

Lovejoy High School Campus Improvement Plan

2016-2017

MISSION

Our aim is to ensure academic success for each student. Ultimately we aim to develop young men and women so that they can personally realize the Lovejoy Graduate Profile.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2016-17

Data Sources Reviewed: <ul style="list-style-type: none"> ● AEIS Data ● 2016 STAAR Data ● 2015-16 EOC Data ● 2015-16 AP Data ● Staff discussion/input 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Students mainly come from high SES homes. As a result the vast majority of students come with few gaps in their learning.	Lack of ethnic diversity means that many students have fewer opportunities to be exposed to students from different cultures.	Provide programs and opportunities for students to be exposed to other cultures as well as sensitivity to a variety of student groups.
Student Achievement	Strong AP and EOC data. 826 of the 1,429 students at LHS took 1 or more AP courses. 66% of all tests were scored at a 3 or higher. EOC scores were strong including 332 of 334 students passing the Biology EOC and 39% scoring at the Advanced Level.	Continue to improve AP performance and Advanced EOC performance. English I and II EOC scores need continued improvement.	Reduce the number of failures while improving commended and 3's,4's, and 5's.
School Culture and Climate	Lovejoy High School has a healthy culture and climate. Student spirit and pride are evident by participation in school events and student	Teacher community and connectedness are areas of growth. Continued work on fully embracing Mastery Learning is also an area of	Programs that address Bullying, Character Development, Alcohol and Drug abuse, and healthy relationships are provided for students. Opportunities for Staff collaboration

	initiatives. Students are encouraged to pursue their passions while teachers and parents work to support students in becoming well rounded. Programming is centered around students realizing the Graduate Profile	need.	are provided as well.
Staff Quality/ Professional Development	LHS teachers are focused on student success. Professional growth and development opportunities are a focal point throughout the year.	Continued growth in using research based instructional strategies. Specifically using one of the five high yield strategies listed on the Engagement Cube. There is also a focus to increase the quality of formative assessment in classrooms. Training on providing effective feedback toward learning goals is a focus.	Using Think Tanks for professional development. Having aligned learning opportunities on professional development days. Continued focus on application of high yield instructional strategies. Administrators meeting with teacher once each nine weeks to review teacher growth areas and progress.
Curriculum, Instruction, Assessment	Curriculum alignment to TEKS and AP Standards is strong as evidenced by student scores. Re-testing has allowed students to demonstrate mastery after an initial assessment.	Monitoring of individual students and providing differentiation in classrooms. Continuing to grow in knowledge and application of high yield instructional strategies.	Provide an ongoing focus (through PD and 9 week meetings) in the critical attributes of High Yield Instructional Strategies. Administrators and teachers will work together to ensure teachers have specific objectives and use data to evaluate their performance.
Family and Community Involvement	LHS has a highly involved parent population who assist us by volunteering their time and resources to support their children's education.	Helping students learn to balance a rigorous academic load with extracurricular and after school activities. Continuing to encourage and enlist parent participation in their student's educational experience.	Communicate weekly as administrators and teachers. Promote opportunities for parental participation as part of regularly scheduled events such as Open House, concerts, plays, etc...
School Context and Organization	LHS as an organization is bending and flexing to student and	Efficiency of teachers and administrators is a focus. Effort and	LHS has a Testing Center and continues to tweak the CAT to provide different levels of

	community needs. Programs and staff have been added to better support students through things such as common tutorials and a testing center.	time are strengths, but sometimes structures are inefficient and could be improved.	support for students with different needs.
Technology	Focusing on the use of technology in the classroom continues to be a focus. Flipped classroom models are becoming more common. Teachers are also using student smart phones more in the course of their instruction.	Leveraging technology in the classroom to raise the cognitive level. LHS is also working on a long range plan for technology on the campus.	Getting more technology into teachers hands and providing training. Teachers are also required to use this technology to plan lessons and these are discussed in regular meetings with administrators.

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to 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 schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Board Priority #1 – Campus Goal

Lovejoy High School will support the Lovejoy ISD Board Goal of continuing to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures.

Objective(s):

- Increase the number of 2s, 3s, 4s and 5s scores on AP tests and eliminate 1s
- Increase student scores on the PSAT test
- Increase average student scores on SAT and ACT tests.
- Increase the number of students meeting the advanced standard on STAAR and eliminate any instance of students not meeting the minimum standard
- Reduce the number of 9-week failures

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Systematically improve instruction with an emphasis on cognitively demanding experiences students have in the classroom: through high probability teaching strategies	Campus Administrators, Curriculum specialists, and Teachers	Local funds	Professional development days on professional development calendar; extended planning sessions throughout year; teacher planning time	Walk Through Documentation	Unit test performance; additional correctives and second assessments; and failure rate each nine weeks	Professional development; teacher feedback; teacher coaching, lesson planning meetings; campus administration walkthroughs	
Utilize a focused mastery learning teaching and assessment cycle – provide clear objectives for students, quality instructional practices, and aligned assessment (and retests)	Teachers, Teacher Leaders, & Principals		Plan assessment preparation at the beginning of the school year and monitor students performance	Checklists being created and given to students Regular agenda item in team planning	Unit test performance; additional correctives and second assessments; and failure rate each	Observe planning weekly; provide formative feedback to teacher leaders every nine week	

