Lorenzo Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared Disaster

Previously: Accountability Rating: 87 - B

Date of School Board Approval: December 13, 2021

Planning and Distribution Procedures

CNA and D/CIP Process: *(provide a brief description of the process LEA uses to develop CNA and D/CIP).*

Lorenzo ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- <u>Data Gathering</u>: Data used for planning: RDA, TAPR, Benchmark scores, teacher evaluations, Renaissance data.
- <u>Meetings</u>: Members are selected from the Elementary staff and Secondary staff, parent representatives from each campus and are members of the Superintendent Advisory Committee, which is the acting committee designated by the District of Innovation Plan for Lorenzo ISD.
- <u>Needs Assessment</u>: After meetings with decision-makers, the needs assessment is summarized and documented within the District/Campus plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- <u>District/Campus Plan</u>: The D/CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, a draft D/CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the D/CIP is refined accordingly.

Distribution: *(provide a brief description of how LEA makes the following documents available to parents and public).*

- <u>District/Campus Improvement Plan</u>: The DIP is posted on the website at the following URL: www.lorenzoisd.net. Hard copies are also available upon request from any school office.
- <u>District/Campus Parent and Family Engagement Policy</u>: The PFE policy is posted in both English and Spanish on the website at the following URLs www.lorenzoisd.net. Hard copies are also available in any campus office.
- <u>School-Parent Compact</u>: Hard copies are available at the Elementary office and at "Goals Day" in October each year. Elementary campuses: the compact will be discussed during parent-teacher conferences (minimum of one per year).
- <u>Translations</u>: These documents are provided in English and Spanish. Should another language be needed, please contact your campus office for assistance.

Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*

- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Lorenzo ISD Vision: Lorenzo ISD is committed to creating an academic environment where effective instructional practice impacts student growth and performance in the state standards every day.

Lorenzo ISD Mission: In Lorenzo ISD, our mission is to prepare each and every student for their future by developing, nurturing, and inspiring every child, every day. We strive to empower all students to lead extraordinary lives and embrace all the possibilities available to them.

Lorenzo ISD Beliefs:
We believe all students can achieve high levels of academic success and growth; therefore, LISD will support and nurture all students through caring professionals delivering high-quality teaching.
We believe quality teachers are the most important contributors to student success; therefore, LISD will work to attract, develop and retain highly effective teachers.
We believe resources for public education are finite and precious; therefore, LISD will be responsible stewards of resources.
We believe community support and parent involvement are vital to the success of our school; therefore, LISD will work to engage, build and nurture strong relationships within our community.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1:   The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2:   The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3:   The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4:   The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Texas Education Agency Commissioner's Strategic Priorities

1) Recruit, support, retain teachers and principals.
2) Build a foundation of reading and math.
3) Connect high school to career and college.
4) Improve low-performing schools.

Critical Success Factors

The following success factors are foundational elements within the framework of the Texas Accountability Intervention System (TAIS) developed by TEA and TCDSS. These Critical Success Factors will serve as key focus areas in school improvement planning. The CSFs documented are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

1. Improve Academic Performance- Academic performance is the foundational Critical Success Factor. By ensuring the Critical Success Factors of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students.

2. Increase the Use of Quality Data to Drive Instruction - The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al., 2009). For example, academic achievement can improve when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Increase Leadership Effectiveness - Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, Louis, Anderson, & Wahlstrom, 2004).

4. Increased Learning Time - Research promotes a three-pronged approach to Increased Learning Time that includes the following elements: (a) increased academic learning time; (b) increased enrichment activities; (c) and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is "higher academic achievement, especially for disadvantaged

students." (Jez & Wassmer, 2011; Gettinger & Seibert 2002) To be utilized successfully, increased learning time must be applied strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, improving teacher training, improving and aligning the curriculum, reducing distractions, year-round schedules, block scheduling, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers in ways that continuously strengthen their instructional practices. (Chalk Board Project, 2008; Kaplan & Chan, 2011)

5. <u>Increase Family and Community Engagement</u> - Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

6. <u>Improve School Climate</u> - The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus' climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any schools' effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate. (Scales & Leffert, 1999)

7. <u>Increase Teacher Quality</u> - Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantoupoulos, & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). LEAs and campuses can have a direct impact on student achievement through the effective implementation of a comprehensive teacher quality program.

