

# Louise Independent School District



## 2018-2019 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.

# 2018-2019 District Planning Committee

Name	Position	Committee Role	Signature
Dr. Garth Oliver	Superintendent	Facilitator	
Donna Kutac	High School Principal	Administrative Member	
Brady Peterson	Middle School Principal	Administrative Member	
Pamela Lechler	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	
Heath Clawson	Athletic Director	Athletics Member	
Kasey Chitmon	Band Director	Band/Fine Arts Member	
Shae Barker	Cafeteria Manager	Food Service Member	
Marco Munoz	Parent Advisor	Parent Member	
Michelle Brandes	Parent Advisor	Parent Member	
Kinnan Stockton	Business/Community Member	Business Member	
Shannon Srubar	Sheriff	School Safety Member	
Madison Bartlett	Student Council President	Student Member	
Colin Gonzales	Student Council Vice President	Student Member	

# Comprehensive Needs Assessment

Component	Summary	Strengths	Needs	Data Source(s)
Demographics	<p style="text-align: center;"><b>2018-19 Data</b></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"> <li>• Limited Number of Groups for Accountability</li> <li>• Low number of Special Education students</li> </ul> <p style="text-align: center;"><b>2017-18 Data</b></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%            ELL—15—10%            Attendance—93.6%</p>	<ul style="list-style-type: none"> <li>• EcoDis population is moderate</li> <li>• Increase Teacher Retention</li> </ul>	<p>PEIMS            Technology counts            Teacher retention records</p> <p style="text-align: center;"><b>2016-17 data</b></p> <p style="text-align: center;">District</p> <p>District Student Count—484            Hispanic—53%            Caucasian—41%            African American—5%            Teachers—40            SpEd—20—4%            EcoDis—275—5%            ELL—69—14%            Attendance—96.97%</p> <p style="text-align: center;">High School</p> <p>Campus Size—143            Hispanic—51%            Caucasian—41%            African American—6%            Native Indian—1 student            Teachers—15            SpEd—7 students            EcoDis—64—45%            ELL—8 students            Attendance—96.63%</p>

	<p>Middle School 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>Elementary 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>Middle School 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>Elementary 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>Middle School Campus Size—118 Hispanic—55—47% Caucasian—59—50% African American—2 students American Indian—1 student Asian/PI—1 student Teachers—6 Special Ed—2 students EcoDis—63% ELL—9 Attendance—97.87%</p> <p>Elementary Campus Size—221 Hispanic—130—59% Caucasian—76—34% African American—13—6% Asian/PI—1 student Native American—1 student Teachers—18 SpEd—8—4% (5 Speech Only) EcoDis—146—66% ELL—43—20% Attendance—96.71%</p>
Student Achievement	<p>District</p> <ul style="list-style-type: none"> <li>• Overall—77—C</li> <li>• Student Achievement—77—C <ul style="list-style-type: none"> <li>○ STAAR Performance—75</li> <li>○ College and Career Readiness—71</li> <li>○ Grad Rate—95</li> </ul> </li> <li>• School Progress—79—C <ul style="list-style-type: none"> <li>○ Academic Growth—79</li> <li>○ Relative Perf (Eco</li> </ul> </li> </ul>	<p><b>2016-17 targets and Scores:</b></p> <p>District</p> <ul style="list-style-type: none"> <li>• Index 1—73, Target 60</li> <li>• Index 2—36, Target 22</li> <li>• Index 3—37, Target 28</li> <li>• Index 4—80, Target 60</li> <li>• System Safeguards <ul style="list-style-type: none"> <li>-Performance--77%</li> <li>-Participation--100%</li> <li>-Graduation--100%</li> <li>-Alt Assessment--100%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Increase student achievement to meet/exceed state average on all STAAR EOCs.</li> <li>• Curriculum alignment from K-12 grade in all subjects.</li> <li>• Provide professional development for teachers to increase content knowledge and questioning strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Report generated by testing coordinator</li> <li>• Walkthrough data</li> <li>• Formative assessment data through Aware.</li> <li>• SAT/ACT scores</li> <li>• Dual credit hours awarded to students</li> </ul>

