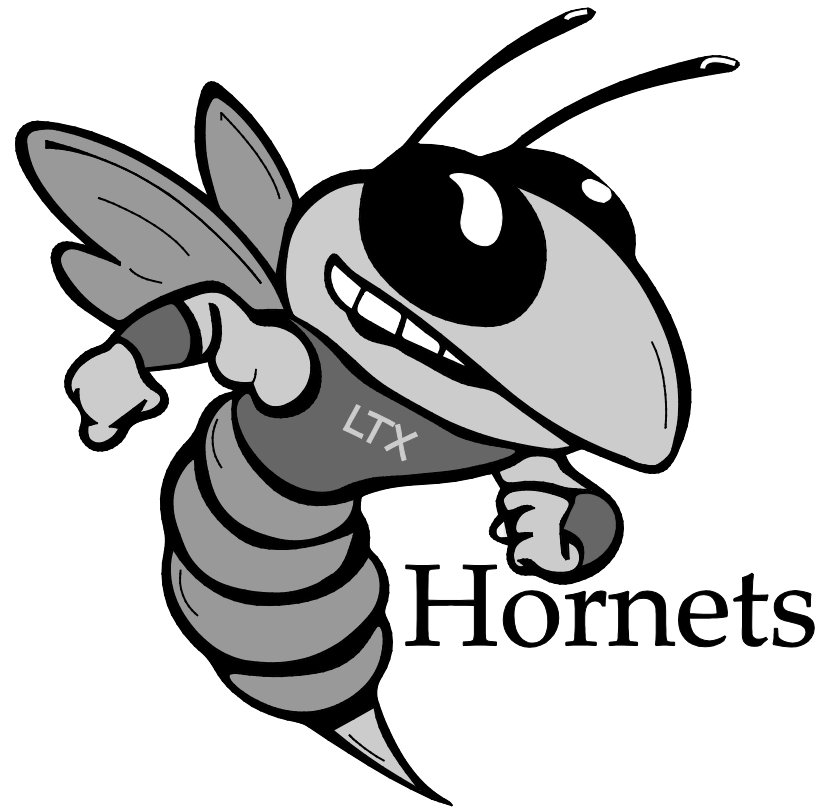


Louise Independent School District



2019-2020 District Improvement Plan

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District Mission Statement

Our students shall be academically prepared to fulfill their potential, self-assured, and motivated to excel.

Vision Statement

Educate the Whole Child.

2019-2020 District Planning Committee

Name	Position	Committee Role	Signature
Dr. Garth Oliver	Superintendent	Facilitator/Superintendent	
Donna Kutac	High School Principal	Administrative Member	
Mary Trochta	Middle School Principal	Administrative Member	
Brady Peterson	Elementary Principal	Administrative Member	
Traci Harvey	Counselor	Counseling Member	
Danette Wendel	PEIMS	PEIMS Member	
Mike Braden	Director of Facilities	Facilities Member	
Pam Wagner	Business Manager	Financial Member	
Sandra Holik	Director of Technology	Technology Member	
Brittany Ross	CATE Coordinator/Ag Teacher	Teacher Member	
Joe Bill	Athletic Director	Athletics Member	
Kasey Chitmon	Band Director	Band/Fine Arts Member	
Shae Barker	Cafeteria Manager	Food Service Member	
Shannon Srubar	Sheriff	School Safety Member	

Comprehensive Needs Assessment

Component	Summary	Strengths	Needs	Data Source(s)
Demographics	<p style="text-align: center;">2018-19 Data</p> <p style="text-align: center;">District</p> <p>District Student Count—513 Hispanic—285—55% Native American—5 students Caucasian—193—37% Asian—4 students African American—24—4% Teachers—42 SpEd—26—5% EcoDis—318—62% ELL—78—15% Attendance 96.9%</p> <p style="text-align: center;">High School</p> <p>Campus Size—162 Hispanic—83—51% Caucasian—68—42% African American—6—4% Native American—2 students Asian—1 student Teachers—16 SpEd—6—4% EcoDis—84—52% ELL—15—9% Attendance 95.6%</p>	<ul style="list-style-type: none"> • Limited Number of Groups for Accountability • Low number of Special Education students 	<ul style="list-style-type: none"> • EcoDis population is moderate • Increase Teacher Retention 	<p>PEIMS Technology counts Teacher retention records</p> <p style="text-align: center;">2017-18 Data</p> <p style="text-align: center;">District</p> <p>District Student Count—519 Hispanic—297—57% Native American—3 students Caucasian—189—36% Asian—4 students African American—21—4% Teachers—42 SpEd—28—5% EcoDis—304—59% ELL—70—13% Attendance—95%</p> <p style="text-align: center;">High School</p> <p>Campus Size—153 Hispanic—80—52% Caucasian—62—41% African American—9—6% Native American—1 student Asian—1 student Teachers—16 SpEd—8—5% EcoDis—73—48%</p>

