



# **Lanier High School Campus Improvement Plan**

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## **Lanier High School Campus Improvement Plan 2017-2018**

### **Texas Public Education Mission Statement**

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 in the future in the social, economic, and educational 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.

(TEC Title 2, Ch 4, Sec.4.001)

### **Campus Mission Statement**

Lanier High School is committed to a culture of academic excellence with a tradition grounded in pride, respect and responsibility

# Lanier High School Campus Improvement Plan 2017-2018

## Focus Area: Advanced Academics

### Performance Objective

We will eliminate barriers and support high ability and GT student participation in appropriate and academically challenging opportunities.

### Data Reviewed During Needs Assessment

X Campus Gifted and Talented Count, by grade level and six weeks reporting period

### 2016-17 Data

GT Campus Accountability Monitoring Plan Ratings:

Student Assessment: COMPLIANCE

Service Design: EXEMPLARY

Curriculum and Instruction: EXEMPLARY

Professional Development: OUT OF COMPLIANCE

Family and Community Involvement: EXEMPLARY

### 2017-18 Goal

GT Campus Accountability Monitoring Plan Goals:

Student Assessment: Recognized

Service Design: Exemplary

Curriculum and Instruction: Exemplary

Professional Development: Compliance

Family and Community Involvement: Exemplary

## Advanced Academics Strategy #1

Support cultural proficiency training to recruit and retain students in Advanced Academics, including underrepresented populations.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Academy Directors	Students wanting out of AP or Dual Credit courses must bring a parent to an academy directors office and have a discussion on why they want out of AP or Dual Credit. The intention is to keep students enrolled and have parents and students understand why challenging courses are beneficial to the student	Ongoing with most students wanting out of those courses actually staying in them	First 6wks and fourth 6wks	Dec and June 2018	

## Advanced Academics Strategy #2

Support teacher professional development for completion of 30-hr GT Foundations and 6-hr GT Update.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Maintain teachers who are certified to continue to offer higher level courses in upcoming years and to get appropriate training to service students	Staying in compliance but most importantly offering the training needed to continue and support high quality instruction for our higher level students	5th 6wks	end of 5th 6wks	

## Advanced Academics Strategy #3

Successfully finish the year with at least 90% success rate in students participating in ECHS get their credits from ACC

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mr. Pacheco ECHS coordinator	ECHS is new to us. We have a little over 40 students participating first year and we want positive outcomes to grow this program	End of semester credits awarded	2nd 6wks	Dec. and June	

### 2015-2020 Strategic Plan Key Action Step

1.2a: Students will have multiple opportunities for flexible, personalized learning.

### 2017 Strategic Plan Scorecard Indicator

48: Decrease disproportionality of African American representation in the GT program

49: Decrease disproportionality of Hispanic representation in the GT program

### 2016 PBMAS

not applicable

### TEA Strategic Priorities

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Attendance

#### Performance Objective

We will develop a tiered strategic and systematic campaign to encourage students to come to school regularly and stay in school through enhanced attendance, graduation/completion, and dropout prevention efforts to result in students graduating with Recomm

#### Data Reviewed During Needs Assessment

- Annual ADA campus attendance data compared to years past and disaggregated by students groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd
- Chronically absent by students groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd
- Campus Attendance Blueprint

#### 2016-17 Data

Attendance Rates: All Students: 91.7, African American: 91.9, Hispanic: 91.5, White: 92.9, ECD: 91.7, ELLs: 91.6, SpEd: 90

#### 2017-18 Goal

Attendance Goals: All Students: 93.7, African American: 93.9, Hispanic: 93.5, White: 94.9, ECD: 93.7, ELLs: 93.6, SpEd: 92

#### Attendance Strategy #1

Ensure Graduation Specialist develops an RBP for students that are put on an attendance contract in eCST.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Admin and Graduation Specialist	High number of our current students with chronic absences have a RITS score of 15 or above	The goal is to get students with chronic absences to drop their RITS score by 10 points by the end of the semester.	end of 1st 6wks	ongoing	Work with our graduation coach to monitor students that are placed on an attendance contract by adding them to an RBP in eCST and monitoring their attendance. Make phone calls home to update parents on progress and ensure students are bringing back the green attendance sheets weekly

#### Attendance Strategy #2

Lanier will support students who are struggling with attendance by creating an attendance contract that will be pushed and monitored by assistant principals and graduation coaches.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Admin and Graduation Specialist	Place students on an attendance contract that will help the student and parent keep track on attendance daily. Student will get an	Students on the RBP for attendance will drop their RITS score by 10 points by the end of each semester	2nd 6wks	ongoing	

	attendance contract signed by his/her teacher daily where it will give info on attendance and effort in class				
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**Attendance Strategy #3**  
Family night seminars to address grades and attendance

<b>Responsible Party</b>	<b>Formative Data</b>	<b>Summative Data</b>	<b>Start Date</b>	<b>End Date</b>	<b>Status/Notes</b>
Glienke and de la Cruz	Work with the Multilingual department to help us set up meetings with parents of students that have high number of absences or low grades. The seminar will focus on helping parents understand how credits work, automated phone calls for students with low attendance, parent cloud, and teacher tutorial hours and contacts.	We will increase the amount of ELL students passing classes and having better attendance every six weeks compared to last years passing and attendance rates.	after 1 wks	ongoing	

**2015-2020 Strategic Plan Key Action Step**

4.1b: Ensure successful transitions between campus levels (elementary to middle school, middle to high school, high school to post-secondary).

