

# Lexington Independent School District

## Lexington High School

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in Reading/English Language Arts  
Top 25% Closing Performance Gaps



# Mission Statement

Lexington Independent School District fosters a community of life-long learners by providing an environment that builds self worth, integrity, and respect for diversity while striving for excellence.

# Call to Action

All students at Lexington ISD will be prepared to thrive in the future they create and become dynamic contributors to an ever-changing, global community.

# Our Beliefs

We believe ...

- every child is a unique learner with immense value, worth, and purpose.
- education is the sum of experiences, comes with responsibility, and requires meaningful communication with all stakeholders.
- students deserve a safe, nurturing environment that they can turn to for help and resources.
- self-motivation and persistence are necessary to achieve life-long goals and real-world success.
- adventurous teaching leads to active student engagement.
- the future of society is impacted by the preparedness of our students.
- students are not the only ones learning and teachers are not the only ones teaching.
- every student is an innate problem solver and can be a critical thinker.
- environment and attitude are contagious; positive and negative
- every student deserves to feel successful (no matter how small the gain) as a result of their effort.

# Learner Profile

The learner ...

## Character

- Is goal oriented
- Has a strong work ethic
- Has perseverance
- Has integrity

## Responsibility

- Is responsible
- Is able to take ownership

## Critical Thinking

- Is adaptable
- Is self-reflecting
- Is resourceful
- Makes decisions

## Succeed by Failing

- Learns from mistakes
- Is confident in abilities
- Has analytical/reasoning skills

## Communication Skills

- Is an active listener
- Knows communication etiquette
- Will ask questions for clarification

## Respect(ful)

- Is understanding/empathetic
- Has good social skills
- Has self-discipline
- Aware of diversity
- Has self-respect

## Collaboration

- Stays open-minded
- Works well in a team
- Contributes to the end result

# Table of Contents

Comprehensive Needs Assessment .....	5
Demographics .....	5
Comprehensive Needs Assessment Data Documentation .....	8
Goals .....	10
Goal 1: We will utilize a system of accountability to implement and evaluate professional development that is aligned to our call to action. ....	10
Goal 2: We will utilize a system of accountability to implement and evaluate instructional programs that are aligned to our call to action. ....	14
Goal 3: We will increase opportunities for all students to become socially, emotionally, and culturally intelligent. ....	24
Goal 4: We will develop opportunities for all students to be engaged in positive social and emotional experiences. ....	30
Goal 5: We will seek partnerships and alternative fiscal resources to accomplish our call to action. ....	34
Goal 6: We will create a system that ensures resources are allocated based on our call to action. ....	37
Goal 7: We will create systems and processes that will provide students with necessary knowledge, skills, and experiences to pursue the future opportunities of their choice. ....	39
Goal 8: We will integrate a variety of teaching methods that foster student engagement. ....	44
Goal 9: We will emphasize the use of technology across the learning environment. ....	49
Goal 10: We will promote and sustain compliance. ....	52
System Safeguard Strategies .....	59
2017-2018 Campus Site-Based Committee .....	61
Addendums .....	62

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students:

Demographics	2012	2013	2014	2015	2016	2017	2018
Student Composition	267	276	270	274	270	270	289
Enrollment	267	276	270	274	270	270	289
African American	7.9%	6.2%	7.4%	8.0%	6.67%	7.77	13.49
Hispanic	12.4%	12.3%	12.2%	12.4%	14.07%	14.81%	15.91%
White	74.9%	75.7%	77%	76.6%	75.93%	75.18%	69.2%
Eco Disadv	36.3%	43.5%	41.5%	43.8%	38.9%	40%	41.17%
Mobililty	12.8%	10.6%	11.7%	10.2%	11.4%	11.4%	--
American Indian		0.70	0.70	0.00%	0.00%	0.00%	1.73%
Asian		0.40	0.40	0.40	0.74	0.00%	0.00%
Pacific Islander		0.00%	0.00%	0.00%	0.00%	0.37	0.35
Two or More		4.70%	2.2%	2.6%	2.59%	1.85%	4.49%
SPED		9.40%	13%	10.2%	9.63%	7.77%	9%
504	--	--	--	--	--	--	12%

Students:

Lexington High School serves 289 students, and experienced a 7% increase in total student population for school year 2017-2018. Also different for the 2017-2018 school year is a slight change in distribution of student populations for Hispanic and White students and an increase of 73% from 7.77% to 13.49% of African American students.

#### Staff:

As reported through the 2016-2017 Texas Academic Performance Report (TAPR) Lexington High School has 35 total staff members sharing 14 individuals with the middle school. As professional educators all hold degrees; 3.6% of the high school staff has earned a Master's Degree. The teachers have an average of 10 years of professional experience, and 5 of those years has been with the district. The campus is proud to have a low attrition rate (11%) among staff, hiring four positions this year, three from outside the district.

#### School:

Lexington High School promotes a culture of academics, activities and enrichment in line with the strategic plan. Both the girls and boys athletic programs experienced growth and success in the 16-17 school year with most teams participating in post district competition with numerous individual honors. For the 2016-2017 school year the campus earned two TEA Distinction Designations one for Academic Achievement in Reading/English Language Arts and another for Top 25% in Closing Performance Gaps. Lexington High School offers a number non-athletic extra curricular programs and organizations that earned distinctions last year: TAFE, BPA, FFA, HOSA, Band, Robotics, Academic UIL and UIL One Act Play. The organizations foster a spirit of competitiveness and service. TAFE, BPA and HOSA had students compete at the state conferences. Robotics advanced from state to the National competition. Academic UIL increased points and participation sending 18 students to the Regional contest and one student to the State contest. The One Act Play advanced to the Area contest for the first time in several years.

#### District:

The district enrollment is over 1000 students for the first time in over 10 years. The geographic size of our district is almost 300 square miles.

#### Parents:

The parents of LISD are involved and supportive. They participate in the booster organizations such as PTA, PIE, Athletic Association and Band Boosters. They serve on committees and attend the wide range of events that the school offers.

#### Community:

The community is involved and supportive too. The community has organized an Education Foundation to support academic endeavors.

### **Demographics Strengths**

1. We offer a low student/teacher ratio.
2. We work with students and teachers to gather input regarding course offerings.
3. We offer a wide range of options for our students considering our size and the shared arrangement with other campuses.
4. We have implemented a 1:1 device initiative.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** As reported by the 2016-2017 TAPR 78% of the students met approaches grade level or above on the STAAR Reading/Writing test. The white students performed at 84% approaches, while African American students performed at 53% approaches, Hispanic students performed at 67% approaches and Economically Disadvantaged performed at 73% approaches. The campus out-performed the state. **Root Cause:** Review of the campus summary reports indicate that the reporting category that represents the most difficulty for our students is the Composition. The average score is a 9.2 out of 16.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability 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
- Accountability Distinction Designations
- Community and student engagement rating data

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## 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.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

## Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data



## Parent/Community Data

- Parent surveys and/or other feedback

# Goals

**Goal 1: We will utilize a system of accountability to implement and evaluate professional development that is aligned to our call to action.**

**Performance Objective 1:** Create professional development aligned to the specific needs of every student.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) Provide opportunities for teachers to attend Pre-AP/AP training in their subject area regardless of assignment.</p> <p>Train new teachers as appropriate to their assignment and prior training in GT as required: Nature &amp; Needs Assessing Differentiating Instruction Designing Curriculum Setting Standards</p>	3, 4, 5, 8, 9	Curriculum Director Campus Principals	Certificates of attendance/training counts as 6 hr GT update yearly 30 hr initial GT training	✔	✔	✔
2) Train required staff in CPR/First Aid		Curriculum director Principal	Cards/Sign In Sheets EOY or BOY	✔	✔	✔
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 6</p> <p>3) Train new staff on Texas Behavior Support Initiative modules from Region 4</p>		Curriculum director Principal	77th Legislature required	✔	✔	✔
4) Develop individualized professional development plans	4, 8	Principal Department heads Teachers	Sign in sheets Certificates of attendance	🌀		

<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1  5) Participate in SIOP "Sheltered Instruction" training (new secondary staff)	9	Curriculum director	Certificates of participation			
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 3  6) Provide opportunities for department heads to attend subject area "Leadership Network" at Region 13 as available	4	Department Head	Certificates of attendance			
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  7) As it pertains to their teaching assignment and T-TESS :  TRMS STAAR/EOC RTI/Remediation/IPS DMAC/Data disaggregation Academic Vocabulary (SAT/ACT)	4	Curriculum Director Department Head	Certificates of attendance			
8) Capturing Kids Hearts training -- 15 LHS staff have attended in the past						
9) Write for Texas Summer Institute Lead4Ward Planning Instruction DMAC Academy SIM Writing to create structure with Creativity						
10) Writing bootcamp/Wednesday Writing Clinics						
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue						

**Goal 1:** We will utilize a system of accountability to implement and evaluate professional development that is aligned to our call to action.

**Performance Objective 2:** Implement a plan for targeted training and guided collaboration process to enhance instruction

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Participate in C2L collaborative with Cameron and Rockdale ISD Withdraw December 2017		Curriculum Director Campus Principals	Attendance at meetings Benchmark development and testing Data analysis between districts Certificates of participation			
2) Advocate K-12 departmental vertical alignment meetings to address concerns related to: **literature resources (novel units, poetry selections) **projects, labs, experiments **PreAP/AP projects **Field trips **CTE certifications (OSHA, CPR) **others as determined						
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 3) Utilize teaming periods and common planning to disaggregate local, state and federal assessment data and track individual student progress (core teachers)	1, 8, 9	Principal Department head	Master schedule Reports Teaming minutes Lesson plans Individual plans for success/intensive plans of study RTI			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 1:** We will utilize a system of accountability to implement and evaluate professional development that is aligned to our call to action.

**Performance Objective 3:** Evaluate the implementation and effectiveness of professional development (initial and ongoing).