	<p style="text-align: center;">Middle School</p> <p>Campus Size—121 Hispanic—63—52% Caucasian—48—40% African American—5 students Native American—2 students Asian/PI—2 students Teachers—8 Special Ed—2 students EcoDis—80—66% ELL—16—12% Attendance 97.4%</p> <p style="text-align: center;">Elementary</p> <p>Campus Size—230 Hispanic—138—60% Caucasian—76—33% African American—13—6% Native American—1 student Asian/PI—1 student Teachers—18 SpEd—20—9% EcoDis—156—68% ELL—47—20% Attendance 97.5%</p>			<p>ELL—15—10% Attendance—93.6%</p> <p style="text-align: center;">Middle School</p> <p>Campus Size—133 Hispanic—76—57% Caucasian—50—38% African American—2 students Native American—2 students Asian/PI—2 students Teachers—8 Special Ed—2 students EcoDis—88—66% ELL—14—11% Attendance—95.4%</p> <p style="text-align: center;">Elementary</p> <p>Campus Size—233 Hispanic—141—61% Caucasian—77—33% African American—10—4% Asian/PI—1 student Teachers—18 SpEd—18—8% EcoDis—143—61% ELL—41—18% Attendance—95.7%</p>
<p>Student Achievement</p>	<p style="text-align: center;">2018-19 District Rating</p> <ul style="list-style-type: none"> • Overall—C—77 • Student Achievement—B—80 <ul style="list-style-type: none"> ○ STAAR Performance—76 ○ College and Career Readiness—75 ○ Grad Rate—100 • School Progress—C—79 <ul style="list-style-type: none"> ○ Academic Growth—59 	<p style="text-align: center;">District</p> <ul style="list-style-type: none"> • Overall—77—C • Student Achievement—77—C <ul style="list-style-type: none"> ○ STAAR Performance—75 ○ College and Career Readiness—71 ○ Grad Rate—95 • School Progress—79—C <ul style="list-style-type: none"> ○ Academic Growth—79 	<ul style="list-style-type: none"> • Increase student achievement to meet/exceed state average on all STAAR EOCs. • Curriculum alignment from K-12 grade in all subjects. • Provide professional development for 	<ul style="list-style-type: none"> • Report generated by testing coordinator • Walkthrough data • Formative assessment data through Aware. • SAT/ACT scores • Dual credit hours awarded to students

