

Sanger Independent School District
Linda Tutt High School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Alternative Standard



Mission Statement

The mission of the Sanger Independent School District is to create a learning community that engages, challenges, and inspires all students. We will educate our diverse population in an atmosphere that encourages academic, physical and creative achievement and promotes strong character.

Vision

Our Students develop into responsible, productive citizens, and life-long learners.

Our Schools attract and retain the most qualified and dedicated personnel, and have facilities that are safe, clean, pleasant and equipped.

Our Schools hold high learning standards for learning in all subject areas and challenge all students to achieve at the highest possible level.

Our Community provides an environment of trust, respect, and pride. The Community supports our educators and provide resources and support for students to achieve.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Background Information

Linda Tutt High School (LTHS) is an alternative school of choice located in Sanger, TX. Students from several smaller districts in Denton County (Argyle, Aubrey, Krum, Pilot Point, Ponder, Sanger) can apply to attend LTHS if they are encountering challenges and/or barriers to success at their home high school campus.

LTHS qualifies to be evaluated using the state's "Alternative Education Accountability" (AEA), which is used statewide by approximately 366 campuses. The AEA system is set up to take into account the variety of challenges that "At-Risk/At-Promise students," face in completing their High School Diploma. In order to qualify to be evaluated under AEA, a campus must have at least 75% of their students qualifying as "At Risk," according to state criterion and 50% of their student enrollment must be in grades 6-12.

As an alternative education campus LTHS is permitted to offer students a shorter school day, students at LTHS attend school from 9AM to 1PM daily. Students have the opportunity to come as early as 7:50am and to stay as late as 3:10pm, but are required to attend four hours daily.

Students apply to attend LTHS for a variety of reasons, some are mothers or fathers; others are older students who were retained in elementary, intermediate or middle schools and who are now at High School with much younger peers, some are providers for their family while others struggle to handle the typical larger HS environment and find it over-stimulating and/or anxiety-provoking.

On receiving applications from feeder high school, LTHS Administration & Staff review these applications, set up 1:1 meetings with applicants and their parents/guardians to discuss the students' educational needs in more detail; review their current transcripts & state assessment results and post school short and long-term goals. Next, a group program orientation is held for students and parents/guardians to explain the school structure and expectations. Students and parents learn about the attendance, behavior, and credit requirements: the A B C's. Once this process is complete and the student, parent/guardian, home high school staff, and LTHS staff are in agreement, the student withdraws from their traditional high school and enrolls in LTHS.

DEMOGRAPHICS

Students

The table below breaks down the number of students by the following demographic factors: socio-economic status (free & reduced lunch); ethnicity; special education enrollment; and English Language Learners. The mobility rate for the last two school years is also provided. A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks at a particular school). Mobility rate for 2017-2018 school year is not available until the end of the school year. The data provided for 2017-2018 school year documents the students we have enrolled and served between August 16, 2017 and October 18, 2017.

	2015- 2016	2016 - 2017	2017-2018 (as of 10/18)
Total Students Served	30 Students	18 Students	29 Students
Free & Reduced Lunch %	53.3%	50%	60%
English Language Learners	0	0	0
Special Education Enrollment	0 - Sped	5.6%	6.89%
Mobility Rates	58.5% Mobility	76.1% Mobility	N/A
African American Students	0.0%	0.0%	0.0%
Hispanic Students	42%	33.3%	21%
White Students	58%	66.7%	79%

Student attendance for 2016-2017 school year was 84.2%. Attendance rates for the current 2017-2018 school year, through the first 9 weeks, is 81%.

Staff

One hundred percent of LTHS teachers are classified as effective under the The Every Student Succeeds Act (ESSA) which is the US law passed in December 2015 that governs the United States K–12 public education policy. The law replaced its predecessor, the No Child Left Behind Act (NCLB), which required that teachers be highly qualified in the subject area they teach.