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Where appropriate, present staff with opportunity for completing survey  **LHS C2L (2nd meeting) survey **LHS Tech survey mid-year **LHS CTE survey EOY **LHS CASE survey EOY (entire staff) **LISD C2L survey Nov 27th 2017 **LISD DOI survey Dec 15 2017	1, 4	Curriculum director  Principal	Survey information Discuss continuing CASE survey			
2) Receive continuous and ongoing feedback from teachers, staff and administration to gauge effectiveness		Superintendent Curriculum director Principal	teacher/staff feedback surveys benchmark data			
3) Discuss formal and informal methods that teachers can use to survey students regarding classroom student feedback		department heads				
4) Develop systems/procedures to evaluate implementation of instructional strategies		principal	T-TESS observations Walkthroughs			
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7  5) Ensure that the professional learning opportunities allow LISD staff to maintain the necessary qualifications to serve all learners	3	Superintendent Curriculum director Principal	Attendance certificates Highly qualified teachers Teaching certificate			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 2: We will utilize a system of accountability to implement and evaluate instructional programs that are aligned to our call to action.**

**Performance Objective 1:** Implement teacher, student and parent surveys regarding satisfaction of individual instructional programs.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Create and distribute surveys to evaluate effectiveness of instructional programs		Technology director Technology integration specialist	create surveys distribute surveys data collection			
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 5 CSF 6 2) Distribute annual Career & Technology Education (CTE) survey [staff, students, parents] created by Region 13	10	Special programs director CTE teachers	Parent and student letters about survey Data collected from survey (dependent upon Region 13 CTE specialist to communicate)  Had less than 10 parent responses (sent a letter home and sent an email)			
3) Encourage departmental/subject area program effectiveness survey	6, 8					
<b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 5 CSF 6 4) Invite parents and community to help evaluate LHS using the HB5 Student and Community Engagement process  Need to evaluate current process <a href="https://www.thecasesolved.com/">https://www.thecasesolved.com/</a>	6	Principal	Data collected from the meeting Discuss continuing			
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 2:** We will utilize a system of accountability to implement and evaluate instructional programs that are aligned to our call to action.

**Performance Objective 2:** Implement instructional programs aligned to the curriculum and the district's call to action.





**Evaluation Data Source(s) 2:**








**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Utilize benchmark testing as an assessment tool (core subjects)	1, 8, 9	campus principals teachers	data analysis			
2) Use Turn-It-In software in the ELAR classrooms and make it available for all staff, to engage students in the writing process through the use of online feedback and grading tools. Foster and develop skills in: revision, ownership of original content, feedback, and collaboration. <a href="http://turnitin.com/">http://turnitin.com/</a>	1, 9		Primarily for ELAR classes.			
3) Use Plato software for credit recovery, RTI, non-traditional courses, and college readiness (tutorials for SAT/ACT/TSI).	1, 9					
4) Encourage student participation in:  College Board AP Exams PSAT assessment for National Merit Scholarship ACT/SAT Dual Credit or Concurrent/Articulated Enrollment Courses		Counselor Monitoring chart	Accountability reports Strategies to host in district/on campus  AP World History the only AP course this year  Dual Credit partners: Blinn ACC TEEX UT-OnRamps UTPB			

<p>5) Coursework Endorsements/Pathway:</p> <p>Public Service  -- Law Enforcement (4 credits)  -- Education and Training (5 credits)  -- Health Science (5 credits)</p> <p>STEM (Science, Technology, Engineering and Math)  -- Math &amp; Science (8 credits)</p> <p>Business &amp; Industry  -- Information Technology (4 credits)  -- Animal Systems (5 credits)  -- Agribusiness (4 credits)  -- Manufacturing Production Development (5 credits)  -- Journalism (4 credits)</p> <p>Arts &amp; Humanities  -- Performing Arts Theatre (4 credits)  -- Performing Arts Music or Jazz (4 credits)</p> <p>Multidisciplinary studies</p>		Counselor Career Portals Career Cruising	4 year plan	✓	✓	✓
<p>6) Career and Technology Student Organizations</p> <p>BPA  FFA  TAFE  HOSA  TSA</p> <p>"Be Involved" posters listing organizations, meetings, sponsors, and locations</p>				✓	✓	✓



<p>7) CTE Student Certifications</p> <p>OSHA \$25.00</p> <p>Public Service  -- Law Enforcement  ** Teen CERT  ** CPR AED First Aid (going up to \$20.00 from \$4.50)  ** NWS Weather Watcher</p> <p>-- Education and Training  ** Classroom management (Agrilife Extension Service) \$12.00  ** Child Abuse and Neglect Free  ** Education Fundamentals Pre-PAC (AAFCS) \$20.00  ** Broad Field FCS Pre-PAC (AAFCS) \$20.00</p> <p>-- Health Science  **Heart Saver CPR \$4.50 (price increase)  **Health Care Provider \$4.50 (price increase)  **EMT (tuition)</p> <p>Business &amp; Industry  -- Information Technology  **OPAC (Office Skills Proficiency Assessment &amp; Certification) \$30.00  **Express Employment Professionals: Business Office Technology Certification</p> <p>-- Animal Systems  **Beef Quality Assurers  **Hunter's Education  **Boater's Education</p> <p>-- Agribusiness</p> <p>-- Manufacturing Production Development  **NCCER</p> <p>STEM  **Pre Engineering Vex Robotics REC Foundation \$40.00</p>	10					
8) Conduct meetings with a combined CTE advisory board	6	District CTE Director				

9) Provide students with instruction in CPR at least once before graduation 7th-12th grade		Principal Teachers	Stamped cumulative folders Certificates CPR Cards Attendance sheets Training for staff  Full CPR certification cards are going up to \$20.00 each			
10) Implement strategies to coordinate and integrate services for all special or title programs monitored by PBMAS  --Career & Technical Education --Special Education --NCLB now ESEA --ESL/ELL	9, 10	Directors	PBMAS program enrollment			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 2:** We will utilize a system of accountability to implement and evaluate instructional programs that are aligned to our call to action.

**Performance Objective 3:** Establish a system of evaluation based on community, teacher, and student input to examine program effectiveness.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>1) Utilize the Community &amp; Student Engagement Evaluation Committee to evaluate the campus on the 9 categories as per HB5</p> <p>Gifted and Talented Education 21st Century Workforce Development Wellness &amp; Physical Education Community &amp; Parental Involvement Compliance Fine Arts Second Language Acquisition Digital Learning Environment Drop Out Prevention Strategies</p>	6, 8, 10		Need to decide as a district if we will continue to use this, since it is no longer mandated.			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Parent Student Community Engagement Opportunities</p> <p>Week in Review</p> <p>Athletics -- LAA -- Banquet -- Invitation tournaments//meets -- Home game concierge services (students) --Senior nights -- Club coaching -- LES Concierge services --Field day</p> <p>Cheer</p>	6, 10					

- JV/V Squads
- Cheer for all home games
- Host at least 3 pep rallies (home)
- Attend summer camp
- Spirit signs
- Spirit parades away games

NHS/NTHS

- Induction
- Officers
- Community service
- Leadership activities & service projects
- canned food drive (TBF)
- Fun Run 5ks
- Leukemia pennies for patients

FFA

- greenhand camp
- district meeting
- fajita dinner
- fruit/meat sales
- District LDE
- Area LDE
- Midwinter
- Spring banquet
- Hosts/Greeters at B2School

Student Council

- Elections
- Conventions (District/State)
- Leadership/Fundraising
- Student/Staff Volleyball
- Homecoming
- Veteran's Day Program
- Assisting with programs at LES (Turkey Dinner, Walk A Thon, Field Day)
- safety announcements
- Teacher Appreciation
- Transition days

Transitions

- Career Cruising December January
- Parent Info Session
- Course Request
- 1:1 meetings or small group meetings

- Blinn Apply Tx
- College Fair (TBF)
- Jr/Sr parent meeting
- PSAT
- Are You Ready Chart
- ASVAB
- Offering SAT/ACT on campus (TBF)
- Scholarship night
- Awards program
- Baccalaureate
- Graduation

- Theatre Arts
- UIL OAP Contest
  - Haunted House

- Volunteerism
- Silver Cord of Service
  - recognition at award program
  - recognition at graduation

- Band
- Invitational marching contest(s)
  - UIL marching contest
  - Chuy's parade
  - Winter concert
  - Spring concert
  - Spring banquet
  - Blinn performance
  - ATSSB
  - LxTx Homecoming events
  - Spring UIL
  - Solo Ensemble
  - LES Friday meeting
  - Eagle Time Spirit Walks

- Academic UIL
- teacher sign up
  - student sign up
  - recognition at awards program
  - encourage participation in invitational contests
  - encourage participation at Super Conference
  - Speech Scrimmage with Giddings
  - Mini meet with Giddings
  - Texas Virtual Challenge Meet

--posted practice schedule

Faculty

- Tidings of Comfort and Joy for HOBY
- Faculty shirts
- Ye Old College Day

FCS

- See you at the pole
- Service projects

BPA

- September Membership drive
- Papa John's (Fall/Spring)
- October Fall leadership conference
- January Regional leadership conference
- March State leadership conference
- May National leadership conference

TAFE

- Fall book drive
- Spring Teacher Appreciation Week
- Teacher of the Month
- District meeting
- State conference
- National conference

Interact









- Rotary club meetings
- RYLA

HOSA

- Blood Drives
- student competitions
- Fall Leadership Conference
- District contest
- State conference
- Concierge service for Flu Clinic

TSA

- New 2017-2018
- Officer/leadership/competition for Robotics and Computer Science











3) Parent communication on the digital learning environment --Week in Review --Class of Student email groups --Class of Parent email groups --Marquee --Campus website announcement tickler --LHS Audio announcements (feeds the website tickler) --Staff Please announce emails for students via teachers	6					
<b>Critical Success Factors</b> CSF 5 4) Empower students as decision makers through events such as the Showcase of Student Learning	6					
5) Provide parent partnership meetings to establish goals of a Title I school wide district	1, 2, 3, 6, 8, 10	Special Programs Director				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

### Goal 3: We will increase opportunities for all students to become socially, emotionally, and culturally intelligent.



**Performance Objective 1:** Establish programs to empower and support all LISD employees to educate all students in social, emotional, and cultural intelligence.