	<p style="text-align: center;">Dis 58.7%)—73</p> <ul style="list-style-type: none"> <li>● Closing the Gaps—71—C</li> <li>● ACT—10 takers, 4 passed with a 20 or higher.</li> </ul> <p style="text-align: center;"><b>TSI</b></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</p>		<ul style="list-style-type: none"> <li>● Encourage students to own their learning by maintaining a data binder with TEKs mastery.</li> <li>● Increase the number of Dual Credit offerings</li> <li>● Comprehensive Formative Assessments</li> <li>● Input assignments and tests into the gradebook for the upcoming six weeks so that students and parents can see what is coming</li> </ul>	
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75% passed, math 0,  
writing/essay 100% passed

**SAT 12th grade**

Mean Total 1001  
Range 400 to 1600  
30% Met Both Benchmarks

Mean ERW 506  
Range 200 to 800  
80% Met ERW Benchmark

Mean Math 495  
Range 200 to 800  
30% Met Math Benchmark

10 Total test takers

Female 50% Male 50% No  
Response 0%

**PSAT/NMSQT Fall 2017  
10th grade**

Mean Total 847  
Range 320 to 1520  
14% Met Both Benchmarks

Mean ERW 422  
Range 160 to 760  
36% Met ERW Benchmark

Mean Math 425  
Range 160 to 760  
17% Met Math Benchmark



	<p>36 Total test takers</p> <p>Female 50% Male 50% No Response 0%</p> <p>PBMAS—Good, no action plan necessary</p> <p>High School</p> <ul style="list-style-type: none"> <li>• ELA I—67%</li> <li>• ELA II—71%</li> <li>• Algebra I—75%</li> <li>• Biology—94%</li> <li>• US History—93%</li> </ul> <p>Middle School</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Reading—53%</li> <li>• 6<sup>th</sup> Math—67%</li> <li>• 7<sup>th</sup> Reading—76%</li> <li>• 7<sup>th</sup> Math—81%</li> <li>• 7<sup>th</sup> Writing—77%</li> <li>• 8<sup>th</sup> Reading—95%</li> <li>• 8<sup>th</sup> Math—93% w/9 Alg 95%</li> <li>• 8<sup>th</sup> Science—66%, w/9 Bio 74%</li> <li>• 8<sup>th</sup> Social Studies—76%</li> </ul> <p>Middle School is off the PEG list.</p> <p>Elementary</p> <ul style="list-style-type: none"> <li>• Grade 3 Reading –70%</li> </ul>	<p>PBMAS— only one 3 for the number of LEP students not passing reading in grades 3-8</p> <p>High School</p> <ul style="list-style-type: none"> <li>• ELA I—62%</li> <li>• ELA II—76%</li> <li>• Algebra I—81%</li> <li>• Biology—85%</li> <li>• US History—91%</li> </ul> <p>Middle School</p> <ul style="list-style-type: none"> <li>• 6<sup>th</sup> Reading—63%</li> <li>• 6<sup>th</sup> Math—70%</li> <li>• 7<sup>th</sup> Reading—82%</li> <li>• 7<sup>th</sup> Math—67%</li> <li>• 7<sup>th</sup> Writing—72%</li> <li>• 8<sup>th</sup> Reading—97%</li> <li>• 8<sup>th</sup> Math—76%</li> <li>• 8<sup>th</sup> Science—76%</li> <li>• 8<sup>th</sup> Social Studies—48%</li> </ul> <p>Middle was on the PEG list.</p> <p>Elementary</p> <ul style="list-style-type: none"> <li>• Grade 3 Reading – 55%</li> <li>• Grade 3 Math – 48%</li> </ul>		