LTHS teachers have Bachelors degrees in a variety of areas including political science, engineering, science and multidisciplinary studies. Fifty percent of teachers have a Masters Degree in Education. Fifty percent of the LTHS teachers are first year teachers. Fifty percent have fifteen plus years of teaching experience. LTHS teachers have a variety of teacher certifications including Secondary Math, Grades 6-12; Biology, Grades 6-12; Physical Education Grades 6-12; Special Education Grades EC-12; Family & Consumer Science Grades 6-12; English, Language Arts, Grades 7-12 and Social Studies, Grades 8-12.

Demographics Strengths

- Student enrollment numbers are increasing and almost back to capacity (30 students) thus far in 2017-2018 school year.
- Teachers at LTHS have multiple certifications in a variety of different areas.
- Fifty percent of LTHS teachers have 15 or more years teaching experience.
- Fifty percent of LTHS teachers have a Masters Degree.
- LTHS Principal has a doctorate in education.
- LTHS is able to offer all five HS Diploma Endorsements recognized by state.

Problem Statements Identifying Demographics Needs

Problem Statement 1: LTHS students have a very high mobility rate (76%) in 2016-2017 school year which impacts student achievement. **Root Cause:** LTHS teachers need training in strategies to address gaps in student learning.

Problem Statement 2: The number of LTHS students who qualify for free or reduced lunch (low socio-economic status) continues to increase annually (currently at 60%) and these students struggle to be academically successful. **Root Cause:** LTHS teachers need training in strategies to meet the needs of at risk learners.

Problem Statement 3: LTHS students' attendance rates for 2016-2017 school year is 84.2% and 81% for the first 9 weeks of 2017-2018 which is over ten percentage points lower than other Sanger ISD schools **Root Cause:** LTHS needs incentive programs to encourage student attendance.

Student Academic Achievement

Student Academic Achievement Summary

STUDENT ACADEMIC ACHIEVEMENT

LTHS has made significant improvements in students' academic achievement levels during the 2016-2017 school year. For 2016, LTHS' student achievement (Index 1 on State Accountability) as measured by their performance on High School End of Course STAAR tests score was 22. The criterion LTHS needed to meet on this index under alternative education accountability was 35. The low scores on this Index for 2016 resulted in LTHS being assigned an accountability rating of "Improvement Required."

In 2017, LTHS' **student achievement (Index 1 on n State Accountability Measures)** as measured by their performance on High School End of Course STAAR tests score was 51 which was 29 points higher than the previous school year and 16 points above the the criterion LTHS needed to meet on this index under alternative education accountability (35).

This resulted in LTHS being assigned an accountability rating of "Met Alternative Standard."

Index 2 of the State Accountability Measures, the progress students show as measured by results on STAAR tests from year to year, was not included as a measurement of student academic performance during 2015-2016 and 2016-2017 school years.

Index 3 of the State Accountability Measures, Closing Performance Gaps between student groups and subpopulations has a target score of 13 to meet standard. In 2016 and then 2017, LTHS' score on this index was 16 and 18 respectively which met state criteria and showed an increase from year to year.

Index 4 of the State Accountability Measures, PostSecondary Readiness has a target score of 33 to meet state standard. LTHS' student performed excellently on this measure. In 2016 their score for this index was 92% and in 2017, their index 4 score was 100.

Performance rates for specific End of Course Tests in 2015-2016 and graduation/dropout rates for the class of 2015 and 2016 are listed below.

Performance

Areas

Reading

Math

All Students

2015-2016

23%

29%

All Students

2016-2017

32% - Increase of 9%

20% - Decrease of 9%

Science	82%	73% - Decrease of 9%
Social Studies	32%	85% - Increase of 53%
Graduation Rate	5 year Grad; Continuer & GED rate for class of 2015 - 100%	5 year Grad; Continuer & GED rate for class of 2016 - 100%
Longitudinal recommended/distinguished/foundation with endorsement Graduates	Class of 2015 - 9.1%	10.6% - Increase of 1.5%
College/Career Readiness Score	8%	17% - Increase of 9%
Annual Dropout rate	2.6% - Grades 9-12 class of 2015	15.6% - Increase of 13%
System Safeguards	1 out of 7 met = 14%	3 out of 6 met = 50%
		Increase of 36%

Performance rates by student groups in 2015-2016 and 2015-2017 are listed below.