**2017 Strategic Plan Scorecard Indicator**

- 15: Attendance rate
- 19: Achievement Gaps - Attendance

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.



## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Campus Climate and Discipline – Home Suspensions

#### Performance Objective

We will reduce the rate of home suspensions for any over-represented race/ethnicity group.

#### Data Reviewed During Needs Assessment

- X Student Climate Survey:
  - "My classmates show respect to each other."
  - "The consequences for breaking the school rules are the same for everyone."
  - "My classmates behave the way my teachers want them to."
- X Staff Survey (TELL):
  - "Students at this school follow rules of conduct."
  - "Teachers consistently enforce rules for student conduct."
  - "Administrators consistently enforce rules for student conduct."

#### 2016-17 Data

241 home suspensions

#### 2017-18 Goal

Less than 205 home suspensions

#### Campus Climate and Discipline - Home Suspensions Strategy #1

Lanier administration will review suspension data every six weeks to monitor our progress towards reducing home suspensions for every sub population

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Glienke	Mrs. Glienke will share discipline data to the admin team on how we are doing in regards to keeping ourselves in check in the area of discipline that may be disproportionate in the areas of race and gender	We will look at discipline referrals and compare it each of the six weeks to find areas of growth	2nd 6wks	end of year	

#### Campus Climate and Discipline - Home Suspensions Strategy #2

Lanier will continue to implement a behavior flow chart for teachers to support in class interventions and to support the reduction of referrals

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Admin team	The Lanier designed behavior flow chart will support teachers in ensuring that	Referral counts will be lower this year compared to last years date because teachers will	2nd 6wks	end of year	

	they are writing referrals that need to be administrator managed. We will train our teachers on how to effectively use the flow chart so teacher level interventions	effectively use the behavior flow chart			
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**2015-2020 Strategic Plan Key Action Step**

1.3c: Each student will learn in a physically and emotionally safe environment.

**2017 Strategic Plan Scorecard Indicator**

23: Achievement Gaps - Disproportionality of Home School Suspensions

42: # of Home School Suspensions

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

**Lanier High School Campus Improvement Plan 2017-2018**

**Focus Area: Campus Climate and Discipline - Violence Prevention**

**Performance Objective**

We will ensure effective violence prevention and intervention measures are in place on our campus.

**Data Reviewed During Needs Assessment**

- Staff Survey (TELL):
  - "Students at this school follow rules of conduct."
  - "Teachers consistently enforce rules for student conduct."
  - "Administrators consistently enforce rules for student conduct."
- Student Climate Survey:
  - "Students at my school are bullied (teased, messed with, threatened by other students)."
- Number of campus disciplinary referrals, by referral type and grade level

**2016-17 Data**

93% of students reported feeling safe in their school.

**2017-18 Goal**

More than 93.5% of students will report feeling safe in their school.

**Campus Climate and Discipline - Violence Prevention Strategy #1**

Implement a campus-wide behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations.

<b>Responsible Party</b>	<b>Formative Data</b>	<b>Summative Data</b>	<b>Start Date</b>	<b>End Date</b>	<b>Status/Notes</b>
Lisa Bohanan	Lanier will continue to nurture PBIS systems and find new members to help the team invigorate our current systems or add new ideas to what we currently have. The team will focus on teaching and rewarding good student behavior to increase to a more positive campus climate PBIS will also help Lanier with rewarding teacher success and hard work.	Referral counts will go down from last year and more teachers and students will feel safer and happier at Lanier	4th 6wks	6th 6wks	

**Campus Climate and Discipline - Violence Prevention Strategy #2**

Engage students in the crucial development of campus-wide No Place for Hate activities that connect to current events to students lives.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
May	We have been a No Place for Hate campus for five years now and we will look at becoming a NPFH campus again this year	Our activities to be a No Place for Hate campus will be carried out effectively and we will become a NPFH campus this 2017-2018 school year	4th 6wks	5th 6wks	

Campus Climate and Discipline - Violence Prevention Strategy #3					
A team of teachers will help put together curriculum that will be SEL and PBIS focused and promoted through LIFE (advisory). Lessons will be provided with videos and links to articles to open up conversation between students and teachers					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Larry de la Cruz	Three teachers will be given time to plan and make a push to our LIFE teachers on a daily basis.	LIFE classes RBP groups will indicate that overall students are dropping their RITS scores each and every six weeks.	2nd 6wks	end of year	

**2015-2020 Strategic Plan Key Action Step**

1.3c. Each student will learn in a physically and emotionally safe environment.

**2017 Strategic Plan Scorecard Indicator**

36: % students who feel they are safe in their schools

37: % campus staff who feel students at their school follow rules of conduct

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Community Schools Initiative

#### Performance Objective

We will implement a campus Community School initiative that aligns resources and strengthens family and community engagement in order to promote equity and educational excellence for all students.

