

Lancaster Independent School District

BAMO 9th Grade Campus

2019-2020

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

Mission Statement

Lancaster ISD Mission:

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 Independent School District, a leader in providing innovative, quality programs, is to educate every student with the knowledge; skills; and principles to succeed and contribute in a competitive and technologically advancing world by providing rigorous and engaging learning opportunities that promote diversity; create an environment of integrity and respect; and establish a commitment to continued improvement in partnership with families and community.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Barack and Michelle Obama Ninth Grade Campus (or BAMO 9GC) is situated within the community of Lancaster, Texas in Dallas County. Lancaster is approximately 15 miles south of Downtown Dallas and has a population is 38,867. The median income for a family is 48,498. The racial makeup of the city is 51.00% Black or African American, 11.59% Hispanic, 35.63% White and less than 2.00% other races. Lancaster is the largest African American majority city in Texas.

BAMO 9GC has a population of 427 students: 78% Black or African American, 18% Hispanic and less than 4% other (to include White, American Indian and Two or more races). There are 175 females and 252 males enrolled. Currently, 87% of students qualify for free or reduced lunch.

BAMO 9GC strives to provide a variety of educational opportunities. Instructional programs are designed to meet individual needs and maximize student success. Curricular offerings include remedial, regular and advanced courses. Programs for special populations include At-Risk, English as a Second Language, Gifted and Talented, Special Education, STEM and Career and Technical Education (CTE).

Student Achievement

Student Achievement Summary

HISTORICAL DATA: 6 YEAR LOOK

The data in the table represents the 3 EOC Exams taken in the 9th Grade at Lancaster High School. Targets for student performance at BAMO 9GC were created around this data set. Specific targets are defined in Goals 1,2 and 3 of this plan.

	2019	2018	2017	2016	2015	2014
English I	64%	55%	52%	54%	61%	53%
Biology	91%	83%	80%	82%	88%	81%
Algebra I	91%	73%	68%	56%	61%	61%
Distinctions	S. Studies					
	ELAR					
	Math	Science	Science		Science	Science
	Comparative Growth	S. Studies	S. Studies	S. Studies	S. Studies	ELAR
	Post-secondary Readiness					
	Closing Gaps					

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Student achievement increased significantly during the 2018-2019 school year. However, there is still room for much improvement in English I.

School Culture and Climate

School Culture and Climate Summary

Our motto is "Greater Expectations Equals Greater Results When You Expect Excellence Everyday." This motto sets the tone for teaching and learning at BAMO. We are working diligently to establish and then maintain a healthy, results-oriented culture rooted around high expectations for staff and students. Our focus is:

- 1) putting planning/instructional support structures in place for teachers
- 2) putting structures in place for effective collaboration
- 3) creating a healthy and productive culture of excellence
- 4) practicing restorative discipline
- 5) effectively communicating school goals and campus expectations to all stakeholders

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

RETENTION

All staff returned for the 2019-2020 school year except 9.

STAFF QUALITY

BAMO 9GC has a diverse staff roster of 62. The experience ranges from new to teaching to plus 20 years.

RECRUITMENT

Of the 62 total staff, 9 are new to Lancaster ISD and 2 transferred to BAMO 9GC from other campuses in the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

CURRICULUM

Increasing the quality of instruction is a key component of ensuring student attainment and achievement. Staff will consistently and effectively implement professional development strategies modeled in weekly PLC meetings and district professional development sessions. Teachers will follow the IRGs as well as use the adopted curriculum for each content with fidelity.

INSTRUCTION AND ASSESSMENT

Teachers consistently review multiple student data sources to plan for and deliver instruction following the lesson cycle. Teachers assess students' learning on a daily basis via demonstrations of learning and weekly assessments. Other forms of assessments embedded throughout the school year include: district common formative assessments, district benchmarks, mock STAAR assessments, and the EOCs/STAAR. These assessment/accountability pieces foster alignment between what is expected to be taught, what is actually taught, and what students master. When a student does not meet standard on assessed curriculum, immediate intervention and/or reteach is performed to ensure student mastery.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We need to focus on differentiation across all contents. **Root Cause:** There should be distinct differences between a remedial, on grade level and Pre-Ap course.

Problem Statement 2: We need to focus more on Tier I instruction for English I. **Root Cause:** Planning needs to be modified. The deconstruction of the TEKS, delivery and instruction, demonstrations of learning and the assessments are not aligned.