**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Use inspirational quotes from daily PassItOn.com in the daily announcements; other character education endeavors	2					
2) Participate in the Region XIII Safe and Drug Free Schools Co-op to provide services concerning safety and drug use prevention as available.	4					
3) Present information for understanding, prevention, identification as applicable to staff and students regarding  bullying to faculty and students physical and verbal aggression dyslexia harassment and dating violence substance abuse mental health conflict resolution  Livebinders			Compliance training			
4) Implement Red Cross Blood drive (16 & 17 year olds with parent consent, 18 year olds self, staff, community).  Scholarship opportunities for student leaders.  "Red Cord" for students who donate to wear at graduation.		HOSA Sponsor				
5) Address training on tobacco, alcohol and other drugs as well as bus safety where appropriate.		Health teacher	<a href="http://texastobaccolaw.org/course">http://texastobaccolaw.org/course</a>			
6) Develop & implement strategies targeted at reducing violence, substance abuse, suicide prevention & conflict resolution		Counselor				



<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>7) Continue coordinated school health activities as recommended/directed</p> <p>To meet 4 times a year</p> <p>Student members Staff members</p> <p>Specific goals &amp; objectives through Health &amp; PE Curriculum</p> <p>Student Food Allergy Management Plan</p> <p>Big Decisions P.A.P.A.</p> <p>Evidence Based Alcohol Awareness training</p> <p>Awareness programs for reporting child abuse and sexual abuse</p> <p>Dating violence</p> <p>Health screenings: scoliosis, diabetes, hearing, vision</p> <p>Sexting and hazards</p> <p>Texting and driving hazards</p> <p>Free Flu shots for students 11/2017</p>	6	SHAC Health PE/Teachers	<p>District level committee Compliance trainings</p> <p>(Information on consent for &amp; opting out of PAPA and sex education in handbooks; procedures for apprising parents of requirements/options prior to instruction)</p>			
<p>8) Train students as required in CPR/First Aid in Health classes or as pull out training, at least once in 7th-8th grade prior to graduation</p>		Principal	<p>Transcript Cumulative folder "CPR" Cards HB 897 amends Â§28.0023 of TEC</p> <p>Going up to \$20.00 a card for full CPR certification</p>			

<p>9) Pursue activities related to STEM/STEAM:</p> <p>Robotics Ag Mechanics Web Computer Science</p> <p>Clubs and Extracurricular related to STEM TSA Robotics</p>		Principal Teachers				
<p>  = Accomplished        = Considerable        = Some Progress        = No Progress        = Discontinue     </p>						

**Goal 3:** We will increase opportunities for all students to become socially, emotionally, and culturally intelligent.

**Performance Objective 2:** Utilize the community as a collaborative partner to teach social, emotional, and cultural intelligence.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Attend College Fairs as available		Counselor	Co-curricular attendance forms			
2) ASVAB Assessment November		Counselor	Individual student reports	✓	✓	✓
3) Pursue school based SAT and ACT testing dates (provided at LHS during the school week as opposed to some other site on a Saturday)  February and April		Counselor	Distinction designation goal of participation			
4) Student recognition programs:  =FFA Banquet =CTE Banquet =Athletic Banquet =Senior Scholarship Banquet =NHS/NTHS Induction =End of the Year Awards =Graduation =Honor's Night Out (new planned for 3/3/18) =Letter jackets =Silver Cord of Service =Graduation cords/stoles by program						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** We will increase opportunities for all students to become socially, emotionally, and culturally intelligent.

**Performance Objective 3:** Provide professional development that leads to continual reinforcement and modeling of social, emotional and cultural intelligence.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Professional development opportunities will be provided Peer tutoring google.classroom 10/18 or 10/25						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** We will increase opportunities for all students to become socially, emotionally, and culturally intelligent.

**Performance Objective 4:** Evaluate secondary band instrument inventory against student enrollment 6-12 grade and program expectations.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Need to look at the number of students enrolled in band 6-12 (127) versus the instrument inventory and program expectations.  Concerns regarding: Rentals (Title I, % EcoDis), Balanced instrumentation, Condition (excellent, good, fair, poor) Issues that impact sound (models/mfg) Use (concert, jazz, marching)						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






**Goal 4: We will develop opportunities for all students to be engaged in positive social and emotional experiences.**







**Performance Objective 1:** Create systems that identify and utilize student interests for the development of district programs.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Continue with T!PTXT anonymous texting line to 979-476-8663				✓	✓	✓
2) Continue with extra-curricular student participation requirements regarding random student drug testing (Board Policy FNF).				✓	✓	✓
3) Maintain student staff ratio of less than 45 to 1 in PE classes  Offer athletics in lieu of PE  Offer two first semesters of marching band in lieu of PE  HS students will meet or exceed minimum daily physical activity and requirements of two semesters of PE/Equivalent  Conduct Fitness Gram Assessments as required by law and local policy  Utilize Fitness Gram data as applicable		Principal Counselor		✓	✓	✓

<p>4) LHS will develop truancy prevention measures to meaningfully address a student's school attendance:</p> <p>Automated communication for absences and tardies w/in gradebook  Informal conferences at issuance of admit slips  Develop BIPA (Behavior Intervention Plan for Attendance) at third "U"  Discipline referral at third "U"  Referral/ISS at next "U" report  Attendance letters at 3/6/9 absences  Parent conference  Judge pre-conference  Leveled exemptions for semester exams</p> <p>Credit restoration plans regarding loss of credit due to individual absences will be developed through the attendance committee review process</p>		PEIMS/Attendance Clerk Principal Behavior Coordinator	Attendance rate used in accountability: 2016-17=95.6% 2015-16=94.2% 2014-15=94.1%			
<p>5) 8th grade transition</p> <p>1:small group scheduling for 9th-10th graders</p> <p>1:1 scheduling for 8th and 11th graders</p>		Principal Counselor				
<p>6) Develop a presentation and information packets explaining student options</p>		Counselor	Secondary Course Guide 8th to 9th transition planning activities Jr./Sr. parent night 1:1 senior meetings			
<p style="text-align: center;"><b>Critical Success Factors</b>  CSF 2 CSF 6</p> <p>7) Construct and/or administer student survey</p>			MyCollegeOptions voluntary participation CTE survey from service center (when available) Qualitative information from 1:1 meetings			
<p>8) Utilize student's interests to establish organization possibilities such as teacher training, community contacts, field trips, guest speakers</p>						

<p>9) Develop personal graduation plans (PGPs) which include selecting a Pathway or Program of Study that leads to an Endorsement under HB 5 for each student entering grade nine together with that student's parent/guardian</p> <p>Transition planning includes:          Career Portals class          Career Cruising software          Parent information meeting          Personal Graduation Plan          1:1 meeting</p>	6		Class of 2018 will be first graduating class			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						



**Goal 4:** We will develop opportunities for all students to be engaged in positive social and emotional experiences.

**Performance Objective 2:** Provide staff with sustainable programming that creates positive social and emotional experiences for students.

**Evaluation Data Source(s) 2:**




















**Summative Evaluation 2:**

**Goal 4:** We will develop opportunities for all students to be engaged in positive social and emotional experiences.

**Performance Objective 3:** Create a schedule for all campuses that allows for multiple positive student interactions.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) PALS class student volunteers to LES						
2) Instructional Practices student observers Practicum in Education and Training student practitioners		Pathway teacher Volunteer teachers				
3) Student Directing class for Theatre						
4) Student Aids varies by schedule						
5) Student athletes "concierge" services on Friday at LES Band students invited to LES "meeting" Walk through Pep Rallies LMS and LHS		Sponsors				
6) LHS Student speakers at LMS Career Portals classes LHS Student workers at LES "events" --Field Day --Kindergarten Round-up --Specific circumstances mentoring --As requested and we'll be there						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






**Goal 5: We will seek partnerships and alternative fiscal resources to accomplish our call to action.**

**Performance Objective 1:** Create active partnerships with business that will engage students and career exposure.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Business & Industry: Zochnet/Robert Zoch/Lincoln Tx Brynn Spiller -- advisory committee Darin Hawley -- advisory committee				✓	✓	✓
2) Health Science Oakwood Manor/Hope Flores/Giddings/Nursing home  Air Evac/Tracy Noe/LaGrange/Air Transport  Merry Allert/Guest speaker  -- advisory committee Layne Dussetschleger -- advisory committee				✓	✓	✓
3) Education and Training:  LES/LMS Principals, Counselors & Teachers Donna Morgan -- advisory committee Ginger Ray -- advisory committee				✓	✓	✓
4) Criminal Justice:  Lee County Attorney's Office/Martin Placke  Martin Placke -- advisory committee Rodney Meyer -- advisory committee				✓	✓	✓

<p>5) Business &amp; Industry Ag</p> <p>Lexington Livestock Commission/Russell Heller/Livestock Marketing  Dime Box Animal Clinic/Dime Box/Vet Tech  Lexington Animal Clinic  Home Depot/Bastrop  McDonald's/Manor  Ender Feeders/Fedor  Sienna Dry Cleaners/Giddings  Woodson Lumber/Lexington  Dairy Queen/Giddings  Hildebrandt's  Taco Bell/Bastrop  Peterson's Food Mart  Sonic/Giddings  Mechanalube/Giddings</p> <p>Lee Co Biologist  Lee Co Game Warden</p> <p>Boettcher Inc</p> <p>Elizabeth Boettcher - advisory committee  Russell Heller -- advisory committee</p>				✓	✓	✓
<p>6) 5.1.1 Identify responsibilities of the person who will be creating partnership with businesses</p>		Superintendent	Invite business owners to a meeting and review the Strategic Design during the Fall of 2016			
<p>7) 5.1.2 Establish district lead to align partnerships with businesses</p>		Superintendent				
<p>8) 5.1.3 Seek commitments from community partnerships for career exposure</p>						
<p>9) 5.1.5 Align community partnerships with career pathways</p>			Secondary Course Guide and PGPs			
<p>10) 5.1.6 Promote opportunities for practicum courses in the junior and senior years of high school</p>			Practicum in Manufacturing (enrolled/offered) Practicum in Ag (enrolled/offered) Practicum in Health Science (enrolled/offered) Practicum in Education and Training (enrolled/offered) For pathways and endeavors that don't offer or align to a practicum experience those students use Career Prep as their course (enrolled/offered)	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

**Goal 5:** We will seek partnerships and alternative fiscal resources to accomplish our call to action.

**Performance Objective 2:** Establish inter-district and intra-district partnerships that will benefit LISD by increasing educational resources.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Participate in C2L collaborations (BOY and 10/9/2017) canceled participation after staff survey						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 5:** We will seek partnerships and alternative fiscal resources to accomplish our call to action.