These Critical Success Factors reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. Critical Success Factors must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

Superintendent Advisory Committee - developed through the District of Innovation Plan to serve Lorenzo ISD and cover the compliance parts of the Menu Advisory Board, SHAC and Site-Based Decision Making Committee

Bales, Tanner - Asst. Principal	Cheeks, Glenda - Elem Teacher
Crabb, Jessica - Secondary Principal	Cypert, Rhonda - Community Member
Ellis, Nolan - Student	Ellis, Preslea - Student
Fletcher, Emily - Elem Teacher	Frederick, Caitlyn - Parent/4-H Ext. Agent
Garcia, Yvette - Elem Parent	Haire, Mandy - Elem Principal
Jackson, Brooklyn - Student	Kirksey, Debbie - School Board member
Long, Marne - Community In Schools Rep	Moreno, Angela - School Counselor
Moreno, Mia - Student	Morrison, Kayla - Superintendent
Norton, Cheryl - Registered Nurse	O'Neal, Julie - Secondary Teacher
Parum, Shannon - CTE Teacher	Ramos, Tammy - Parent
Salinas, Gladys - Phys. Ed Teacher	Surles, Regina - Cafeteria Director SFE
Tiner, Karla - Business Member	Watson, Melody - 4-H Ext. Agent

Meeting Dates: 10/27/21, 1/19/22, 4/20/22, 5/15/22
Room 5 in Secondary Building - Public Welcome

District ESSA Requirements

School Support & Improvement: 1st year additional Targeted Support

Targeted Participants: explain the criteria for identification of targeted students

Poverty Criteria: Lorenzo ISD determines Title I eligibility and rank/serve order through:
Direct Certification for the Community Eligibility Provision (CEP) under the national School Lunch Program

Schoolwide Campus ESSA Requirements - Parent & Family Engagement
Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

School Parent & Family Engagement Policy

 Annual Title I meeting
- o   Flexible number of meetings
- o   Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
- o   Provide Parents:
  - ▪   Timely notification about Title I programs
  - ▪   Description and explanation of curriculum and assessments used
  - ▪   Upon request, opportunities for regular meetings to participate in decisions related to child
  - ▪   Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents

School-Parent Compact
- o   Describe school's responsibilities to provide effective learning environment
- o   Describe ways in which parents will be responsible for supporting student learning
- o   Address importance of communication
  - ▪   Parent-teacher conferences in elementary (annually, at a minimum)
  - ▪   Frequent reports to parents regarding student's progress
  - ▪   Reasonable access to staff, volunteer opportunities and observation of classroom activities
  - ▪   Ensure two-way, meaningful communication in language family understands (as practicable)

Build Capacity for Involvement
- o   Provide assistance in understanding academic standards and assessment and how to monitor child's progress
- o   Provide materials and training to help parents work with children to improve achievement
- o   Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
- o   Coordinate/integrate parent involvement programs, as feasible
- o   Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
- o   Provide other reasonable support for parental involvement activities

Accessibility
- o   Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS

12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.

State Compensatory Education

This district has written policies and procedures to identify the following:
- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: *follow the provided criteria and evaluate every student.*

The process we use to exit students from the SCE program who no longer qualify is: *At the end of the year, each student is reevaluated to determine if they will remain on the list or exit the program.*

The comprehensive, intensive, accelerated instruction program at this district/campus: *consists of after school tutorials for students at-risk, tutors that come during the school day to assist struggling students, and an incentive program for students to attend school.*
Upon evaluation of the effectiveness of this program the committee finds that *this program serves our students well with the implementation of our accelerated instruction strategies.*

Due to COVID, TAPR will not be distributed until December 2021.
Lorenzo ISD Comprehensive Needs Assessment
Based on 2019-2020 data from TAPR, District Superintendent Advisory Committee meeting

Lorenzo ISD is a traditional farming community but has lost population over the years due to lack of businesses and other opportunities for the citizens. Lorenzo has a 23.1% migrant population due to inexpensive government housing and has an 82.2% economically disadvantaged population.

There are a total of 242 students as of 2019-20, according to the TAPR report from TEA. These students are divided by ethnicity in the following percentages: 4.1% African American, 80.6% Hispanic, and 13.2% White. The student population is 82.2% economically disadvantaged and 6.2% English Learners and 50.8% At-Risk.