Parent and Community Engagement

Parent and Community Engagement Summary

We recognize the implications for involving and partnering with parents and the community at large as it relates to nurturing and educating the whole child. We created the parental involvement committee to spearhead initiatives towards getting parents actively involved in their child's learning. Some events we plan for parents include, but are not limited to: Meet the Teacher night, Open House, Parent/Teacher conferences, Family Engagement nights for all content areas.

Aside from the aforementioned events, the school strives to communicate and keep parents informed by sending home course syllabus/descriptions from the teachers, monthly calendars from the principal, and other district and community communication pieces. The school also sends progress reports home every 3 weeks. Report cards go home at the end of each 6 week period.

School Context and Organization

School Context and Organization Summary

Administrators (Principal and Assistant Principal)	3
Instructional Coaches	2
Counselor	1
Registrar	1
Administrative Assistant	1
Registered Nurse	1
ELAR Department	4
Math Department	3
Biology Department	3
Social Studies Department	3
Foreign Language Department	2
Fine Arts Department	6
Career and Technical Education	5
Physical Education	2
Athletic Trainer	1
Special Education	4
JROTC	1
Paraprofessionals (includes 1 vacancy)	5
Cafeteria staff	7
Custodial staff	5

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We have 2 full-time administrators, but need an additional Assistant Principal. Having a contracted AP 2 days a week is not the same as having someone 5 days a week. **Root Cause:** Ninth graders at any high school have the most referrals historically.

Technology

Technology Summary

1. BAMO 9GC is a one-to-one campus as it relates to the 4 core classes: ELAR, Math, Biology and Social Studies (these classes are outfitted with chromebooks).
2. Non-core classes have access to checkout chromebooks as needed from the media center.
3. The Principles of A/V class has a combination of chromebooks, Macbooks and digital cameras for video production.
4. The special education classes have devices solely dedicated for their department.
5. All classrooms are outfitted with dry erase boards and projectors that sync wirelessly to staff laptops.
6. All teachers have laptops and are able to operate them without being hardwired.
7. Teachers have wireless/mobile classroom phones.
8. The cafeteria and gym have blue-tooth capability.
9. There are large projector screens in the library and cafeteria.
10. There are 5 large TVs mounted throughout the building for display purposes.
11. There is an electronic marquee in front of the building.
12. Visitors must ask for permission to enter the building (and get buzzed in) via an intercom system and are seen via a camera at the front door.
13. Visitors are given computer-generated badges via the Raptor system. This system alerts campus and district level staff if access is denied due to a prohibited criminal history.

Problem Statements Identifying Technology Needs

Problem Statement 1: All teachers need an ELMO machine. **Root Cause:** We only have 5 working document cameras.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

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 use effective instructional practices that motivate and actively engage students in the area of ELAR and develop necessary intervention plans for any student not performing well.

Performance Objective 1: STAAR EOC Exam scores will improve by at least 5-10% at the Approaches, Meets and Masters level.

ELAR TARGETS (2019 to 2020):


Approaches 64% to 75% +11%









Meets 44% to 50% +6%

Masters 5% to 15% +10%

Evaluation Data Source(s) 1: Evidence of increased student achievement in ELAR will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will model and systematically lead students through each part of the writing process: Pre-writing Drafting Revising Editing Publishing	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery	 35%			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
2) Teachers will create student portfolios to store writing pieces; students will deposit 2-3 papers into their portfolios each six weeks	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
3) Teachers will lead students in giving one another other high quality feedback when scoring writing pieces using the STAAR Writing Rubric	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
4) Students will complete at least 2-3 novel studies using appropriate grade level text	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
5) All students will receive explicit instruction that enhances vocabulary acquisition	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
6) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
7) All teachers will receive 2-3 TAP observations with feedback to strengthen Tier I instruction	2.4	1) Administrators 2) Instructional Coaches	1) Build teacher capacity 2) Increase student mastery				
8) Students will complete APEX lessons consistently throughout the school year; as well as No Red Ink to supplement the curriculum	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
9) Teachers will be provided additional resources and materials to supplement the curriculum	2.4	1) Administrators	1) Build teacher capacity 2) Increase student mastery				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
10) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	2.4, 2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
12) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
13) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: We will use effective instructional practices that motivate and actively engage students in the area of Math and develop necessary intervention plans for any student not performing well.

Performance Objective 1: STAAR EOC Exam scores will improve by at least 4-14% at the Approaches, Meets and Masters level.

