

Lancaster Independent School District
Lancaster High School
2017-2018 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

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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 2046 students, of which 1605, 78% are African American; 383, 19% are Hispanic; 22, 1% are Anglo; 13.6% are American Indian; and 2, .09% are Asian. 80% of our students have signed up for free and reduced lunch.

Our numbers for the 2017-2018 school year, in all categories have remained within 5% of last year with the Hispanic student numbers recording the largest growth.

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 TAPR and STAAR information shows that LHS students are showing gains in passing standards on the EOC test. Further analysis shows that we are not attaining the mastery levels needed to meet our goals of college and career readiness. 9th -12th graders will take the STAAR test. The campus will need to plan for increased professional development provided by TAP Master and School Support Officers, and additional intervention and acceleration 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. We will also provide Advanced Academics teachers additional professional development opportunities, resources and support to enhance their ability to provide rigorous instruction that will lead to student attainment IB Diplomas, AP course credit, etc. Also teachers will need to be adept at using a variety of resources and strategies to support the academic needs of students at all levels of performance so professional development in the area of blended and differentiated learning will be necessary.

Student Achievement Strengths

Lancaster High School earned 2 TEA Distinctions for the 2016-2017 school year. Our goal is to increase the number of distinctions earned in 2017-2018 to at least 3.

LHS is also proud of having the highest graduation rate in the best southwest school districts with our students earning almost \$11 million dollars in scholarships.

The number of students enrolled in AP courses has steadily increased as we have promoted student enrollment. Our goal for 2017-2018 is for at least 25% of those students to obtain at least a score of 3 on AP exams to receive college credit for their efforts.

Students have continued to perform well in the areas of Science and Social Studies at LHS with each achieving a 75% passing rate at the Approaching level in 2017. Our goal for 2018 is to not only increase that passing rate to 90% , but also to increase the number of students who are performing at the Meets and Mastery grade level expectation for these subject areas of strength.

LHS now also houses LECSHS. It is our goal to promote LECSHS as an option for students to obtain college course work while in high school and ultimately to graduate with an Associates Degree.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While our AP and IB student participation rates exceeds the state average, student performance on AP and IB examinations is 40%

behind the state average. **Root Cause:** Need for professional development for Advanced academic teachers on appropriate level of rigor for this coursework as well as the purchase of additional instructional resources to support the enhanced rigor and test preparation materials.

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

The information below was taken directly from the results of the Youth Truth survey administered at Lancaster High School during the 2016-2017 school year.

- On a **relative** basis, LHS staff members agree **more** strongly that:
 - Their school communicates a clear direction for the future
 - Information about school policies is disseminated to staff clearly
 - Their school sets high expectations for students
 - They feel informed about important decisions regarding their school
 - Their school's policies are administered fairly and consistently

LHS staff members agree to a **similar** degree that:

- Discipline in this school is fair
- Their school runs smoothly

LHS staff members agree **less** strongly that:

- Their school's employees are committed to the success of their school
- Their school is respectful of different races, ethnicity's, genders, and backgrounds
- Their school is managed effectively
- Their school creates a positive work environment

School Culture and Climate Strengths

According to data from the Youth Truth survey administered at Lancaster High School during the 2016-2017 school year, LHS staff members rate the culture and communication at their school **higher** than staff members do at other participating schools.

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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

According to the Texas Academic Performance Report

- Professional Staff 136.4
- Teachers 114.7
- Professional Support 12.8
- Campus Administration 9.0

Teachers by highest degree

- Bachelors 81
- Masters 32

Teachers by years of experience

- Beginning 14.5
- 1-5 Years of experience 32.7
- 6-10 Years of experience 23.5
- 11-20 Years of experience 30.7
- Over 20 years of experience 13.2

100% of LHS staff holds a Bachelor's degree and are Highly Qualified. LHS had 25 new teachers to the campus for the 2017-2018 school year. Teachers in Science and Math earned masters degrees as part of a district initiative. 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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM, INSTRUCTION AND ASSESSMENT

Analysis of TAPR and STAAR 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 and resources to prepare for AP and IB examinations. Also teachers will need to be adept at using a variety of resources and strategies to support the academic needs of students performing at a variety of instructional levels.