	<ul style="list-style-type: none"> ○ Relative Perf (Eco Dis 65.3%)—79 ● Closing the Gaps—C—71 ● ACT—7 takers, 3 passed with a 20 or higher <p style="text-align: center;">TSI</p> <p>Feb 4th - 34 juniors took the TSI test Reading - 35% passed Math – 8% passed Writing/essay – 71% passed</p> <p>March 4th- all levels took the TSI</p> <p>8th grade – 17 total took test 18% Passed Math 76% Passed Reading 100% Passed Writing</p> <p>9th Grade – 6 total took the test 17% Passed Math 50% Passed Reading 67% Passed Writing</p> <p>10th Grade – 6 Total took the test 0 Passed Math 67% Passed Reading 100% Passed Writing</p> <p>11th Grade – 4 Total took the test 0 Passed Math 75% Passed Reading 100% Passed Writing</p> <p>12th Grade – 9 Total took the test 11% Passed Math 78% Passed Reading</p>	<ul style="list-style-type: none"> ○ Relative Perf (Eco Dis 58.7%)—73 ● Closing the Gaps—71—C ● ACT—10 takers, 4 passed with a 20 or higher. <p style="text-align: center;">TSI</p> <p>Feb 21st - 38 juniors took the test</p> <p>Reading 32% passed Math 5% passed writing/essay - 63% passed</p> <p>March 7th - all levels took the test</p> <p>8th grade - 9 took - Reading 67% passed, math 0 passed, writing/essay - 78% passed</p> <p>9th grade - 5 took - Reading 80% passed, math - 60% passed, writing/essay - 100% passed</p> <p>10th grade - 6 took - Reading 100% passed, Math - 50% passed, writing/essay - 100% passed</p> <p>11th grade - 7 took - Reading 43% passed, Math 14% passed, Writing/essay 100% passed</p> <p>12th grade - 4 took - Reading 75% passed, math 0, writing/essay 100% passed</p>	<p>teachers to increase content knowledge and questioning strategies.</p> <ul style="list-style-type: none"> ● Encourage students to own their learning by maintaining a data binder with TEKS mastery. ● Increase the number of Dual Credit offerings ● Comprehensive Formative Assessments ● Input assignments and tests into the gradebook for the upcoming six weeks so that students and parents can see what is coming 	
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	<p>100% Passed Writing</p> <p>SAT 11th and 12th grade</p> <p>Mean Total is 1042 Range is 400 to 1600 23% Met both benchmarks</p> <p>Mean ERW is 542 Range is 200 to 800 87% Met ERW benchmarks</p> <p>Mean Math is 500 Range is 200 to 800 23% Met Math benchmarks</p> <p>PSAT/NMSQT Fall 2019 10th grade</p> <p>33- 10th graders taking the test.</p> <p>Mean Total – 830 Range is 320 to 1520 9% Met Both Benchmarks</p> <p>ERW Mean – 412 Range is 160 to 760 33% Met ERW Benchmark</p> <p>Math Mean – 418 Range is 160 to 760 18% Met Math Benchmark</p>	<p>SAT 12th grade</p> <p>Mean Total 1001 Range 400 to 1600 30% Met Both Benchmarks</p> <p>Mean ERW 506 Range 200 to 800 80% Met ERW Benchmark</p> <p>Mean Math 495 Range 200 to 800 30% Met Math Benchmark</p> <p>10 Total test takers</p> <p>Female 50% Male 50% No Response 0%</p> <p>PSAT/NMSQT Fall 2017 10th grade</p> <p>Mean Total 847 Range 320 to 1520 14% Met Both Benchmarks</p> <p>Mean ERW 422 Range 160 to 760 36% Met ERW Benchmark</p> <p>Mean Math 425 Range 160 to 760 17% Met Math Benchmark</p> <p>36 Total test takers</p> <p>Female 50% Male 50% No Response 0%</p>		
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	<p>PBMAS—Good, no action plan necessary</p> <p style="text-align: center;">STAAR 2018-19</p> <p>High School</p> <ul style="list-style-type: none"> • ELA I—71% • ELA II—66% • Algebra I—75% • Biology—98% • US History—95% <p>Middle School</p> <ul style="list-style-type: none"> • 6th Reading—73% • 6th Math—92% • 7th Reading—70% • 7th Math—70% • 7th Writing—79% • 8th Reading—88% • 8th Math—93%, w/16 Alg 94% • 8th Science—79%, w/16 Bio 100% • 8th Social Studies—65% <p>Elementary</p> <ul style="list-style-type: none"> • Grade 3 Reading –65/25/13% • Grade 3 Math – 65/15/5% • Grade 4 Reading – 74/30/30% • Grade 4 Writing – 70/30/4% • Grade 4 Math – 64/41/15% • Grade 5 Reading – 95/57/36% • Grade 5 Science – 79/36/7% • Grade 5 Math – 98/50/14% 	<p>PBMAS—Good, no action plan necessary</p> <p>High School</p> <ul style="list-style-type: none"> • ELA I—67% • ELA II—71% • Algebra I—75% • Biology—94% • US History—93% <p>Middle School</p> <ul style="list-style-type: none"> • 6th Reading—53% • 6th Math—67% • 7th Reading—76% • 7th Math—81% • 7th Writing—77% • 8th Reading—95% • 8th Math—93% w/9 Alg 95% • 8th Science—66%, w/9 Bio 74% • 8th Social Studies—76% <p>Elementary</p> <ul style="list-style-type: none"> • Grade 3 Reading –70/22/7% • Grade 3 Math – 74/26/4% • Total Gr 3 Students: 27 • Grade 4 Reading – 77/36/10% • Grade 4 Writing – 64/38/3% • Grade 4 Math – 85/49/15% • Total Gr 4 Students: 40 • Grade 5 Reading – 100/64/18% • Grade 5 Science – 90/39/10% • Grade 5 Math – 100/64/18% • Total Gr 5 Students: 31 		
<p>Culture and Climate</p>	<p>A large percentage of teachers and students are either satisfied or happy.</p>	<p>District and Faculty Meetings are positive. Teachers are on board with policies and procedures. Teachers</p>	<ul style="list-style-type: none"> • Continue to push for activities with the faculty so that they 	<ul style="list-style-type: none"> • Survey Data, conversations, and team meetings.