Some Lorenzo ISD logistics:

*Class sizes are below state average in every grade and subject area; except for 6th (21.5 vs. 20.4)
*There are 48.7 total staff with 25.2 teachers, 17.9 aides, 1 Principal, 2 Asst. Principals, 3 in Central Office.
*There is one full-time counselor and one part-time Migrant counselor.
*There are 15 ELL students.
*There are 89 in CTE courses
*There are 4 GT students
*There are 35 Special Ed students
*Graduation Rate is 100%
*Attendance Rate in 18-19 was 94.4%; in 17-18 was 94.5%
*Dropout rate is 0% and has been for the past 3 years.
*Mobility Rate is 28.4%

Areas to strengthen:

Lorenzo ISD had two campuses: Lorenzo Elementary was an Improvement Required Campus with an implemented Turnaround Plan that is monitored by administration and TEA. This campus was a C Campus,

moving from a score of 59 to a 76 in one year. Lorenzo Secondary (6th-12th) was a B (85) campus, improving by 3. The district is a B (87) District improving by 5 points.   Lorenzo ISD is now a **one-campus** school district.   Lorenzo ISD also "Meets Requirements" in the Special Education Determination Status. Although much improvement has been seen in the past year the following areas are seen as areas of NEED and activities have been set in place to work on improvement in these areas.
The areas are:

    *Masters level percentages in all tests

    *Increasing the Safety and Well-being of all students

    *Recognizing Gifted and Talented students and serving them in a more effective manner

    *Placing students in proper tutoring and/or RtI classes to maximum learning and teaching from skilled teachers.

    *Per the 2019-20 Results Driven Accountability (RDA – old PBMAS) intervention process Lorenzo must increase performance in:

        1) SPED Indicator #18– Total Disciplinary Removals Rate (Ages 3-21) - Performance Level 3

Our data shows that STAAR scores are below State and Regional scores and that Migrant and Special Education students struggle to be successful on both campuses. We realize that instructional practices that have been used in the past do not reach all students. The district is focusing on teacher professional development opportunities to strengthen and expand their instructional strategies to meet the needs of all LISD students.

    1)Professional Learning Communities were implemented weekly in 2018-19 to provide administration the time to work with teachers on strategies and disaggregating data to ensure differentiation in the classrooms for our students.

    2) We also recognize that teachers must analyze data and use that analysis to interventions and differentiated strategies for groups of struggling students. Teachers are using this data to determine which "Tier" in the Response to Intervention approach that each student needs.

    3) We continue to implement and stress processes and structures in place to help our students and to help their parents/guardians (Parent Engagement) understand how the district operates and how they

can be helpful to their students, as well.

Areas of Strength:

In the School Progress Domain – Academic Growth Score by Grade and Subject our students outscored the Region in 3 out of 12 areas overall ((5th gr Rdg (90) & Math (95); 6th Math(68)) and in the same 3 areas with the Economically Disadvantaged group (93,100,63). Growth is happening for students but it is getting them to the Approaches score – we must work on our MEETS scores.

Lorenzo ISD attendance rate is good and shows to hold steady at 95%. We have started an attendance incentive program with prizes and field trips. This seems to help but there are some of the clientele that do not stress good attendance for their children. We are reaching out to parents and even involving law enforcement if need be to encourage them to bring them to school.   The dropout rate is 0% for 2018-19.

Dual credit participation has increased dramatically which is advantageous for students as we try to prepare them for post-secondary study. 63.6% of the 2017-18 graduates took Dual Credit classes, compared to the State at 20.7% and Region 17 at 23.9%.

CCMR: We are at 95.5% as compared to the State – 65.5% and Region at 73.5%. 77.33% of our graduates are College Ready.   In 2017-18, 22.7% of our graduates received Approved Industry-Based Certifications compared to the State at 4.8% and Region at 7.8%. 81.8% of graduates in 2017-18 had CTE Coherent Sequence Coursework aligned with Industry-Based Certifications as compared to the State at 38.7% and Region at 60.6%. Armed Forces Enlistment is at 4.5% (State – 4.3% and Region – 3.1%).

Retention rates are all 0% except for 2nd grade at 3.8% and 9th grade at 6.3% and NO Special Education students were retained.   Class size ratios are below state average in most grades which gives teachers a better chance to help each student.   We strive to have an educational aide in all of the elementary classes. We have migrant tutors for all grades and SPED aides for each campus, as well.

MIGRANT Priority for Service Action Plan Section

Goal(s) #1: The goal of Lorenzo ISD is to give priority to the students who qualify for Priority of Service status. These students have had a qualifying move within the last year and have failed a portion of the STAAR Test or are at-risk of failing. In grades K-3, this includes students who have been designated as LEP or have been retained.