					nine weeks	period	
Provide assistance for each student in their transition into high school – create a smooth path toward AP classes at high school through PreAP skills development	Campus Administrators, Curriculum specialists, and Teachers	Local funds	Review plans each 9 weeks and the study skills components of those plans		Unit test performance; additional correctives and second assessments; and failure rate each nine weeks	Review planned pre assessment checklist that teach students the required skills in PreAP core classes: teacher planning sessions to include conversations about pre-assessment checklists	
Systematically track student assessment and achievement data after each unit test and with yearly PSAT, SAT, and ACT data	Teachers, Principals and PST committee	Local funds	Each three weeks Each nine weeks Each semester		Unit test performance; additional correctives and second assessments; and failure rate each nine weeks	Review student assessment data: Each three weeks Each nine weeks Each semester	
Board Priority #2- Campus Goal Lovejoy High School will support the Lovejoy ISD Board Goal of continuing to build a comprehensive plan for communication to build capacity in the community’s understanding of critical district practices aligned to student experiences and student outcomes which are fundamental to continuous improvement.							
Objective(s): <ul style="list-style-type: none"> Continue to meet parents’ needs to stay informed about school events and activities. Continue to meet parents’ need of a quality internet gradebook to monitor their student’s academic progress. 							

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Communicate effectively with parents and community about school events and activities in order to continue or enhance involvement	Campus administrators, and teachers	Local funds	August - May	Weekly email Phone Message	Community Feedback	Community feedback; event attendance	
Utilize the district internet grade book –Power School as an effective means of communication for student mastery	Campus administrators, and teachers	Local funds	Updated grades every three weeks; push grades weekly	Parent use of PowerSchool	Parent survey Parent focus groups	Each semester evaluation of teacher participation and survey parents annually	
Board Priority #3 - Campus Goal <ul style="list-style-type: none"> Lovejoy High School will support the Lovejoy ISD Board Goal to continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, and parents, and colleagues. 							
Objective(s): <ul style="list-style-type: none"> Continue to promote employee satisfaction by focusing on teacher and student growth through collaboration and professional development. Promote common high expectations for student behavior and manners. Promote more collaboration and team building across grade levels. Promote positive relationships between staff members 							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	

Provide staff with opportunities for quality Professional Development: Learning @ Lovejoy; AP Training; Year-round training and coaching (TMEA, TAGT, ACTM, ASCD, etc.)	Teachers, & Principals	Local Funds	Yearly review teacher PD record and review new plans	Teacher attendance and participation	Use the LAT for PD&G Professional Responsibilities domain	Monitor teacher yearly professional development plans. Nine week meetings with teachers
Cultivate and develop strong working relationships between staff to build a stronger work environment: Planned interaction between teacher leaders and teachers; Weekly collaborative planning built in to the school day (6-8); Structured planning sessions; Extended planning sessions Regular Monday Meetings with Staff Introduction of L3 - Staff support initiative	Teachers, Teacher Leaders, Department Leads & Principals	Local Funds	Each week teachers will plan in their teams or individually	Teacher attendance and participation	Use the LAT for PD&G Professional Responsibilities domain	Observe planning weekly; Nine week meetings with teachers
Continue growing a culture of excellence and success by: Standard setting performance (STAAR; AP, SAT/ACT, PSAT); Comparing data to the best schools in state and nationally	Teachers, Teacher Leaders, Department Leads & Principals	Local Funds	Each nine weeks review student failure data, unit test data and of year AP and EOC data	Observations in classrooms	Year End performance reports	Review unit test assessment data during the year and end-of-course data
Board Priority #4 - Campus Goal Lovejoy High School will support the Lovejoy ISD Board Goal of becoming a lighthouse for Science, Technology, Engineering, and Math (STEM) education that serves to prepare students for the future of their choosing within these ever-expanding fields.						
Objective(s): <ul style="list-style-type: none"> ● Increase the number of staff certified to teach Project Lead the Way courses. 						

- Increase the use of technology by staff in all fields.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Systematically improve the cognitive demanding learning experiences students have through the use of technology oriented learning tools: such as, Google Drive, Flipped Classroom tools, Sapling Learning and, other web based Apps as well as following the district initiative of the 4C's in technology.	Campus Administrators, LMS, team leaders.	Local Funds	Assessment of progress each nine weeks	Teacher and student use of technology in instruction.	End of year STAR chart report, department head reports technology use.	Teacher leaders and teachers involved in collaborative planning will apply technology and integrate instruction/and student work products .
Provide PLTW training to a variety of Math and Science certified teachers.	Campus Administrators,	PLTW Training	Summer 2017	Recruiting of teachers.	Number of offerings available in PLTW courses	Identify teachers to participate in program. Recruit teachers who have PLTW certification.
Systematically improve technology training for teachers in the use of Google apps and specific software tools for each department.	Campus Administrators, LMS and Technology Committee	Local Funds	Assessment of Teacher Proficiency on standardized tools	Trainings offered to teachers	End of year STARchart report, Technology training report,	Technology committee plans and creates varied opportunities for technology training centered around academic learning goals for students