#### Data Reviewed During Needs Assessment

- Longitudinal graduation and dropout rates
- Results of AISD Student Climate Survey
- eCST interventions and supports for students identified as struggling through the RITS early warning system

#### 2016-17 Data

49% of students at the school had a 6th 6 weeks RITS score that was above the AISD secondary school average of 5.55.

#### 2017-18 Goal

Fewer than 49% of students at the school will have a 6th 6 weeks RITS score that is above the AISD secondary school average.

Community Schools Initiative Strategy #1					
Each LIFE teacher and athletic coach will create an RBP for each of their classes or program to monitor students RITS scores daily					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Larry de la Cruz-Academy Director	Teachers and coaches will be trained on how to create an RBP and what a RITS score means in the Early Warning tab. Weekly LIFE schedule will dedicate two days a week for teachers review grades and attendance with each of their students.	Lanier started implementing a system of monitoring student progress thorough LIFE classes. Students are essentially being monitored by a teacher at all times and helping to guide them through their academics and attendance. The goal is to have each LIFE teacher bring their LIFE students RITS score down each of the six weeks to ensure progress is being made	2nd 6wks	6th wks	

#### Title 1, Part A

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 6 - Strategies to increase parental involvement

10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

1.2b1.4: Create community school model as part of district planning

7.1b: Organize central administration and district processes to support schools and enable campus leadership to focus on classroom

8.1a: Optimize resources (buildings, programs, person

**2017 Strategic Plan Scorecard Indicator**

11: % of students graduating from high school in four years

43: % campus staff who feel their school is a good place to work and learn

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Coordinated School Health

#### Performance Objective

We will continue to implement a Coordinated School Health plan on our campus.

#### Data Reviewed During Needs Assessment

Coordinated School Health Report

Fitnessgram Report

#### 2016-17 Data

Overall Coordinated School Health Rating: Unacceptable

#### 2017-18 Goal

Overall Coordinated School Health Rating: Recognized or Exemplary

#### Coordinated School Health Strategy #1

Share Fitnessgram data with campus staff, parents and students.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Larry de la Cruz and Coach Head	Fitness Gram indicating students not where they need to be physically	Fitness gram 2017-2018	5th 6wks		

#### Coordinated School Health Strategy #2

Students and their teachers and families are knowledgeable about the services and supports that are available at, or through school, including physical, mental, behavioral, and emotional health.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Jacob Anderson and Ryan Hopkins	Number of students participating in extra curricular activities	Number of students that submit a physical form will increase compared to last school year	4th 6wks	6th 6wks	

#### Coordinated School Health Strategy #3

Nutrition Vending Machines located in food service areas were turned off during meal times

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Fitness gram and formative overall student health and fitness	Machine will be placed away from the cafeteria	3rd 6wks	3rd 6wks	

#### Coordinated School Health Strategy #4

do not sell food as a fundraiser during the school day

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Some fundraisers still involve food	Lanier will reduce the amount of fundraisers that sell food during the school day	4th 6wks	6th 6wks	

**Title 1, Part A**

1 - Comprehensive needs assessment

10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

1.3e: Each student will learn about and practice a healthy lifestyle.

**2017 Strategic Plan Scorecard Indicator**

40: % of campuses with Recognized or Exemplary rating on the Coordinated School Health Report

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.



## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Customer Service

**Performance Objective**

We will create a culture where all of our families feel welcome and valued.

**Data Reviewed During Needs Assessment**

- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by the Principal
- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by the Assistant Principal
- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by the counselors
- Parent Satisfaction Survey: % of parents/guardians who feel they are treated with courtesy and respect by school staff
- Parent Satisfaction Survey: % of parents/guardians who feel their child is treated with respect by others
- Parent Satisfaction Survey: % of parents/guardians who feel their involvement is welcomed by teachers

**2016-17 Data**

100% of parents/guardians felt their involvement was welcomed by teachers.

**2017-18 Goal**

At least 98% of parents/guardians will feel their involvement is welcomed by teachers.

**Customer Service Strategy #1**  
Send front office and support staff to customer service training.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Our front office staff is the first stop for many of our partners in education including businesses, other organizations and parents.	Our ratings have significantly gone up but this is an area where we can not let down our guard. We need to continue to evaluate our systems and get our partners in education satisfaction rating to 100%	1st 6wks	6th 6wks	

**Customer Service Strategy #2**  
All staff will return phone calls within 24 hours of receipt and emails within 48 hours of receipt as per Customer Service Standards.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Ratings are improving but not at 100% for all	Communication is essential when trying to run a	1st 6wks	6th 6wks	

	areas, yet.	large title one campus. Lanier as a whole will maintain strong communication habits among each other, outside partners, parents etc...			
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**2015-2020 Strategic Plan Key Action Step**

6.1a: Provide excellent customer service in interactions with campus and district staff.