TEA Priorities: #2 – Build a Foundation in Reading and Math   #4 – Improve Low-Performing Schools

Objective:

1) Provide individualized services to each PFS student. These appropriate services should address the academic and social needs of the students. These services are available for the entire 2021-22 school year.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Monitor the progress of MEP students who are on PFS. 1. Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 2. Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student Success, including timelines for achieving stated goals and objectives.	Migrant Coordinator; Counselor; Migrant Recruiters/ Liaisons; Region 17 ESC	NGS System; Technology; Superintendent; Migrant Coordinator; Counselor and Recruiters; Principal	PFS Monthly reports; PFS Action Plan	All staff aware of these students and effort is made in all areas to make them successful: STAAR; Classroom; Attendance	F: Improved academic success for PFS students. S: They get off the list or get on grade-level in academic classes.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Communicate the progress and determine needs of PFS migrant students by providing appropriate information to principals and staff members on PFS criteria and updated reports.	Counselor; Migrant Liaison; Migrant Coordinator	Gradebook; Attendance	Administrator's Meeting Agenda; Monthly PFS Reports	Improved success of Migrant students – academically, attendance, and in STAAR test	F: Improved academic success for PFS students – reported in monthly reports S: Get off PFS list
During the academic year, the MEP staff will provide parents with PFS information on the Priority of Services criteria	Migrant Staff members	Data on Migrant students	PAC Meeting Agenda and Sign-in sheet	Improved success of Migrant students – academically, attendance, and in STAAR test	F: Improved academic success for PFS students – reported in monthly reports S: Get off PFS list
During the academic year, the MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children	Migrant staff members	Data on Migrant students	Home Log Visits; Crucial information shared when appropriate	Improved success of Migrant students – academically, attendance, and in STAAR test	F: Improved academic success for PFS students – reported in monthly reports S: Get off PFS list
The MEP staff will use the PFS reports to give priority placement to Migrant students in migrant education activities.	Migrant Counselor	Grades; attendance records; data from recruiters	Tutoring Logs; Field Trip lists	Improved success of Migrant students – academically, attendance, and in STAAR test	F: Improved academic success for PFS students – reported in monthly reports S: Get off PFS list
The MEP staff will ensure that PFS students receive priority access to instructional services, as well as, social workers and community social services/agencies.	Migrant Staff	Grades; attendance records; data from recruiters	Tutoring Logs; Notes from doctors; communication from parents	Improved success of Migrant students – academically, attendance, and in STAAR test	F: Improved academic success for PFS students – reported in monthly reports S: Get off PFS list

The District's Title I, Part C Migrant Coordinator, Principal and Superintendent will determine what Federal, State or Local programs serve PFS students most effectively and efficiently.	Migrant Staff; Principal; Counselors; Supt.	Testing data, referrals to programs; grades; attendance records; All data from SPED, GT, Title I, Comp Ed, ESL Coordinators	Federal Program application; TxEIS, NGS; Tutoring Logs; Enrichment rosters	Improved success of Migrant students – academically, attendance, and in STAAR test	F: Improved academic success for PFS students – reported in monthly reports S: Get off PFS list

Goal # 2: Increase student achievement through rigorous and engaging instruction by utilizing ongoing teacher development, data, improved alignment and collaboration.

TEA Priorities: #1 – Recruit, Support, and Retain teachers and Principals   #2 – Build a Foundation in Reading and Math   #4 – Improve Low-Performing Schools

Objectives:

1) Increase the percentage of ALL students/all subjects performing at the *Approaches* Level on 2022 STAAR from 66% in 2019 to 70% in 2020 and increase the percentage of all students at the *Meets* Level from 33% to 40% and *Masters* from 8% to 12%.

2) Increase *Migrant* STAAR 3-8 Passing Rate in Math (Performance Level 1 in RDA Report for 2019); and in Reading (Performance Level 2 2019 RDA Report)

3) Increase *Special Education* students' STAAR 3-8 Passing Rate in Math (Performance Level 2 in 2019 RDA Report); and in Reading (Performance Level 3 in 2019 RDA Report)

4) The percentage of *CTE* students who perform at Approaches level on EOC STAAR assessments will increase from 64% to 66% in 2022.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Provide Professional development for teachers by contracting services from ESC 17	Supt; Prin; Asst. Prins; ESC Staff	Eduphoria; TEKS Resource System; ESC 17; TAPR Report; RDA report	Sign in sheets at Prof. Development opportunities	Better lesson plan structure; Use student data to plan effective instruction and interventions.	F: Students improving on Unit tests and daily assignment grades S: STAAR scores improved – more students move to Approaches or better.
Professional Development – By providing training in the TEKS Resource system and Eduphoria for all grade levels, teachers will have a data sources and assessments to plan instruction in all core areas	Supt.; Principal; Asst. Prins; ESC Staff	Eduphoria; TEKS Resource System; ESC 17	Sign in sheets at trainings; Lesson plans recorded and monitored in Eduphoria; PLC planning using TEKS	Effective lesson plan structure and implementation; Use student data to plan instruction, intervention and enhancement.	F: Students improve on Unit tests and daily assignment grades. S: STAAR scores improved – more students at Approaches, Meets and Masters