		<p>have the opportunity to come in to discuss issues with administrators at all levels.</p>	<p>know each other and are willing to invest in one another's growth and feelings of support and friendship.</p> <ul style="list-style-type: none"> • Improve teacher attendance. 	<ul style="list-style-type: none"> • When we have luncheons, all the teachers attend. • Teachers meet regularly to discuss students and curriculum needs. • Discipline records • Teacher and Student Advisory Committee meeting minutes
<p>Staff Quality, Recruitment, and Retention</p>	<p>Not all are certified through SBEC as some of the teachers are enrolled in alternative certification programs.</p>	<p>We have great teachers who care about students.</p>	<ul style="list-style-type: none"> • Ensure that the teachers get support needed to achieve certification. • Provide instructional and emotional support. 	<p>Human Resources Records, survey results, and personal conversations.</p>
<p>Curriculum, Instruction, and Assessment</p>	<p>Team planning has increased the development of teachers. Expectations are heightened for student growth on state testing.</p>	<ul style="list-style-type: none"> • Scores have met state standards. Our district rating is a C. • Many students have grown two years in one school year on state testing. • 100% of students graduated for SY 2018-19. 	<ul style="list-style-type: none"> • Increase accountability and monitoring. • Prepare students to be career and college ready. • All teachers need to have lesson plans in a location that is easily monitored • Consistent and valuable feedback for teacher improvement • Certifications and/or articulated credit for students in CATE classes 	<ul style="list-style-type: none"> • State ratings, benchmark scores, grades, six week test grades and maintaining pace with the Year at a Glance from TEKS resource through Region 3. • Number of students who achieve certifications that can be used to secure employment. • Graduation Plans, how many students achieve each of the programs. • Promotion/retention/course re-takes. • Grades/Failure rates

			<ul style="list-style-type: none"> • Vertical Curriculum Alignment 	
Family and Community Involvement	Parent and Community events are poorly attended when the event is purely informational. The best attendance is when we feed them, have a parade, and give away prizes. Additionally, when have student activity fairs that display student work, more parents attend.	<ul style="list-style-type: none"> • Parents want to be involved when the activity includes demonstrating their excitement for their child's achievement. 	<ul style="list-style-type: none"> • Increase attendance at community events and parent nights. • Increase parent involvement, not just attendance at events. 	<ul style="list-style-type: none"> • Sign in sheets and personal observations. • Parent surveys
School Context and Organization	Procedures and operations are specific and known by the person who does the job, however cross-training and organizational procedures need to be developed.	<ul style="list-style-type: none"> • Staff is competent and meets the needs of students and faculty. 	<ul style="list-style-type: none"> • Continue to implement a discipline management strategy that will be consistently and fairly administered. • Develop procedures for maintenance and operations throughout the school's staff. 	<ul style="list-style-type: none"> • Discipline records • Attendance record • Operational manuals and procedural documents developed and used.
Technology	Our school is technology rich. However, our teachers do not all possess strategies for utilizing the technology to enhance instruction.	<ul style="list-style-type: none"> • We have the hardware and software necessary to offer more rigorous instruction. 	<ul style="list-style-type: none"> • Help teachers develop project based strategies and integrate technology • Increase technology hardware 	Personal conversations and observations. Walk through data. Lesson plans and grades posted in a timely manner.

Goal	Improve Academic Achievement for All Students	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Create and implement a comprehensive curricular framework in all core subject areas for all students. Including special populations. Meet state average or above on all STAAR assessments.	
Evidence of Implementation	Review Master Schedule to determine interventions and acceleration of curriculum. Review student data binders, CBAs, Lesson Plans, and Professional development	
Evidence of Impact	Review CBA scores, report cards and six weeks exams as they relate to the Year at a Glance in TEKS resource system.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Students who have not passed ELA STAAR are double blocked for ELA with an ELA class and a Reading/Writing intervention class	ELA teachers	Chrome books Study Island Plato iStation	9/6/2019	6/1/2020	199 11	\$5,300	RS, AS	1, 2, 5, 7
Students who have not passed Science STAAR at the JH or have not passed the Biology STAAR will be placed in IPC as an additional Science opportunity for Acceleration.	Science Teachers Science Specialist	Classroom, Teacher and Textbook	9/6/2019	6/1/2020	NA	\$0	RS, AS	1, 2, 5, 7
Students who have not passed Math STAAR at the JH or have not passed the Algebra	Math Teachers	Classroom, Teacher and Textbook Study Island iStation	9/6/2019	6/1/2020	NA	\$0	RS, AS	1, 2, 5, 7

I STAAR will use Study Island								
Create rigorous, aligned common assessments that are STAAR formatted	All teachers	Blooms/DOK	9/6/2019	6/1/2020	199 41	\$0		1, 2
Follow the Year at a Glance in TEKS Resource System through Region 3	Teachers	Region 3	9/6/2019	6/1/2020	NA	\$0	AS, AA	1, 7, 5, 3, 2
Implement the use of Data binders to assist students in STAAR tested subjects to help them take ownership of their mastery of the content.	Students Teachers	Binders Aware through Eduphoria	9/6/2019	6/1/2020	199 41	\$1500	RS, AA, AS	1, 6, 3, 2
Students in Algebra I will be using Chrome books and Study Island to accelerate instructional deficits in Math. Students will also be taught how to use graphing calculators	Math Teachers	Study Island	9/6/2019	6/1/2020	199 11	\$4,000	RS, AA	1, 2, 5