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, after-school 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.

2017-2018 English Department CIP Goals

The 2016-2017 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 2017-2018 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.

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. Our lens of Curriculum, Instruction, Assessment, and Intervention provides us with a systematic approach for improving student achievement. Our system for walk throughs provides feedback on classroom practices. Our communication process with the PLC and Cluster along with our attendance also provides information.

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.

Family and Community Involvement

Family and Community Involvement Summary

FAMILY AND COMMUNITY INVOLVEMENT

Our campus goals are centered on our shared vision with the district: Summarily, they involve (1) solidifying parent/family participation in campus events/initiatives, (2) enhancing campus infrastructure to support parental academic/social supports (engagement), i.e. digital access to academic supports that are intentionally designed to supplement parents' efforts to extend the school day, (3) leveraging existing community partnerships established by parents and soliciting emergent tangential partnerships to create shared responsibility for improving school performance (empowerment).

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, call-outs, 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 in 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 have a new community liaison who facilitates our relationship with organizations such as Community in Schools and Oak Cliff Bible Fellowship. We have a strong Site Based Decision Making committee. We will build on the parents who are regular supporters.

The Principal and AP attended a week long learning opportunity at Harvard University where parental involvement and engagement were the focus of their learning. Many strategies gained during this professional learning will be shared with the staff to develop collaborate plans for implementation of strategies

that may be effective in our school community.

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.

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. Document cameras 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.

Expanded in 2017-2018 will be the use of APEX instructional software for all students. This software affords teachers the ability to teach, reteach, front load curriculum through flipped learning, etc. An APEX implementation specialist will conduct PLC's with each content to support effective implementation of this tool.

Technology Strengths

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

The campus also houses innovative learning labs for specific CTE subject areas.

LHS is looking forward to the continued addition of chromebooks and other technology devices for student use in the one-to-one initiative.

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.

Evaluation Data Source(s) 1: At least 90% of all students will successfully pass the state assessments in Mathematics Students performing at the Masters level in Mathematics will increase 10%.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will make use of the TEKS Resource System as well as locally developed Instructional Planning Guides & the Infinity Project in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytical thinking skills</p>		Math Dept Math Master/Mentor teachers, STEM math Teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR), IB, AP, TSI				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will make use of DMAC to monitor student academic data in order to assess student success in learning the required content. LHS will also implement the use of Mastery Connect to facilitate daily monitoring of student acquisition of skills.</p>		Principal Math Dept. SPED Inclusion Teacher	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Teachers will make use of instructional resource kits to support increased student learning and engagement in the learning process with hands-on learning opportunities where applicable.</p>	1	Principal Associate Principal Master Teacher	3-week, 6-week, and District Benchmark Assessments				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Teachers will examine student progress in order to target immediate student needs and develop student interventions. Teachers will offer addition tutorials for students identified.</p>	1, 3	Campus Administrators, TAP Representatives Math Department	3-week, 6-week, and District Benchmark Assessments				
<p align="center">Critical Success Factors CSF 4</p> <p>6) Targeted in school and after school Math Interventions will be implemented in order to support success on State Assessments</p>		Principal, Math Dept Voyager Representatives	Benchmark Scores/ STAAR Scores				
<p>7) We will utilize diagnostic information to track student progress in preparation for the state assessment.</p>		Math Teachers Master Teacher	STAAR test performance				
<p>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</p>		Math Dept	Benchmark Results, Semester Exam results, STAAR test performance				
<p>9) Teachers will make use Instructional Technology in Math Instruction in order to enhance the learning experience and support increased student achievement</p>		Principal, Math Dept Head, Math Master, Mentor Teachers	All students are able to view teacher modeling TI-Inspire Plus				
<p>10) Teachers will develop and maintain class room word walls for vocabulary enrichment</p>		Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolios				
<p>11) Teachers will develop common assessments aligned to content IPGs in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum</p>		Campus Administrator, Department Chair, Content Lead Teachers	3-week, 6-week, and District Benchmark Assessments				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>12) Teachers will attend weekly planning session to develop short and long range plans for instruction. Master Teachers will facilitate planning for instruction at the appropriate level of rigor to prepare students for the various summative assessments they will take.</p>	2, 4	Principal, Associate Principal, Math Master, Mentor Teachers	CFA's, Benchmark results, Teacher made test				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