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Implement Professional Learning Communities weekly for all staff provided by Asst. Prin for C & I (new position in 18-19) and Principal	Prin; Asst Prin for Curriculum; Staff	Data from Eduphoria; Use of TEKS Resource System; TAPR report	Lesson plans show evidence of intervention according to data. TRS is used to in planning	Increased student progress from well-planned lessons with intervention and effective teaching strategies implemented	F: Students improving on Unit tests and in daily assignment grades S: STAAR scores improved – more students move to Approaches or better
Change staffing assignments to ensure that teachers are placed in areas of strengths – always reviewing at the end of the academic year to ensure they are effective.	Supt; Principal; Elem Staff; AP – C & I	Master Schedule	Teachers placed in areas of curriculum more comfortably suited to their areas of strength	Increased student progress, achievement, and engagement in classes	F: Students improving on daily assignment and Unit assessments S: STAAR scores improved – more students move to Approaches or better
Provide intervention and enrichment for students based on continuous data analysis and student success – provide supplemental instruction opportunities for struggling students. Check Priority of Services Monthly Report on Migrant Students.	Prin; C&I Asst Prin Elem Interventionist; Content tchrs; Inclusion Aides; Migrant Tutors; Communities in Schools - ACE	PLC time in daily schedule; Types of research-based effective teaching strategies; Title III funds	Lesson plans show evidence of interventions and enrichment strategies used in daily teaching	Increased student success on district assessments and an increase on MOY and EOY scores.	F: Students improving on Unit assessments and fewer students needed for interventions for long periods of time. S: STAAR scores improved – more students move to Approaches or better
Hired an Assistant Principal for Discipline so discipline problems can be addressed quickly and handled so that all students have a positive learning environment without disruptions. Created an ISS room that will enhance good decision making skills for students.	Supt.; Principal; Asst. Prin for Discipline; Counselor	Funds for hiring the Asst Prin; Structured discipline plan with consequences	More students in the classroom being attentive and on task. Disruptions removed/counseled/ punished with intent to not repeat behavior	Increased students on task via walk throughs; discipline referral percentages dropping throughout the year	F: Students improving on Unit assessments and fewer students needed for interventions for long periods of time. S: STAAR scores improved – more students move to Approaches or better

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Revised Master Schedule to include PLC time (once a week) and give teachers ability to tutor/help students during zero hour the other 4 days.	Supt; Principals; Asst Prin	Time; TEKS Resource System; Eduphoria	Teachers attending PLC time; Students in Zero Hour	Increased student progress from well-planned lessons with intervention and effective teaching strategies learned during PLC; Increased student achievement due to tutoring in zero hour	F: Students improving on Unit assessments and fewer students needed for interventions for long periods of time. S: STAAR scores improved – more students move to Approaches or better
Hired a Curriculum Director for guide PLC time when needed and help align curriculum, train teachers, evaluate programs, and data analysis	Supt; Principals	Funds for hiring this position	PLC weekly plans/agendas/ Activities; Teacher implementation of strategies	Increased student progress/achieve-ment and engagement in classes	F: Students improving on Unit assessments and fewer students needed for interventions for long periods of time. S: STAAR scores improved – more students move to Approaches or better
Implement lead4ward tools and Renaissance in the processes in alignment with LISD instructional frameworks and curriculum to unpack standards, analyze data, plan for instruction and intervention, and leverage high yield Instructional strategies.	Principals; Core teachers	Lead4ward website and app. PLC time	Data from six weeks assessments, classroom walkthroughs, and monitoring will show increased knowledge and skills and high levels of implementation of lead4ward tools and processes.	Classroom observations will show an increase in use of lead4ward tools.	F: Students improving on Unit assessments and fewer students needed for interventions for long periods of time. S: STAAR scores improved – more students move to Approaches or better

Goal #3: Increase academic performance of CTE students

TEA Priorities: #2 Build a Foundation in Reading and Math #3 Connect High School to Career & College   #4 Improve Low-performing schools

Objectives:

1) The percentage of CTE students who perform at the Approaches Level on 2022 all STAAR EOCs will increase from 64% to 66% in 2022.

