



Campus Improvement Plan 2020-2021

School Name	Lytle High School
Address	
School ID	
Principal	Jose Garza
Superintendent	Michelle Carroll Smith
District Name	LYTLE INDEPENDENT SCHOOL DISTRICT
Date of School Board Approval	

Campus Site-based Improvement Committee

Date(s):

Name	Position
Jose Garza	Principal
Christian Guerra	Counselor
Jennifer Criswell	Vice-Principal
	Lead Teacher
Mitchell Hale	Lead Teacher
Greg Michalak	Lead Teacher
Peggy Chandler	Lead Teacher
Anna Rendon	Academic Coach

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Legal References

- Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)
- Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Mission Statement

Lytle ISD exists to design learning experiences to empower students.

Vision

A place where students maximize their potential as active agents of their learning.

Core Beliefs

Lytle ISD Beliefs

- We believe teachers are designers, leaders, and facilitators of instruction.
- We believe meaningful relationships foster a trusting community of learners.
- We believe the design of customized learning experiences fosters student growth.
- We believe learning thrives in a culture that values diverse opinions, risk taking, and new ideas.
- We believe that students voluntarily give their attention, persistence, and commitment to work that is meaningful.
- We believe the core business of school is to design engaging learning experiences that meet the social, emotional, and academic needs of its students.

Our Call to Action

Lytle ISD will....

Empower today; Inspire tomorrow.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Commissioner's Strategic Priorities:

1 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low-performing schools
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State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: 2.36

The process we use to identify students at-risk is:

Students' placement as "At-Risk" to be served with SCE funds is based on state eligibility criteria and is organized by the campus principal and the district's PEIMS coordinator. Student status as At-Risk is then monitored by the PEIMS coordinator, campus counselor, and campus principal every six weeks.

The process we use to exit students from the SCE program who no longer qualify is:

At the beginning of the school year, review of each student's folder by campus personnel, including counselor, principal and other office staff, evaluating each At-Risk criteria set forth in the PEIMS Data Standard. Students meeting none of these criteria are exited, and then re-evaluated by District PEIMS Coordinator each six weeks.

State Compensatory Education

STAAR	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	59	77		32	55		*	45		53	79		*	19	
Students Not At-Risk	97	97		89	92		90	93		93	95		91	65	

	Drop Out Data		Completion Data	
	2015-2016	2016-2017	2015-2016	2016-2017
Students At-Risk	0%	0%	100%	100%
Students Not At-Risk	0%	0%	100%	100%

The comprehensive, intensive, accelerated instruction program at this campus consists of tutorials for all students offered during school time and after/before school, para-professionals dedicated to math and reading/writing support, purchase of Edmentum software to support identification, remediation, and progress monitoring of RTI to reduce the risk for student STAAR failure and of dropping out of school, as well as an accelerated Math program.

Upon evaluation of the effectiveness of this program the committee finds that the program sets a strong foundation in research based, data driven practices. The goal is to provide a multi-tiered, challenging, meaningful instructional program in order to maximize every student's performance and to close the achievement gap between children at-risk and their peers. EMS has implemented tutorial opportunities within and outside of the school day, an embedded RTI program, increased parent training and involvement, and currently see a 0% drop out rate for our At-Risk students.

Comprehensive Needs Assessment Summary

SCHOOL YEAR: 2018-2019

Data Sources Reviewed:			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics		The campus enrollment increased by 15 students from the 2017-2018 school year	<ul style="list-style-type: none"> To evaluate the teacher-student ratio to ensure effective instruction To continue evaluating how facilities meet the need of our growing enrollment
Student Achievement		<ul style="list-style-type: none"> Focus on English Language Arts as priority core area Close achievement gaps with special education and the LEP student groups Close achievement gaps with Hispanic and White student groups in math, science, and ELA Challenge the GT and other high-level students 	<ul style="list-style-type: none"> Ensure that staff is trained to support higher-level students Identify special education and Bilingual/ESL students and establish processes to ensure proper programming, delivery, and monitoring, including a focus on using Design Time to address special program needs Use the MAP to systemically identify and document student academic and behavior progress