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

Evaluation Data Source(s) 2: At least 95% of all students will successfully pass the state assessments in ELAR 2. Students commended scores in ELAR will increase 10%.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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)				
<p>Critical Success Factors CSF 1</p> 3) Teachers will make use of the TEKS Resource System 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)				
<p>Critical Success Factors CSF 1 CSF 2</p> 4) Teachers will develop common assessments aligned to content IPGs 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				
<p>Critical Success Factors CSF 1 CSF 4</p> 5) Teachers will make use Instructional Technology including APEX 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 develop and maintain class room word walls for vocabulary enrichment		Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolios				
Critical Success Factors CSF 1 CSF 2 7) Teachers will examine student progress in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high performing students		Campus Administrators, TAP Representatives, ELAR Department	3-week, 6-week, and District Benchmark Assessments				
Critical Success Factors CSF 1 8) 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, IB, TSI scores				
Critical Success Factors CSF 1 CSF 7 9) Teachers will attend weekly planning session to develop short and long range plans for instruction. Master Teachers will support the selection of activities and resources as well as instructional strategies that will ensure the level of rigor necessary for student success.		Principal, Associate Principal, ELA Master 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

Evaluation Data Source(s) 3: At least 95% of all students will successfully pass the state assessments in Social Studies with atleast 45% perfoming at the Meets level and 25% perfoming at the Masters level on STAAR

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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)				
<p>Critical Success Factors CSF 1</p> 3) Teachers will make use of the TEKS Resource Center Curriculum in order to effectively present state required student expectations and develop high quality instructional practices that deepen students analytical thinking skills.	1	SS Dept TAP Master/Mentor teachers	Benchmark data, Common Assessments, Semester Exams, State Assessments (STAAR)				
<p>Critical Success Factors CSF 1 CSF 2</p> 4) Teachers will develop common assessments aligned to content IPGs 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				
<p>Critical Success Factors CSF 1 CSF 7</p> 5) Teachers will attend weekly planning session to develop short and long range plans for instruction. Master Teachers will support teachers in incresing student rigor and providing instructional startegies to help students achieve at the higher levels of perfomance expectation in Social Studies.		Principal, Associate Principal, Social Studies Master, Mentor Teachers	3-week, 6-week, and District Benchmark Assessments				

6) Students, along with teachers will develop and maintain class room word walls for vocabulary enrichment		Teachers Students Campus Administrator	Teacher-made Assessments Student Portfolios				
Critical Success Factors CSF 1 CSF 2 CSF 7 7) Teachers will examine student progress in order to target immediate student needs and develop student interventions and accelerations for high performing students		Campus Administrators, TAP Representatives, SS Department	3-week, 6-week, and District Benchmark Assessments				
Critical Success Factors CSF 1 CSF 4 8) Teachers will make use Instructional Technology in SS Instruction including APEX 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				
9) 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				
10) 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				
							

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

Evaluation Data Source(s) 4: At least 90% of all students will successfully pass the state assessments in Science with 45% performing at the Meets level and 25% performing at the Masters expectations level.

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				
<p>Critical Success Factors CSF 1 CSF 7</p> 2) Teachers will make use of the TEKS Resource Sytem & 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)				
<p>Critical Success Factors CSF 1</p> 4) Teachers will make use of Instructional Science 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				

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>7) Teachers will examine student progress in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high performing students</p>		<p>Campus Administrators, TAP Representatives Math Department</p>	<p>3-week, 6-week, and District Benchmark Assessments</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>8) Teachers will develop common assessments aligned to content IPGs in order to have an uniform assessment tool for analyzing student's progress in learning the curriculum</p>		<p>Campus Administrator, Department Chair, Content Lead Teachers</p>	<p>3-week, 6-week, and District Benchmark Assessments</p>				
<p>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</p>		<p>Science Dept</p>	<p>3-week, 6-week, and District Benchmark Assessments, State Assessment Scores</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>10) Teachers will attend weekly planning session to develop short and long range plans for instruction. Master Teachers will guide planning to ensure appropriate level of rigor in resources and student activities to meet the level of rigor necessary to be successful on the variety of summative assessments they will need to take</p>		<p>Science Dept Science Master/Mentor teachers</p>	<p>3-week, 6-week, and District Benchmark Assessments, State Assessment Scores, IB, AP, ACT/SAT</p>				