2) Dual Credit Course Credits will increase from 63.6% to 66%.

3) The percentage of graduating seniors who earn an industry-based certification will increase from 22.7% to 30%.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/ Summative Reviews
Include CTE (non-core) teachers in PLCs to work on successful best practices to implement in lesson plans	Principal CTE teachers	Eduphoria data so CTE teachers know weak students and their area of need	CTE Lesson plans showing implementation of these strategies	Increased student progress from well-planned lessons with intervention and effective teaching strategies implemented	F: Students improving on Unit tests and in daily assignment grades S: STAAR scores improved – more students move to Meets or better
Supplemental Instruction for HS CTE students during zero hour offered during the week for 45 minutes/day. Tutors hired to help migrant students	Prin; HS Staff; Tutors	ESSER funds used to pay tutors; Time for teachers to help struggling students during Zero hour.	Students actually attending zero hour; Number of students working with tutors; Sign-in Sheets	Increased student progress from well-planned lessons with intervention and effective teaching strategies implemented	F: Students improving on Unit tests and in daily assignment grades S: STAAR scores improved – more students move to Meets or better

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/ Summative Reviews
Work with local bank and Lions Club and any other organizations for "scholarships" to pay for Dual Credit classes – take the financial burden off of the economically disadvantaged students so they can take more classes for dual credit	Superintendent; Principal; Bank Officer; Lions Club Officer; Bible Study Group	Donations from the organizations for the scholarships to these students.	Increase the number of students taking dual credit classes.	Increased number of students that successfully finish the dual credit course – B or better.	F: Number of students taking Dual Credit classes S: Increase percentage of College/Career students that are College Ready

Goal # 4: Continue improvement of community perception via parent involvement to increase shared responsibility and trust, as well as increase student enrollment and student and teacher attendance.

TEA Priorities: #1 Recruit, Support and Retain Teachers and Principals #2 Build a Foundation in Reading and Math #4 Improve Low-Performing Schools

Objective:

1) Involve parents in their students' education and communicate the importance of parent engagement in the school and their child's academic experience.

2) Work to increase attendance by honoring perfect attendance each six weeks with incentive prizes for students and monetary awards for teachers.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/ Summative Reviews
Host Parent Involvement activities (4) throughout the year. Can include: Meet the Teacher Night/Title I meeting; Spring Open House/Title I Meeting; Goals Day (Conference with every parent). Other activities in collaboration with Communities In Schools such as: Science Night, Math Night.	Supt.; Principals; Asst. Prin; Teachers; CIS Director and staff	Facilities; Advertising materials; Activity for the event; Funds for food	Events posted on, Facebook, and/or website; Information distributed via the "Wednesday" folder sent home with every Elem student; Sign in sheets for each event	More parents aware of their student's progress or achievements at school; Parents helping with events at school; Parents understanding the importance of attendance, good night's sleep, eating well before testing.	F: Number of parents at each event. Sign In sheets for documentation. Increased daily attendance. S: Increased student attendance and performance in school work and on STAAR tests.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/ Summative Reviews
Ongoing updates on Social Media	Supt.; Principals; Asst. Prin;	Facebook Account; Updated information for each campus	Views of the Facebook post; Attendance of parents at advertised events; More parents asking about their child and upcoming events	More parents aware of their child's activities at school and understanding how involvement equates to student achievement	F: Number of parents at each event. Increased student attendance because they don't want to miss school. S: Increased student attendance percentages and increased student achievement in all areas
Host Career Day for Secondary students in Spring	Principal; Asst. Prin; Counselors; Secondary Staff	Some supplies for presentations; Time	Schedule for Groups of students to rotate through the presentations	Students write a summary about each presentation and how they could use the information in their future for a career or college degree choice.	F: Number of students participating and actively engaged. S: Number of students that enroll in college or a postsecondary trade school or the military.
Provide perfect attendance incentive awards for students with perfect attendance and for A/B honor roll.	Principals; Asst Prin; Counselor; Staff	Local funds for awards	Daily attendance is increased by both students and teachers	More students and teachers with 100% attendance each six weeks.	F: Student success is increased due to teachers and students being in the classroom more. S: STAAR scores improved – more students move to Approaches or better. Fewer students in summer school for attendance credit recovery.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/ Summative Reviews
Parent Involvement policies will be reviewed and revised annually by the Superintendent's Advisory Council (SAC) to be used during Goals Days.	Superintendent; SAC members; Teachers; Parents	Time for meeting; Goals Days attendance	Parents aware of expectations for their student, themselves and understand the responsibilities of the teacher.	Parents attending Goals Day and having conversations of expectations with teachers	F: Student success is increased due to parents being aware of student, parent and teacher expectations and responsibilities. S: Increased Student Performance on STAAR and in the classroom; Increased attendance percentages.