	All Students	Hispanic Students	White Students	Econ Dis. Students
	2015-2016	2015-2016	2015-2016	2015-2016
	2016-2017	2016-2017	2016-2017	2016-2017

Reading	23%	***	***	38%
Math	32% (+9%) 29%	50% ***	29% ***	50% (+12%) ***
Science	20% (- 9%) 82%	*** ***	20% ***	25% ***
Social Studies	75% (- 7%) 32%	*** ***	75% ***	67% ***
4 year grad rate, continuers & GED class of 2015 & 2016	85% (+53%) 93.3%	100% 80%	82% 100%	88% ***
	100% (+ 6.7%)	100% (+ 20%)	100%	***

***** indicates that this subpopulation score was not calculated by the state due to the small numbers in that particular group.**

Student Academic Achievement Strengths

- Index scores (students' performance on End of Course STAAR tests) increased by 29% during last school year & surpassed level of achievement required for state accountability by 16 points

- Biology End of Course STAAR test has 75% passing rate
- US History End of Course STAAR test has 85% passing rate
- 10.6% of LTHS students earned a recommended, distinguished or foundation with endorsement high school diploma in 2015-2016
- 17% of LTHS students met career readiness standard set by Texas Education Agency for career readiness in 2015-2016
- Hispanic students and students from low socio-economic backgrounds consistently outperform the "all students," group on End of Course tests

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: LTHS students have a 20% passing rate on Algebra 1 End of Course STAAR test **Root Cause:** LTHS teachers need training in strategies to meet the needs of at risk learners.

Problem Statement 2: LTHS Dropout rates for 2015 school year is 15.6% **Root Cause:** LTHS teachers need training in strategies to meet the needs of at risk learners.

Problem Statement 3: LTHS students English 1 & English II EOC test scores have a 32% End of Course STAAR test pass rate with low performance scores especially on essay component of test **Root Cause:** LTHS teachers need training in strategies to meet the needs of at risk learners.

School Processes & Programs

School Processes & Programs Summary

SCHOOL PROCESSES & PROGRAMS

As an alternative school of CHOICE, LTHS students earn credits at their own pace. They earn course credit when they complete a course and demonstrate mastery of the concepts covered in the course. This makes LTHS different from a traditional High School where students must have “seat time,” to earn credits and are awarded credits only at the conclusion of each semester.

Approximately 85% of course content is provided through the Edmentum Computer Assisted Instruction Program. The remaining fifteen percent is completed through offline activities including science experiments, English essays, responses to literature stories, etc. Post-tests for each unit studied in each course, mastery tests at the end of each unit and semester tests are used as formative assessments of student progress and mastery of concepts.

In addition to completion of course credits, LTHS students have access to intensive tutorials to prepare them for their End of Course STAAR tests. Many of the students who enroll in LTHS have already attempted their EOC test one or more times and have not been successful passing them. Many students show “gaps in their learning and skills,” due in large part to their high mobility rate and low attendance rates. Intensive EOC tutorials are provided approximately ten weeks prior to the December and May administrations of EOC tests. Students can earn 0.5 credit in Practical Writing, or Reading for their participation and successful completion of assignments in the English 1 and/or English II, End of Course tutorials and 0.5 credits in “Closing the Gaps,” math course for their participation and successful completion of assignments in the Algebra 1, End of Course tutorials.

Students at LTHS have access to a chrome book to complete their coursework. Student progress is measured based on a weekly review of the A, B & Cs.

Attendance is a challenge for LTHS students. Several different incentive programs (e.g. earning rib eye steak lunch; earning trip to local restaurant; gas gift cards) have been used in efforts to increase the average daily attendance rate. During the last six weeks of the 2016-2017 school years, these incentive programs raised attendance rates to an average of 90%, the attendance rates for the 2016-2017 school year was 84%. The attendance rate thus far for the 2017-2018 school year is 81%.