 = Accomplished
  = Continue/Modify
  = 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

Evaluation Data Source(s) 1: Lancaster High School's teacher turnover rate will be reduced to less than 10% of teachers each school year.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 7</p> <p>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. Teachers will be triaged according to observations in the first 3 weeks of school to determine needs and define supports</p>		TLT Team	2018 Teacher Retention Rates				
<p>Critical Success Factors CSF 7</p> <p>2) LHS implement new teacher training that meets monthly to support teachers new to the campus</p>		Campus administrator, campus leadership team	2018 Teacher Retention Rates				
<p>Critical Success Factors CSF 6</p> <p>3) 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</p>		Principal	2018 Teacher Retention Rates				
<p>Critical Success Factors CSF 6</p> <p>4) Weekly principal bulletin are dispensed to provide timely information to teachers, to communicate deadlines, events and professional development opportunities</p>		Principal	2018 Teacher Retention Rates				

<p align="center">Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>5) New Teachers will be provided with a Mentor to support that first year of instruction</p>		Associate Principal	2018 Teacher Retention Rates				
<p align="center">Critical Success Factors CSF 6</p> <p>6) We will incentivize teachers for student achievement data, attendance, observation of desired instructional strategies during Power Walk Throughs and parent communication to promote culture of high performance and expectations</p>		Principal, Associate Principal, AP's, Master Teachers	Higher staff morale which will translate into more effective relationship building with students 2018 Teacher Retention rates				

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

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

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Utilize media/print media outlets to communicate school and district information to students, parents, and community members</p>		Principal Communiactions Department Tiger Student Media	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.				
<p>Critical Success Factors CSF 5</p> <p>6) Respond in an appropriate and timely manner to parent and/or community concerns and complaints submitted through the Let's Talk platform.</p>		Office Assistants, Assistant Principals	Increased positive community perception of HS staff responsiveness				

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

Evaluation Data Source(s) 1: Parental involvement opportunities will be provided in order to support student achievement increases.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Continue to encourage parent membership and activity in the LHS PTA in order to increase parent participation in student academics</p>		Principal LHS Parents	Active Memberships				
<p>Critical Success Factors CSF 5</p> <p>2) Host a Meet the Teacher Night within the first month of each semester</p>		Principal, LHS Faculty	Sign-in Sheets				
<p>Critical Success Factors CSF 5</p> <p>3) Make use of School Messenger to inform Parents of upcoming school events</p>		Principal	record of messenger updates kept in main office				
<p>Critical Success Factors CSF 5</p> <p>4) Implement the LISD Courier in order to disseminate campus and district information to parents</p>		LHS Journalism Class,	Parent involvement in school/district events				
<p>5) Counselors will present information to parents regarding College Readiness and College Transitions at least once per semester.</p>		Counselors	Sign-In Sheets College Acceptance Scholarships				
<p>6) Counselors/Career Center Counselor will host College Night at LHS to provide parents/students opportunities to meet with college and military representatives</p>		Counselors	Sign-In Sheets College Acceptance Scholarships				
<p>7) A Title 1 informational meeting will be held with LHS parents to inform them of programs available.</p>		Principal	Sign-In Sheet				

8) Coffee with the Principal		Principal	Sign- In Sheet				
Critical Success Factors CSF 5 9) Utilize the support of the district CCR team to promote completion of college applications, student fafsa documents and provide parent trainings on steps to higher education.	1	CCR Counselor, Executive Director of CCR, Pricipals					







