



Campus Improvement Plan 2020-2021

School Name	Lytle Primary
Address	19126 Prairie Street Lytle, TX 78052
School ID	103
Principal	Jammie Fewell
Superintendent	Michelle Carroll Smith
District Name	LYTLE INDEPENDENT SCHOOL DISTRICT
Date of School Board Approval	

Campus Site-based Improvement Committee

Date(s): 5-21-19

Name	Position
Jammie Fewell	Primary Principal
Crystal Schott	Primary Academic Coach
Martha Perez	Primary Counselor
Monique Campos	Teacher
Tiffany Moreno	Teacher
Suzie Sollock	Parent
Krystal Welch	Business
Shavan Galindo	Assistant Principal

Table of Contents

Campus Site-based Improvement Committee.....	2
Legal References	4
Mission Statement	4
State Goals and Objectives	5
The State of Texas Public Education Mission and Academic Goals.....	5
The State of Texas Public Education Goals.....	5
The State of Texas Public Education Objectives.....	5
TEA Commissioner’s Strategic Priorities:	5
Schoolwide Campus ESSA Requirements – Parent & Family Engagement	6
State Compensatory Education	7
Title 1 Components for Title I Schoolwide Schools.....	10
Federal, State and Local Funding Sources.....	11
Comprehensive Needs Assessment Summary	12
Goals and Strategies	16

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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Schoolwide Campus ESSA Requirements – Parent & Family Engagement

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, TEA is expecting to see evidence of the following activities in your plans:

School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:

- o Annual Title I meeting
- o Flexible number of meetings
- o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- o Provide Parents:
 - Timely notification about Title I programs
 - Description and explanation of curriculum and assessments used
 - Upon request, opportunities for regular meetings to participate in decisions related to child
 - Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

School-Parent Compact [ESSA Sec. 1116(d)]

- o Describe school's responsibilities to provide effective learning environment
- o Describe ways in which parents will be responsible for supporting student learning
- o Address importance of communication
 - Parent-teacher conferences in elementary (annually, at a minimum)
 - Frequent reports to parents regarding student's progress
 - Reasonable access to staff, volunteer opportunities and observation of classroom activities
 - Ensure two-way, meaningful communication in language family understands (as practicable)

Build Capacity for Involvement [ESSA Sec. 1116(e)]

- o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- o Provide materials and training to help parents work with children to improve achievement
- o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- o Coordinate/integrate parent involvement programs, as feasible
- o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- o Provide other reasonable support for parental involvement activities

Accessibility [ESSA Sec. 1116(f)]

- o Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

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.

Lytle Primary State Compensatory Funds - Title I initiatives.
Title 1 Components for Title I Schoolwide Schools

1. Comprehensive Needs Assessment
2. School wide reform strategies—scientifically research-based strategies
3. Instruction by highly qualified teachers
4. High quality and ongoing professional development for teachers, principals, paraprofessionals and others to enable all children in the school to meet the State’s academic standards
5. Strategies to attract high-quality, highly qualified teachers
6. Strategies to increase parental involvement
7. Measures to include teachers in the decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program
8. Assisting students experiencing difficulties mastering the proficient and advanced levels of achievement standards
9. Coordination and integration of Federal, State, and local services and programs

Comprehensive Needs Assessment Summary

SCHOOL YEAR: 2019-2020

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	There are a variety of ethnicities represented in our schools. The demographics have not changed much in the past few years which helps in being able to identify trends and better serve students.	The campus enrollment has increased by 7 students with 85% of the students identified as Hispanic, 48% as At-Risk, 15% as Sp. Ed., 0% as GT, and 16% as ESL	<ul style="list-style-type: none"> • To ensure that teacher-student ratios remain compliant. • To evaluate the teacher-student ratio, adjust the number of teachers to ensure effective instruction
Student Achievement	65% of Kinder and First Grade students are reading on or above grade level.	<ul style="list-style-type: none"> • Focus on Reading as a priority core area • Close achievement gaps with special education, and the EL student groups • Challenge GT students and other high-level students • Use the RTI model to identify, support and track student progress 	<ul style="list-style-type: none"> • Utilize reading interventionists to target Tier 3 students. • Ensure that staff is trained to support higher-level students • Identify special education and EL students and establish processes to ensure proper programming, delivery, and monitoring, including a focus on using PLCs to address special program needs • Use the ESPED SST module to systematically identify services, track students, 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

Implementation of Capturing Kids Hearts and Leader in Me as evidenced by students taking on morning leadership jobs to ensure routines are effectively met, and teachers greeting students and building relationships with students to ensure personal needs are met before academics.

