty and Staff advisory committee), and the PTSA (Parent Teacher Student Association). TLT, cluster, faculty meetings, and administrative team meetings will support the disbursement of clear and timely information throughout the organization. Teacher schedules allow for teacher to meet within their content areas for planning and participating in TAP cluster meetings.

### **School Context and Organization Strengths**

The organization of the school supports student academic needs as well as teacher professional development needs. The use of the trimester schedule is a benefit for the campus.

### **School Context and Organization Needs**

Continued training and development of the counselors administrators and teachers about the nuances of the trimester schedule and the may variables and uses.

# **Technology**

## **Technology Summary**

### TECHNOLOGY

Teachers and students will make use of many technological tools in order to meet the campus academic goals. Through the many district initiatives that are available, teachers are able to access student and campus data in order to effectively plan and meet the needs of our students. Students have access to computer stations and calculators within the classroom. Infocus machines and Smart boards are also available for instructional use within classrooms. Students use the latest software and calculators to assist in their being successful. We need to continue to identify professional development that will assist the teachers in using the various technology tools in the most effective manner in order to optimize the student learning.

## **Technology Strengths**

Lancaster High School was built in 2006 so it has the basic wiring and upgrade capabilities.

## **Technology Needs**

There are several areas that need upgrading.

- Security cameras
- Promethian pens for the boards in the teachers classroom
- Computers in the college center
- B-Wing Computers
- Projectors in the classrooms

This is a major concern.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- 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

### **Parent/Community Data**

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



## **Support Systems and Other Data**

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

# Goals

**Goal 1: We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.**

**Performance Objective 1:** Students will receive instructional experiences in Math that prepares them to reach their college and career goals.

**Summative Evaluation:** At least 90% of all students will successfully pass the state assessments in Mathematics Students commended scores in Mathematics will increase 10%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement	TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores, CODE Data				
2) Teachers will make use of the C-Scope Curriculum & the Infinity Project in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytical thinking skills	Math Dept Math Master/Mentor teachers, STEM math Teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
3) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content	Principal Math Dept. SPED Inclusion Teacher	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
4) Teachers will make use of CSOPE resource kits to support increased student learning and engagement in the learning process	Principal  Associate Principal	3-week, 6-week, and District Benchmark Assessments				
5) Teachers will examine student progress in order to target immediate student needs and develop student interventions.	Campus Administrators, TAP Representatives Math Department	3-week, 6-week, and District Benchmark Assessments				
6) Targeted in school and after school Math Interventions will be implemented in order to support success on State Assessments	Principal, Math Dept Voyager Representatives	Benchmark Scores/ STAAR Scores				
7) We will utilize diagnostic information to track student progress in preparation for the state assessment.	Math Teachers Master Teacher	STAAR test performance				
8) Teachers will make use of graphing calculators during instruction in order to improve students problem solving skills and provide additional methods, pathways and tools for processing mathematics	Math Dept	Benchmark Results, Semester Exam results, STAAR test performance				

9) Teachers will make use Instructional Technology in Math Instruction in order to enhance the learning experience and support increased student achievement	Principal, Math Dept Head, Math Master, Mentor Teachers	All students are able to view teacher modeling TI-Inspire Plus				
10) Teachers will develop and maintain class room word walls for vocabulary enrichment	Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolios				
11) Teachers will develop common assessments aligned to content IFDs in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum	Campus Administrator, Department Chair, Content Lead Teachers	3-week, 6-week, and District Benchmark Assessments				
12) Teachers will attend weekly planning session to develop short and long range plans for instruction.	Principal, Associate Principal, Math Master, Mentor Teachers	CFA's, Benchmark results, Teacher made test				

= Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

**Goal 1:** We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

**Performance Objective 2:** Students will receive instructional experiences in ELAR that prepares them to reach their college and career goals

**Summative Evaluation:** At least 95% of all students will successfully pass the state assessments in ELAR 2. Students commended scores in ELAR will increase 10%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement	TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores				
2) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content	Principal ELA/R Dept. SPED Inclusion Teacher ESL Teacher	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
3) Teachers will make use of the C-Scope Curriculum in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytical thinking skills	ELA Dept ELA Master/Mentor teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
4) Teachers will develop common assessments aligned to content IFDs in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum	Campus Administrator, Department Chair, Content Lead Teachers	3-week, 6-week, and District Benchmark Assessments				
5) Teachers will make use Instructional Technology in ELAR Instruction in order to enhance the learning experience and support increased student achievement	ELA/R Dept Head, ELA/R Specialist Director for Instructional Technology	Students engaged in rigorous ELAR learning activities while increasing effectiveness of instructional time				
6) Teachers will make use of CSOPE resource kits to support increased student learning and engagement in the learning process	Central Level Support Principal Associate Principal	Teachers equipped to engage students in active learning environment				
7) Teachers will develop and maintain class room word walls for vocabulary enrichment	Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolios				