Goal	Improve Academic Achievement for All Students	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop and support effective instruction that focuses on high performance of all students.	
Evidence of Implementation	Utilization of software and hardware, grades improve, 3 week CBAs improve	
Evidence of Impact	3 weeks Progress Reports 6 weeks Report Cards Unit tests, 6 weeks exams.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program through tutorials, college prep and accelerated instruction	Administration and Teachers	Region 3 District Calendar	9/6/2019	6/1/2020	255 13 6239 36 001 524	\$500	AS, CP	1, 2, 7

Goal	Improve Academic Achievement for All Students	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Ensure a safe environment in which all students and staff are accountable.	
Evidence of Implementation	Emergency procedures are posted and are practiced routinely. Appropriate crisis interventions are implemented. Students feel safe in sharing responses/discussions with instructors and peers.	
Evidence of Impact	Reduction of bullying incidents, lower number of students in ISS/DAEP. More student participation with no Opt Out strategies, consistent discipline management between administrators.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Bully Prevention	Administrators, Teachers, and Students	Posters,	9/6/2019	6/1/2020	NA	\$0	RS, CP	1, 3, 6
Drug Dogs and Police Presence	Police and Administrators	Constable and Sheriff Dept. and Drug Dog	9/6/2019	6/1/2020	NA	\$0	NA, RS	3, 5, 6
Post and review emergency procedures	Brady Peterson	Procedures packet	9/6/2019	6/1/2020	NA	\$0	NA, CP	3, 6, 7
Implement a threat assessment committee	Mr. Peterson Dr. Oliver Sheriff Srubar	Safety Binder	9/6/2019	6/1/2020	NA	\$0	NA, RS	6
Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Dr. Oliver Principals	Skyward	9/6/2019	6/1/2020	NA	\$0		
Utilize Discipline Ladder for consistent	Principals	Ladder posted	9/6/2019	6/1/2020	NA	\$0	NA	6

Discipline Management								
Improve student and staff attendance	Administration, Faculty and Staff	Incentives	9/6/2019	6/1/2020	199 41	\$2000	NA, AS	1, 5, 6, 7
Encourage Restorative Discipline Strategies	Principals, Teachers, Students, Parents	Region 3 training	9/6/2019	6/1/2020	199 23 6411 23 001 599	\$400	NA, RS, PD	1, 3, 7
Active monitoring of Faculty and Staff through Walkthroughs, Monitoring Hallways	Dr. Oliver Principals	Walkthrough Data in Eduphoria	9/6/2019	6/1/2020		\$0	NA, RS, AS	1, 3, 6, 7

Goal	Ensure Efficient and Effective Operations	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop an accountability, monitoring, and reporting structure for all departments and schools.	
Evidence of Implementation	Walkthrough documentation, lesson plans in Aware, and Observations completed. TSR I, II, and III	
Evidence of Impact	Improve teacher quality and an increase in the use of data to make decisions.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Lesson Plans will be entered in Forethought in Eduphoria or submitted to principals via email	Principals	iPads and Eduphoria	9/6/2019	6/1/2020	NA	\$0	CP	1, 3, 7
Instructional Walkthroughs	Principals	Eduphoria	9/6/2019	6/1/2020	NA	\$0	CP, RS	1, 3, 7, 6
Teacher Observations/Appraisals	PDAS Appraisers	Eduphoria iPads	9/6/2019	6/1/2020	NA	\$0	RS	1, 3, 7
The District will coordinate with local and state child welfare agencies to ensure that transportation is provided to any foster care child who, in their best interest, will remain in their school of origin	Mike Braden Dr. Oliver	Bus and Driver	As needed	As needed	Transportation	\$0	NA, CP	4