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	<ul style="list-style-type: none"> <li>• Grade 3 Math – 74%</li> <li>• Total Gr 3 Students: 27</li> <li>• Grade 4 Reading – 77%</li> <li>• Grade 4 Writing – 64%</li> <li>• Grade 4 Math – 85%</li> <li>• Total Gr 4 Students: 40</li> <li>• Grade 5 Reading – 100%</li> <li>• Grade 5 Science – 90%</li> <li>• Grade 5 Math – 100%</li> <li>• Total Gr 5 Students: 31</li> </ul>	<ul style="list-style-type: none"> <li>• Total Gr 3 Students: 34</li> <li>• Grade 4 Reading – 64%</li> <li>• Grade 4 Writing – 61%</li> <li>• Grade 4 Math – 86%</li> <li>• Total Gr 4 Students: 41</li> <li>• Grade 5 Reading – 87%</li> <li>• Grade 5 Science – 47%</li> <li>• Grade 5 Math – 97%</li> <li>• Total Gr 5 Students: 39</li> </ul>		
Culture and Climate	A large percentage of teachers and students are either satisfied or happy.	District and Faculty Meetings are positive. Teachers are on board with policies and procedures. Teachers have the opportunity to come in to discuss issues with administrators at all levels.	<ul style="list-style-type: none"> <li>• Continue to push for activities with the faculty so that they know each other and are willing to invest in one another’s growth and feelings of support and friendship.</li> <li>• Improve teacher attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Survey Data, conversations, and team meetings.</li> <li>• When we have luncheons, all the teachers attend.</li> <li>• Teachers meet regularly to discuss students and curriculum needs.</li> <li>• Discipline records</li> <li>• Teacher and Student Advisory Committee meeting minutes</li> </ul>
Staff Quality, Recruitment, and Retention	Not all are certified through SBEC as some of the teachers are enrolled in alternative certification programs.	We have great teachers who care about students.	<ul style="list-style-type: none"> <li>• Ensure that the teachers get support needed to achieve certification.</li> <li>• Provide instructional and emotional support.</li> </ul>	Human Resources Records, survey results, and personal conversations.
Curriculum, Instruction, and Assessment	Team planning has increased the development of teachers. Expectations are heightened for student growth on state testing.	<ul style="list-style-type: none"> <li>• Scores have met state standards. When compared to surrounding districts and schools that are comparison schools, LISD is doing well.</li> <li>• Many students have grown two years in one school year on state</li> </ul>	<ul style="list-style-type: none"> <li>• Increase accountability and monitoring.</li> <li>• Prepare students to be career and college ready.</li> <li>• All teachers need to have lesson plans in a location that is easily monitored</li> <li>• Consistent and valuable feedback for teacher</li> </ul>	<ul style="list-style-type: none"> <li>• State ratings, benchmark scores, grades, six week test grades and maintaining pace with the Year at a Glance from TEKS resource through Region 3.</li> <li>• Number of students who achieve certifications that can be used to secure</li> </ul>