Goal #5: Recruit, develop, and retain highly-motivated, culturally diverse professional personnel and enhance employee effectiveness and retention through quality focused professional development optimizing student engagement and learning.

TEA Priorities: #1 Recruit, Support and Retain Teachers and Principals. #4 Improve Low-Performing Schools

Objective:

Implement actions that will help attract and maintain effective instructional staff and highly effective administration.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/ Summative Reviews
Retain the position of Assistant Principal to assist both Principals in daily activities - especially discipline and teacher evaluations	Supt.; Principals	Funds to do so	AP for Discipline – maintain a stable and nondisruptive environment for students in classrooms. Build a very structured culture on both campuses in collaboration with the Principal.	Better lessons occurring in classrooms as seen through walk-throughs; Better TTESS evaluations for teachers; less classroom disruptions or disruptive students.	F: Increased student performance due to teacher coaching and good discipline strategies S: Increased student achievement in classrooms and on unit assessments and STAAR tests.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Increased teacher pay scale from 20 year maximum pay to 35 years. Continue to evaluate teacher pay and compensation.	Board of Trustees; Supt.; Business Manager	Funds	Improve teacher morale due to higher pay; Improved starting pay to attract new teachers	Can share this information at job fairs or with potential employees	Retain trained teachers; attract well-trained college graduates
Support teachers with Professional Development provided by the contracted services from ESC 17.	Supt.; Principals; ESC staff; LISD Staff	Funds for contracts with ESC	Improved teaching strategies being used in the classroom due to training in data analysis and lesson planning	Improved student performance; improved teacher performance shown through walk-thrus and TTESS evaluations.	F: Increased student performance daily in classes S: Increased student achievement and growth shown through STAAR testing and the TAPR Report.
Provide needed PLC training to all teachers to coach and train in best practices and data analysis	Principals; Staff	Time; Scheduling	Support system for new teachers and veteran teachers that need and want to grow	Improved student performance; improved teacher performance shown through walk-thrus and TTESS evaluations.	F: Increased student performance daily in classes S: Increased student achievement and growth shown through STAAR testing and the TAPR Report

Goal #6: Lorenzo ISD will maintain a system of assessing, continually monitoring, and changing operations to improve the learning environments to ensure they are healthy, safe, drug free, and conducive to learning.

TEA Priorities: #1 Recruit, Support and Retain Teachers and Principals. #2 Build a Foundation in Reading and Math. #3 Connect High School to Career and College & #4 Improve Low-Performing Schools

Objectives:

1) Provide a safe environment for students, staff, and community members by ensuring the Multi-Hazard EOP is updated and implemented and all required trainings are covered by required audience.

2) Decrease the number of discipline incidents (including: dating violence, tobacco, alcohol and other drug use) by 10% as measured by PEIMS and RDA Report.

3) Decrease the number of SPED Total Disciplinary Removals Rate (Indicator SPED #18 in 2021 RDA Report) from 53.5 % to 45% by the end of 2022. (Performance Level 3 in 2021 RDA Report).