- Continue use of Capturing Kids Hearts
- Focus on 21st Century Skills integration
- Implementation of the Leader in Me

- Continue Capturing Kids Hearts and Leader in Me, including professional development for existing and new staff

Staff Quality/ Professional Development

All of the staff is considered highly qualified, including teachers holding an ESL certification, or in the process of pursuing one. The turnover ratio was 4 out of 21 for the 2018-2019 school year.

- TEKS RESOURCE SYSTEM and curriculum and instruction training as needed to support new ELAR TEKS.
- MAP professional development for reading assessments in K-5th is needed
- Training to more effectively implement Balanced Literacy

- Continue MAP professional development
- Continue Balanced Literacy professional development
- Facilitate in depth conversations about new ELAR TEKS in PLCs to ensure common understanding of expectations.

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

The vertical alignment has been strengthened between the Primary and the Elementary campus. Guided Reading routines have been streamlined across the campus and expectations have been set for use. Writing has been a focus this year with more streamlined practices.

- Strengthen the vertical alignment in reading and writing levels (F&P)
- Focus on rigor and relevance in lessons
- focus on the quality of the activities in stations so that the work aligns with the curriculum and students are always immersed in reading or writing.
- Increase student engagement

- Continue developing and implementing processes to strengthen the vertical alignment teams
- Disaggregate the results to assess the status of students/campuses and make decisions about modifications in the curriculum, delivery of instruction and intervention needs for students

Focus on the quality of the activities in stations so that the work aligns with the curriculum and students are always immersed in reading or writing.

Family and Community Involvement

The school successfully offered multiple opportunities for parents to partner with the school including APTT, Student Showcase and Student Led Conferences. Teachers frequently communicated with parents via Remind and Facebook.

- Increase parent involvement and communication
- Each teacher will utilize the Remind Application
- Each teacher will communicate with parents through Facebook
- Phone calls home combine with paper notices

- Host 2-3 APTT meetings and campus-level training and support such as open house events, training, meeting, and others
- Introduce school staff to the community via various programs and forums
- Communicate with parents via phone, email, text messages and apps such as Remind

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 Context and Organization	The school effectively utilized staff on hand to meet the needs of a growing population.	<ul style="list-style-type: none"> • Hire teachers to reduce class size. • Use Academic Coach to support teacher development. • Use EL Coordinator to support student needs. 	<ul style="list-style-type: none"> • Ensure all teachers are EL Certified. • Ensure all teachers address EL student learning needs through instruction.
Technology	Technology is utilized in all classrooms across the campus.	<ul style="list-style-type: none"> • Focus on increasing and upgrading technology integration • Inventory of hardware and software. 	<ul style="list-style-type: none"> • Increase technology access for students and staff, including tools, training, and techniques for integrating with C&I • Obsolescence Cycle for Technology will be used to streamline the purchase and assignment of technology
Additional Information			

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 Develop communication skills in all students. (CBAS 1.1)
- 1.2 Support the ongoing development of students soft skills. (CBAS-1.1, 1.2, 3.2, 3.4)
- 1.3 Ensure the safety and security for students at Lytle Primary (CBAS 7.1; 7.2)
- 1.4 Support students in making a year or more progress in reading, writing, and math.
- 1.5 Close achievement gap within Special Programs: English Learners (EL), Special Education, Migrant, and At-Risk

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 Routinely reflect and set expectations of student writing and reading during PLC, designing and planning.	1.4 1.5	Local Fund K-5 Lytle Writing Continuum	Teachers Academic Coach Campus Administration	Ongoing	PLC Road Map Student writing samples
2 Embed writing consistently paired with oral conversations across content areas.	1.4 1.5	Local Fund Writing Curriculum Lytle K-5 Writing Continuum Digital technology	Academic Coaches Campus Administration Teachers Lead Teachers	Ongoing	Lesson plans Student writing samples Walk through/ Observation data
3 Guide students in setting goals and facilitate a process for their reflection.	1.1 1.2 1.4	Local Fund Soft Skills Rubric Teacher training	Campus Administrators Academic Coach Teachers Lead Teachers	Ongoing	Lesson plans PLC Agendas Student Work Walk through/ Observation Data
4 Create a variety of opportunities for students to explore and wonder.	1.1 1.2	Local Fund Design time	Campus Administrators Academic Coaches Teachers Lead Teachers	Ongoing	Lesson plans Student work PBL Walk through/ Observation data