Behavior is evaluated by looking at the number of student write-ups, and monitoring when, where and with whom these incidents occur.

Completion of assignments is monitored and evaluated by looking at student course completions, participation in End of Course intensive tutorials and time on task as measured on the Edmentum system.

The Principal and Counselor meet every 4-6 weeks with each student to review their A, B, Cs and to help set short-term and long-term goals. Students have daily/weekly goal sheets that they complete each morning and at the end of each day to document their goals and achievements in the areas of attendance, behavior and counseling.

In the Spring and Summer of 2016-2017, LTHS staff and Sanger High School staff under the guidance of Director of Special Programs for the district developed some “Blended Learning,” courses. The purpose of developing these courses is to be able to offer students who are not being successful using the Edmentum Program another option for completing their coursework. At this time, blended learning courses presented through Canvas learning management system are available in English 1, English II, Biology and Algebra 1.

LTHS is able to offer students courses that lead to completing and earning one of the five endorsement areas for High School Diplomas that the state recognizes. The task of identifying specific courses that would lead to the five different endorsements and ensuring that the LTHS teachers had the appropriate teacher certifications to award credits for these courses began in Spring 2017 and continues during the Fall semester of the 2017-2018 school year. LTHS staff continue to work to expand their Career & Technology Education course offerings and to assist students in taking specific steps to plan for transitioning from High School to the workforce, trade school, college or university.

School Processes & Programs Strengths

- A variety of instructional approaches are available to support students in earning credits at their own pace and catching up on credits needed for graduation (e.g. Edmentum Courses; Offline instructional activities; intensive, individualized and/or small group End of Course STAAR tutorials; blended learning options).
- Students have 1:1 access to the latest version of Chrome Books.
- Students set daily and weekly goals and self-monitor/self evaluate whether or not they meet these goals. Each student meets individually every 4-6 weeks with the counselor or principal to review goal attainment.
- LTHS has the capacity to offer students all five endorsement areas identified by state for graduation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff & students need to become more familiar with & competent in their use of Canvas Learning Platform for the blended learning courses **Root Cause:** Staff & students lack training and development in the use of blended learning courses

Problem Statement 2: LTHS students who are not meeting Attendance, Behavioral & Course completion goals are not identified early and provided with supports and interventions to meet their needs **Root Cause:** LTHS Counselor & Principal need additional supports to meet the needs of the multiple programs in the building.

Problem Statement 3: LTHS students need increased access to courses that explore their career interests & aptitudes and that prepare them for Workforce and/or third level educational settings **Root Cause:** LTHS students lack Career Development/Career Exploration tools and courses

Perceptions

Perceptions Summary

LTHS' public perception and public image is mixed. Students and parents indicate that they are very pleased with the program and what it provides. Several mention that without the CHOICE program, "my child would never have graduated." The community perception of LTHS seems to be largely based on whether or not they or someone in their family or neighborhood has direct experience with and success at LTHS.

Community members who have not had direct experience with LTHS tend to have many misperceptions about the school and the programs it offers. Comments are made including, "Oh, that is the school for the bad/troubled kids, the drug users etc.." During the 2016-2017 school year several efforts were made to "get the word out," and dispel some of the misperceptions about LTHS. These efforts included having a stand at the "Sanger Celebration Days," festival in September 2017 where information about LTHS' programs and a survey about the public's perceptions of and knowledge of the programs offered at LTHS was conducted. The LTHS Principal also spoke to college classes at Texas Women's University and the Sanger Rotary and Lions clubs about the various opportunities and programs available at LTHS.

Public and community perception continues to be an area that LTHS staff and members of the campus leadership team feel needs to be a high priority.