**2017 Strategic Plan Scorecard Indicator**

38: % parents/guardians who feel they are treated courteously by teachers

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

**Lanier High School Campus Improvement Plan 2017-2018**

**Focus Area: Dyslexia and 504 Services**

**Performance Objective**

We will reduce the number of late 504 Annual and Re-evaluation meetings.

**Data Reviewed During Needs Assessment**

Roster of students receiving 504 services

**2016-17 Data**

No data provided.

**2017-18 Goal**

100% of 504 Annual meetings and 100% of 504 Re-Evaluation meetings will be held on time.

<b>Dyslexia and 504 Services Strategy #1</b> Campus personnel will comply with 504 legal regulations concerning annual meetings, re-evaluation, intervention and accommodations for 504 students as evidenced by ongoing audit of e504 record. Campus personnel will comply with 504 legal regulations concerning annual meetings, re-evaluation, intervention and accommodations for 504 students as evidenced by ongoing audit of e504 record.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Counselors	We are at 100% compliance and will continue the good work	504 completed by the end of the year	May 2018		

**Dyslexia and 504 Services Strategy #2**

Lanier will have at least two dyslexia designess for re-evals to stay in compliance with 3 year evals

**2015-2020 Strategic Plan Key Action Step**

4.1a: Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: English Language Learners

#### Performance Objective

We will ensure all of our English Language Learners continue to progress in their listening, speaking, reading, and writing skills. (19 TAC §74.4) (Strategic Plan 1.1 (b))

#### Data Reviewed During Needs Assessment

- Number and percent of ELLs that remain at Beginning proficiency on TELPAS after 2 years in US schools or Beginning/Intermediate after 6 years (Long Term ELLs)
- Roster of ELLs with Texas English Language Proficiency Assessment System (TELPAS)\_results and Years in US Schools
- STAAR/End-of-Course current and longitudinal results, including all versions
- ELL enrollment data disaggregated by grade level, GT, CTE, ECD, and SpEd
- Roster of ELL/LEP population, including support and accommodations

#### Safeguards Missed

Reading - ELL <60%

Math - ELL <60%

Science - ELL <60%

Social Studies - ELL <60%

Writing - ELL <60%

#### 2016-17 Data

36% of ELLs remained at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US schools.

#### 2017-18 Goal

Less than 26% of ELLs will remain at beginning/intermediate proficiency on TELPAS Reading after 5 or more years in US schools.

### English Language Learners Strategy #1

ELL-LOTE teachers will promote our Lanier Literacy plan to support the ELPS strategies of narrating, describing and/or analyzing with a focus on essay writing and structures in the classroom's target language (Spanish and French).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
All Lanier LOTE teachers	ELA- EOC scores	PLC's will reflect on student writing samples, reading activities, listening activities, speaking activities and will reflect on good teaching practices to ensure students make one years growth in each domain for TELPAS scores	2nd six weeks	6th six weeks	

### English Language Learners Strategy #2

Ensure all teachers use their Proficiency Level Descriptor/Linguistic Instructional Alignment Guide (PLD/LIAG) rubrics from LPAS to identify their ELL students' proficiency levels in listening, speaking, reading, and writing. [\$89.1210. Program Content and Design]

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Andrea Glienke	EOC scores, TELPAS and 6wks passing rates	ALL teachers will be assigned a handful of ELL students that will become their focus group. That teacher will know their students data and through a campus wide LIAG training and sheltered instruction training they will be able to implement good strategies that will impact TELPAS scores in the areas of Listening, Speaking, Reading and Writing with one years growth	4th 6wks	4th 6wks	

### English Language Learners Strategy #3

All teachers at Lanier will be TELPAS raters

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Andrea Glienke	Number of ELL s sitting at over 700	All new teachers will attend a 3 hr training with district to be able to become raters second semester. All other staff will attend the training and compliance training before they calibrate.	5th 6wks	5th 6wks	

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Our ELL students are not reaching Advanced High in Reading and Writing at a faster pace	Our school wide literacy goal will have each department and PLC develop a literacy goal that is intentional in having students	1st 6wks	6 6wks	

		read and write more. PD throughout the year will involve trainings on how to effectively implement and assess its success			
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**2015-2020 Strategic Plan Key Action Step**

4.1a: Improve supports to struggling learners by improving interventions, resources, and training, and articulate these interventions in curriculum and instructional tools.

**2017 Strategic Plan Scorecard Indicator**

- 17: Achievement Gaps - Reading
- 18: Achievement Gaps - Math
- 19: Achievement Gaps - Attendance
- 20: Achievement Gaps - Graduation Rate
- 21: Achievement Gaps - K -2 Students Reading On Grade Level
- 22: Achievement Gaps - Disproportionality of Discretionary Remo

**2016 PBMAS**

- Bilingual/ESL Indicator 8: TELPAS Reading Beginning Proficiency Level Rate
- Bilingual/ESL Indicator 9: TELPAS Composite Rating Levels for Students in US Schools Multiple Years

**TEA Strategic Priorities**

- B: Build a foundation of reading and math.

**Lanier High School Campus Improvement Plan 2017-2018**

**Focus Area: Employee Wellbeing**

**Performance Objective**

We will support the wellbeing of all employees by promoting a healthy work-life balance through initiatives targeting staff's physical, mental/emotional, & nutritional wellbeing.