**Performance Objective 3:** Create active partnerships with community members to increase student and staff opportunities.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

**Goal 5:** We will seek partnerships and alternative fiscal resources to accomplish our call to action.

**Performance Objective 4:** Pursue external, alternative initiatives to provide additional capital for LISD.

**Evaluation Data Source(s) 4:**







**Summative Evaluation 4:**

**Goal 6: We will create a system that ensures resources are allocated based on our call to action.**

**Performance Objective 1:** Implement resource allocation processes that promote transparency and are responsive to program needs.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) BOY Share departmental budget with departments/staff  MOY/EOY Ask for input regarding changings for upcoming school year  BOY gave budgets 12/13/17 placed print out in boxes (sent email as follow-up)						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 6:** We will create a system that ensures resources are allocated based on our call to action.

**Performance Objective 2:** Develop a comprehensive, equitable compensation and benefit plan for all employees.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

**Goal 6:** We will create a system that ensures resources are allocated based on our call to action.

**Performance Objective 3:** Implement and sustain a long-range district facilities plan.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Review District Crisis Management Plan  Algin DCMR to NIMS (National Incident Management System) guidelines  Train staff  Monitor the security of all buildings and implement improvements as needed  Attend safety training as available  Review facilities for safety and make recommendations to the LISD School Board of findings						

**Goal 7: We will create systems and processes that will provide students with necessary knowledge, skills, and experiences to pursue the future opportunities of their choice.**

**Performance Objective 1:** Provide professional development that enhances and improves classroom instruction.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**Goal 7:** We will create systems and processes that will provide students with necessary knowledge, skills, and experiences to pursue the future opportunities of their choice.

**Performance Objective 2:** Expand curriculum and/or offerings to provide students with varied methods of instruction.





**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Math -- 3 teachers Algebra Geometry PreAP Geometry Algebra II PreAP Algebra II PreCalculus PreAP PreCalculus (stop 17-18) AP Calculus (stop 17-18) DC PreCal Blinn (start 17-18) DC Bus Math Blinn (start 17-18)				✓	✓	✓

2) Science -- 3 teachers Biology PreAP Biology IPC Chemistry PreAP Chemistry Physics PreAP Physics (stop 17-18) AP Physics (stop 17-18) DE Physics (start 17-18) Environmental Systems CTE-Anatomy & Physiology CTE-Advanced Animal Science CTE-Food Science				✓	✓	✓
3) English -- 3 teachers English I PreAP English I English II PreAP English II English III AP English III (stop 17-18) English IV AP English IV (stop 17-18) DC English III (UTPB) (stop 17-18) DC English IV (UTPB) (stop 17-18) DE English III UT OnRamps (start 17-18) DE English IV UT OnRamps (start 17-18)				✓	✓	✓
4) History -- 4 teachers World Geography World History AP World History US History DC US History (UTPB) Government/Economics DC Government (UTPB) DC Economics (Blinn)			Planning on DE US History UT OnRamps for 18-19 Investigating other advanced history options	✓		




5) Electives Art (2 sections) Theatre (3 sections) Band (1 class) Jazz Band (1 class)  Spanish I-II (6 sections) DC Spanish III (UTPB)  Oral Interpret Student Leadership PALS Journalism I-IV (1 class) DC by request PE Athletics				✓		
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						











**Goal 7:** We will create systems and processes that will provide students with necessary knowledge, skills, and experiences to pursue the future opportunities of their choice.

**Performance Objective 3:** Develop flexible learning that provides diverse opportunities outside of the classroom.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Student leadership opportunities: Student Council, NHS, NTHS, Athletics, Band, OAP, FFA, BPA, TAFE, Interact, FCS, Robotics and other extracurricular organizations  New: TSA		Sponsors		✓	✓	✓
2) Artistic opportunities: Art, Band, Jazz Band, Theatre Arts, Floral Design				✓	✓	✓
3) Specific Academic Aptitude Opportunities: UIL Academics, advanced courses, club academic contests (TAFE, BPA, FFA, HOSA)				✓	✓	✓
4) General Intellectual Ability Opportunities: differentiation activities in core subjects, specialized electives, student showcase of learning				✓	✓	✓
5) Field trips -- Health Science Methodist Hospital, Katy Tx Center for the Intrepid TBF The Blood Center of Brazos Valley TBF  Blood & Tissue Center of Central Texas TBF Blinn Junior College Health Science branch TBF EMS presentation communications and documentation						
6) Field trips -- STEM TBF						
7) Field trips -- Information Technology Austin Art Institute presentation 10/17/17 Tx State Univ IT Symposium 10/13/17				✓	✓	✓

8) Field trips -- Criminal Justice District Court Lee Co 10/18/16 CACOG Regional All Hazards Exercise 11/3/16						
9) Field trips -- Education and Training Child Advocacy guest speaker Partner with LES Field trips College visit						
10) Field trips -- Ag Science (mech, business, animal)  State Fair of Texas Entries Washington Co Prospect Show 9/9						
11) Field trips -- GT  Fall -- Project Liberator Ceremony in Austin 11/9/17			Texas Liberators of Nazi Concentration & Death Camps of the Second World War with a special ceremony on November 9 at the Texas State Capitol. This special ceremony, held on the anniversary of Kristallnacht, the "Night of Broken Glass" that marks the escalation of anti-Jewish violence under the Nazi regime, will recognize these veterans, their narratives, their courage, and their histories, and introduce the Texas Veteran Liberators Project, which brings these experiences of liberation and humanity to life for a new generation of Texans.			
12) Expand Texas Initiative: "Generation TX" to prepare students post-secondary education options; clarify process for application, admission & student financial aid.  PSAT Presentation Calendar Jr. Sr. Parent Meeting Blinn Apply Texas 1:1 student/parent meetings		Counselor	2016 was a baseline year for SAHS			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> = Accomplished</span> <span> = Considerable</span> <span> = Some Progress</span> <span> = No Progress</span> <span> = Discontinue</span> </div>						

## Goal 8: We will integrate a variety of teaching methods that foster student engagement.

**Performance Objective 1:** Identify, implement, and support a variety of innovative teaching methods across the district.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Provide for common departmental level conference/teaming time		Principal	Master schedule			
2) Participate in Instructional Rounds TBF						
3) 8.1.2 Utilize evaluation instruments that support the implementation of innovative teaching practices						
4) 8.1.3 Provide professional learning opportunities for teacher to design dynamic, engaging lessons and activities						
5) 8.1.4 Provide opportunities for teachers to attend various teaching strategy workshops and implement a committee to follow-up on implementation						
6) 8.1.5 Provide professional learning opportunities for campus administrators to ensure the implementation and sustainability of engaging instruction						
7) 8.1.6 Allow teachers opportunities to observe other teachers implementing a variety of teaching strategies						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 8:** We will integrate a variety of teaching methods that foster student engagement.

**Performance Objective 2:** Provide relevant, professional learning opportunities for educators that foster student engagement.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Each core teacher will utilize the district's curriculum TRMS  Core teachers will work with students individually on performance goals		Department heads				
2) Maintain the service arrangement with ESC 13 for the following  Career & Technical Education (it is recommended that other options be considered) Title I, Carl Perkins SSA Title III, Part A for LEP Homeless Education Coop Distance Learning Network Curriculum Council Network TEKS Resource System						
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						



**Goal 8:** We will integrate a variety of teaching methods that foster student engagement.




**Performance Objective 3:** Provide multiple options for students to demonstrate knowledge.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Showcase of Learning TBF						
2) CTE Half day schedule and work program						
3) Blended learning via technology -- taking notes -- taking quizzes -- flipped instruction -- google.classroom -- research -- e-books/e-textbooks -- presentations						

<p>4) Academic UIL participation opportunities</p> <p>Accounting  Barbara Jordan Historical Essay Competition  Calculator Applications  Computer Applications  Computer Science  [Congress]  Current Issues and Events  [Film]  Latino History Essay Competition  Literary Criticism  Mathematics  Number Sense  Ready Writing  Science  Social Studies  Spelling and Vocabulary  Cross-Examination Team Debate  Lincoln-Douglas Debate  Extemporaneous Informative Speaking  Extemporaneous Persuasive Speaking  Poetry Interpretation  Prose Interpretation  Editorial Writing  Feature Writing  Headline Writing  News Writing  One-Act Play  [Theatrical Design]  Robotics</p>						
<p>5) Career &amp; Technical Education Student Organization participation opportunities</p> <p>--BPA (Business Professionals of America)  --FFA (Future Farmers of America)  --HOSA (Health Occupations Student Association)  --NTHS (National Technical Honor Society)  --TAFE (Texas Association of Future Educators)  --TTSA (Texas Technology Student Association - new 2017)</p>		<p>Sponsors</p>				

6) Other student organization participation opportunities -- Student Council -- National Honor Society -- Fellowship of Christian Students -- Interact						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						










**Goal 9: We will emphasize the use of technology across the learning environment.**

**Performance Objective 1:** Provide professional learning opportunities to teachers related to technology integration in their instruction.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Build capacity of teachers to promote and support the infusion of technology into teaching by:  Partnering with Cameron ISD for technology integration summer professional development  TechTuesday notes/email newsletter Tech training Tech meetings  Attendance of Technology Team and selected staff at TCEA conference and other technology professional development opportunities while working to promote and share digital integration instructional strategies across LISD	4					
2) Teachers are encouraged to use: google.sites email student email Remind google.calendar Apps for iPads google.classroom  Independent training through TechTuesday newsletter						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 9:** We will emphasize the use of technology across the learning environment.

**Performance Objective 2:** Increase access to current technology for all students.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) 1:1 implementation of Chromebooks to HS student body.  Distributed by technology integration specialist						
<b>Critical Success Factors</b> CSF 5  2) Provide technology based resources for secondary band students  Music First cloud based software for submitting, reviewing, evaluating individual practice performance <a href="https://www.musicfirst.com/">https://www.musicfirst.com/</a>  Charms cloud based software for band member event, calendar, organization, music library, equipment inventory, uniform distribution <a href="https://www.charmsoffice.com/">https://www.charmsoffice.com/</a>		Band director				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 9:** We will emphasize the use of technology across the learning environment.