		<p>testing.</p> <ul style="list-style-type: none"> <li>95% of students graduated on the distinguished plan for 2016-17.</li> </ul>	<p>improvement</p> <ul style="list-style-type: none"> <li>Certifications and/or articulated credit for students in CATE classes</li> <li>Vertical Curriculum Alignment</li> </ul>	<p>employment.</p> <ul style="list-style-type: none"> <li>Graduation Plans, how many students achieve each of the programs.</li> <li>Promotion/retention/course re-takes.</li> <li>Grades/Failure rates</li> </ul>
Family and Community Involvement	<p>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.</p>	<ul style="list-style-type: none"> <li>Parents want to be involved when the activity includes demonstrating their excitement for their child's achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Increase attendance at community events and parent nights.</li> <li>Increase parent involvement, not just attendance at events.</li> </ul>	<ul style="list-style-type: none"> <li>Sign in sheets and personal observations.</li> <li>Parent surveys</li> </ul>
School Context and Organization	<p>Procedures and operations are specific and known by the person who does the job, however cross-training and organizational procedures need to be developed.</p>	<ul style="list-style-type: none"> <li>Staff is competent and meets the needs of students and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement a discipline management strategy that will be consistently and fairly administered.</li> <li>Develop procedures for maintenance and operations throughout the school's staff.</li> </ul>	<ul style="list-style-type: none"> <li>Discipline records</li> <li>Attendance record</li> <li>Operational manuals and procedural documents developed and used.</li> </ul>
Technology	<p>Our school is technology rich. However, our teachers do not all possess strategies for utilizing the technology to enhance instruction.</p>	<ul style="list-style-type: none"> <li>We have the hardware and software necessary to offer more rigorous instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Help teachers develop project based strategies and integrate technology</li> <li>Increase technology hardware</li> </ul>	<p>Personal conversations and observations as well as the STAR chart survey results. We averaged a 2 on the survey. Lesson plans.</p>

Goal	Improve Academic Achievement for All Students	<p>Schoolwide Components  NA - Needs Assessment  RS - Reform Strategies  HQ - Highly Qualified  PD - Professional Development</p>
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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.	AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs  Critical Success Factors (CSF) 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 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	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	NA	\$0	RS, AS	1, 2, 5, 7
Students who have not passed Math STAAR at the JH or have not passed the Algebra I STAAR will use Study Island	Math Teachers	Classroom, Teacher and Textbook Study Island iStation	12/16/2018	6/2/2019	NA	\$0	RS, AS	1, 2, 5, 7
Create rigorous, aligned common	All teachers	Blooms/DOK	12/16/2018	6/2/2019	199 41	\$0		1, 2

assessments that are STAAR formatted								
Follow the Year at a Glance in TEKS Resource System through Region 3	Teachers	Region 3	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	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.	Math Teachers	Study Island	12/16/2018	6/2/2019	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	12/17/2018	6/2/2019	255 13 6239 36 001 524	\$500	AS, CP	1, 2, 7
The integration of	Brittany Ross	Region 3 training	8/28/2018	12/17/2019	199	\$5,000	NA,	1, 2,

vocational and technical education programs to meet HB 5 requirements for endorsements.	Donna Kutac Dr. Oliver	for Admin. and Counselors					AS, CP	7	
High-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.	Principals	Region 3	8/28/2018 12/17/2018	6/2/2019	255 13 6239 36 001 524—\$1,250 211 13 6499 76 001 530—\$125	\$1,375	NA, PD, AA, AS	1, 2, 7	
Teachers will create manipulatives and project based learning strategies in the Math and Science classrooms	Teachers	Normal supplies, card stock, paper, etc.	12/17/2018	6/2/2019	211 11 6399 67 001 530	\$400	AA, AS	1, 7	
Teachers will utilize Word Walls in their classrooms	Teachers	Normal supplies, butcher paper, paper, printers	12/17/2018	6/2/2019	211 11 6399 67 001 530	\$500	AA, AS	1, 7	
Implement a comprehensive tutoring program.	Teachers Dr. Oliver	Time Classrooms	9/25/2018 10/30/2018 12/17/2018 2/19/2019 4/15/2019 6/2/2019	6/2/2019	NA	\$0	AA, AS	1, 5, 2	
Goal	Improve Academic Achievement for All Students						<u>Schoolwide Components</u> NA - Needs Assessment RS - Reform Strategies HQ - Highly Qualified PD - Professional Development		

