

Loraine Independent School District District Improvement Plan

2022-2023



Mission Statement

At Loraine ISD, we challenge our students and community to grow daily, strive to be better than yesterday, to always make progress and to grow in a positive manner.

Vision

Loraine ISD will develop well rounded individuals that will become contributing members to society.

Core Beliefs

Loraine School will base all decisions based primarily on what is best for all students. Encouraging all students to succeed and grow

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Comprehensive Needs Assessment

Demographics

Demographics Summary

District Name: **LORAINE ISD**

Texas Academic Performance Report Total Students: **142** Campus Name: **LORAINE SCHOOL**

Campus Profile Grade Span: **PK - 12**

Campus Number: **168902001**

School Type: **Elementary/Secondary**

Total Students: 142 - 100.0%

Students by Grade:

Pre-K: **11 (7.7%)** Kinder: **9 (6.3%)** 1st Grade: **8 (5.6%)**

2nd Grade: **16 (11.3%)** 3rd Grade: **6 (4.2%)** 4th Grade: **10 (7.0%)**

5th Grade: **12 (8.5%)** 6th Grade: **12 (8.5%)** 7th Grade: **12 (8.5%)**

8th Grade: **9 (6.3%)** 9th Grade: **10 (7.0%)** 10th Grade: **9 (6.3%)**

11th Grade: **12 (8.5%)** 12th Grade: **6 (4.2%)**

Ethnic Distribution: -

African American - **6 - 4.2%** Hispanic - **89 - 62.7%** White - **45 - 31.7%** American Indian - **2 - 1.4%** Asian **00 - 0%**

Eco. Dis. **98 - 69%** Title I **142 - 100%** English Language Learners (ELL) **6 - 4.3%**

Students w/ Disciplinary Placements (2018-2019) **1 - .7%** At-Risk **52 - 36.6%**

Demographics Strengths

Loraine ISD has a diverse student population that allows for culturally diverse learning styles to be noted and utilized for overall student success.

Student Achievement

Student Achievement Summary

Accountability Rating Summary (2021-2022 School Year)

	Component Score	Scaled Score	Rating
Overall		81	B
Student Achievement		83	B
STAAR Performance	39	67	
College, Career and Military Readiness	60	90	
Graduation Rate	100	100	
School Progress		81	B
Academic Growth	63	70	C
Relative Performance (Eco Dis: 61.7%)	50	81	B
Closing the Gaps	61	77	C

Student Achievement Strengths

Strengths of the students in Loraine ISD:

- College, Career and Military Readiness (90)
- Graduation Rate (100)
- Relative Performance (81)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: STAAR Performance is a 67 **Root Cause:** 6th and 7th grade math scores and 8th grade US History were a major cause of the poor STAAR performance.

District Culture and Climate

District Culture and Climate Summary

Loraine School is wrapped in various layers of deep tradition... The community embraces tradition, and has a desire to embrace and enhance education. During the 2020-2021 school year, all staff will continue to implement a "kids-first" approach in all that we do. Culture and climate are difficult issues to address without relationship; therefore, Loraine School will align decision making with data and "kids-first" mentality. At this time, the community is on board with the changes happening on campus. Others are not in support due to a lack of connection with what is going on in district. With Loraine School not receiving a rating for the 2019-2020 school year, continued growth is a necessity to bridge gaps from previous years and from COVID19.

District Culture and Climate Strengths

The closeness and small capacity of the town and campus, prove to be great strengths of Loraine ISD. The student to teacher ratio is another great asset for Loraine ISD. The ratio is currently 7.8:1

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Loraine School underwent a turnover of 5.7% (2/35) of its staff entering the 2022-2023 school year. In order to retain the best teachers, meaningful PD will be provided to teachers in order for them to grow professionally, technology integration will be introduced to assist teachers in motivating and shaping students, and teacher appreciation will be at the forefront of planning needs. The district is currently exploring new ways to retain staff, with community input.

Staff Quality, Recruitment, and Retention Strengths

The major strengths to recruit and retain quality staff in Loraine ISD are small average class sizes, consistent academic success, a core of veteran staff, up to date facilities, and teacher/staff autonomy.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our staff utilizes TEKS Resources as our district curriculum. As for instruction, we expect teachers to ground their lesson planning in rigor, student engagement, and with an anticipation of student misunderstandings. Staff engages in Data Meetings after campus Benchmarks are discussed by the LISD Data Team. The goal of our data meetings is to allow student performance data to drive our instructional focus. Students will take two Campus Benchmarks each year, along with Curriculum Based Assessments that align with the Texas Essential Knowledge and Skills (TEKS). The benchmarks will direct the tutoring program that will allow us to close achievement gaps across the campus.