**Performance Objective 3:** Create and implement a variety of teaching opportunities for students.

**Evaluation Data Source(s) 3:**








**Summative Evaluation 3:**

**Goal 9:** We will emphasize the use of technology across the learning environment.

**Performance Objective 4:** Provide IT support that keeps pace with increasing technology utilization.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) 9.4.1 Designate one professional development day for technology utilization training occurring annually  Assign a workshop facilitator who assigns topics or accepts proposals for new technology utilization which keeps pace with current trends  Provide a list of sessions to allow teachers to select from based on interests/trends  Survey effectiveness of the Technology Utilization Professional Development Day to determine direction of growth  Opportunity for students to lead the teachers in professional development tech training						
2) 9.4.4 Add new technology applications under Frequently Used Links to be maintained by the campus techs for student use						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						





**Goal 10: We will promote and sustain compliance.**

**Performance Objective 1:** Support instructional programs designed to meet the needs of diverse learners


**Evaluation Data Source(s) 1:**


**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Apr	June
1) Develop the application of meaningful graduated sanctions for school offenses for disruption of classes or disruption of transportation to and from school for regular and special education students, addressing the behavioral problems  Lunch detention (LD)  After school detention (ASD)  In School Suspension (ISS)  Off School Suspension (OSS)  Disciplinary Alternative Education Program (DAEP) LEAP "Lexington Eagle..."  Contract with Region 13 Behavior Support Specialists, as necessary for functional behavior training, and consultation, evaluation as appropriate  Schedule as appropriate CRCG (Community Resource Coordination Group) meetings for identified students  Discipline Matrix  Discipline Tracking Charts  Discipline Review Committee		Principal DAEP Principal Campus Behavior Coordinator Teachers		✓	✓	✓


<p><b>System Safeguard Strategy</b></p> <p>2) The campus will evaluate, review &amp; implement plans to identify &amp; provide remediation to students who are at-risk of not passing STAAR test or not making adequate yearly progress</p> <p>Intensive Programs of Instruction</p> <p>Tutorials Eagle Time Classwork Summer School</p>	1, 2		<p>Tutorial logs Eagle Time Summer School TSI Alg I Lab DMAC Reports</p>			
<p>3) The campus will maintain a full complement of highly qualified, certified staff to meet student needs</p> <p>Recruit and retain an innovative and energized staff and high quality teachers -- possible attendance at large scale Teacher Job Fairs</p>	3, 5					
<p>4) The campus will implement strategies to coordinate and integrate services for all special population students. Including twice exceptional students.</p> <p>As appropriate provide dyslexia pull out intervention to identified students as presented in their 504 IEPs "intensive instruction"</p> <p>The campus will continue to split fund the Content Mastery Lab</p> <p>The campus will continue to provide services for students identified as needing services under section 504</p> <p>The campus will continue to hold annual 504 committee meetings</p>	9, 10	Principal 504 coordinator teachers				







<p>5) The campus will monitor the progress of economically disadvantaged and at-risk students and arrange for support as needed; the campus will implement programs to ensure the academic success of at-risk students</p> <p>provide a resource for students who failed a course to complete coursework</p> <p>support the district's designated homeless liaison in coordinating activities w/other agencies</p> <p>support the district's designated foster care liaison in coordinating activities w/other agencies</p> <p>utilize Summer School as appropriate for STAAR Interventions</p> <p>utilize Summer School as appropriate for credit recovery opportunities</p> <p>Provide a reading/math intervention &amp; enhancement program as available</p> <p>Implement research based behavior programs as necessary --  screeners &amp; interventions  social skills improvement systems  Check In/Check Out monitoring tools  Electronic Daily Behavior Report Cards as an Individualized Progress Monitoring Tool</p> <p>Continue other activities during Eagle Time  Interventions (IPS) [Scheduled]  Intervention/Study Hall [unscheduled]  Career Cruising  Channel One  Meetings  UIL  Pep Rallies  Genius Time</p>	<p>9, 10</p>					
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<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) The campus will monitor special education services for program effectiveness including</p> <p>Individual student state assessment results and make recommendations to the ARD committee for Intensive Plans of Study (IPS)</p> <p>The campus will monitor PBMAS risk levels</p> <p>Participate in SPED parent involvement activities as presented from SPED director</p> <p>Utilize an appropriate Adaptive Behavior Program to meet the needs of identified students</p> <p>Utilize an appropriate Content Mastery classroom to meet the needs of identified students</p> <p>Utilize an appropriate Inclusion model services system to meet the needs of identified students to facilitate mainstream least restrictive settings</p> <p>Utilize an appropriate resource classroom setting</p>	<p>8, 9, 10</p>	<p>Special Education Director Diagnostician Principal Teachers</p>	<p>PBMAS IEPs State assessment</p>			
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<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) The campus will monitor ESL/ELL learners and services provided</p> <p>TELPAS results</p> <p>The campus will conduct annual LPAC meetings</p> <p>The campus will provide ESL parent involvement activities</p> <p>Will implement a "pull in" ELL/ESL program through ELAR</p> <p>Will maintain staffing certification ratios of at least one ESL supplemental certificate per grade level with emphasis on ELAR teachers</p> <p>The campus will monitor ELL/ESL requirements</p> <p>ELL/ESL support will be facilitated through membership in Region 13's Bilingual/ESL Co-op</p> <p>Attend LPAC, TELPAS, and SIOP training as appropriate -- TxEIS ESL Supplemental -- Language Proficiency Assessment Committee training -- Work with ELAR teachers w/out supplemental certification to acquire certification</p> <p>Ensure that information distributed reaches the parents in the language used at home as indicated by the home language surveys</p> <p>Implement ESL/ELL strategies ELPS in classrooms, seek related professional development -- including SIOP -- as necessary to be current</p> <p>Monitor staff turnover to ensure that individuals have HQ or ESL supplemental certification</p>	<p>4, 9, 10</p>	<p>Special programs director Principal Counselor</p>	<p>TELPAS PBMAS</p>			
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8) Collect data on foster care and homeless students. Monitor their PGP (personal graduation plans) to insure moving does not hinder their ability to graduate.		Special programs director Principal Counselor	Snapshot day data			
<p>9) The campus will monitor services provided to Gifted and Talented students</p> <p>Leadership opportunities</p> <p>Artistic opportunities</p> <p>Specific academic aptitude opportunities (including advanced course options)</p> <p>General intellectual ability opportunities (differentiation activities, specialized electives)</p> <p>Provide training to staff --6 hour update --30 hour initial **Nature &amp; Needs **Assessing **Differentiating **Designing curriculum **Setting standards</p> <p>GT Field Trips</p> <p>Performance standards projects</p>	10	Special programs director Principal Counselor Teachers				

<p>10) Concerns regarding late start calendar:</p> <ul style="list-style-type: none"> <li>--LISD still had to accept staff resignations a week after DOI schools in our area</li> <li>--Looking for new hires/replacements after veteran employed teachers can no longer resign</li> <li>--Instructional pacing and new students</li> <li>--Calendar/pacing as it relates to dual credit students</li> <li>--Middle school football</li> <li>--All LISD campuses have 504 meetings that are typically BOY, but LHS has Senior 1:1 meetings too (35+66)</li> <li>--Scheduling students for Sept/Oct SAT/ACT</li> </ul>						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide opportunities for teachers to attend Pre-AP/AP training in their subject area regardless of assignment. Train new teachers as appropriate to their assignment and prior training in GT as required: Nature & Needs Assessing Differentiating Instruction Designing Curriculum Setting Standards
1	1	3	Train new staff on Texas Behavior Support Initiative modules from Region 4
1	1	5	Participate in SIOP "Sheltered Instruction" training (new secondary staff)
1	1	6	Provide opportunities for department heads to attend subject area "Leadership Network" at Region 13 as available
1	1	7	As it pertains to their teaching assignment and T-TESS : TRMS STAAR/EOC RTI/Remediation/IPS DMAC/Data disaggregation Academic Vocabulary (SAT/ACT)
1	2	3	Utilize teaming periods and common planning to disaggregate local, state and federal assessment data and track individual student progress (core teachers)
1	3	5	Ensure that the professional learning opportunities allow LISD staff to maintain the necessary qualifications to serve all learners
2	1	2	Distribute annual Career & Technology Education (CTE) survey [staff, students, parents] created by Region 13
2	1	4	Invite parents and community to help evaluate LHS using the HB5 Student and Community Engagement process Need to evaluate current process <a href="https://www.thecasesolved.com/">https://www.thecasesolved.com/</a>
10	1	2	The campus will evaluate, review & implement plans to identify & provide remediation to students who are at-risk of not passing STAAR test or not making adequate yearly progress Intensive Programs of Instruction Tutorials Eagle Time Classwork Summer School
10	1	6	The campus will monitor special education services for program effectiveness including Individual student state assessment results and make recommendations to the ARD committee for Intensive Plans of Study (IPS) The campus will monitor PBMAS risk levels Participate in SPED parent involvement activities as presented from SPED director Utilize an appropriate Adaptive Behavior Program to meet the needs of identified students Utilize an appropriate Content Mastery classroom to meet the needs of identified students Utilize an appropriate Inclusion model services system to meet the needs of identified students to facilitate mainstream least restrictive settings Utilize an appropriate resource classroom setting

Goal	Objective	Strategy	Description
10	1	7	<p>The campus will monitor ESL/ELL learners and services provided TELPAS results The campus will conduct annual LPAC meetings The campus will provide ESL parent involvement activities Will implement a "pull in" ELL/ESL program through ELAR Will maintain staffing certification ratios of at least one ESL supplemental certificate per grade level with emphasis on ELAR teachers The campus will monitor ELL/ESL requirements ELL/ESL support will be facilitated through membership in Region 13's Bilingual/ESL Co-op Attend LPAC, TELPAS, and SIOP training as appropriate -- TxEIS ESL Supplemental -- Language Proficiency Assessment Committee training -- Work with ELAR teachers w/out supplemental certification to acquire certification Ensure that information distributed reaches the parents in the language used at home as indicated by the home language surveys Implement ESL/ELL strategies ELPS in classrooms, seek related professional development -- including SIOP -- as necessary to be current Monitor staff turnover to ensure that individuals have HQ or ESL supplemental certification</p>