**Data Reviewed During Needs Assessment**

X Total number of staff participation in flu shot clinics - Report from HEB

**2016-17 Data**

Baseline data year.

**2017-18 Goal**

40% of staff will participate in at least one LiveHealthyAISD Wellness Challenge

<b>Employee Wellbeing Strategy #1</b>					
Promote and encourage teachers to get their flu shot vaccinations					
<b>Responsible Party</b>	<b>Formative Data</b>	<b>Summative Data</b>	<b>Start Date</b>	<b>End Date</b>	<b>Status/Notes</b>
Ryan Hopkins	We want our teachers to be healthy so they don't miss class due to illnesses that can be prevented	At least 70% of teachers will get a flu vaccine	Oct. 2017	Jan. 2018	

<b>Employee Wellbeing Strategy #2</b>					
PBIS will promote teacher/staff appreciation activities more frequently to create a more happy atmosphere for out staff					
<b>Responsible Party</b>	<b>Formative Data</b>	<b>Summative Data</b>	<b>Start Date</b>	<b>End Date</b>	<b>Status/Notes</b>
Lisa Bohanan	Teachers have expressed they feel good when they get little tokens of appreciation for their hard work	Every late start teachers will be appreciated with certificates and prizes for their hard work.	1st 6wks	6 6wks	

**2015-2020 Strategic Plan Key Action Step**

not applicable

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

n/a

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Family and Community Engagement

#### Performance Objective

We will increase family and community engagement.

#### Data Reviewed During Needs Assessment

**X** Staff Survey (TELL) results:

"This school does a good job of encouraging parent/guardian involvement."

"This school works directly with parents/guardians to improve the educational climate in students' homes."

"This school maintains clear, two-way communication with the community."

"Parent/guardians are influential decision makers in the school."

**X** Parent Satisfaction Survey:

"I feel comfortable contacting staff at my child's school."

"I feel our local community supports our school."

"I feel our school works hard to engage our local community."

#### 2016-17 Data

The campus has an active PTA.

#### 2017-18 Goal

The campus will continue to have an active PTA.

#### Family and Community Engagement Strategy #1

Provide multiple opportunities to engage parents in the educational process by inviting them to school events and principal coffee monthly.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mr. Aviles	We have not had a long standing and consistent PTA	We will recruit and maintain a minimum of 35 PTA members at all times	Sept. 2017	May 2018	

#### Family and Community Engagement Strategy #2

Visit local businesses that parents frequent, and develop a relationship with service providers including barbers, beauticians, restaurateurs, church pastors/priests, and mechanics.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mr. Pacheco, Coach Anderson and Mr. Aviles	Our school is always in need of the extra community support whether its monetary or services	Lanier will get at least one big donor to sponsor our big community Viking Valor award and get at least \$15,000 in donations for different programs across our school	July 2017	June 2018	

#### Family and Community Engagement Strategy #3



Provide all communications to parents, written and oral, in English, Spanish, and other languages.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mrs. Glienke	Our parents don't always speak English as their first language or as their language at all	We will have translators for all big events at Lanier for our community	Aug 2017	May 2018	

#### Family and Community Engagement Strategy #4

Provide multiple opportunities to engage parents in the educational process.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mrs. Glienke and Mr. DLC	Our parents need to know how their students are doing at all times academically and behaviorally	In conjunction with other departments we will host night meetings with parents and teach them how to access student grades and attendance. We will also teach parents how to read a transcript and what high school expectations we have for their students	Aug 2017	May 2018	

1 - Comprehensive needs assessment

6 - Strategies to increase parental involvement

10 - Coordination and integration of federal, state, and local services and programs

#### 2015-2020 Strategic Plan Key Action Step

Factor 3: Community and Parental Involvement

#### 2017 Strategic Plan Scorecard Indicator

Key Action Step 11.1c: Provide access to school-based and community-based co-curricular and extracurricular education opportunities.

#### 2016 PBMAS

Indicator 35: # parents participating in Parent Survey

Indicator 39: % schools with active PTAs

#### TEA Strategic Priorities

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Fine Arts and the Creative Learning Initiative

#### Performance Objective

We will increase access to and support for high quality fine arts instruction and/or creative learning strategies.

#### Data Reviewed During Needs Assessment

X Percent of students enrolled in fine arts classes

#### 2016-17 Data

Number of community arts partnerships: 9

Number of campus created arts experiences to engage families, faculty and community: 5

Percent of teachers who participate in creative teaching or arts intergartion professional learning: Less than 50%

#### 2017-18 Goal

Number of community arts partnerships: More than 9

Number of campus created arts experiences to engage families, faculty and community: More than 5

Percent of teachers who participate in creative teaching or arts intergartion professional learning: At least 50%

#### Fine Arts and the Creative Learning Initiative Strategy #1

ELL- The Fine Arts staff will monitor and improve the TELPAS levels of the students served in fine arts throughout the school year.  
Students will progress by one level.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
All Fine Arts Staff	Our highest school need is helping our ELL students progress through school.	Fine arts will ensure to implement a literacy strategy in each of our classes to support reading, writing, listening and speaking for our ELL students	8/21/17	6/1/18	

#### Fine Arts and the Creative Learning Initiative Strategy #2

We will partner up with our feeder schools and build relationships to increase interest in fine arts from our incoming students

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Nick Farrell	Our fine arts numbers have been stagnate for the last few years. We want to grow our programs	We will see an increase in numbers of students signing up for fine arts classes on choice sheets at the middle school level	Feb. 2018	May 2018	

#### 2015-2020 Strategic Plan Key Action Step

not applicable

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Marketing Successes and Offerings

#### Performance Objective

We will market the strengths of our campus in order to increase enrollment.