Curriculum, Instruction, and Assessment Strengths

Loraine ISD has a strength of challenging students to grow in many aspects of curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

Our goal at Loraine School is to engage our community as meaningful stakeholders. Loraine School is drenched in tradition; a new perspective has been adopted by the LISD Staff. We will have community engagement events, various sporting events, and other supportive clubs to prosper stakeholder buy-in and support.

Parent and Community Engagement Strengths

Loraine ISD is surrounded by a small, close-knit community that truly desires to see success in all facets of the school system.

District Context and Organization

District Context and Organization Summary

Teachers by Highest Degree Held	
No Degree	0
Bachelor's	14.1
Master's	4.1
Doctorate's	0.1

Teachers by Years of Experience	
Beginning Teachers	0
1-5 Years Experience	3
6-10 Years Experience	4.1
11-20 Years Experience	9.1
Over 20 Years of Experience	2

Number of Students Per Teacher	7.8
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District Context and Organization Strengths

Loraine ISD has an educational staff that is well rounded and seasoned. This allows for increased increased rigor and instruction in the classrooms.

Technology

Technology Summary

Previously, Loraine School was in the technology deficient. iPads were on campus, but they were not used in an instructional manner with fidelity. They did not have the appropriate intervention apps in use for student development. As of now, the campus has acquired HP and Lenovo Chromebooks, new document cameras, HP laptops for Dual Credit students, and each teacher has been outfitted with a laptop. Staff computers are becoming outdated and need to be replaced. We are in process of implementing, utilizing, and manipulating best technological integration strategies for student gains. The software being utilized is cutting-edge, our network has been upgraded, and our campus is technologically proficient.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





Goals

Goal 1: Academic Achievement 2023

Performance Objective 1: 90% of all tested students will score in the 2023 Standard of Approaches

Evaluation Data Sources: STAAR data for 2023





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and implement multi-level instruction in small groups to provide focused learning for students at their current instructional level with the assistance of grade level tutors.</p> <p>Strategy's Expected Result/Impact: 80% of walk-throughs will show implementation of multi-level instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize Edgenuity, iStation, Accelerated Reader and/or fluency checks to monitor progress in reading and to provide opportunities to practice reading. Copy paper will be needed to support these lessons.</p> <p>Strategy's Expected Result/Impact: 90% of Elementary students will show an increase in their monthly ISIP scores (iStation).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have regular Data meetings to address assessments, analyze assessment data, and plan for instructional intervention.</p> <p>Strategy's Expected Result/Impact: All Data meetings will address construction of CBA's, data analysis, Intervention Plans, Student Progress Monitoring, and relevant professional learning.</p> <p>Staff Responsible for Monitoring: Principal / Data Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students in grades PK-5 have scheduled blocks in the master schedule. Intervention and extension small groups, will be formed around like areas of need. Additional support provided by grade level tutors (certified teachers if possible).</p> <p>Strategy's Expected Result/Impact: 100% of walk-throughs during Lang Arts I/E will display use of small groups, reteach, and engagement strategies targeting student needs.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide before school, after school, or Saturday school tutoring to address the specific needs of students who are in need of additional intervention.</p> <p>Strategy's Expected Result/Impact: Tier 3 students will attend tutoring through a strategic plan, created by the teacher, as evidenced by sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Students will engage best academic practices through the access of adequate instructional technology</p> <p>Strategy's Expected Result/Impact: iStation Reports, Access to Online Curriculum Supplements , Eduphoria reports</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Academic Achievement 2023

Performance Objective 2: 60% of all students classified as Economically Disadvantaged will meet 2023 Reading STAAR / EOC passing standards.

Evaluation Data Sources: STAAR 2023





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and implement multi-level instruction in small groups to provide focused learning for students at their current instructional level with the assistance of grade level tutors.</p> <p>Strategy's Expected Result/Impact: Walk-throughs will show implementation of successful differentiated instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Elementary teachers will utilize Brain Pop, iStation, Accelerated Reader and/or fluency checks to monitor progress in reading and to provide opportunities to practice reading. Copy paper will be needed to support these lessons.</p> <p>Strategy's Expected Result/Impact: 90% of students will show an increase in their monthly ISIP scores (iStation).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have regular Data meetings to address assessments, analyze assessment data, and plan for instructional intervention. Extended planning days (or half days) will be provided each grading period and substitutes will be secured.</p> <p>Strategy's Expected Result/Impact: All Data meetings will address construction of CBA's, data analysis, Intervention Plans, Student Progress Monitoring, and relevant professional learning.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Academic Achievement 2023