MATH TARGETS (2019 to 2020):




Approaches 91% to 95% +4%

Meets 66% to 80% +14%

Masters 35% to 40% +5%

Evaluation Data Source(s) 1: Evidence of increased student achievement in Math will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will receive explicit instruction that enhances vocabulary acquisition	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
2) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	2.6	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
3) All teachers will receive 2-3 TAP observations with feedback to strengthen Tier I instruction	2.4	1) Administrators 2) Instructional Coaches	1) Build teacher capacity 2) Increase student mastery				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Teachers will implement several STEM activities throughout the school year	2.4	1) Instructional Coaches 2) Classroom teachers	1) Increase student mastery				
5) Students will complete APEX lessons consistently throughout the school year	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
6) Teachers will be provided additional resources and materials to supplement the curriculum	2.4	1) Administrators	1) Increase student mastery				
7) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
8) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	2.6	1) Administrators 2) Classroom teachers	1) Increase student mastery				
9) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
10) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will support writing across contents by incorporating reflective journal writing activities	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 3: We will use effective instructional practices that motivate and actively engage students in the area of Science and develop necessary intervention plans for any student not performing well.

Performance Objective 1: STAAR EOC Exam scores will improve by at least 4-17% at the Approaches, Meets and Masters level.

SCIENCE TARGETS (2019 to 2020):





Approaches 91% to 95% +4%

Meets 63% to 80% +17%

Masters 15% to 25% +10%

Evaluation Data Source(s) 1: Evidence of increased student achievement in Science will be determined by the analysis of data from weekly assessments, common assessments, intervention documentation, after-school tutoring logs, S.W.I.M. Camp logs, APEX usage reports, walk-through data, cluster implementation observations and related professional development documentation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will receive explicit instruction that enhances vocabulary acquisition	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build academic vocabulary				
2) Teachers will spiral in problematic SEs based on assessment pieces throughout the year	2.6	1) Classroom teachers	1) Increase student mastery				
3) All teachers will receive 2 -3 TAP observations with feedback to strengthen Tier I instruction	2.4	1) Administrators 2) Instructional Coaches	1) Increase teacher capacity 2) Increase student master				
4) Teachers will implement several STEM activities throughout the school year	2.4	1) Instructional Coaches 2) Classroom teachers	1) Increase student mastery				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Students will complete APEX lessons consistently throughout the school year	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
6) Teachers will be provided additional resources and materials to supplement the curriculum	2.4	1) Administrators	1) Increase student mastery				
7) Teachers will document all intervention efforts such as before/after-school tutoring and S.W.I.M. Camp	2.6	1) Administrators 2) Classroom teachers	1) Increase student mastery				
8) Teachers will attend weekly cluster meetings and implement strategies tailored to address student deficits	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Build teacher capacity 2) Increase student mastery				
9) Teachers will lead all students in tracking their performance on assessments and assist them in setting goals	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
10) Teachers will consistently implement blended learning strategies to enhance the curriculum and student engagement	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
11) Teachers will support writing across contents by incorporating reflective journal writing activities	2.4	1) Administrators 2) Instructional Coaches 3) Classroom teachers	1) Increase student mastery				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: Establish and effectively articulate campus crisis plan to ensure students and staff are safe in the event of a crisis.

Evaluation Data Source(s) 1: Evaluation indicators for safety will include documentation of the anti-bullying campaign program and schedule, the district/campus crisis plans, Youth Truth Survey feedback, activities and lesson related to online safety and appropriate behavior and discipline data analysis.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement proactive initiatives such as Red Ribbon Week, Anti-Bullying Pep Assembly, etc	2.5	1) Counselor 2) LISD Police Department	1) Build positive school climate				
2) Draft campus crisis plan in accordance to the district crisis plan; effectively communicate these plans to all stakeholders	3.1, 3.2	1) Administrators	1) Foster school safety				
3) Conduct monthly drills: fire, tornado, active shooter, etc	3.1, 3.2	1) Administrators 2) Classroom teachers	1) Foster school safety				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 4: We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Implement an effective education program on each campus that focuses on the principles of character, leadership and personal development for students, staff and parents.