#### Data Reviewed During Needs Assessment

##### 2016-17 Data

Projected 2017–18 enrollment

##### 2017-18 Goal

If enrollment <75% of permanent capacity, then to meet at least 75% of permanent capacity.

If enrollment >75% of permanent capacity, then maintain rate.

#### Marketing Successes and Offerings Strategy #1

Increase participation in 8th to 9th transition activities and market the activities with vertical team.

#### 2015-2020 Strategic Plan Key Action Step

10.1a: Promote and market the unique culture of each campus that reflects its safe, caring, and positive learning environment.

#### 2017 Strategic Plan Scorecard Indicator

not applicable

#### 2016 PBMAS

not applicable

#### TEA Strategic Priorities

A: Recruit, support, retain teachers and principals.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Mathematics

#### Performance Objective

We will deliver strong core instruction to all students in the area of Mathematics.

#### Data Reviewed During Needs Assessment

#### Safeguards Missed

Math – SPED <60%

#### 2016-17 Data

The percent of students that passed EOC Algebra 1: All Students: 69.4, Hispanic: 69.1, African American 73.9, White: 55.6, ECD: 69.1, LEP: 61.3, SPED: 50

#### 2017-18 Goal

The percent of students that will pass EOC Algebra 1: All Students: 74, Hispanic: 73.7, African American 77.8, White: 62.3, ECD: 73.7, LEP: 67.1, SPED: 57.5

### Mathematics Strategy #1

Implement professional learning communities that support use of best practices in math instruction and assessment and allow for collaborative planning, reflective learning, mentoring, and coaching.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Department Chair	2016 Alg1 EOC Scores	Student test scores (including higher level math course data), teacher retention, PPFT growth	2nd 6-weeks	6th 6-weeks	We require these resources:  Substitutes and funding for off campus peer observations, NCTM Conference, and Jim Knight Instructional Coaching Institute. 6200: Contracted and Professional Services 6100: Personnel and Benefits 6400: Miscellaneous Operating Expenses

### Mathematics Strategy #2

Use information from math benchmarks and regular formative assessments and respond to data with appropriate student interventions.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Department Head	2016 MOY, STAAR, and	2017-2018 MOY, STAAR, and	2nd 6-weeks	6th 6-weeks	We require these resources:

	Common Assessments	Common Assessments			Personnel and Benefits, Contracted and Professional Services 6300: General Supplies and Materials 6600: Capital Outlays 6400: Miscellaneous Operating Expenses
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### Mathematics Strategy #3

Teachers will focus on literacy in a math classroom, specifically focusing on reading strategies as they relate to word problems (using CUBES strategy).

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Department Chair	2016 Reading/writing STAAR	Improvement on writing portion of unit, benchmark, and SLO assessments. Improved scores on specific word problems used year to year (Algebra 1 Team).	2nd 6-weeks	6th 6-weeks	We require these resources:  Math specific, professional literacy training or funding to attend math specific conference that focus on content area literacy such as NCTM. 6200: Contracted and Professional Services 6300: General Supplies and Materials 6400: Miscellaneous Operating Expenses

#### **Title 1, Part A**

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

#### **2015-2020 Strategic Plan Key Action Step**

3.2c: Support explicit, direct instruction that is systematic, sequential, and cumulative.

#### **2017 Strategic Plan Scorecard Indicator**

- 5: % of students reaching the Postsecondary Readiness Standard on STAAR Math
- 6: % of students who did not meet the Postsecondary Readiness Standard on STAAR Math but exceeded one year's growth
- 14: % of annual graduates completing a 4th year of high school

#### **2016 PBMAS**

Bilingual/ESL Indicator 2i: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3i: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate  
CTE Indicator 4i: CTE SPED STAAR EOC Passing Rate Math  
SPED Indicator 1i: SPED STAAR 3-8 Passing Rate  
SPED Indicator 3i: S

**TEA Strategic Priorities**

B: Build a foundation of reading and math.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Multi-Tiered Systems of Support

#### Performance Objective

We will ensure all students receive adequate intervention and progress monitoring prior to being referred for Special Education or 504 evaluation.

#### Data Reviewed During Needs Assessment

##### 2016-17 Data

TBD/TBD (TBD%) students referred by the Child Study Team did not qualify for Special Education Services.

##### 2017-18 Goal

Less than 2% of students referred by the Child Study Team will fail to qualify for Special Education Services.