## 2017-2018 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Sarah Garrison	Principal
District-level Professional	Katharine Bricker	DAEP Administrator
Non-classroom Professional	Anna Bayer	Counselor
Classroom Teacher	Heather Garrison	ELA Teacher
Classroom Teacher	Dana Matson	SPED Teacher
Classroom Teacher	Cortney Strickland	Math Teacher
DesignEngage	Elizabeth Boettcher	Parent
Parent	Angela Brower	Community
Business Representative	Shannon Heller	Business
Community Representative	Carrissa McLendon	Community
Parent	Eddie Nava	Parent

# Addendums

## LHS State Assessment and Multi-Year History

	TAKS	STAAR		***										
<b>STAAR English I/II</b>	<b>2012</b>	<b>Adv</b>	<b>2013</b>	<b>Adv</b>	<b>2014</b>	<b>Adv</b>	<b>2015</b>	<b>Adv</b>	<b>2016</b>	<b>Adv</b>	<b>2017</b>	<b>Adv</b>		
All Students	95%	21%	68%	3%	72%	6%	88%	6%	85%	6%	78%	12%	System Safeguards	
African American	*		*		56%		*		*		53%		<87% Federal Standard	
Hispanic	>99%		55%		61%		86%		74%		67%			
White	97%		74%		75%		88%		87%		84%			
Eco Disadv	93%		65%		69%		79%		88%		73%			
<b>STAAR Algebra</b>	<b>2012</b>	<b>Adv</b>	<b>2013</b>	<b>Adv</b>	<b>2014</b>	<b>Adv</b>	<b>2015</b>	<b>Adv</b>	<b>2016</b>	<b>Adv</b>	<b>2017</b>	<b>Adv</b>		
All Students	85%	28%	73%	9%	67%	*	59%	9%	98%	4%	91%	13%		
African American	*		*		*		*		*		75%			
Hispanic	86%		92%		86%		*		90%		89%			
White	88%		67%		68%		77%		100%		95%			
Eco Disadv	88%		71%		67%		48%		100%		93%			
<b>STAAR US History</b>	<b>2012</b>	<b>Adv</b>	<b>2013</b>	<b>Adv</b>	<b>2014</b>	<b>Adv</b>	<b>2015</b>	<b>Adv</b>	<b>2016</b>	<b>Adv</b>	<b>2017</b>	<b>Adv</b>		
All Students	96%	46%	76%	10%	96%	*	96%	18%	96%	30%	98%	46%		
African American	*		*		*		*		*		100%			
Hispanic	93%		69%		71%		100%		100%		91%			
White	98%		81%		100%		98%		100%		100%			
Eco Disadv	95%		73%		91%		94%		89%		100%			
<b>STAAR Biology</b>	<b>2012</b>	<b>Adv</b>	<b>2013</b>	<b>Adv</b>	<b>2014</b>	<b>Adv</b>	<b>2015</b>	<b>Adv</b>	<b>2016</b>	<b>Adv</b>	<b>2017</b>	<b>Adv</b>		
All Students	75%	17%	90%	2%	87%	6%	92%	31%	100%	12%	95%	59%		
African American	*		*		*		*		100%		*			
Hispanic	43%		75%		100%		*		100%		*			
White	81%		95%		89%		93%		100%		97%			
Eco Disadv	66%		82%		85%		92%		100%		94%			
<b>Drop-Out Rate 7-12</b>	<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>			
All Students	1.4%		0.40%		0%		1.09%		0.74		0.37			
African American	0%		4.3%		0%		0.36		0.37		0			
Hispanic	5%		0%		0%		0.73		0.00%		0%			
White	1%		0%		0%		0%		0.38		0.37			
Eco Disadv	2.5%		0%		0%		1.09%		0.74		0.37			
<b>Student Composition</b>	<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>		<b>2018</b>	
Enrollment	267		276		270		274		270		270		289	
African American	7.9%		6.2%		7.4%		8.0%		6.67%		7.77		13.49	
Hispanic	12.4%		12.3%		12.2%		12.4%		14.07%		14.81%		15.91%	
White	74.9%		75.7%		77%		76.6%		75.93%		75.18%		69.2%	
Eco Disadv	36.3%		43.5%		41.5%		43.8%		38.9%		40%		41.17%	
Mobility	12.8%		10.6%		11.7%		10.2%		11.4%		11.4%		--	
American Indian			0.70		0.70		0.00%		0.00%		0.00%		1.73%	
Asian			0.40		0.40		0.40		0.74		0.00%		0.00%	
Pacific Islander			0.00%		0.00%		0.00%		0.00%		0.37		0.35	
Two or More			4.70%		2.2%		2.6%		2.59%		1.85%		4.49%	
SPED			9.40%		13%		10.2%		9.63%		7.77%		9%	

<b>Distinction Designation Objectives</b>											
<b>ENGLISH</b>		<b>0%</b>	<b>33%</b>	<b>0%</b>	<b>33%</b>	<b>13%</b>	<b>33%</b>	<b>22.0%</b>	<b>33%</b>	<b>44%DD</b>	<b>33%</b>
		<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>		<b>2017</b>	
1	Attendance Rate	95.3%	Q3	95%	Q4	94.1%	Q4	94.2%	Q4	95.6%	Q3
2	Greater Than Expected Student Growth ELA STAAR	3%	Q4	Not Cal.		0%	Q4	0%	Q2	4%	Q1
3	EOC English I Performance Level III	Not Cal.		Not Cal.		6%	Q2	6%	Q2	13%	Q1
4	EOC English II Performance Level III	Not Cal.		Not Cal.		6%	Q1	5%	Q2	6%	Q2
5	AP Exam Participation ELA* 2013-2014 Data	Not Cal.		0	Q2	0%	Q2	23.7%	Q1	25.7%	Q1
6	AP Exam Performance	<10	<20%	<10	<20%	<10	<20%	19.4%	<20	22.2%	
7	SAT/ACT Participation	63%	Q3	55%	Q3	45%	Q4	48.3%	Q4	62.7%	Q2
8	SAT Performance ELA	866	Q4	920	Q3	952	Q2	890	Q4	927	Q2
9	ACT Performance ELA	<10	<20%	<10	<20%	<10	<20%	19.80%	Q3	18.90%	Q3
10	Advanced/DC Enrollment Course Completion Rate E	11%	Q4	Not Cal.		25%	Q2	34.6%	Q1	34.6%	Q1
<b>MATHEMATICS</b>		<b>0%</b>	<b>33%</b>	<b>0%</b>	<b>33%</b>	<b>0%</b>	<b>33%</b>	<b>25.0%</b>	<b>33%</b>	<b>13.0%</b>	<b>33%</b>
11	Attendance Rate	95.3%	Q3	95%	Q4	94.1	Q4	94.2%	Q4	95.6%	Q3
12	Greater Than Expected Student Growth Math STAAR	0%	Q4	0%	Q4	3	Q3	8.0%	Q3	8.0%	Q3
13	EOC Algebra I Performance Level III	Not Cal.		Not Cal.		2	Q4	7.0%	Q3	9.0%	Q3
14	AP Exam Participation Mathematics	Not Cal.		0	Q2	0	Q2	5.3%	Q1	8.6%	Q1
15	AP Exam Performance Math	<10	<20%	<10	<20%	<10	<20%	<10	<20%	0	
16	SAT/ACT Participation	63%	Q3	55%	Q3	45	Q4	48.3%	Q4	62.7%	Q2
17	SAT Performance Math	484	Q3	496	Q3	502	Q2	468	Q3	484	Q3
18	ACT Performance Math	<10	<20%	<10	<20%	<10	<20%	20.1%	Q3	19.4%	Q3
19	Advanced/DC Enrollment Completion Rate M	11%	Q4	Not Cal.		32	Q3	56.9%	Q1	36.7%	Q3
<b>SCIENCE</b>		<b>N/A</b>	<b>N/A</b>	<b>0%</b>	<b>33%</b>	<b>25%</b>	<b>33%</b>	<b>0.0%</b>	<b>33%</b>	<b>20.0%</b>	<b>33%</b>
20	Attendance Rate	95.3%		95.0%	Q4	94.1%	Q4	94.2%	Q4	95.6%	Q3
21	EOC Biology Performance Level III	N/A		6%	Q2	31%	Q1	14%	Q2	49%	Q1
22	AP Exam Participation Science	N/A		0%	Q4	0%	Q2	0%	Q2	0%	Q2
23	AP Exam Performance			<10	<20%	<10	<20%	<10	<20%		
24	Advanced/DC Enrollment Course Completion Rate Sc	N/A		Not Cal.		0	Q2	0	Q2		Q2
25	ACT Performance Science	N/A		<10	<20%	<10	<20%	19.9	Q3	19.5%	Q4
<b>HISTORY/SOCIAL STUDIES</b>		<b>N/A</b>	<b>N/A</b>	<b>0%</b>	<b>33%</b>	<b>0%</b>	<b>33%</b>	<b>25%</b>	<b>33%</b>	<b>25%</b>	<b>33%</b>
26	Attendance Rate	95.3%		95%	Q4	94.1%	Q4	94.2%	Q4	95.6%	Q3
27	EOC US History Level III Performance	N/A		8%	Q2	8%	Q2	27%	Q1	37%	Q1
28	AP Participation Social Studies (11th/12th)	N/A		0%	Q4	0%	Q2	0%	Q2	0%	Q4
29	AP Performance Social Studies			<10	<20%	<10	<20%	<10	<20%		
30	Advanced/DC Enrollment Course Completion Rate H	N/A		Not Cal.		3	Q3	15.7%	Q3	20.6%	Q3
<b>TOP 25% IN STUDENT PROGRESS</b>			<b>28</b>				<b>27</b>		<b>33</b>		<b>35</b>
31		23		N/A		15		25		32	44-36
<b>TOP 25% IN CLOSING PERFORMANCE GAPS</b>					<b>46</b>		<b>49</b>	<b>DD</b>	<b>46</b>	<b>DD</b>	<b>49</b>
32		N/A		41	(53-32)	44	54-37	50	56-33	54	66-49
<b>POST SECONDARY READINESS</b>		<b>N/A</b>	<b>N/A</b>	<b>14%</b>	<b>33%</b>	<b>13%</b>	<b>33%</b>	<b>13%</b>	<b>33%</b>	<b>25%</b>	<b>33%</b>
33	STAAR Postsecondary Readiness Standard	N/A	N/A	53%	Q2	55%	Q2	53%	Q2	63%	Q1
34	4 Year Longitudinal Graduation Rate	94.7%	N/A	98%	Q2	96.9%	Q3	94.9%	Q4	96.1%	Q4
35	4 Year RHSP/DAP Graduation Rate	82.5%	N/A	78%	Q3	82.3%	Q3	83.6%	Q3	90.5%	Q2
36	College Ready Graduates	63%	N/A	53%	Q3	57%	Q2	33%	Q2	33.80%	Q2
37	Advanced/Dual Credit Enrollment/Course Completion Rate	22.9%	N/A	27%	Q2	40.8%	Q2	63.7%	Q1	60.0%	Q1
38	AP Examination Performance: Any Subject	N/A	N/A	Not Cal.		<10	<20%	17.6%	<20	22.2%	
39	SAT/ACT Participation	63%	N/A	55%	Q3	45%	Q4	48.3%	Q4	62.7%	Q2
40	SAT/ACT Performance	N/A	N/A	27%	Q1	28%	Q1	14.3%	Q3	21.3%	Q2
41	CTE Coherent Sequence Graduates	N/A	N/A	Not Cal.		55%	Q3	63.8%	Q3	62.7%	Q3
42		2014-2015	Q1=3	Q2=13	Q3=6	Q4=9	T=31	33	8 NC		
43		2015-2016	Q1=6	Q2=9	Q3=10	Q4=9	T=34	36	5 NC		
44		<b>2016-2017</b>	<b>Q1=9</b>	<b>Q2=10</b>	<b>Q3=12</b>	<b>Q4=3</b>	<b>T=34</b>		<b>17 NC</b>	<b>16 up</b>	<b>3 down</b>