Evaluation Data Source(s) 2: Evaluation indicators will include character program selection, documentation of student leadership development, documentation of character program activities on each campus in lesson plans, scheduled events and programs.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify, integrate and model the principles of character, as well as develop means of assessing student demonstration of these principles	2.5	1) Administrators 2) Counselor 3) Classroom teachers	1) Decrease the number of student referrals				
2) Teachers will select a "Student of the Week" that demonstrates the principles of character	2.5	1) Counselor 2) Classroom teachers	1) Reward system for students				
3) Establish criteria for having student election to create Student Council	2.5	1) Administrators 2) Counselor 3) Classroom teachers	1) Create student buy-in 2) Give students a voice in the decision making process				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 4: We will develop strategies to maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 3: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Evaluation Data Source(s) 3: Evaluation indicators will include meeting agendas, sign-in sheets, and lesson plan documentation of programs and activities for teacher, parent, and student awareness of disciplinary procedures, prevention of sexual abuse, dating violence, school health programs, and issues related to dropout rate, attendance, and graduation rate.

Summative Evaluation 3:

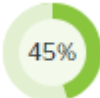





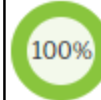
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create "Student Incentive" Committee comprised of students and teachers	2.5	1) Administrators 2) Counselor	1) Reward system for students				
2) Use Restorative Discipline strategies to corral negative student behaviors	2.5	1) Administrators 2) Counselor 3) Classroom teachers	1) Build positive school climate				
3) Identify at-risk students, establish mentor program and develop leadership institute	2.6	1) Administrators 2) Counselor 3) Classroom teachers	1) Develop character and leadership skills in problematic students				
4) The counselor will identify students with high referral counts and see them in small groups weekly	2.5, 2.6	1) Administrators 2) Counselor	1) Build positive school climate				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 5: We will seek out opportunities to actively engage parents in their child's learning as well as seek out opportunities to establish community partnerships.

Performance Objective 1: Create multiple opportunities for parents to engage in their child's learning; and explore ways to establish community partnerships

Evaluation Data Source(s) 1: Evidenced by sign-in sheets, school marquee displays, meeting logs, meeting agendas, parent surveys, School Messenger contact logs, monthly calendars, Superintendent Site Visit feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enhance the campus website on the LISD webpage to be a more effective tool for external communication with all stakeholders	3.1, 3.2	1) Administrators 2) Administrative Assistant 3) Media Specialist	1) Increase communication				
2) Utilize multiple forms of social media to communicate campus information to students, parents, and community members	3.1, 3.2	1) Administrators 2) Administrative Assistant 3) Media Specialist	1) Increase communication				
3) Host monthly "Coffee and Conversations with the Principal"	3.1, 3.2	1) Administrators	1) Increase communication				
4) Charter a Parent/Teacher Association (aka PTA)	3.1, 3.2	1) Administrators 2) Instructional Coaches 3) Administrative Assistant	1) Increase communication 2) Create opportunities throughout the year for parents to engage with the school community				
5) Create a Parental Involvement Committee	3.1, 3.2	1) Administrators 2) Instructional Coaches 3) Administrative Assistant	1) Create opportunities throughout the year for parents to engage with the school community				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Charter "All Pro Dad's" chapter	3.1, 3.2	1) Administrators	1) Increase male presence in the school community				
7) Send home a monthly newsletter or calendar informing stakeholders of school happenings	3.1, 3.2	1) Administrators 2) Counselor 3) Media Specialist	1) Increase communication				
8) Increase usage of School Messenger to keep stakeholders informed	3.1, 3.2	1) Administrators 2) Counselor 3) Media Specialist 4) Administrative Assistant	1) Increase communication				
9) Host Parent/Teacher conferences at least twice a year	3.1, 3.2	1) Administrators 2) Classroom teachers	1) Keep parents engaged in their child's learning				
10) Host at least 2-3 Family Engagement Sessions	3.1, 3.2	1) Administrators 2) Classroom teachers	1) Keep parents engaged in their child's learning				
11) Explore opportunities to establish community partnerships	3.1, 3.2	1) Administrators 2) Counselor	1) Increase community outreach				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Nakesha Reddick	Principal
Administrator	Philia Stewart	Assistant Principal
Non-classroom Professional	Crystal Traylor	Counselor
Non-classroom Professional	Jonathan Mullins	Instructional Coach
Non-classroom Professional	Jennifer Winston	Instructional Coach
Classroom Teacher	Bel Cobbs	Math Interventionist
Classroom Teacher	Elicia Criss	ELAR Interventionist/LPAC Chair
Business Representative	Lazonda Gardner	Gardner Preparatory (Owner/Director)
Parent	Francis Mendez	Parent
Parent	Kristi Harris	Parent
Classroom Teacher	Kenyetta Hickmon	Special Education Inclusion