Data Sources Reviewed:

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
School Culture and Climate		<ul style="list-style-type: none"> • Continue use of Capturing Kids Hearts • Continue to work on improving the campus culture • Focus on 21st Century Skills integration • Working on the Work 	<ul style="list-style-type: none"> • Continue Capturing Kids Hearts, including professional development for existing and new staff • Conduct Student Surveys
Staff Quality/ Professional Development		<ul style="list-style-type: none"> • Additional professional development for Chromebooks is needed. • Annual Summer Institute and other related grant <p>professional development is needed for TSI and will be continued via principal meetings, CLL/CLF teacher meetings, and others</p> <ul style="list-style-type: none"> • Blackboard (LMS) training is needed • Working on the Work • Stay current with any new STAAR EOC testing trends and updates 	<ul style="list-style-type: none"> • 21st Century and Technology: Integrate technology and 21st Century Skills with curriculum, instruction and assessment. • Identify and implement TSI instructional program extensions • Summer professional development for Chromebooks and Blackboard • Professional development on how to incorporate the 21st century skills in all classrooms and project based learning is an integrated priority. • Identifying and Prevention of Bullying

Data Sources Reviewed:

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Curriculum, Instruction, Assessment		<ul style="list-style-type: none"> • Strengthen the vertical alignment processes • Focus on depth and rigor in lessons and delivery of instruction, including the integration of 21st century skills • Continued support with STAAR Readiness and Supporting Standards • CLL teachers and content teachers need to focus on design plans and assessments to ensure alignment and rigor • Continue implementation of MyOn reading. 	<ul style="list-style-type: none"> • Continue developing and implementing processes to strengthen the vertical alignment teams • Use Design Time to address rigor, technology, and 21st century skills • Use the vertical teams to identify how readiness and supporting skills are embedded • Disaggregate the results from MAP 'check points' to assess status of students/teachers and make decisions about modifications in curriculum, delivery of instruction and intervention needs for students
Family and Community Involvement		<ul style="list-style-type: none"> • Increase parent involvement and communication • SBDM • Increase student involvement in the community 	<ul style="list-style-type: none"> • Host District Student Showcase • Update website and manage initial correspondence with parents and community members • Communicate with parents via phone, email and text messaging.

Data Sources Reviewed:

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
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School Context and Organization		-Focus on increasing and upgrading technology integration and inventory of hardware and software	<ul style="list-style-type: none"> • Use technology personnel to configure hardware and train staff • Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I
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Technology		<ul style="list-style-type: none"> • Integrating Technology Director • One to One IPAD/ Chromebook Initiative 	<ul style="list-style-type: none"> • Smart Lab • Chromebooks for 9th /10th grade students • Upgrading computer for Plasma Cam
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Additional Information	Data Sources Reviewed <ul style="list-style-type: none"> • AEIS Data • State Accountability Data Tables • TAPR • TELPAS • Surveys • PBM Reports: ESL, CTE, SPED • Highly Qualified Teacher Report • 425 Record • Attendance Reports • TIF - SAS Value-Added Reports • State Compensatory Evaluation Report • Annual Parent Involvement Survey • Texas On Demand (ARDC) Reports 		
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English I

2016-17 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	150	3823	71	47	79	53	49	33	5	3
Hispanic/Latino	126	3833	57	45	69	55	43	34	3	2
White	23	3777	13	57	10	43	6	26	2	9
Economically Disadvantaged	115	3781	58	50	57	50	33	29	1	1
Limited English Proficient	17	3739	8	47	9	53	5	29	0	0
Special Education	8	3611	5	63	3	38	2	25	0	0
At-Risk	69	3608	49	71	20	29	9	13	0	0