Performance Objective 3: 60% of all students classified as Economically Disadvantaged will meet 2023 Math STAAR/EOC passing standards

Evaluation Data Sources: STAAR 2023





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will plan and implement multi-level instruction in small groups to provide focused learning for students at their current instructional level with the assistance of grade level tutors.</p> <p>Strategy's Expected Result/Impact: 80% of walk-throughs during small group instruction will show implementation of multi-level instruction.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize Edgenuity, iStation, Accelerated Reader and/or fluency checks to monitor progress in reading and to provide opportunities to practice reading. Copy paper will be needed to support these lessons (iStation intervention lessons, Reading A-Z take-home books).</p> <p>Strategy's Expected Result/Impact: 90% of students will show an increase in their monthly ISIP scores (iStation).</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will have regular Data meetings to address assessments, analyze assessment data, and plan for instructional intervention. Extended planning days (or half days) will be provided each grading period and substitutes will be secured.</p> <p>Strategy's Expected Result/Impact: All Data meetings will address construction of CBA's, data analysis, Intervention Plans, Student Progress Monitoring, and relevant professional learning.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Students in all grades have scheduled I/E blocks in the master schedule. Intervention and extension small groups, will be formed around like areas of need. Additional support provided by grade level tutors (certified teachers if possible).</p> <p>Strategy's Expected Result/Impact: 100% of walk-throughs during Lang Arts I/E will display use of small groups, reteach, and engagement strategies targeting student needs.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide after school tutoring to address the specific needs of students who are in need of additional intervention.</p> <p>Strategy's Expected Result/Impact: 90% of students of Tier 3 students will attend tutoring twice each week as evidenced by sign-in sheets</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academic Achievement 2023

Performance Objective 4: 60% of all tested students will meet 2023 Standard of Meets





Evaluation Data Sources: STAAR 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase rigor in questioning and objectives written by implementing questions and verbs from higher levels of Costa's Levels of Questioning.</p> <p>Strategy's Expected Result/Impact: Walk-through analysis will indicate lessons at the highest three levels of Bloom's Taxonomy and highest level of Costa's questioning</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academic Achievement 2023

Performance Objective 5: 30% of all tested students will meet 2023 Standard of Masters





Evaluation Data Sources: STAAR 2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be utilize online intervention applications, mentoring minds support products, other supplemental aid products to best ensure academic intervention for math and reading, and various supplies.</p> <p>Strategy's Expected Result/Impact: Campus Benchmark Scores Data Meeting notes</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Academic Achievement 2023

Performance Objective 6: 100% of students and teachers will utilize meaningful technology integration in all core curriculum classes





Evaluation Data Sources: Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will acquire HP Chromebooks for the implementation of meaningful technology integration. The purpose of this tech initiative to offer dynamic intervention opportunities for all students, specifically math and reading.</p> <p>Strategy's Expected Result/Impact: Student academic progress data Usage reports vs. academic gains reports</p> <p>Staff Responsible for Monitoring: Principal / Technology Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure 100% of staff has appropriate Professional Development regarding their responsibilities of implementing technology integration and engagement strategies supporting math and reading.</p> <p>Strategy's Expected Result/Impact: Teacher Lesson Plans</p> <p>Staff Responsible for Monitoring: Principal / Technology Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Academic Achievement 2023

Performance Objective 7: 60% of White students will obtain the level of Meets on Reading and Math STAAR tests





Evaluation Data Sources: 2023 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: LISD will create and implement strategies to enhance curriculum to raise academic success of the White student population to the Meets level on STAAR assessments in Math and Reading</p> <p>Strategy's Expected Result/Impact: White students will obtain 60% Meets level on Math and Reading assessments combined.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Career and Technical Education 2023

Performance Objective 1: Loraine School will continue to develop a coherent sequence for CTE pathways. These pathways will focus on the areas of Agriculture, Food, and Natural Resources; as well as, Audio and Visual Media.