Perceptions Strengths

- Positive feedback about program from students, staff & families of students
- Multiple settings where LTHS Principal gets to speak to community groups about LTHS programs
- Large numbers of graduated LTHS students who come by campus on a regular basis to thank staff and who are gainfully employed and/or attending college

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Accurate information about LTHS is not widespread in the community. **Root Cause:** Time and resources are needed to conduct public awareness/information activities in an ongoing manner

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility

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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

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
- Other additional data

Goals

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 1: LTHS students' performance on STAAR End of Course Algebra 1 tests in December 2017 and May 2018 will increase from 20% passing rate in 2016-2017 to 60% passing rate in 2017-2018 and performance on English 1 and English II EOC tests will increase from 32% to 60%

Algebra 1 End of Course passing rates for December 2017 and May 2018 EOC testing dates
Numbers of students earning credits and completing courses will increase

Evaluation Data Source(s) 1: Algebra 1 End of Course passing rates for December 2017 and May 2018 EOC testing
Number of credits and course completions will increase
Eng 1 & Eng II End of Course passing rates for December 2017 and May 2018 EOC testing

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Develop and deliver intensive, diagnostic individualized tutoring plans to students based on their past performance on Algebra 1; English 1 and English II EOC tests for a minimum of twice weekly for 8 weeks prior to December 2017 and May 2018 EOC test administrations.	2, 3, 8, 9	Principal, Asst. Principal, math and English teachers, Counselor	Increase student levels of performance on STAAR by 5%				
Problem Statements: Student Academic Achievement 1, 3							
System Safeguard Strategy 2) Offer tutorials for students who are "Completers" (have earned all credits needed for High School Diploma, but still need to pass one or more EOC tests) to accommodate their work and life schedules	2, 3, 8, 9	Principal, Asst. Principal, Counselor	25% Completers will be successful on EOC STAAR.				
Problem Statements: Demographics 1 - Student Academic Achievement 1, 3							
							

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: LTHS students have a very high mobility rate (76%) in 2016-2017 school year which impacts student achievement. **Root Cause 1:** LTHS teachers need training in strategies to address gaps in student learning.

Student Academic Achievement

Problem Statement 1: LTHS students have a 20% passing rate on Algebra 1 End of Course STAAR test **Root Cause 1:** LTHS teachers need training in strategies to meet the needs of at risk learners.

Problem Statement 3: LTHS students English 1 & English II EOC test scores have a 32% End of Course STAAR test pass rate with low performance scores especially on essay component of test **Root Cause 3:** LTHS teachers need training in strategies to meet the needs of at risk learners.

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 2: LTHS Math & ELA teachers will participate in meaningful, targeted staff development opportunities that provide them with additional research-based instructional strategies that are effective in reaching and teaching our students

Evaluation Data Source(s) 2: Algebra 1 & English I & II End of Course passing rates for December 2017 and May 2018 EOC testing dates
Numbers of students earning credits and completing courses will increase

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Visit other high performing schools of choice in the area	4	Principal	100% teachers will learn strategies to meet the needs of at risk learners.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3						
2) Attend Texas State Alternative Education Conference	4	Principal	100% teachers will learn strategies to meet the needs of at risk learners.				
	Problem Statements: Demographics 1, 2, 3 - Student Academic Achievement 1, 3						
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: LTHS students have a very high mobility rate (76%) in 2016-2017 school year which impacts student achievement. Root Cause 1: LTHS teachers need training in strategies to address gaps in student learning.
Problem Statement 2: The number of LTHS students who qualify for free or reduced lunch (low socio-economic status) continues to increase annually (currently at 60%) and these students struggle to be academically successful. Root Cause 2: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 3: LTHS students' attendance rates for 2016-2017 school year is 84.2% and 81% for the first 9 weeks of 2017-2018 which is over ten percentage points lower than other Sanger ISD schools Root Cause 3: LTHS needs incentive programs to encourage student attendance.
Student Academic Achievement
Problem Statement 1: LTHS students have a 20% passing rate on Algebra 1 End of Course STAAR test Root Cause 1: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 2: LTHS Dropout rates for 2015 school year is 15.6% Root Cause 2: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 3: LTHS students English 1 & English II EOC test scores have a 32% End of Course STAAR test pass rate with low performance scores especially on essay component of test Root Cause 3: LTHS teachers need training in strategies to meet the needs of at risk learners.