2017-18 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	151	3726	80	53	71	47	42	28	2	1
Hispanic/Latino	123	3705	67	54	56	46	31	25	0	0
White	25	3807	11	44	14	56	10	40	2	8
Economically Disadvantaged	110	3658	66	60	44	40	24	22	1	1
Limited English Proficient	25	3603	15	60	10	40	4	16	0	0

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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			#	%	#	%	#	%	#	%
All Students	176	3761	94	53	82	47	49	28	11	6
Hispanic/ Latino	142	3721	80	56	62	44	35	25	6	4
White	32	3945	13	41	19	59	14	44	5	16
Economically Disadvantaged	133	3686	77	58	56	42	27	20	6	5
Limited English Proficient	24	3617	13	54	11	46	5	21	0	0
Special Education	13	3259	12	92	1	8	0	0	0	0

English II

2016-17 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	139	3778	74	53	65	47	42	30	4	3
Hispanic/ Latino	114	3773	62	54	52	46	33	29	3	3
White	23	3811	11	48	12	52	8	35	1	4
Economically Disadvantaged	108	3728	60	56	48	44	28	26	1	1
Limited English Proficient	11	3518	8	73	3	27	1	9	0	0
Special Education	5	3267	4	80	1	20	0	0	0	0
At-Risk	78	3571	56	72	22	28	7	9	0	0

2017-18 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	158	3732	89	56	69	44	39	25	7	4

Hispanic/Latino	136	3723	77	57	59	43	34	25	5	4
White	21	3794	11	52	10	48	5	24	2	10
Economically Disadvantaged	127	3668	76	60	51	40	23	18	2	2
Limited English Proficient	16	3433	11	69	5	31	2	13	0	0
Special Education	5	3468	4	80	1	20	1	20	0	0

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	153	3737	73	48	80	52	40	26	1	1
Hispanic/Latino	123	3728	59	48	64	52	31	25	0	0
White	26	3780	12	46	14	54	8	31	1	4
Economically Disadvantaged	117	3687	63	54	54	46	26	22	0	0
Limited English Proficient	25	3588	16	64	9	36	4	16	0	0
Special Education	6	3398	5	83	1	17	1	17	0	0

Algebra I

2016-17 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	110	3568	49	45	61	55	5	5	0	0
Hispanic/Latino	94	3576	41	44	53	56	5	5	0	0
White	14	3516	7	50	7	50	0	0	0	0
Economically Disadvantaged	88	3557	43	49	45	51	5	6	0	0

Limited English Proficient	9	3534	4	44	5	56	0	0	0	0
Special Education	7	3393	5	71	2	29	0	0	0	0
At-Risk	49	3462	29	59	20	41	0	0	0	0

2017-18 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	127	3603	56	44	71	56	13	10	2	2
Hispanic/Latino	107	3605	49	46	58	54	12	11	1	1
White	17	3568	6	35	11	65	1	6	1	6
Economically Disadvantaged	95	3578	46	48	49	52	10	11	1	1
Limited English Proficient	24	3618	8	33	16	67	2	8	0	0
Special Education	5	3354	4	80	1	20	0	0	0	0

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	132	3550	65	49	67	51	10	8	1	1
Hispanic/Latino	108	3547	52	48	56	52	8	7	0	0
White	22	3562	12	55	10	45	2	9	1	5
Economically Disadvantaged	107	3538	54	50	53	50	7	7	0	0
Limited English Proficient	17	3500	11	65	6	35	0	0	0	0
Special Education	10	3276	10	100	0	0	0	0	0	0

Biology

2016-17 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	48	4009	12	25	36	75	30	63	10	21
Hispanic/Latino	40	3963	11	28	29	73	24	60	8	20
White	8	4241	1	13	7	88	6	75	2	25
Economically Disadvantaged	32	3864	10	31	22	69	17	53	3	9
At-Risk	14	3664	6	43	8	57	4	29	0	0