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
5 Strategically design and implement lessons with embedded opportunities for students to problem solve, including solving their own problems.	1.2 1.4	Assigned Staff Number Talks Lytle Problem Solving Model Edcamps PLC	Campus Administrators Academic Coach Lead Teachers Teachers	Ongoing	Student work Lesson plans Walk through/ Observation data
6 Promote Drug Free/ Red Ribbon Week	1.6	Local Fund	Campus Administrators Counselors Teachers	October 2019	Participation in Red Ribbon Week Activities
7 Discussion strategies are designed and implemented for collaborative work.	1.1 1.2 1.4	Local Fund Soft Skills Rubric	Campus Administrators Academic Coach Lead Teacher Teachers	Ongoing	Student Work Lesson plans Walk through/ Observation data
8 Continued implementation of Leader in Me and Capturing Kids Hearts	1.1 1.2	Local Fund Teacher and Student Binders Process Champions Committee Leader in Me Committee	Campus Administrators Academic Coach Lead Teachers Teachers Specific committees	Ongoing	Student Binders Teacher Binders Informal and Formal observations
9 Offer or design a variety of opportunities that call upon students to demonstrate social skills.	1.1 1.2	Local Fund Campus events <ul style="list-style-type: none"> • Spring Fling • Christmas program, etc. Field trips Guest speakers Soft Skills Rubric	Campus Administrators Academic Coach Lead Teachers Teachers	Ongoing	Lesson plans Informal and formal observations
10 Engage students in experiences to encourage original thinking and creativity.	1.2	Local Fund STEM Lab Makerspace Soft Skills Rubric	Campus Administrators Media Specialist STEM Lab teacher	Ongoing Summer 2019	Showcase Informal and Formal observations

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
11 Highlight original and creative student work.	1.2 1.4	Assigned Staff SeeSaw	Campus Administrators Academic Coach Lead Teachers Teachers	Ongoing Summer 2019	Facebook posts
12 Provide training to students on safety drills, evacuation, lockout, lockdown, and shelter and ensure sufficient supplies for crisis kits.	1.3	Texas School Safety Center I Love u Guys Foundation Local Funds Crisis Supplies Title IV Funds	Campus Administrators Teachers	Ongoing	Sign in sheets Drill logs and documentation
13 Continue nutrition programs throughout the campus (universal free breakfast/summer lunch program).	1.3	Local Fund	Food and Nutrition Department	Ongoing	Records of meals served
14 Provide professional learning opportunities for staff that helps support students in areas such as: bullying, first aid, child abuse symptoms, seizures and response for allergic reactions	1.3	Safe Schools Online Local Fund	Campus Administrators District Nurse	Fall 2019	Sign in sheets Certificates
15 Support all EL students in all areas of student growth. 1. Conduct all ESL and Title III, Part A activities as required and within expected timelines: SAS, Compliance Reports, PEIMS, and others. 2. Use instructional supplies to assist with the intervention needs of ESL students. 3. Pay stipends to ESL certified teachers who are servicing EL students.	1.5	Title III Funds MyOn Fountas & Pinnell NWEA MAP Student supplies ESL Campus Coordinator Reading Interventionist	Campus Administrators ESL Campus Coordinator Teachers Counselor Academic Coach Reading Interventionist	Ongoing	Family Logs Student Logs Academic Progress of Students Report Cards
16 Campus Migrant Coordinator collaborates with teachers and parents to ensure that the needs of the migrant students are being met.	1.5	Title I, Part C Funds Migrant Campus Coordinator	Campus Administrators Campus Migrant Coordinator	Ongoing	Family Logs Student Academic Progress Attendance Logs Report Cards Tutoring documentation
17 Support students that are in special populations by having specific support from an interventionist and a paraprofessional that specifically work with special populations of students.	1.5	State Compensatory Funds Local Funds Title I, Part A Funds	Campus Administrators Teachers	Ongoing	Flex class documentation MAP data Fountas and Pinnell data Academic progress of students