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 3: Percentage of career and college ready students will increase from 16.7% on state accountability performance ratings to 30%.

Evaluation Data Source(s) 3: Number of students completing Career & Technology Education courses
 Number of students graduating with Recommended/Distinguished/Foundation with Endorsement High School Diplomas and Career Development/Exploration Courses
 Number of students completing College Readiness a

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Increase the number of endorsements available to students	2, 3, 10	Principal, Asst. Principal, Counselor, Human Services Teacher	5% Increase in the number of students who are CTE coherent sequence takers and proficient on EOC exams				
Problem Statements: Student Academic Achievement 1, 2, 3							
							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: LTHS students have a 20% passing rate on Algebra 1 End of Course STAAR test Root Cause 1: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 2: LTHS Dropout rates for 2015 school year is 15.6% Root Cause 2: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 3: LTHS students English 1 & English II EOC test scores have a 32% End of Course STAAR test pass rate with low performance scores especially on essay component of test Root Cause 3: LTHS teachers need training in strategies to meet the needs of at risk learners.

Goal 1: Sanger ISD will provide a meaningful and challenging curriculum for a strong foundation for student success in college and career readiness.

Performance Objective 4: Career & Technology Education Courses will be expanded to include Science, Technology, Engineering and Math Endorsement classes, Robotics classes & job/career site visits, "shadows' etc., and

Evaluation Data Source(s) 4: Number of students completing CTE courses and earning STEM Endorsement

Number of students participating in career/job alike site visits and "job shadowing"

Number of speakers coming to campus to address students about varying career paths

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide speakers to come to LTHS to provide information to students about career specific pathways.	1, 7	Counselor, Asst. Principal	9 -12 grade students will be aware of job and career opportunities by selecting a career pathway				
Problem Statements: School Processes & Programs 3 - Perceptions 1							
							

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: LTHS students need increased access to courses that explore their career interests & aptitudes and that prepare them for Workforce and/or third level educational settings Root Cause 3: LTHS students lack Career Development/Career Exploration tools and courses
Perceptions
Problem Statement 1: Accurate information about LTHS is not widespread in the community. Root Cause 1: Time and resources are needed to conduct public awareness/information activities in an ongoing manner

Goal 2: Sanger ISD will recruit, hire, develop, and retain high quality instruction and and support staff.

Performance Objective 1: Recruit, develop and retain highly effective teachers.

Evaluation Data Source(s) 1: teacher certifications, professional development percentages

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attend Blended Learning Academy training at Region 11	1, 4	Principal	100% teachers will develop skills to provide quality instruction to diverse students.				
	Problem Statements: Demographics 1, 2 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1						
2) Attend local job fairs to identify and recruit highly effective teachers	1, 4, 5	Principal	Highly effective teachers are identified and hired				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: LTHS students have a very high mobility rate (76%) in 2016-2017 school year which impacts student achievement. Root Cause 1: LTHS teachers need training in strategies to address gaps in student learning.
Problem Statement 2: The number of LTHS students who qualify for free or reduced lunch (low socio-economic status) continues to increase annually (currently at 60%) and these students struggle to be academically successful. Root Cause 2: LTHS teachers need training in strategies to meet the needs of at risk learners.
Student Academic Achievement
Problem Statement 1: LTHS students have a 20% passing rate on Algebra I End of Course STAAR test Root Cause 1: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 2: LTHS Dropout rates for 2015 school year is 15.6% Root Cause 2: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 3: LTHS students English I & English II EOC test scores have a 32% End of Course STAAR test pass rate with low performance scores especially on essay component of test Root Cause 3: LTHS teachers need training in strategies to meet the needs of at risk learners.
School Processes & Programs
Problem Statement 1: Staff & students need to become more familiar with & competent in their use of Canvas Learning Platform for the blended learning courses Root Cause 1: Staff & students lack training and development in the use of blended learning courses

Goal 3: Sanger ISD will ensure active and appropriate involvement with district stakeholders through exceptional communication.