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/ Summative Reviews
Ensure the M-HEOP is updated and implemented by: 1) Train all staff and students in the MEOP. 2) Schedule and run safety drills – documenting dates/times. 3) Communicate regularly concerning safety concerns and updates to procedures. 4) Share information with parents and community so there is no panic.	Supt.; Asst. Prin for Discipline and Operations; Principal; Teachers; EPEC Director	Local funds; Grants; ESC 17; Federal Funds	Agenda/Sign-in Sheets from trainings; Calendar of Drills – Documentation of drill/results; Any communication concerning safety concerns/updates	Better prepared staff and students in emergencies; Parents are less nervous about situations they hear about at school; Trust from the community that students are safe.	F: BOY & MOY M-HEOP meetings and analysis of safety issues; Training agenda/sign-in sheets. S: Final Summer meeting to evaluate the drills and any safety issues brought to attention so that they can be addressed or fixed.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Install, maintain, and upgrade as needed: 1) District-wide communications systems 2) Security monitoring equipment and entry access systems – such as Camera System, PA System, phone system	Supt; Principals; Asst. Principal; Business Manager; School Board; EPEC Director	Local funds; Grants; Federal Funds	Updated equipment installed and maintained	Ability to use security equipment and communication equipment effectively and efficiently	F: Issues addressed in a timely manner so that safety is maintained. S: Completion of any projects and the effective use of all equipment.
Conduct assembly at the beginning of the year with the purpose of disseminating information with regard to current rules and regulations, from the Student Code of Conduct and Handbook, including consequences for bullying, violence (including date violence), harassment, alcohol/drug/tobacco use.	Principal; Asst. Prin for Discipline and Operations; Counselor	Data from any incidents that are violations of Student Code of Conduct.	Sign-in Sheet/Agenda from the assembly.	Reduction in violations as recorded in PEIMS.	F: Fewer students in ISS, DAEP, JJAEP and lower PEIMS incidents. S: Improved student performance due to staying in class with an effective teacher.
RDA Report: SPED Indicator #18 for 2021: Reduce number of unnecessary classroom removals. Lower percentage of the students removed from 53.5%.	Principals; Asst. Principal; Teachers; Counselors	Data from the TSDS PEIMS 42400, 42405, 42500, and 42505. Classroom management and student engagement training for teachers.	Increased classroom time for Special Education students.	More time in the classroom should result in increased student performance and attendance.	F: Fewer students in ISS, DAEP, JJAEP and lower PEIMS incidents. S: Reducing the Performance Level in 2021 RDA Report from a 3.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
TEC: Implement, maintain and update a systematic approach to addressing the needs of students in the 8 components of Coordinated School Health: 1) Health Education 2) Healthy and Safe School Environment 3) Counseling and Mental Healthy Services 4) Staff Wellness Promotion 5) Health Services 6) Physical Education 7) Nutrition Services 8) Parent and Community Involvement	Supt.; Principals; Asst. Prin; School Board; SAC Committee; Teachers; Cafeteria Management Company; Parents; School Nurse; Janitorial Staff;	TEKS; Bleed Control Centers & Training; Defibrillators; Cybersecurity; CPR Training; School Bus evacuation Training; M-HEOP; Child Abuse/Trafficking training; Texas Safe School Center	Bleed Control Centers in place; Sign-In sheets for trainings; Agendas/Sign-in sheets for committee meetings; School Board agendas/minutes reflecting reports; School Calendar documentation of drills	Staff and students well prepared and knowledgeable about protocol and procedures; School Board and Committee members aware of procedures and drills that will take place; Documentation of all.	F: Updates made to plans, protocol and procedures as needed after a drill or issue. S: Students and staff that feel safe and knowledgeable about the school environment. All drills run smoothly and the community understands the school is a safe place.
Students will participate in Physical Education/Competitive Athletics and Recess and will complete the Fitnessgram as required by the State of Texas.	Supt.; Principals; PE Teachers; Coaches	Fitnessgram program; TEKS for PE	Master Schedules; Fitnessgram results	Students improve during the course of the year in all areas that are tested or that are competitive events	F: students become aware of their health and bodies and the importance of taking care of themselves. S: Student results improve from year to year.

Strategy Description and Action Steps	Person(s) Responsible	Resources	Evidence of Implementation of Strategy	Evidence of Impact of Strategy	Formative/Summative Reviews
Develop, implement, review and improve a consistent approach and protocol for threat assessment at Lorenzo ISD.	Supt; All Administrators; Threat Assessment Team (Board Approved); All staff; County Law Enforcement	Threat Assessment Team; Emergency Operation Plan	All team members trained via the Texas School Safety Center. Protocol established and implemented to identify threats and prevent violence.	Less violent events – steps taken to quickly intervene with any students that are assessed	F: Students feel safe at school and are not afraid to "See something, Say something." S: Evaluate process and data and make any changes needed to improve.
Provide staff access to training and resources on Trauma Informed Care	School Board; Supt.; Principals; Asst. Prin; Teachers	Trauma-Informed Care Training; ESC	Sign-In sheets for trainings; Agendas/Sign-in sheets for committee meetings; School Board agendas/minutes reflecting reports	Staff well prepared and knowledgeable about protocol and procedures	F: Updates made to plans, protocol and procedures as needed after a drill or issue. S: Students and staff that feel safe and knowledgeable about the school environment. All students, staff and community understands the school is a safe place and adults can be trusted.
Provide staff access to INFORMATION SECURITY TRAINING via DIR certified training for HB 3834.	Supt.; Principals; Technology Director;	Training	Completion certificates from anyone that has a Lorenzo ISD email address. 80% quiz grade required for certificate.	Safer practices will be seen with all school information.	F: Updates made to plans, protocol and procedures as needed after training. S: Staff will be knowledgeable about Information Security and change behavior that is not secure.