## LHS Discipline Summary

LHS Discipline Action Summary Reports (SDS0900)	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Expulsion	1	1	n/a	n/a	n/a	n/a	n/a	n/a	0
OSS Out of School Suspension	52	36	31	33	27	11	22	27	16
ISS In School Suspension	302	184	186	130	200	118	56	99	46
DAEP Placement	9	12	7	9	10	6	18	18	6
Continue Other District DAEP	n/a	n/a	n/a	1	n/a	1	2	n/a	0
Continue Prior Year DAEP	1	3	2	n/a	1	1	2	3	1
Partial Day OSS	7	15	20	23	n/a	1	13	10	10
Partial Day ISS	11	39	17	17	n/a	23	11	11	26
"Truancy filed"	n/a	n/a	n/a	n/a	"21"	"10"	"4"	1	--
Above items reported to state, below local data									
Referred to Counseling	2	n/a	2	2	2	n/a	n/a	n/a	1
Restitution of Damages	n/a	n/a	1	3	2	n/a	n/a	n/a	1
Parent Conference	1	n/a	3	1	n/a	4	7	6	11
School detention	635	1	485	514	452	66	27	19	3
Time out	2	n/a	n/a	2	n/a	n/a	n/a	n/a	4
Verbal warning/reprimand	28	n/a	49	69	30	38	47	205	198
Written warning/reprimand	n/a	n/a	n/a	n/a	1	n/a	n/a	n/a	--
Withdrawal of Privileges	32	n/a	1	8	5	8	10	13	3
Other	n/a	n/a	n/a	9	n/a	n/a	n/a	n/a	4
Suspension from bus	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	--
Lunch detention	32	n/a	18	15	49	11	12	5	5
<b>Totals</b>	<b>1116</b>	<b>291</b>	<b>822</b>	<b>836</b>	<b>868</b>	<b>298</b>	<b>235</b>	<b>417</b>	335
								(Attendance)	

### LHS Multi-year Attendance History

LHS	SY/GL	9	10	11	12		District	TOTAL	TRADA	
	<b>2017</b>	<b>96.3</b>	<b>96.1</b>	<b>96.6</b>	<b>95.8</b>		96.2	96.2	937.229	
	2016	95.72	96.13	95.65	94.97		95.61	96.36	917	
	2015	94.9	94.3	94.1	93.1		94.1	95.6	918	
	2014	94.9	94.4	93.9	93.1		94.075	95.7	900.7	
	2013	96.2	94.5	95.2	93.4		94.825	96	868.6	
	2012	95.5	95.7	95.4	94.5		95.275	96.2	878	
Austerity cuts	2011	95.9	96.4	96.4	95.4		96.025	96.2	877.8	Austerity cuts
	2010	95.8	96.6	96.6	95.2		96.05	96.2	874.4	
	2009	94.7	95.8	95.3	94		94.95	95.9	911.1	
	2008	94.3	95.6	93.8	92.8		94.125	95.4	927	
* Freshmen did not have exemptions for 2015										

### LHS Staffing History and Current Certifications

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		
ELA 1	Bartoli	Sol										Certification
ELA 2	Browder	Browder	Browder	Browder	Browder	Browder	Browder	A. Edwards	H. Garrison	H. Garrison		7-12 ELAR, ESL, Speech
ELA 3	Kylburg	Lehmann	Lehmann	Lehmann	Lehmann	J. Conway	J. Conway	J. Conway	C. Nuckols	C. Nuckols		7-12 ELAR, ESL
ELA 4	Hengst	Hengst	Hengst	Hengst	Hengst	Hengst	Hengst	Hengst	Hengst	Hengst		6-12 ELAR, Journalism, Speech
Read 180			J. Tucker	Williams	Player	J. Owen**	J. Owen** (4)	J. Owen** (5)				
Social Studies 1	Ognowski	Ognowski	Ognowski	Lethin	Lethin	I. Salazar	I. Salazar	C. Koester	C. Koester	C. Koester		6-12 History, PE
Social Studies 2	Bivins	Conway				J. Donalson	Franklin	K. Herring	K. Herring	K. Herring		6-12 History, Social Studies, PE
Social Studies 3	Finley	Finley	Finley	Finley	Tidwell	Jones	Holman	Holman	Holman	Rodriguez		7-12 History
Social Studies 4	Hacker	Grimes	Horn	Horn	Horn	Brown	Brown	Brown	Ke. Patschke	Ke. Patschke		7-12 Social Studies, PE
Science 1	C. Tucker	C. Tucker	C. Tucker				Weis	Smith	Smith	Smith		8-12 Science, Tech Edu, Life Science
Science 2	Gonzales	Pruett	Pruett	Finley	Alford	Aduddell	Aduddell	Aduddell	Aduddell	Aduddell		6-12 Science+
Science 3	Munson	Munson	Neumann	Arentz	Arentz	Arentz	Arentz	Arentz	Arentz	Arentz		8-12 Life Science
Math 1	Dunn	Christian	Christian	Christian	Christian	Christian	Christian	Christian	Christian	Christian		8-12 Math
Math 2	Starnes	Starnes	Starnes									
Math 3	Holt	Holt	Tompkins	C. Saegert	C. Saegert	C. S./McFar	D'Aversa	M. Williams	M. Williams	C. Strickland		8-12 Math, SPED
Math 4	Norment	Norment	Norment	Norment	Norment	Norment	Norment	Norment	Norment	Norment		8-12 Math, Computer Science
CTE - AGM	Guidry	M. Lilley	M. Lilley	M. Lilley	M. Lilley	Krenek	Krenek**	Krenek**	R. Mertink	R. Mertink		6-12 Ag Mech +
CTE - AGS	Jacob	Griffith	L. Lilley	L. Lilley	L. Lilley	Tadlock	Porter-Wilb	Wilburn**	J. Cross	J. Cross		6-12 Ag Sci & Tech
CTE - AG Leadership								L. Hoelscher	M. Brown	M. Brown		6-12 Ag Sci & Tech, Social Studies
CTE - IT	Eicher	Eichler	Eichler	Eichler	Eichler	Eichler	Eichler**	Eichler**	Eichler**	Eichler**		6-12 Office Ed & Tech Apps
CTE - IT	Woehl											
CTE - CJ	D. Mohr	D. Mohr	D. Mohr	[D. Mohr]	[D. Mohr]	[D. Mohr]	[D. Mohr](2)	[D. Mohr](2)	[D. Mohr](2)	[D. Mohr](2)**		8-12 Trade & Indus Edu
CTE -Ed & Train/FCS	Stamport	Stamport	Jones						J. Owen**(7)	J. Owen**(7)		6-12 FCS, SPED, 6-12 ELAR
CTE - HS						Ricketson	Ricketson**	Ricketson**	Ricketson**	Ricketson**		8-12 Health Sci, EC-4 Generalist
Fine Arts/ Band	Guess	Guess	Guess	Guess	Mosby	Mosby	Kutcher	Kutcher	Kutcher	Huff/Dannheim		PK-12 Music
Fine Arts/ Theatre	(Boyer)	(Boyer)	(Boyer)	(Boyer)	(Boyer)	(Winkler)	(Wrinkler)	Reynolds	Reynolds	Kana		EC-12 Theatre, Alt Cert
PE / Health	J. Tucker	J. Tucker	Robertson/	Aldrich	Bradford	Bradford	Crowder/Ro	Robertson	Robertson	Murray		EC-12 PE, Alt Cert
Spanish	Elizondo/Ba	Campbell	Campbell	Campbell	Richardson	Richardson	Richardson	Goerner	Goerner	Goerner		Bilingual, Spanish, Elementary
Spanish			Eighme									
Intervention	Robertson	Robertson		Hatch								
Sped 1	Moystn	Moystn	Moystn	Moystn	Moystn	C. Hermann	L. Hoelscher**	(4)				
Sped 2	Alexander	Alexander	Alexander	Alexander	Alexander	H. Horton	D. Matson	D. Matson	D. Matson	D. Matson		EC-12 SPED

Sped 3	Alston	Alston	Alston	Alston				P. Fails	P. Fails	P. Fails	6-12 Math, SPED
Sped 4	Lofland	Lofland	Lofland	Lofland							
TXVSN			Rogers	Richards	Richards	Marlow	Jones	B.L. Miller	B.L. Miller	B.L. Miller	4-8 Generalist, 6-12 Health/PE
Counselor	Peterson	Peterson	Peterson	[B. Brockent	[B. Brockent	[B. Brockent	Bayer	Bayer	Bayer	Bayer	EC-12 Counselor
Librarian						T. Woodwar	T. Woodwar	T. Woodwar	T. Woodwar	T. Woodward	EC-12 Librarian
Assistant Principal	[Wuhrmund	[Wuhrmund	[Wuhrmund	[Wuhrmund	[H. Muhl]	[Muhl]/[Brid	[Bricker] 60	[Bricker] 60	[Bricker] 60	[Bricker] 60/100	EC-12 Principal
Principal	French	French	French	French	French	ROF/SEG	Garrison	Garrison	Garrison	Garrison	EC-12 Principal
LHS Teacher Total	30.5	29.5	29.5	25.5	22.5	25.5	27	28			
New Staff		9 = "30%"	7 = 23.7%	8 = "31%"	7 = "31%"	15="58%"	10=37%	8=28%	6=21 (3=11%	4=14% (3=11%)	
LHS Student Total	277	266	272	267	276	"275"	"268"	"260"	"260"	<b>289</b>	
Coaches are highlighted in yellow											
11/12 Cut David Mohr from teaching 3 Criminal Justice and 1 Outdoor Ed.											
** Teaches one or more CTE classes											