8) Teachers will examine student progress in order to target immediate student needs and develop student interventions	Campus Administrators, TAP Representatives, ELAR Department	3-week, 6-week, and District Benchmark Assessments				
9) Teachers will increase student success by utilizing instructional strategies that will improve literary analysis in writing, speaking , and higher-order thinking skills	ELAR Department	Benchmark, State Assessments, ACT/SAT/PSAT, Accuplacer scores				
10) Teachers will attend weekly planning session to develop short and long range plans for instruction.	Principal, Associate Principal, ELA Master, Mentor Teachers	3-week, 6-week, and District Benchmark Assessments				

**Goal 1:** We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

**Performance Objective 3:** Students will receive instructional experiences in Social Studies that prepares them to reach their college and career goals

**Summative Evaluation:** At least 95% of all students will successfully pass the state assessments in Social Studies 2. Students commended scores in Social Studies will increase by 10%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement	Central Level Support TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores				
2) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content	Principal SS Dept. TAP Master/Mentor Teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
3) Teachers will make use of the CSCOPE Curriculum in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytical thinking skills	SS Dept TAP Master/Mentor teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
4) Teachers will develop common assessments aligned to content IFDs in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum	Campus Administrator, Department Chair, Content Lead Teachers	3-week, 6-week, and District Benchmark Assessments				
5) Teachers will attend weekly planning session to develop short and long range plans for instruction.	Principal, Associate Principal, Social Studies Master, Mentor Teachers	3-week, 6-week, and District Benchmark Assessments				
6) Teachers will make use of CSOPE resource kits to support increased student learning and engagement in the learning process	Principal Associate Principal	Teachers equipped to engage students in active learning environment				
7) Students, along with teachers will develop and maintain class room word walls for vocabulary enrichment	Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolios				

8) Teachers will examine student progress in order to target immediate student needs and develop student interventions	Campus Administrators, TAP Representatives, SS Department	3-week, 6-week, and District Benchmark Assessments				
9) Teachers will make use Instructional Technology in SS Instruction in order to enhance the learning experience and support increased student achievement	SS Dept Head, TAP Master/Mentor Teachers Director for Instructional Technology	Students engaged in rigorous SS learning activities while increasing effectiveness of instructional time				
10) Teachers will develop lessons that allow students to read and interpret charts, graphs, maps and legends in order to support student learning of key social studies concepts	SS Dept	3-week, 6-week, and District Benchmark Assessments				
11) Teachers will develop lessons that allow students to describe, compare, contrast or analyze economic concepts, democratic principles or historical events in order to strengthen students problem solving skills	SS Dept	3-week, 6-week, and District Benchmark Assessments				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** We will ensure staff are using effective instructional practices that motivate and actively engage students and develop necessary intervention plans for any student that is not performing well.

**Performance Objective 4:** Students will receive instructional experiences in Science that prepares them to reach their college and career goals

**Summative Evaluation:** At least 90% of all students will successfully pass the state assessments in Science 2. Students commended scores in Science will increase by 10%

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 1. Implement the Teacher Advancement Program (TAP) in order to support teacher growth and increase student achievement	TLT Team	Cluster Meeting Logs, TLT Logs, Assessment Data, SKR Scores				
2) Teachers will make use of the C-Scope& STEM Infinity Project Curriculum, in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytical thinking skills	Science Dept Science Master/Mentor teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR )				
3) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content	Principal Science Dept. SPED Inclusion Teacher	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR )				
4) Teachers will make use of CSOPE resource kits to support increased student learning and engagement in the learning process	Principal Associate Principal	Teachers equipped to engage students in active learning environment				
5) Teachers will develop and maintain class room word walls for vocabulary enrichment	Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolios				
6) Teachers will make use Instructional Technology in Science Instruction in order to enhance the learning experience and support increased student achievement	Science Dept Director for Instructional Technology	Students engaged in rigorous Science learning activities while increasing effectiveness of instructional time				
7) Teachers will examine student progress in order to target immediate student needs and develop student interventions	Campus Administrators, TAP Representatives Math Department	3-week, 6-week, and District Benchmark Assessments				
8) Teachers will develop common assessments aligned to content IFDs in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum	Campus Administrator, Department Chair, Content Lead Teachers	3-week, 6-week, and District Benchmark Assessments				