Evaluation Data Sources: CTE pathway data / Graduates with CTE endorsements

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize iCev online CTE coursework and other CTE materials to better align and drive our CTE program.</p> <p>Strategy's Expected Result/Impact: 100% of Teacher Lesson Plans and walkthroughs will reflect iCev program use...</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will attain appropriate CTE certifications, and will take advantage of meaningful professional development opportunities.</p> <p>Strategy's Expected Result/Impact: T-TESS documentation, PD certificates, and Sign-In Sheets, and SBEC certificates.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will engage best academic practices through the access of instructional technology (iPads, HP chromebooks, and various apps)</p> <p>Strategy's Expected Result/Impact: iStation Reports, Access to Online Curriculum Supplements</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Loraine ISD administration will make sure that all CTE pathways are purposefully aligned for students to receive the proper endorsement</p> <p>Strategy's Expected Result/Impact: Students will graduate with an endorsement that is aligned with a CTE pathway</p> <p>Staff Responsible for Monitoring: Superintendent / Principal / Counselor / CTE Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: College Readiness 2023

Performance Objective 1: Loraine School will maintain our CCMR Domain performance.

Evaluation Data Sources: 2023 A-F Report Card

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use various college readiness test strategies on a regular basis to help student performance on the actual PSAT, SAT, TSI, ACT, and in core classes.</p> <p>Strategy's Expected Result/Impact: CCMR will increase from 2022 A-F ratings</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will visit 4 year universities, colleges, Junior/Community Colleges, and/or Trade Schools in order to increase their college readiness and to gain a deeper knowledge of the overall process of higher education.</p> <p>Strategy's Expected Result/Impact: CCMR will increase from 2022 A-F ratings</p> <p>Staff Responsible for Monitoring: Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional development will be provided for all staff as needed to address college and career readiness needs for students and to increase performance in all areas of advanced academics. Professional development could include reading materials, book studies, and use of research based strategies to improve student performance.</p> <p>Strategy's Expected Result/Impact: PD Certificates, Lesson Plans, and walkthrough data</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: College Readiness 2023

Performance Objective 2: Loraine ISD students will meet requirements on at least one section of the Texas Success Initiative:





9th Grade - 50%

10th Grade -50%

11th Grade -60%

12th Grade -60%





Evaluation Data Sources: TSI Results

Strategy 1 Details	Reviews			
<p>Strategy 1: TSI interventions, supports, and tutorial sessions will be provided during the school day and outside of school hours. Supports could include study guides and computer programs.</p> <p>Strategy's Expected Result/Impact: TSI Data</p> <p>Staff Responsible for Monitoring: Principal Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: School Climate 2023

Performance Objective 1: We will increase parent/community engagement and communication within Loraine ISD





Evaluation Data Sources: Sign-in documents
 Community Surveys
 School Messenger Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Employee qualified ELAR teacher and Paraprofessional to work with struggling students. Strategy's Expected Result/Impact: BOY vs. EOY student progress assessment Staff Responsible for Monitoring: Principal Funding Sources: 211.7.00.5929.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Our campus will continue to utilize strategies which will require continued PD for our staff, and assurance of program implementation fidelity. Strategy's Expected Result/Impact: PD Sign-in Sheets Internal Audit Documentation Staff Responsible for Monitoring: Principal / ELAR Staff Funding Sources: Grant Funds - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: School Climate 2023

Performance Objective 2: Safe School Initiative





Evaluation Data Sources: EOP, Safety Audit, Program (s) implementation processes

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will implement a safety program, update and have School Board approve LISD EOP, and complete all required drills & Fire Prevention Education.</p> <p>Strategy's Expected Result/Impact: Training Sign-in sheets TxSt Safety Logs</p> <p>Staff Responsible for Monitoring: Superintendent / Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: School Climate 2023

Performance Objective 3: The district will offer various intervention programs for all students.

Evaluation Data Sources: Program implementation documentation
 Student Sign-In Sheets
 Parental engagement forms

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will partner with Region 14 to ensure that we offer appropriate academic interventions for all students...</p> <p>a. Bullying and Suicide prevention including a parental and guardian notification procedure</p> <p>b. Conflict resolution program</p> <p>c. Violence prevention program</p> <p>d. Dyslexia Treatment Program -- Lexia/Scottish Rite Curriculum</p> <p>e. Pregnancy Related Services</p> <p>Strategy's Expected Result/Impact: Program implementation documentation Student Sign-In Sheets Parental engagement forms</p> <p>Staff Responsible for Monitoring: Principal, Special Populations Coordinator, Region 14 consultants</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anjanette Anders	ELAR Teacher		Yes
April Lukins	RtI Aide		Yes

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mason Kyle	Principal
Non-classroom Professional	John Rawlings	Counselor
Classroom Teacher	Anjanette Anders	Teacher
Parent	Ryan Gordon	Parent
Business Representative	Susan Sanchez	Business Rep
Parent	Daphne Fowler	Parent
Administrator	Dustin Anders	Superintendent
Admin Intern	Jacob Popham	Teacher / Admin Intern