Objective	Ensure a safe environment in which all students and staff are accountable.	AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs  Critical Success Factors (CSF) 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 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,	12/16/2018	6/2/2019	NA	\$0	RS, CP	1, 3, 6
Drug Dogs and Police Presence	Police and Administrators	Constable and Sheriff Dept. and Drug Dog	12/16/2018	6/2/2019	NA	\$0	NA, RS	3, 5, 6
Post and review emergency procedures	Brady Peterson	Procedures packet	12/16/2018	6/2/2019	NA	\$0	NA, CP	3, 6, 7
Implement a safety committee	Mr. Peterson Dr. Oliver Sheriff Srubar Mrs. Kutac Mrs. Lechler	Safety Binder	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	NA	\$0		
Provide professional learning opportunities to support campus	Brady Peterson		12/16/2018	6/2/2019				



character education initiatives								
Utilize Discipline Ladder for consistent Discipline Management	Principals	Ladder posted	12/16/2018	6/2/2019	NA	\$0	NA	6
Improve student and staff attendance	Administration, Faculty and Staff	Incentives	12/16/2018	6/2/2019	199 41	\$2000	NA, AS	1, 5, 6, 7
Encourage Restorative Discipline Strategies	Principals, Teachers, Students, Parents	Region 3 training	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019		\$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
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Objective	Develop an accountability, monitoring, and reporting structure for all departments and schools.	AHQ - Attract Highly Qualified PI - Parental Involvement PK - Pre-K Transition Programs AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs  Critical Success Factors (CSF) 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 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	12/16/2018	6/2/2019	NA	\$0	CP	1, 3, 7
Instructional Walkthroughs	Principals	Eduphoria	12/16/2018	6/2/2019	NA	\$0	CP, RS	1, 3, 7, 6
Teacher Observations/Appraisals	PDAS Appraisers	Eduphoria iPads	12/16/2018	6/2/2019	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	Principals	Mentoring Program Materials	12/16/2018	6/2/2019	199	\$5,000	HQ	3, 6, 7

Purchase Legal Update for Teachers through the Center for Education and Employment Law	Dr. Oliver Mrs. Wagner	Publications	12/16/2018	6/2/2019	199 41	\$300	PD	3, 6
Purchase The Master Teacher Professional Development	Dr. Oliver Mrs. Wagner	Publications	12/16/2018	6/2/2019	199 41	\$922	PD	3, 6

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, Fish Camp, 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
Middle School Weekly	Mr. Peterson	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
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		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
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%	<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

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	Schoolwide Components NA - Needs Assessment RS - Reform Strategies
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Objective	All Students will fulfill One of these Criteria: 1. SAT Reading and Math scores adding to 1000 2. ACT composite score of 21 3. TSI Reading score of 351 & TSI Writing score of 5 & TSI Math score of 350 4. Pass all five EOC tests at Level II 5. Pass the ASVAB with a minimum score of 31	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
Evidence of Implementation	Number of students testing and utilizing the software	
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
Objective	Provide appropriate services to meet the needs of each student identified within a special population	PD - Professional Development AHQ - Attract Highly Qualified

Evidence of Implementation	<ol style="list-style-type: none"> <li>1. Provide ESL services to our students identified as ESL</li> <li>2. Provide Gifted and Talented services to our students identified as GT</li> <li>3. Provide special education services for students identified as special needs</li> <li>4. Provide 504 services for students identified as special needs</li> </ol>	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
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
Secure Rosetta Stone for students who need extra help with learning English	Mr. Peterson	Region 3 Rosetta Stone	12/16/2018	6/2/2019	199 11	\$2,000	CP	1
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 Pamela Lechler	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 Pamela Lechler	Region 3 GT Services	12/16/2018	6/2/2019	199 11	0	CP	1
Develop and annually update a written comprehensive professional	GT Teachers Pamela Lechler Brady Peterson Donna Kutac Traci Harvey	Region 3 GT Services	12/16/2018	6/2/2019	199 11		CP	1

learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update)								
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<b>Goal</b>	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
<b>Objective</b>	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.	AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs
Evidence of Implementation	PEIMS data, Students enrolled in CATE courses	Critical Success Factors (CSF) 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	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	Brittany Ross Traci Harvey	HB 5 documentation	12/16/2018	6/2/2019	199 11 Perkins		AS, PD	1, 5, 6, 7