9) Teachers will utilize project based learning techniques which draw on students daily life, prior knowledge and allow them to make connections to real world science experiences	Science Dept	3-week, 6-week, and District Benchmark Assessments, State Assessment Scores				
10) Teachers will attend weekly planning session to develop short and long range plans for instruction.	Science Dept Science Master/Mentor teachers	3-week, 6-week, and District Benchmark Assessments, State Assessment Scores				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 2: We will attract, retain, develop, and evaluate high quality personnel to ensure all staff are held accountable and receive the support necessary to achieve our mission and district aims.**

**Performance Objective 1:** The LHS campus environment will be conducive to growing and retaining quality personnel in order to support the attainment of campus achievement goals


**Summative Evaluation:** Lancaster High School's teacher turnover rate will be reduced to less than 10% of teachers each school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement the Teacher Advancement Program (TAP) in order to support teacher growth through the development of Individual Growth Plan (IGP) which will increase student achievement	TLT Team	2014 Teacher Retention Rates				
2) LHS implement new teacher training that meets monthly to support teachers new to the campus	Campus administrator, campus leadership team	2014 Teacher Retention Rates				
3) Solicit input from experienced and retained teachers to the New Teacher Academy	Campus-level administrator, campus leadership team	2014 Teacher Retention Rates				
4) A Faculty Advisory Committee will be used to give teacher's input into the development of a campus culture that supports and nurtures teachers	Principal FAC Committee	2014 Teacher Retention Rates				
5) Campus faculty meetings and trainings will be held in the am and in the pm in order to provide teachers flexibility in attending campus meetings	Principal	2014 Teacher Retention Rates				
6) Weekly principal bulletin are dispensed to provide timely information to teachers	Principal	2014 Teacher Retention Rates				
7) New Teachers will be provided with a Mentor to support that first year of instruction	Associate Principal	2014 Teacher Retention Rates				
						

**Goal 3: We will improve our public image by increasing the effectiveness of our internal and external communication, as well as our marketing initiatives that will lead to greater understanding and trust among all facets of the district and community.**

**Performance Objective 1:** A positive public perception of LHS will be established in order to support the attainment of student achievement goals






**Summative Evaluation:** LHS will create a more positive public perception through the development of campus systems that support increased student achievement, provide supportive customer service, and disseminate information in a timely manner.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize media/print media outlets to communicate school and district information to students, parents, and community members	Anita McPartland Principal Kim Simpson	LHS Newsletter				
2) The LHS websites and teacher websites will be used to communicate timely information to parents and community members	Faculty and Staff	Visitor counts on the websites				
3) Make use of School Messenger to inform Parents of upcoming school events	Principal	Parent Sign-In Sheets				
4) Implement the LISD Courier in order to disseminate campus and district information to parents	LHS Journalism Class,	Parent involvement in school/district events				
5) Implement a campus registration process in the summer before school starts.	Principal	Student paperwork entered before the start of school.				
						

**Goal 4: In concert with the learner, family, and instructional staff, we will refine and consistently implement throughout the district a system to ensure students achieve personally challenging goals related to academics, interests, and career aspirations.**

**Performance Objective 1:** Parents and Community will play an active role in supporting the academic achievement of students


**Summative Evaluation:** Parental involvement opportunities will be provided in order to support student achievement increases.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Support the establishment of a LHS PTA in order to increase parent participation in student academics	Elliot, Principal LHS Parents	Active Memberships				
2) Host a Meet the Teacher Night within the first month of each semester	Principal, LHS Faculty	Sign-in Sheets				
3) Make use of School Messenger to inform Parents of upcoming school events	Principal	Parent Sign-In Sheets				
4) Implement the LISD Courier in order to disseminate campus and district information to parents	LHS Journalism Class,	Parent involvement in school/district events				
5) Counselors will present information to parents regarding College Readiness and College Transitions at least once per semester.	Counselors	Sign-In Sheets College Acceptance Scholarships				
6) Counselors/Career Center Counselor will host College Night at LHS to provide parents/students opportunities to meet with college and military representatives	Counselors	Sign-In Sheets College Acceptance Scholarships				
7) LHS will develop relationships with area churches to promote more meaningful communication	Principal Campus Church Liaison Campus Outreach Liaison	Sign-In Sheets Mentoring Opportunities				
8) A Title 1 informational meeting will be held with LHS parents to inform them of programs available.	Principal	Sign-In Sheet				
9) Coffee with the Principal	Principal	Sign- In Sheet				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 5: We will identify, integrate, and model the principles of character, as well as develop means of assessing student demonstration of those principles.**

**Performance Objective 1:** A safe and orderly environment that supports character development will be implemented at LHS

**Summative Evaluation:** LHS will implement structures that support the development of a safe and orderly environment and student character development.