2017-18 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	102	4021	9	9	93	91	56	55	13	13
Hispanic/Latino	85	3980	9	11	76	89	43	51	8	9
White	16	4186	0	0	16	100	12	75	4	25
Economically Disadvantaged	74	3925	9	12	65	88	33	45	6	8
Limited English Proficient	10	3752	3	30	7	70	4	40	0	0

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	108	4133	14	13	94	87	76	70	25	23
Hispanic/Latino	87	4110	13	15	74	85	59	68	19	22
White	20	4240	1	5	19	95	16	80	6	30

Economically Disadvantaged	73	4088	12	16	61	84	49	67	14	19
Limited English Proficient	19	3972	3	16	16	84	13	68	2	11

U.S History

2016-17 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	72	3913	16	22	56	78	30	42	8	11
Hispanic/Latino	59	3885	14	24	45	76	22	37	6	10
White	13	4037	2	15	11	85	8	62	2	15
Economically Disadvantaged	52	3844	15	29	37	71	17	33	4	8
At-Risk	36	3727	14	39	22	61	8	22	1	3

2017-18 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	77	3846	18	23	59	77	26	34	7	9
Hispanic/Latino	64	3784	18	28	46	72	19	30	3	5
White	9	4108	0	0	9	100	5	56	2	22
Economically Disadvantaged	63	3802	16	25	47	75	20	32	3	5
Limited English Proficient	8	3590	3	38	5	63	0	0	0	0

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	104	4001	12	12	92	88	50	48	19	18
Hispanic/	88	3974	11	13	77	88	39	44	14	16

Latino										
White	15	4188	1	7	14	93	11	73	5	33
Economically Disadvantaged	77	3906	10	13	67	87	30	39	8	10
Limited English Proficient	12	3651	5	42	7	58	3	25	0	0

Goals and Strategies

District Priority:

Goal 1: Shape our culture where student pride results in persistence and commitment to producing quality work.

Performance Objective:

- 1.1 Create a school-wide positive culture of Pirate Pride. (CBAS 3.1,3.2)
- 1.2 Support the ongoing development of student soft skills. (CBAS-1.1, 1.2, 3.2, 3.4)
- 1.3 Foster a safe learning environment.
- 1.4 Support students in making a year's progress in Math, Reading, and Writing.
- 1.5 Close achievement gaps within Special Programs: English Learners (EL), Special Education, Migrant, 504, and At-Risk
- 1.6 Develop an innovative system of instructional practice.
- 1.7 Increase the percent of graduates that are college, career, or military ready.

Picture of Success:

Students have a strong work ethic that prepares them for all aspects of their future. They show pride in their work, are excited about learning, and fully engaged in their coursework. They voluntarily commit time and effort to activities both within and beyond the classroom.

Progress Monitoring

CBAS signaling information will be provided quarterly; September, December, March and June.

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
1 Implement Leader in Me and Lead Worthy (CKH).	1.1,1.2	Local Fund SCE Funds	Campus Administrators Teachers Counselor	Ongoing	Certificate of Completion of CKH, Leader in Me, and Lead Worthy for new teachers (CKH), 1 teacher for Lead Worthy (1 semester for 9th graders), 9th and 10th grade teachers (Leader in Me) during PRIDE Time.
2 Design and implement interventions for Math and Reading during PRIDE Time.	1.4, 1.5	Local Fund SCE Funds	Campus Administrators Academic Coach Lead Teachers Counselor	Ongoing	NWEA/MAP Reports TSI Reports ACT,SAT, PSAT PRIDE Time
3 Provide a student leadership class to class/club officers during PRIDE.	1.1,1.2	Local Fund	Director of Technology & Curriculum Integration Teachers	BOY, MOY and EOY	Online Portfolio