Implement a Mentoring program-SPARK	Principals	Mentoring Program Materials	9/6/2019	6/1/2020	█ 199	\$5,000	HQ	3,67
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Goal	Ensure Effective Communications	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop and implement a district-wide plan to maximize two-way communication among school, family, and community.	
Evidence of Implementation	Sign in sheets from Open House, District-Wide Registration, Dual Credit Meetings, Parent Link Notices and School Messenger Messages	
Evidence of Impact	Increase in parent participation during Open House, Dual credit meetings, district-wide registration. Increase in student participation during Fish Camp, Open House, Dual credit meetings, and district-wide registration. Parents will be informed through the outgoing messages.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Require parents to sign up for parent portal to receive student schedules	Dr. Oliver Sandra Holik	Computers set up during district wide registration	During registration	9/1/2018	NA	\$0	PI	3, 4, 6
Conversations with the Superintendent	Dr. Oliver	Coffee and Drinks Finger Foods	Monthly	6/2/2019	199 41	\$500	PI	3, 4, 6
Utilize the El Campo Leader News	Dr. Oliver Principals	Newspaper	12/16/2018	6/2/2019	199 41	\$0	PI	3, 4, 6
Junior High School Weekly Bulletin	Mrs. Trochta Ms. Montes	Email	12/15/2018 5/25/2019	Ongoing	NA	\$0	PI	3, 4, 6
Utilize School Messenger	Traci Harvey and Principals	School Messenger	12/16/2018	6/2/2019	199 41	\$200	PI	3, 4, 6

Goal	Improve Achievement for All Students	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	100% of students will graduate	
Evidence of Implementation	Credit checks show that students are on a path to graduate	
Evidence of Impact	Graduation rate in PEIMS indicates 100%	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Ensure that students are on track to graduate based on number of hours completed and the program that the students are enrolled	Traci Harvey Donna Kutac	PEIMS Credit Checks	12/16/2018	6/2/2019	NA	\$0	AA, AS, CP	1, 3, 4, 6
Teach Freshmen about credits to graduate versus grade placement	Traci Harvey Donna Kutac		12/16/2018	6/2/2019	NA	\$0	PI	1, 3, 4, 6

Goal	Improve Achievement for All Students							
Objective	<p>All Students will fulfill One of these Criteria:</p> <ol style="list-style-type: none"> 1. 100% of students will graduate. 2. Improve STAAR performance for all students. 3. All students will fulfill one of the following criteria: <ol style="list-style-type: none"> a. SAT Reading and Math scores adding to 1000. b. ACT composite score of 21. c. TSI Reading score of 351 & TSI writing score of 5 & TSI Math score of 350. d. Pass all five EOC tests at Meets Expectations. 4. Ensure that all teachers required to be certified as ESL are certified. 5. Ensure that all Core teachers who teach GT students have completed the 30 hour GT training and the annual six hour updates. 							<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs
Evidence of Implementation	Number of students testing and utilizing the software							<u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Evidence of Impact	TSI, SAT, and ACT scores improve							
Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Sophomores and Juniors offered the PSAT	Dr. Oliver Traci Harvey	Testing Materials	12/16/2018	6/2/2019	199 11 and 199 31		AA	1, 2
Purchase and Implement Plato software to assist students in preparing for the SAT/ACT/TSI	Dr. Oliver Sandra Holik Principals	Software	12/16/2018	6/2/2019	199 11 and 199 31	\$3,000	AA	1, 2
Study Island Software	Dr. Oliver Sandra Holik Principals	Software	12/16/2018	6/2/2019	199 11	\$4,000	AA, NA	1, 2

Goal	Improve Achievement for All Students	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Provide appropriate services to meet the needs of each student identified within a special population	
Evidence of Implementation	1. Provide ESL services to our students identified as ESL 2. Provide Gifted and Talented services to our students identified as GT 3. Provide special education services for students identified as special needs 4. Provide 504 services for students identified as special needs	
Evidence of Impact	Meeting criteria for Program Evaluation. Students who have special needs are served and meet their potential	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Increase the number of ESL Teachers	Dr. Oliver Principals	Region 3	12/16/2018	6/2/2019	199 11	\$1,000	CP	1
Increase the number of teachers who have completed the 30 hour GT training and the annual six hour updates	GT Teachers Principals	Region 3 GT Services	12/16/2018	6/2/2019	199 11	\$5,500	CP	1
Develop and implement an annual review process to measure the effectiveness of GT services.	GT Teachers Principals	Region 3 GT Services	12/16/2018	6/2/2019	199 11	0	CP	1
Develop and annually update a written comprehensive professional learning plan	GT Teachers Principals Traci Harvey	Region 3 GT Services	12/16/2018	6/2/2019	199 11		CP	1