Goal	Develop a 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
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	Facility Upgrades and Improvements are ordered or being installed	

Implementation		AS - Achievement Standards CP - Coordination of Programs
Evidence of Impact	Facilities look clean and maintained	<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

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	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	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.	12/16/2018	6/2/2019	199 51		CP	3, 6

Goal	Develop a 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
Objective	Continue to maintain the structure of facilities and improve the overall appearance of district facilities	

Evidence of Implementation	Clean, Painted, Mowed, Organized Facilities	AA - Academic Assessments AS - Achievement Standards CP - Coordination of Programs
Evidence of Impact	Visually Improved	Critical Success Factors (CSF) 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

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	10/30/2018	6/2/2019	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	10/30/2018	6/2/2019	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	12/16/2018	6/2/2019	199 51	\$25,000	CP	6
Pressure wash to keep mold and mildew down	Mr. Braden Mr. Cardenas Mr. Araguz	Pressure Washer Water	12/16/2018	6/2/2019	199 51	\$5,000	CP	6
Paint regularly areas that are beginning to flake and rust	Mr. Braden Mr. Araguz	Paint	12/16/2018	6/2/2019	199 51	\$5,000	CP	6
Weekly walkthroughs and	Dr. Oliver Mr. Braden	School Vehicle	Weekly	6/2/2019	199 51	\$100	CP	6

drive-bys determining maintenance needs									
Implement the energy program with Way Co.	Dr. Oliver Mr. Braden Mrs. Wagner	Investment Grade Audit Documentation Pay structure for Way and repayment of the tax maintenance note	Monthly	6/2/2019		Loan from First State Bank	\$1,050,000	CP	5, 6
Seek out Electricity savings	Dr. Oliver Mrs. Wagner	Bids from Electricity Providers	Negotiate beginning of school year for contract ending in July 2018	7/2019		199 51	Negotiate for lowest rates	CP	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
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	<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
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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	12/16/2018	6/2/2019	199 41 and 199 31	\$500	RS, PI, CP, AS	1, 4, 6
Setup a counseling office on each campus and rotate days of service throughout the week	Traci Harvey Dr. Oliver	Office Space on each campus	12/16/2018	6/2/2019	NA	NA	RS, PI, CP	1, 4, 6
All students will take the TSI	Traci Harvey Dr. Oliver Donna Kutac	Testing Materials	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	199 31	\$200		
Pre-AP courses will be open-enrollment.	Traci Harvey Dr. Oliver Donna Kutac	PreAP courses	12/16/2018	6/2/2019	199 11	\$0		
Dual credit will be available to all eligible students.	Traci Harvey Dr. Oliver Donna Kutac	Funding for Tuition	12/16/2018	6/2/2019	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	12/16/2018	6/2/2019	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>
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

- 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

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	Beginning of the year	6/2/2019	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	Monthly	6/2/2019	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	12/16/2018	6/2/2019	199 11	\$0		
All campuses will implement and support LISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Traci Harvey and Principals		12/16/2018	6/2/2019	199 11	\$0		
All school staff members will follow the LISD and State child abuse	Traci Harvey and Principals	48 hours	12/16/2018	6/2/2019	NA	\$0		

reporting protocol								
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	12/16/2018	6/2/2019	NA	\$0		
Elementary personnel will receive guidance on conflict resolution to promote healthy relationships	Traci Harvey and Principals	Beginning of the year meetings	12/16/2018	6/2/2019	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	Create a 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 Chromcak Coach White Coach Clawson	Rules and equipment	12/16/2018	6/2/2019	199 11	\$200	AS, PD, HQ, RS	4, 7
Help create youth leagues	Coach Chromcak Coach White Coach Clawson	Rules and equipment	12/16/2018	6/2/2019	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 Clawson	Human Resources dept.	12/16/2018	6/2/2019	199 11	0	AS, PD, HQ, RS	4, 7