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
4 Implement the soft skills rubric.	1.2	Local Fund	Campus Administrators Academic Coach Lead Teachers	Ongoing	Soft Skills Rubric Design Time-Teacher PD
5 Display quality student work through a variety of avenues.	1.1, 1.3	Local Fund CTE Funds	Campus Administrators Teachers Counselor College and Career Readiness Counselor PR Staff	Ongoing	Twitter Facebook District Website
7 Develop reading program and writing across the curriculum rubrics for teacher implementation	1.1, 1.4	Local Fund	Campus Administrators Lead Teachers Academic Coach Teachers	Ongoing	9wks Rubric Results Summative Results
8 Develop a system for monitoring the effectiveness of PRIDE Time activities (Reading,EOCs, ACT, SAT, PSAT, TSI,ASVAB).	1.4, 1.5	Local Fund Title IV, Part A Funds	Campus Administrators	Ongoing	Walkthroughs Edmentum-Plato
9 Enforce school policies and practices that ensure the safety and security of students and staff.	1.3	Local Fund	Campus Administrators SRO Teachers	Ongoing	Visit Reports Drug Dog Visits EOP Drill Logs Drug Testing Student Training Awareness Programs CrisisGo Dashboard Safe2SpeakUp
10 Train students and staff on school safety and security.	1.4	Local Fund	Campus Administrators SRO Teachers	Ongoing	
11 Educate and support student social-emotional development and well-being.	1.1, 1.4	Local Fund	Campus Administrators Counselor	Ongoing	Awareness Programs
12 Monitor accommodations and support for Special Programs.	1.5	Local Fund	Campus Administrators Counselor Teachers Academic Coach Lead Teachers	Ongoing	Progress Reports MAP testing Report cards

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
13 Explore new College, Career, Military Readiness (CCMR) opportunities.	1.7		Director of Career and Technology Campus Administrators	BOY, MOY and EOY	student interest forums, Xello, local tracking, state accountability report
14 Provide training, support staff with Capturing Kids Hearts Model	1.1,1.2		Campus Administrators	Ongoing	CKH Certification
15 Provide additional support with our ELL Pop with ESL Interventionist	1.5		ELL Coordinator Administrators Academic Coach	Ongoing	Walkthroughs, Observations, TELPAS, LPAC
16 Offer blended learning professional development opportunities for teachers	1.6		Director of Technology & Curriculum Integration Academic Coach Teachers Administrators	Ongoing	PD certificates

Goals and Strategies

District Priority: Goal 2: Support teacher effectiveness as designer, leader, and guide to instruction leading to the design of meaningful learning experiences.

Performance Objective: 2.1 Promote an atmosphere of high expectations for the design of student work for all staff. (CBAS 3.4)
 2.2 Maximize the effective use of Design Time.
 2.3 Retain and grow quality personnel.
 2.4 Support the delivery of quality instruction. (CBAS 5.2)

Picture of Success: Campus leaders skillfully and continuously assess, coach, and monitor effectiveness of instruction. Teachers collaboratively plan and design meaningful learning experiences that result in student learning. Teachers hold themselves accountable for quality instruction and establish a culture in which student feedback drives the design of future learning experiences.

Progress Monitoring CBAS signaling information will be provided quarterly; September, December, March and June.

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
1 Conduct staff and student surveys/focus groups regarding the design of meaningful learning experiences.	2.1, 2.4	Survey Monkey Student Focus Groups	District Design Team	Ongoing	Teacher and Student Survey Results
2 Use data collected to design work or professional development.	2.4	Survey Monkey	Campus Administrators Academic Coach Lead Teachers Director of Technology and Curriculum Integration	Spring 2020	Teacher Survey Results Panorama Survey
3 Develop coaching and leadership skills to support teacher in the design of engaging work.	2.1, 2.2, ,2.3, 2.4	Local Fund	Asst. Superintendent	Ongoing	Training dates schedule. Completion of training.
4 Enhance practices and procedures used during Design Time.	2.2	Local Fund	Campus Administrators Academic Coach Lead Teachers	Ongoing	Walk through Data Teacher Survey
5 Provide instructional coaching sessions for designing engaging work.	2.2, ,2.3, 2.4	Local Fund	Campus Administrators Academic Coach Lead Teachers Director of Technology and Instruction Integration	Ongoing	Sign in Sheets TTESS professional goals