Goal	Improve Achievement for All Students				<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality			
Objective	Develop a Career and Technology Program that meets the requirements of House Bill 5 and implement strategies to encourage, support, and gain college credits, Trade School and Jr. College Articulation and Industry recognized certifications. Consider transition to Programs of study for CTE.							
Evidence of Implementation	PEIMS data, Students enrolled in CATE courses							
Evidence of Impact	Graduation plans show that students are graduation with an Endorsement or Distinguished							
Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Develop Coherent Sequences so that students can meet expectations for HB 5 Endorsements and move forward into Programs of Study for CTE	Brittany Ross Traci Harvey	HB 5 and Programs of Study documentation	12/16/2018	6/2/2019	199 11 Perkins		AS, PD	1, 5, 6, 7
Prepare for programs of study transition included in HB 3	Traci Harvey Brittney Ross	HB 3 Programs of Study. Ann McCain Region 3	1/6/2020	6/1/2020				
Apply for District of Innovation to locally certify CTE teachers	Garth Oliver	Timeline	1/6/2020	6/1/2020				

Goal	Continue work to implement the Master Plan for Facilities	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	The district will pursue the development and implementation of a master plan for facilities upgrades and improvements to possibly include new buildings and programs.	
Evidence of Implementation	Facility Upgrades and Improvements are ordered or being installed	
Evidence of Impact	Facilities look clean and maintained	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Continue to maintain the structure of facilities and improve the overall appearance of district facilities	Mike Braden Dr. Oliver	A list of needs presented to the Board and they will decide what should be completed	8/6/2019	6/1/2020	199 51		CP	3, 6
Build or modify Bus Barn with a bay to work on vehicles, an office, and storage for parts	Mike Braden Dr. Oliver	Seek out a Bond for the new facilities in the Master Plan	1/6/2020	6/1/2020	199 51		CP	3, 6
Create a Welding lab that will meet the requirements for Articulation of Credit at Jr College or Technical College and which will produce industry recognized certifications	Dr. Oliver Ronnie Wilson Donna Kutac	Purchase welding equipment.	1/6/2020	6/1/2020	199 51		CP	3, 6

Goal	Continue to pursue the Master Plan for Facilities	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Continue to maintain the structure of facilities and improve the overall appearance of district facilities	
Evidence of Implementation	Clean, Painted, Mowed, Organized Facilities	
Evidence of Impact	Visually Improved	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Develop a bus purchasing schedule for appropriate rotation of purchase and maintenance	Mr. Braden Dr. Oliver Mr. Torres	New buses on a two year rotation	8/6/2019	6/1/2020	199 51	\$90,000	CP	6
Utilize on a weekly rotation a disinfecting system to disinfect all areas of the school including field house and locker rooms	Mr. Braden Custodians Coach Clawson	Disinfecting System	8/6/2019	6/1/2020	199 51	\$5,000	CP	5, 6
Maintain mowing, weed eating, edging and spraying of all grounds owned by the district	Mr. Braden Mr. Cardenas	Lawn Equipment	8/6/2019	6/1/2020	199 51	\$25,000	CP	6

Pressure wash to keep mold and mildew down	Mr. Braden Mr. Cardenas Mr. Araguz	Pressure Washer Water	8/6/2019	6/1/2020	199 51	\$5,000	CP	6
Paint regularly areas that are beginning to flake and rust	Mr. Braden Mr. Araguz	Paint	8/6/2019	6/1/2020	199 51	\$5,000	CP	6
Weekly walkthroughs and drive-bys determining maintenance needs	Dr. Oliver Mr. Braden	School Vehicle	Weekly	7/1/2020	199 51	\$100	CP	6
Implement the energy program with Ideal Impact	Dr. Oliver Mr. Braden Mrs. Wagner	Investment Grade Audit	Monthly	3/16/2020	Paid from savings	\$0	CP	5, 6

Goal	Increase the Proactive Nature of the Counseling Program	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop post-secondary college and university expectations with our students and implement strategies to encourage, support, and gain college credits.	
Evidence of Implementation	Students enrolled in Dual Credit Classes, Students Passing TSI, ACT, and SAT at appropriate levels to enter college, Students using the software for studying for tests	
Evidence of Impact	Graduation Plans, Schedule of Recruiter Visits, Number of Students Completing AP Course, and Number of Students Passing AP Exams, Number of Students Enrolled in Dual Credit Courses, and Number of Students Passing Dual Credit Courses	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Explore Early College High School	Traci Harvey Dr. Oliver Donna Kutac	Meetings with Colleges	1/6/2020	6/1/2020	199 41 and 199 31	\$500	RS, PI, CP, AS	1, 4, 6
All students will take the TSI	Traci Harvey Dr. Oliver Donna Kutac	Testing Materials	1/6/2020	6/1/2020	199 31	\$300	RS, PI, CP	1, 4, 6
All students will take the PSAT as Sophomores and those who wish to take it as a Junior	Traci Harvey Dr. Oliver Donna Kutac	Testing Materials	1/6/2020	6/1/2020	199 31	\$280	PI, CP	1,4
Increase the number of scholarship offers each year including local, state, and national scholarships	Traci Harvey Dr. Oliver Donna Kutac	Scholarship Donors	1/6/2020	6/1/2020	NA	\$0	PI, CP	1,4
Counseling and career guidance will be available to help students with certification and	Traci Harvey Dr. Oliver Donna Kutac Brittany Ross	CATE Handbook	9/6/2019	6/1/2020	199 11	\$500	PI, CP	1,4