#### Multi-Tiered Systems of Support Strategy #1

Provide ongoing support for administrators and campus CST chairs charged with keeping the campus compliant with applicable RtI requirements (TEA).

#### Multi-Tiered Systems of Support Strategy #2

We will review referral data once a semester to ensure there is not a disproportion rate of referrals for AA and Hispanic students when compared to enrolled students

#### 2015-2020 Strategic Plan Key Action Step

3.1c: Provide ongoing, campus-based professional development that supports core instruction, Response to Intervention (RtI), and curriculum implementation.

#### 2017 Strategic Plan Scorecard Indicator

not applicable

#### 2016 PBMAS

SPED Indicator 14: SPED African American (not Hispanic/Latino) Representation - Disproportionality Rate

#### TEA Strategic Priorities

D: Improve low-performing schools.



## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Postsecondary Readiness: Graduation Rate

#### Performance Objective

We will reduce the rate at which our students drop out of school and increase the rate at which they graduate.

#### Data Reviewed During Needs Assessment

- Recommended High School Plan (RHSP) and Distinguished Academic Plan (DAP) participation
- Annual Dropout Rate (with exclusions) disaggregated by subpops (including ELLs and SpEd)
- Attendance data disaggregated by student groups including African American vs. White, Hispanic vs. White, ECD vs. non-ECD, ELL vs non-ELL, SpEd vs non-SpEd (can be found in campus TAPR)
- Number of meetings held to review and create intervention plans for SpEd and ELL students who are not on track to graduate with campus leadership, counselors, SpEd/ELL campus coordinator and graduation coach

#### 2016-17 Data

#### 2017-18 Goal

2017 Graduation Rate: All Students 91.7%, African American 78.6%, Hispanic 93.3%, White 87.1%, ECD 92.3%, LEP 74.8%, SPED 92.4%

#### Postsecondary Readiness: Graduation Rate Strategy #1

Provide intervention opportunity during the school day for students who need additional instructional support.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Steve Covin	We need our students to have the opportunity to do credit recovery	2018 Graduation Rates	Sept. 2017	August 2018	

#### Postsecondary Readiness: Graduation Rate Strategy #2

Campus/Twilight Graduation Coaches will develop attendance plans/strategies for students with chronic absenteeism and leavers/dropouts.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Steve Covin	Students in Twilight need to be accounted for and parents made aware if students are not coming to twilight that will ultimately help them with graduation	2018 graduation rates	Sept. 2017	August 2018	

#### Postsecondary Readiness: Graduation Rate Strategy #3

Google Doc with all seniors information and graduation status with needs will be developed by each House Counselor.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes

Counselors	We need to have a good data tracking system to maintain our high graduation rates. This will help us ensure we know where every senior stands in regards to credits, EOC, current classes and attendance	2018 Graduation Rates	Nov. 2017	August 2018	
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**2015-2020 Strategic Plan Key Action Step**

4.1d: Enhance on-time graduation supports and dropout prevention efforts, and create multiple, proven pathways to graduation and course credit recovery.

**2017 Strategic Plan Scorecard Indicator**

- 9: % of Distinguished Level graduates
- 11: % of students graduating from high school in four years\*
- 20: Achievement Gaps - Graduation Rate

**2016 PBMAS**

State Performance Plan 1: Graduation

**TEA Strategic Priorities**

C: Connect high school to career and college.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Postsecondary Readiness: Career and Technical Education

#### Performance Objective

We will ensure all students will be prepared to graduate on time and ready for college and career.

#### Data Reviewed During Needs Assessment

- X Number of industry licensures/certifications completed by high school students
- X CTE Coherent Sequence Graduates
- X Number of CTE course offerings in the various Career Clusters

#### 2016-17 Data

227 industry licensures/certifications were completed by high school students.

12% of annual grads met the SAT/ACT/TSI criteria.

#### 2017-18 Goal

More than 227 industry licensures/certifications will be completed by high school students.

At least 16.4% of annual grads will meet the SAT/ACT/TSI criteria.

#### Postsecondary Readiness: Career and Technical Education Strategy #1

Provide more opportunities for students to participate in enrichment programs such as career and technical education courses, student organizations, leadership opportunities and specialized career opportunities.

Develop partnerships for student internships, apprenticeships, practicum experiences, and guest speakers.

#### Postsecondary Readiness: Career and Technical Education Strategy #2

Provide CTE teachers the opportunity to attend campus-based professional learning opportunities including, but not limited to ELPS, Literacy, Writing Strategies, Special Populations, and Differentiation.

Create professional development opportunities for teachers to increase their knowledge of internships, apprenticeships, and practicum experiences.

#### Postsecondary Readiness: Career and Technical Education Strategy #3

Provide opportunities for all students, including special populations, to attend college and career symposium/fairs/expositions.

#### 2015-2020 Strategic Plan Key Action Step

1.3b: Each student will be academically challenged and prepared for success in college or further study, employment, and participation in a global environment.