Performance Objective 1: Accurate and timely communication with campus stakeholders and community

Evaluation Data Source(s) 1: Regularly (every week) updated web page

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create and update a web page with separate sections for Choice, DAEP, and Challenge/Journey which includes a calendar or events, staff information pages and photos and details of upcoming event and activities	1, 6	Principals, Asst. Principal, Campus Technology Facilitator, teachers	100% LTHS website maintain an updated				
Problem Statements: Perceptions 1							
2) Speak to community groups to deliver the message about LTHS		Principal, Asst. Principal	Improved campus reputation in the community by speaking to two community groups per semester				
Problem Statements: Perceptions 1							
							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Accurate information about LTHS is not widespread in the community. Root Cause 1: Time and resources are needed to conduct public awareness/information activities in an ongoing manner

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 1: Increase use of PBIS across all programs

Evaluation Data Source(s) 1: discipline referrals, ISS rate, OSS rate

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy 1) Provide booster training to staff		Principal, campus PBIS team	Decrease in discipline referrals, ISS rate, and OSS rate by 5%				
Problem Statements: Student Academic Achievement 1, 2, 3							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: LTHS students have a 20% passing rate on Algebra 1 End of Course STAAR test Root Cause 1: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 2: LTHS Dropout rates for 2015 school year is 15.6% Root Cause 2: LTHS teachers need training in strategies to meet the needs of at risk learners.
Problem Statement 3: LTHS students English 1 & English II EOC test scores have a 32% End of Course STAAR test pass rate with low performance scores especially on essay component of test Root Cause 3: LTHS teachers need training in strategies to meet the needs of at risk learners.

Goal 4: Sanger ISD will enforce policies and procedures which promote a safe and healthy environment.

Performance Objective 2: Increase attendance rate

Evaluation Data Source(s) 2: Records of conferences held with students and parents/guardians
Daily and weekly attendance rates

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Complete daily and weekly review of students' attendance will be conducted and conferences will be held with parents/guardians and students with absenteeism problems to develop interventions to support students' regular school attendance.		Principal, campus PBIS team	100% complete daily and weekly reviews				
Problem Statements: School Processes & Programs 2							
							

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: LTHS students who are not meeting Attendance, Behavioral & Course completion goals are not identified early and provided with supports and interventions to meet their needs Root Cause 2: LTHS Counselor & Principal need additional supports to meet the needs of the multiple programs in the building.</p>

Goal 5: Sanger ISD will allocate resources to ensure high achievement for all students.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Develop and deliver intensive, diagnostic individualized tutoring plans to students based on their past performance on Algebra 1; English 1 and English II EOC tests for a minimum of twice weekly for 8 weeks prior to December 2017 and May 2018 EOC test administrations.
1	1	2	Offer tutorials for students who are "Completers" (have earned all credits needed for High School Diploma, but still need to pass one or more EOC tests) to accommodate their work and life schedules
1	3	1	Increase the number of endorsements available to students
4	1	1	Provide booster training to staff

17-18 CBLT

Committee Role	Name	Position
Administrator	Anthony Love	Assistant Principal
Administrator	Dr. Ann Hughes	Principal
Non-classroom Professional	Chad Hoskins	Counselor
Classroom Teacher	Deanna Rabalais	Elementary Teacher
Classroom Teacher	Joe Price	MS/HS Teacher
Student	Aaron Pounders	Student
Classroom Teacher	Allison VanDever	MS/HS teacher
Paraprofessional	Glen Phipps	Paraprofessional
Student	Hanna Cole	Student
Business Representative	Jennifer Worster	Business Representative
Paraprofessional	Jon Wooten	PEIMS Registrar
Paraprofessional	Joy Arceneaux	Paraprofessional
Parent	Lisa Darnell	Parent
Paraprofessional	Neva Banks	Administrative Assistant
Community Representative	Stephen LeHotsky	Community Police Officer
Parent	Teresa Anderson	Parent