technical opportunities.								
College Recruiters will be given a venue to meet with students throughout the school year.	Traci Harvey Dr. Oliver Donna Kutac	Gym	9/6/2019	6/1/2020	199 31	\$200		
Pre-AP courses will be open-enrollment.	Traci Harvey Dr. Oliver Donna Kutac	PreAP courses	9/6/2019	6/1/2020	199 11	\$0		
Dual credit will be available to all eligible students. LSD will pay tuition up-front costs unless a student fails. Then, the student will be responsible for paying.	Traci Harvey Dr. Oliver Donna Kutac	Funding for Tuition	9/6/2019	6/1/2020	199 31	\$10,000		
All Junior and Senior students will complete all sections of the FAFSA except the financial section which will be completed on FAFSA parent night	Traci Harvey Dr. Oliver Donna Kutac	FAFSA Computers Parent Night	9/6/2019	6/1/2020	199 31	\$0		

Goal	Increase the Proactive Nature of the Counseling Program				<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality			
Objective	Develop Drug Prevention, Suicide Prevention, Drop-out Prevention, Bullying Prevention, and Child and Sexual Abuse Prevention, Dating Violence Prevention Strategies.							
Evidence of Implementation								
Evidence of Impact	Discipline Referrals, and Anecdotal Campus Reports, Discipline Referrals, and Anecdotal Campus Reports							
Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	Traci Harvey and Principals	Training Materials	9/6/2019	6/1/2020	NA	\$0		
Provide information regarding D.A.R.E to students with drug abuse issues and their parents.	Traci Harvey and Principals D.A.R.E. officer Bill Holt	D.A.R.E. officer	9/6/2019	6/1/2020	199 11	\$30,000		
All staff members will be trained in suicide prevention.	Traci Harvey and Principals	Region 3 Mental Health trainers	Beginning of the school year training		199 41	\$0		
Drop Out Prevention	Traci Harvey and Principals	Drop Out Prevention Strategies	9/6/2019	6/1/2020	199 11	\$0		
All campuses will implement and support LISD anti-Bullying policies, guidelines and	Traci Harvey and Principals		9/6/2019	6/1/2020	199 11	\$0		

procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)								
All school staff members will follow the LISD and State child abuse reporting protocol	Traci Harvey and Principals	48 hours	9/6/2019	6/1/2020	NA	\$0		
Secondary Schools will provide on-going staff training on relationship drug abuse awareness, detection and prevention	Traci Harvey and Principals	Beginning of the year with police department	9/6/2019	6/1/2020	NA	\$0		
Elementary personnel will receive guidance on conflict resolution to promote healthy relationships	Traci Harvey and Principals	Beginning of the year meetings	9/6/2019	6/1/2020	NA	\$0		

Goal	Improve the Physical Education Program	<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs <u>Critical Success Factors (CSF)</u> 1 – Improve Academic Performance 2 – Increase Use of Quality Data 3 – Increase Leadership Effectiveness 4 – Increase Family/Community 5 – Increase Learning Time 6 – Improve School Climate 7 – Increase Teacher Quality
Objective	Develop a Physical Education program that targets specific needs of each Athletic Event in which Louise ISD participates	
Evidence of Implementation	Continue the Pre-Athletics approach to Physical Education at all grade levels	
Evidence of Impact	Students are able to play school sports, understanding rules and roles within a team and individual sport. Elementary nights for students and parents to enjoy play on courts and fields.	

Strategy	Person(s) Responsible	Resource(s) Needed	Benchmark Timeline	Expected Completion Date	Funding Source	Funding Amounts	SW Comp	CSF
Teaching sports related techniques, rules, and drills to prepare students to enter the athletics programs	Coach Page Coach Lutringer Coach Bill	Rules and equipment	9/6/2019	6/1/2020	199 11	\$200	AS, PD, HQ, RS	4, 7
Help create youth leagues	Coach Page Coach Lutringer Coach Bill	Rules and equipment	9/6/2019	6/1/2020	199 11	0	AS, PD, HQ, RS	4, 7
Hire and develop coaching personnel to be able to compete within district play and beyond district	Dr. Oliver Coach Bill Principals	Human Resources dept.	9/6/2019	6/1/2020	199 11	0	AS, PD, HQ, RS	4, 7