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
6 Train educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies.	2.4	ESC 20 Local	Campus Administrators Academic Coach EL Coordinator ESL Teacher	Ongoing	Training scheduled. Evidence that strategies and resources are present in lesson plans.
7 Train and establish expectations on the soft skills rubric.	2.2, 2.3	Local Fund	Campus Administrators Academic Coach	Fall 2019	Sign in Walkthrough Forms
8 Administration will develop a walk-through schedule and data will be discussed at weekly admin meetings.	2.3, 2.4	Local Fund	Campus Administrators Academic Coach	Ongoing	Walk Through Forms Schedules
9 Create a mentoring program for new teachers.	2.3, 2.4	Local Fund	Campus Administrators Academic Coach Lead Teachers	Ongoing	EOY Teacher Survey, Mentor- Teacher Agenda, Minutes, and Feedback
10 Review the CKH objectives and social contracts.	2.3	Local Fund	Campus Administrators Process Champions Counselor	Fall 2019	Training schedule. Sign in sheet for all being trained. discipline model
11 Implementation of the "7 Steps to a Language-Rich Interactive Classroom."	2.3, 2.4	Local Fund	Campus Administrators Academic Coach Teachers	Ongoing	walk-through, lesson plans, curriculum maps
12 Develop and implement a common rubric to evaluate the quality of student work.	2.1, 2.4	Local Fund	Campus Administrators Academic Coach	Ongoing	Walk through forms
13 Promote the quality of instruction through the utilization of specialized materials and online curriculum in the CTE courses.	2.4	Carl Perkins Funds	Director of Career and Technology	Ongoing	Walkthroughs/Projects
14 Develop coaching and leadership skills in lead teachers.	2.2, 2.3,2.4		Campus Administrators	BOY, MOY and EOY	book study, meetings

Goals and Strategies

District Priority: Goal 3: Cultivate partnerships with our community in support of the district direction.

Performance Objective: 3.1 Promote ongoing communication between the community and schools.
 3.2 Increase parental involvement.
 3.3 Encourage stakeholders to participate in campus activities.
 3.4 Expand and support campus partnerships.

Picture of Success: Lytle I.S.D. partners with our community to realize our vision and accomplish our mission. Parents collaborate with teachers and staff in support of their child’s education. Community members come into our schools and work side by side with our teachers and students to support and provide experiences to enhance learning. Our business community shares their expertise to extend learning opportunities and create work experiences. Stakeholders attend and support district and community events.

Progress Monitoring CBAS signaling information will be provided quarterly; September, December, March and June.

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
1 Review and revise communication plan to establish roles and responsibilities.	3.1	Local Fund	Campus Administrators Director of Public Relations	Ongoing	Social media posts updated campus website Remind messages
2 Increase campus events that invite the community and parents into the learning environment.	3.2, 3.3	Local Fund Parent Involvement Policy	Campus Administrators Lead Teachers Academic Coaches Director of CTI	Ongoing	Parent Involvement Policy Communication Plan Family Engagement Nights
3 Expand opportunities for students to explore career paths.	3.4	Assigned Staff	Director of Career and Technology Campus Administrators CTE Teachers	Ongoing	Contracts with community and businesses offering internships for students
4 Encourage the use of the district website for students, parents and staff to report bullying or criminal activity.	3.1,3.2	Emergency Management System Title IV	School Resource Officer Assistant Principal	Ongoing	Crisis Go Report Logs
5 Employ ways to increase parental and student participation in annual surveys.	3.4	Assigned Staff	Campus Administrators Lead Teachers	Ongoing	Sign In sheets
6 Actively seek out opportunities to work with community members in ways that enrich and enhance learning experiences.	3.4	Local Fund	Campus Administrators Teachers Counselor	Ongoing	Campus Calendar