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement an effective education program that focuses on the principles of character, leadership and personal development for students, staff and parents	Project Turn around coordinator Community Liaison	PTE Program effectiveness evaluation				
2) Promote parent involvement and develop partnerships with business and local agencies and organizations as part of the district Character Education initiative	Project Turn around coordinator Community Liaison	Event registration and/or attendance sheets				
3) Post the set of character attributes identified in the Belief statements (Respect, Effort, Perseverance, Responsibility, Caring/Compassion, Citizenship, Honesty/Integrity/Trustworthiness)	LHS Staff	Posted traits				
4) Establish The Tiger Way character protocol and increase student mentoring opportunities such as Young Life	Principal	Staff and students exhibiting the Tiger Way				
5) Monitor and properly identify all campus visitors.	Principal Chief Technology Officer	Functional Rapport System				
6) Maintain radio capacity to increase effective communication between LISD Police Officers and all administrative staff	Principal LISD Director of Maintenance LISD Chief of Police	Decreased complaints of inability to hear a request for assistance from LISD Police and Administrative staff				
7) Install appropriate signage at all entrance and exit points including cafeteria, art, and cosmetology areas	LISD Director of Maintenance	Signage visible to students, teachers, and parents				
8) Hold anti-bullying assemblies in order to promote student awareness of bullying and share strategies for addressing the issue	Turn Around Agenda LISD Police	Decrease in bullying issues				
9) Hold grade level assemblies to review student code of conduct in order to have accountable talk regarding expectations for student behavior.	Campus Administration	Review of student attendance rates and disciplinary issues				
10) Plan and implement procedures to monitor safe and orderly movements of students throughout the day	Administrative Team Support Staff	Student disciplinary issues				
						

**Goal 6: We will promote the success of all students by providing a comprehensive approach to students support through addressing barriers to student learning.**

**Performance Objective 1:** Students will receive academic and behavioral guidance and support in order to attain their college and career goals.

**Summative Evaluation:** LHS students will receive guidance from the Campus Counselors and the Career Center Counselor that will support their efforts to successfully graduate from high school and enroll in college.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Seniors will meet individually with Counselors at the beginning of the school year to discuss graduation needs	Counseling Services	Graduation Rate				
2) Students will be provided with opportunities and financial support to increase the number of students taking the SAT, ACT and AP test taken	Principal, Budget	SAT, ACT Scores # of AP test taken				
3) Improve student AP, SAT, and ACT scores.	Principal, Associate Principal, Career Center Counselor	SAT, ACT, AP reported scores				
4) Students will be provided with opportunities to visit college campuses and college fairs	Counseling Services Career Center Counselor	Graduation Rate, Number of College visits				
5) Parents will receive mail communication regarding seniors who fail semester courses needed to graduate	Counseling Services	Graduation Rate				
6) Students will make use of the College Center to apply for college, scholarships, financial aid and sign-up for SAT, ACT Testing.	Career Center Counselor	# of College Applications, Scholarship #'s SAT, ACT #'s				
7) Counselors will identify programs that can be included in guidance sessions and throughout the campus to address such problems as: bullying, cyber conduct	Counselors	Student Assemblies Disciplinary Counts				
8) Counselors will work in collaboration with Project Turn Around Representatives to pair students with mentors in order to support student success	Counseling Services Project Turn Around Liaison	Graduation Rate				
9) Counselors and the campus nurse will provide pregnancy related support services to identified students in order to support their academic success	Counseling Services Nurse	Graduation Rate				
10) Counselors will identify programs that can be included in guidance sessions and throughout the campus to address such problems as: bullying, cyber conduct, gangs, drugs, sexual harassment	Counseling Services	Graduation Rate				
11) Counselors will provide dropout prevention sessions to identified students in order to provide them with alternatives to credit attainment in order to support their graduating from	Counseling Services JD Hall Learning Center	Completion Rates Graduation Rates				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 7: We will provide students opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration.**

**Performance Objective 1:** Technology will be used to support student engagement in the learning process.

**Summative Evaluation:** 100% of LHS students will have opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will make use of the Media Center computer lab in order to support the success of student in the learning process	Administrator, Counselors, Teachers,	Students engaged in rigorous learning activities				
2) Teachers will make use Instructional Technology in their instructional delivery in order to enhance the learning experience and support increased student achievement	Principal, Assoc. Principal LHS Staff Chief Technology Officer	Students engaged in rigorous learning activities				
3) LHS will ensure the maintenance of the campus instructional technology in order to support the attainment of campus academic achievement goals.	Principal Central Support	Students engaged in rigorous learning activities				
4) LHS will utilize information from the STAR Chart to develop a campus technology plan.	Ms. McPartland	Survey Data				
5) CTE teachers will make use of technology in their instruction to expose students to real world learning experiences in preparing them for college and career readiness	Central Support CTE Department	Student graduation rates, assessment scores, enrollment in CTE courses				