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

Evaluation Data Source(s) 1: LHS will implement structures that support the development of a safe and orderly environment and student character development.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Implement an effective education program that focuses on the principles of character, leadership and personal development for students, staff and parents</p>		Project Turn around coordinator Community Liaison	PTE Program effectiveness evaluation				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Promote parent involvement and develop partnerships with business and local agencies and organizations as part of the district Character Education initiative</p>		Project Turn around coordinator Community Liaison	Event registration and/or attendance sheets				
<p>3) Post the set of character attributes identified in the Belief statements (Respect, Effort, Perseverance, Responsibility, Caring/Compassion, Citizenship, Honesty/Integrity/Trustworthiness)</p>		LHS Staff	Posted traits				
<p>Critical Success Factors CSF 6</p> <p>4) Monitor and properly identify all campus visitors utilizing the secured vestibule</p>		Principal Chief Technology Officer	Functional Raptor System				
<p>Critical Success Factors CSF 6</p> <p>5) Maintain radio capacity to increase effective communication between LISD Police Officers and all administrative staff</p>		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				

<p align="center">Critical Success Factors CSF 6</p> <p>6) Hold anti-bullying assemblies in order to promote student awareness of bullying and share strategies for addressing the issue and establish a system for anonymous reporting of bullying.</p>		<p>Turn Around Agenda Assitant Principals LISD Police</p>	<p>Decrease in bullying incidences</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>7) Hold grade level assemblies to review student code of conduct in order to have accountable talk regarding expectations for student behavior.</p>		<p>Campus Administration</p>	<p>Review of student attendance rates and disciplinary issues</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>8) Plan and implement procedures to monitor safe and orderly movements of students throughout the day</p>		<p>Administrative Team Support Staff</p>	<p>Reduction in Student disciplinary Infractions during transitions</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>9) Staff will make positive parent contacts each 6 weeks to ensure that students are encourages to meet disciplinary expectations through positive reinforcement.</p>		<p>Assistant Principals, Classroom Teachers</p>	<p>An incze in the occurence of expected behavior among students.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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.

Evaluation Data Source(s) 1: 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.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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				
Critical Success Factors CSF 1 CSF 7 3) Teachers will provided with additional professional development and resources to promote higher achievement on AP, IB, SAT, and ACT exams.		Principal, Associate Principal, Career Center Counselor	AP, IB, 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				
Critical Success Factors CSF 5 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 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				

8) 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				
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>9) 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 HS. Additional outreach to parents and guardians to support this effort will be made as well.</p>		Counseling Services JD Hall Learning Center	Completion Rates Graduation Rates				
<p align="center">System Safeguard Strategy</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5</p> <p>10) Counselors will utilize student achievement data to identify students who might be successful in Advanced Placement, Dual Credit and CTE programming and meet with student and parents to provide information and support to increase enrollment in these programs.</p>		Counselors, Principal	Increased enrollment in Dual Credit, AP and CTE classes				
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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.

Evaluation Data Source(s) 1: 100% of LHS students will have opportunities to use information and communication technology to develop skills for productivity, creativity, critical thinking and collaboration

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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) 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				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) ALL LHS students will have access and be expected to utilize APEX instructional software to promote higher levels of student achievement both at school and through home access of the program. Teachers will receive training and support to implement use in a blended learning environment.</p>	1	Principal, Associate Principal, APs and Master Teachers					

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	7	Teachers will examine student progress in order to target immediate student needs and develop student interventions and promote acceleration opportunities for high performing students
6	1	9	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 HS. Additional outreach to parents and guardians to support this effort will be made as well.
6	1	10	Counselors will utilize student achievement data to identify students who might be successful in Advanced Placement, Dual Credit and CTE programming and meet with student and parents to provide information and support to increase enrollment in these programs.

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Joseph Showell	Principal
Classroom Teacher	Maxine Williams	Teacher
Administrator	Latasha Murry	Associate Principal
Classroom Teacher	Tracy Terrell	Master Teacher
Classroom Teacher	Amanda Morrison	Master Teacher
Classroom Teacher	Ericka Nelson	Master Teacher
Classroom Teacher	Shunta Jackson	Master Teacher
Business Representative	Brad Golden	Business Representative
Parent	Latrice Walker	Parent