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
<p>18 Head Start/PreK</p> <p>This agreement between ESC-20 and Lytle ISD is documented for collaborative Head Start/PreK services.</p>	<p>1.4 1.5</p>	<p>Head Start Funds</p>	<p>Campus Administrators Transportation Director District Administrators ESC 20 Academic Coach Teachers</p>	<p>Ongoing</p>	<p>Head Start documentation</p>
<p>19 Enhance implementation of the balanced literacy model of instruction to develop students with the ability to read and write.</p>	<p>1.4</p>	<p>Local Fund Fountas & Pinnell</p>	<p>Campus Administrators Academic Coach Lead Teachers Teachers</p>	<p>Ongoing</p>	<p>Formal & Informal Observations T-TESS/Goal Setting Walk through data</p>
<p>20 Integrate technology to enhance opportunities for students to access information, create products and share their work.</p>	<p>1.1 1.4</p>	<p>Local Fund Title I, Part A SCE Funds LEF Donor's Choose IT Personnel eRate Campus website Instructional Assistant Media Specialist STEM Lab teacher</p>	<p>Campus Administrators Technology Department Academic Coach Media Specialist</p>	<p>Ongoing</p>	<p>Technology use Walk through data Formal and informal observations</p>
<p>21 Special Education:</p> <p>Assist campus staff in meeting all timelines and expectations for Full and Individual Evaluations (FIE), Admission, Review and Dismissals (ARD), Individual Education Programs (IEP), and to provide a continuum program and services.</p>	<p>1.5</p>	<p>IDEA-B Funds IEP Reports SE Support Staff ARD Manuals</p>	<p>Director of Special Ed. Campus Administrator Special Education teacher Campus Counselor</p>	<p>Ongoing</p>	<p>ARD documentation Lesson plans</p>
<p>22 At Risk:</p> <p>Student academic profiles will be included in the PRC to identify at-risk status, updates will be ongoing and students will be exited based on criteria.</p> <p>Maintain Reading Interventionist position and supplies to assist struggling readers for Tier III intervention.</p> <p>SST: Maintain Student Success Team to assist in the identification of student needs and communication of interventions, strategies, and services and to communicate student needs with parents.</p>	<p>1.5</p>	<p>State Compensatory Funds Title I, Part A Funds PRCs SCE Criteria Campus Counselors</p>	<p>Campus Administrators Counselor Academic Coach Teacher Leaders Teachers</p>	<p>Ongoing</p>	<p>Fountas & Pinnell NWEA MAP Intervention logs</p>

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
23 GT & 504: 1. Refine processes and procedures for identification at the campus level. 2. Ensure that identification and services for students who meet/exceed expected program guidelines are provided.	1.5	Local Funds - GT Campus Counselor	Asst. Superintendent Campus Administrator	Ongoing	documentation
24 Enforce school policies and practices that ensure the safety and security of students and staff.	1.3	Emergency Management System Raptor Texas School Safety Center	Campus Administrators Counselor	Ongoing	documentation logs
25 Train students and staff on school safety and security.	1.3	Texas School Safety Center	Campus Administrators Teachers Counselor	Ongoing	Documentation logs
26 Implement blended learning	1.5	Local Fund Academic Coach	Teachers Academic Coach Principal	Ongoing	Formal and informal observations Lesson plans

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 Support implementation of quality instruction (CBAS 5.1)
 2.2 Support the delivery of quality instruction. (CBAS 5.2)
 2.3 Cultivate soft skills in all students through staff awareness and implementation (CBAS 5.3)

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 Design professional development experiences that are responsive to the needs of staff based on information from a variety of sources.	2.1	Design Time PLC NWEA MAP Fountas & Pinnell performance assessments running records teacher checklists anecdotal records Surveys TEKS Resource System Edcamps Leader in Me Capturing Kids Hearts Working on the Work - Schlechty	Campus Administrators Academic Coach Lead Teacher Teachers	Ongoing	PLC Agendas Student Work Informal and Formal Observations
2 Foster a practice of self reflection in teachers based on student work and data.	2.1 2.2	Local Fund NWEA MAP Fountas & Pinnell TTESS/SLO Goal setting TEKS Resource System	Campus Administrators Academic Coach Lead Teachers Teachers	Ongoing	TTESS/SLO Goals PLC Informal and Formal Observations teacher self reflection videos
3 Support implementation of targeted instructional strategies learned through a variety of reflective practices.	2.2	Local Fund Design Time PLC	Campus Administrators Academic Coach Lead Teachers Teachers	Ongoing	Training dates schedule Completion of training PLC Agendas T-TESS Walk through data