<b>LHS Elective Course Tracking</b>							
Enrollment	267	276	270	274	270	276	287
CTE Pathway	2012	2013	2014	2015	2016	2017	<b>2018*</b>
Principles of Ag & NR	34	71	45	57	48	41	38
Principles of Welding	--	--	--	--	--	--	23
Wildlife	--	--	--	46	17	41	13
Livestock	9	10	21	19	8	7	19
Small Animal/Equine	--	--	--	--	--	--	12
Vet Med	--	--	--	--	11	12	19
Adv. Animal Science (4th Sci)	--	--	8	8	10	11	39
Ag Tech	22	--	--	--	--	--	--
<b>Welding</b>	17	14	24	18	32	17	17
<b>PMM (Adv Welding)</b>	5	8	10	19	7	17	16
<b>Practicum in Mfg</b>	--	4	5	2	5	2	6
Practicum in Ag	--	1	1	--	--	2	--
Career Prep	4/17	11	12	5/19	7/10	11/2	14/3
Prof Stand Ag Business	--	--	--	--	--	20	--
Floral Design	48	31	37	--	11	27	22
Horticulture	22	7	5	--	--	--	11
Food Tech	16	--	--	--	--	--	--
CTE Pathway	2012	2013	2014	2015	2016	2017	<b>2018*</b>
Principles of Ed and Training	--	--	--	9	13	19	8
Human Growth	--	--	--	--	12	23	31
Child Development	--	--	30	--	--	--	--
Instructional Practices in ET	--	--	--	--	--	7	6
Practicum in ET	--	--	--	--	--	--	3
CTE Pathway	2012	2013	2014	2015	2016	2017	<b>2018*</b>
<b>Principles of HS-ATC</b>	--	--	47	25	21	27	18
Med Terminology	--	--	--	--	--	--	--
<b>Health Science-ATC</b>	--	--	--	--	19	16	20
<b>Anatomy &amp; Phy (adv Sci)-ATC</b>	12	14	16	14	16	25	14
<b>Pract in HS EMT-ACE/TEEX</b>	--	4	7	7	4	7	6
CTE Pathway	2012	2013	2014	2015	2016	2017	<b>2018*</b>
<b>Principles of Law-B/DC</b>	--	7	7	15	18	12	19
<b>Law I-B/DC</b>	17	--	3	8	9	8	12
<b>Law II-B/DC</b>	--	1	2	1	3	--	8
CTE Pathway	2012	2013	2014	2015	2016	2017	<b>2018*</b>
<b>Princ of Info Tech-ACC/DC</b>	76	93	67	34	23	28	13
DIM Digital Media	34	26	28	25	24	17	--
<b>WEB Web Tech-ACC/DC</b>	1	8	8	9	20	16	15
Robotics	--	--	--	--	25	21	14/14
Computer Maintenance	10	9	14	9	15	13	--
CTE Pathway	2012	2013	2014	2015	2016	2017	<b>2018*</b>

Principles of Business M & F	--	9	19	--	--	14	16
Accounting I/II	--	--	7	1	--	--	--
Ind Study Business	1	--	--	--	--	--	--
<b>Other Electives</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
CTE Dollars & Sense	--	--	--	--	--	15	13*
CTE Food Science (4th Sci)	--	--	--	27	43	13	13*
CTE Problems & Solutions	--	--	--	--	4	1	2
Art	47	22	38	41	40	35	35
Band	19	28	22	29	36	34	42
Theatre	52	62	56	66	39	24	39
Directing	--	9	4	4	4	2	2
Applied Music	12	--	--	--	--	--	--
Jazz Band	--	--	15	11	17	20	13
Music Theory	--	--	--	--	--	17	--
Spanish I	59	48	39	45	47	48	56
Spanish II	75	67	59	65	55	72	56
Spanish III (DC 2016)	8	59	17	20	X	--	--
Debate	--	--	--	--	3	1	--
Oral Interpretation	--	--	--	--	--	--	5
Computer Science	--	--	--	--	--	--	17
Study Skills	26	21	46	--	--	--	--
Student Leadership	--	--	--	40	--	--	4
PALS	--	--	--	--	36	31	7
Journalism	11	11	9	11	13	11	13
PE	47	30	16	25	22	14	17
Boys Athletics	76	67	72	64	61	67	72
Girls Athletics	51	57	49	47	47	43	54
Health/Communication	37	39	25	29	29	20	--
Interior Design	20	--	--	--	--	--	--
CW/SAT Prep	--	20	8	14	15	6	5
Aides	--	30	34	6	20	5	7
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
New "elective" courses for LHS	N/A	9	6	4	8	6	8
Closed/alternating	N/A	6	0	6	2	0	7
Number offered	30	33	39	37	42	47	48
All Teachers	--	23	25	26	27	28	28
Of total teachers # shared	--	9	11	12	13	13	14
Enrollment	--	276	270	274	270	270	287
	2018*	TEKS Changes					

<b>LHS Core and Dual Credit Course Tracking</b>							
Enrollment	267	276	270	274	270	276	287
	2012	2013	2014	2015	2016	2017	2018
English I	45	55	48	37	47	50	52
English II	56	46	53	47	39	54	44
English III	46	44	41	52	40	46	42
English IV	39	42	44	44	48	41	45
PreAP/Advanced Eng I	19	23	18	27	12	27	31
PreAP/Advanced Eng II	20	16	27	22	22	19	25
AP English III	0	18	10	24	19	16	--
AP English IV	22	11	15	10	19	20	--
DC English III	9	5	1	3	4	2	--
DC English IV		3	1		4	1	--
Creative Writing (SAT Prep)	--	20	8	14	15	6	5
<b>DE English III-UT OnRamps</b>	--	--	--	--	--	--	<b>23</b>
<b>DE English IV-UT OnRamps</b>	--	--	--	--	--	--	<b>17</b>
	2012	2013	2014	2015	2016	2017	2018*
Algebra I	59	59	47	47	54	60	59
Geometry	65	48	44	40	43	52	44
Algebra II	31	26	50	49	26	45	50
PreCal	17	11	15	37	--	19	37
Math Models	19	21	--	--	--	--	--
Adv Quantative Reasoning	--	--	2	--	38	--	--
PreAP/Advanced Geom	--	24	30	24	20	22	37
PreAP/Advanced Algebra II	20	19	30	25	27	22	23
PreAP/Advanced PreCal	27	30	13	26	29	25	--
AP Calculus	10	9	2	7	12	20	--
DC College Algebra	8	--	--	--	--	--	--
<b>DC Business Math-Blinn</b>	--	--	--	--	--	--	<b>17</b>
<b>DC Precalculus-Blinn</b>	--	--	--	--	--	--	<b>18</b>
	2012	2013	2014	2015	2016	2017	2018
Biology	86	54	46	11	53	14	82
IPC	--	16	--	39	8	68	9
Chemistry	44	69	42	39	8	26	11
Physics	40	37	51	45	33	12	25
Environmental Systems	13	13	11	17	10	35	--
PreAP/Advanced Bio	16	29	29	26	41	33	39
PreAP/Advanced Chem	28	18	29	29	23	41	31
PreAP/Advanced Physics	--	24	20	28	31	24	--
AP Physics	--	--	--	--	--	5	--
<b>DE Physics-UT OnRamps</b>	--	--	--	--	--	--	<b>39</b>
	2012	2013	2014	2015	2016	2017	2018
World Geography	62	79	67	67	69	75	87

World History	53	60	73	69	59	58	51
US History	60	56	49	64	41	46	49
Gov	44	46	56	49	58	42	62
Economics	54	48	58	52	64	56	65
PreAP World History	22	--	AP World History			16	18
<b>DC Special Topics-UTPB</b>	--	7	3	17	19	17	16
<b>DC US History-UTPB</b>	10	7	3	18	18	15	18
<b>DC Gov-UTPB</b>	11	5	--	1	14	12	4
DC Economics	--	--	--	3	6	3	--
	2012	2013	2014	2015	2016	2017	2018
<b>DC Spanish III-UTPB</b>	--	--	--	--	4	1	2
<b>DC Communication-UTPB</b>	--	--	--	--	9	1	1
<b>DC Psy/Soc-UTPB</b>	8	7	1	--	2	1	2
	2012	2013	2014	2015	2016	2017	2018
New "core" courses for LHS	N/A	7	1	3	5	3	5
Closed/alternating	N/A	2	3	3	1	1	10
Number offered	32	37	35	35	39	41	36
All Teachers	--	23	25	26	27	28	28
Of total teachers # shared	--	9	11	12	13	13	14
Enrollment	--	276	270	274	270	270	287





<b>LHS UIL Multi-year History</b>				
School Year		Points	Students	
2010-2011	2A-District 27	39	28*	Can't accurately show student #s b/c not shown if they didn't rank for Journalism or didn't make finals in Speech
2011-2012	2A-District 27	99	*	4 students to Regional/+2 alternates/1 Student at State Meet
2012-2013	2A-District 16	141	*	6 students to Regional (+8 as a team)/+4 alternates
2013-2014	2A-District 16	131	50	4 students to Regional (+5 as a team)/+2 alternates/1 Student at State Meet
2014-2015	3A-District 20	173	58	5 students to Regional/+5 alternates/CX team to State/1 Student at State meet
2015-2016	3A-District 20	208	59	9 students to Regional (+1 as a team)/+2 alternates
2016-2017	3A-District 20	361	57	18 students to Regional (+3 as a team)/+4 alternates/1 alt team (3)/1 CX team to State/1 State Poetry