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
4 Establish a process to evaluate instructional resources or strategies used by staff and students.	2.1 2.2	Local Fund Academic Coach TEKS Resource	Campus Administrators Academic Coach Lead Teacher Teachers	Second Semester	PLC Agendas Resource Notes Student data Walk through data Reflective conversation data
5 Highlight innovative teacher work through online platform, community recognition and personal affirmations.	2.2	Facebook District website	Campus Administrators Academic Coach Teachers District Staff	Ongoing	Facebook Post Reach
6 Schedule and support collaborative opportunities to support vertical alignment between grade levels.	2.1 2.2	Local Fund Being a Writer Reading Horizons MyOn NWEA MAP Fountas & Pinnell	Campus Administrators Academic Coach Lead Teachers Teachers	Every Nine Weeks	Meeting agendas Walk through data Program usage
7 Design engaging work for students.	2.2	TEKS Resources Lytle Learning Model Real World Learning Model Soft Skills Rubric Design Time WOW Curriculum Map/YAG	Campus Administrators Academic Coach Lead Teacher Teachers	Monthly	Design agendas Lesson plans
8 Support the counselor in social emotional needs of students through training and supplies.	2.3	Local Fund Title I, Part A	Campus Administrators Counselor	Ongoing	Training certificates Counselor documentation
9 Build leadership capacity by creating opportunities on campus for teachers to lead.	2.3	Local Fund	Campus Administrators Academic Coach Lead Teachers	Ongoing	PLC agendas Faculty Meeting agendas Edcamps
10 Continually refine the use of WIN (What I Need) Time.	2.1 2.2	Local Fund Fountas & Pinnell data Teacher Checklist data	Campus Administrators Academic Coach Lead Teacher Teachers	Ongoing	Teacher checklist data anecdotal notes PLC reflections

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
11 Provide training to support teachers in implementing strategies to support special populations of students (SpEd, EL, Migrant, 504, At Risk, Dyslexia, GT).	2.1 2.2 2.3	Local Fund IDEA B Funds Title I, Part C Funds State Comp Funds	Campus Administrators Director of Special Education Academic Coach Lead Teachers Teachers	Fall 2019	Sign In Sheets Meeting Agendas Walk Through data T-TESS
12 Provide stipends to ESL certified teachers servicing ESL students.	2.2	Local Fund	Campus Administrators	Fall 2019	Stipend
13 Utilize T-TESS model for effective instruction, coaching and feedback to support teacher growth.	2.1 2.2	Title I, Part A Funds Local Funds T-TESS	Campus Administrators	Ongoing	T-TESS observation Walkthrough feedback
14 Support the implementation of blended learning	2.1 2.2	Local Fund Design Time PLC	Campus Administrators Academic Coach Lead Teachers Teachers	Ongoing	PLC Agendas Design Agendas PD Logs Edcamps

Goals and Strategies

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

Performance Objective:

- 3.1 Foster a relationship between the community and our school to enrich learning. (CBAS 4.1)
- 3.2 Partner with other campuses in the district and the community to support student learning experiences. (CBAS 4.2)
- 3.3 Engage in community partnerships to support student learning goals and safety while demonstrating compassion and servant leadership (CBAS 4.3; 7.3)
- 3.4 Promote ongoing communication between the community and schools.

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 Ensure representation from the school at different community events.	3.1	Assigned Staff	Campus Administrators Academic Coach Lead Teachers Teachers	Ongoing	Evidence and record of different events attended
2 Expand the collaboration with outside partners to support educational endeavors that enrich and support.	3.1	Local Fund	Campus Administrators Academic Coach Teachers	Ongoing	Calendar of events, agenda, sign in sheets, flyers, social media initiations
3 Collaborate with other campuses on student projects and experiences that further student learning.	3.2	Parent Involvement Policy	Campus Administrators Lead Teachers Teachers	Ongoing	Parent Involvement Policy Communication Plan
4 Continue to host events on campus that invite the community and parents into the learning environment.	3.1 3.3	Local Fund	Campus Administrators Specific Committee members Teachers	Ongoing	Attendance at school events, flyers, sign in sheets
5 Actively seek community partnerships that allow students and staff to volunteer their time.	3.3	Assigned Staff Pirate Lookout	Campus Administrators	Ongoing	Contracts with the community and businesses offering opportunities for students and staff.

Action Items	Performance Objective	Resources Human/ Material/ Fiscal	Person(s) Responsible	Timeline	Data Source for Evaluation
6 Invite community members to work with students in the school.	3.1	Assigned Staff	Campus Administrators Academic Coach Lead Teachers Teachers Students Parents Community Members	Ongoing	Sign in logs
7 Administer annual student, parent and teacher survey to measure perceptions of classroom work and relationships.	3.1	Local Fund survey platform	Campus Administrators	Spring 2020	Survey results
8 Review and revise communication plan to establish roles and responsibilities.	3.4	Assigned Staff	Campus Administrators Academic Coach Lead Teachers	August 2019	Remind Facebook posts Parent logs