#### 2017 Strategic Plan Scorecard Indicator

12: # of industry licensures/certifications completed by high school students

13: % of high school students participating in community service

16: SAT/ACT/TSI performance rates of annual graduates

#### 2016 PBMAS

CTE Indicator 2iv: CTE LEP STAAR EOC Passing Rate ELA

CTE Indicator 4i: CTE SPED STAAR EOC Passing Rate Math

CTE Indicator 4ii: CTE SPED STAAR EOC Passing Rate Science

CTE Indicator 4iii: CTE SPED STAAR EOC Passing Rate Social Studies

CTE Indicator 4iv: CTE SPED STAAR EOC Passing Rate ELA

**TEA Strategic Priorities**

C: Connect high school to career and college.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Postsecondary Readiness: Direct to College Enrollment

#### Performance Objective

We will increase the percent of students who enroll in postsecondary education directly after they graduate from high school.

#### Data Reviewed During Needs Assessment

- X Rate of students who enroll in college the Fall after HS graduation
- X College Readiness Update: Percent of test-taking Seniors who met college readiness criteria in ELA (Figure 3)
- X College Readiness Update: Percent of test-taking Seniors who met college readiness criteria in Mathematics (Figure 4)
- X College Readiness Update: Percent of test-taking Seniors who met college readiness criteria in both Math and Reading (Figure 5)
- X HS Exit Survey: Ways in which seniors prepared for postsecondary education (Table 27)

#### 2016-17 Data

45.2% of students enrolled directly in college after graduation.

#### 2017-18 Goal

At least 70% of students will enroll directly in either a two year or four year college after graduation.

#### Postsecondary Readiness: Direct to College Enrollment Strategy #1

Increase the number of college applications submitted by this years graduating class

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
College and Career Center Staff	57% of the 2018 graduating class have completed one college application as of 11/28/2017	95% of the 2018 graduating class will have completed at least one college application	August 21, 2017	May 31, 2018	Career Center staff will guide the 2018 graduating class through the college application process throughout the school year.

#### Postsecondary Readiness: Direct to College Enrollment Strategy #2

Increase the number of college access activities provided to students including application drives financial aid activities and scholarship workshops.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
College and Career Center Staff	Increase student exposure to out of state colleges, scholarship activities, essay workshops, financial aid events and opportunities.	Host financial aid events for students and parents, promote scholarships, participate in college/scholarship fairs and college field trips, invite college representatives to speak with	August 21, 2017	May 31, 2018	Career Center staff will work with the local community to offer diverse options and opportunities for students to meet all requirements (Financial aid, scholarships, application drives)

		students about opportunists.			
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### Postsecondary Readiness: Direct to College Enrollment Strategy #3

Increase the amount of financial aid that is awarded to the graduating class of 2018

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
College and Career Center Staff	\$1,144,020 awarded for the 2017 graduating class	\$2,000,000 goal for the graduating class of 2018	August 21, 2017	May 31, 2018	Career Center staff with keep track of financial aid awards and scholarships that students receive.

### Postsecondary Readiness: Direct to College Enrollment Strategy #4

Increase the amount of students that take the SAT/ACT in 2018

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
College and Career Center Staff	187 students tested in 2017	200 students for the 2018 graduating class will take with the SAT/ACT	August 21, 2017	May 31, 2018	Career Center staff will help students understand the importance of taking these tests.

### Postsecondary Readiness: Direct to College Enrollment Strategy #5

Increase the number of financial aid applications (FAFSA/TASFA) submitted for the class of 2018

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
College and Career Center Staff	53% of the 2017 class completed either the FAFSA/TASFA	65% of the 2018 graduating class will have completed either the FAFSA/TASFA	October 1, 2017	May 31, 2018	Career Center staff will help with student understanding of the financial aid process and provide several opportunities to receive help.

#### 2015-2020 Strategic Plan Key Action Step

1.3b: Each student will be academically challenged and prepared for success in college or further study, employment, and participation in a global environment.

#### 2017 Strategic Plan Scorecard Indicator

10: % of students enrolling directly in college (within one year of graduation) or earning college credit prior to graduation\*

#### 2016 PBMAS

not applicable

#### TEA Strategic Priorities

C: Connect high school to career and college.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Professional Learning

#### Performance Objective

We will provide high-quality and ongoing campus-level professional learning to administrators, teachers, and staff members.

#### Data Reviewed During Needs Assessment

- X Staff Survey (TELL) results:  
"professional learning is evaluated and results are communicated to teachers."
- X Staff Survey (TELL) results:  
"professional learning is differentiated to meet the needs of individual teachers."  
Staff Survey (TELL) results: "my school is a good place to work and learn."

#### 2016-17 Data

92% of campus staff felt their school was a good place to work and learn.

#### 2017-18 Goal

At least 95% of campus staff will feel their school is a good place to work and learn.

#### Professional Learning Strategy #1

Provide Professional Development on Sheltered Instruction strategies and monitor implementation.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mrs. Glienke	Campus needs	Teachers will have a clear understanding of our literacy, ELL and technology goals	Aug 2017	May 2018	

#### Professional Learning Strategy #2

Provide professional learning opportunities for all staff related to eCST Reports and Tools (RBP, SLR, RITS, etc.) (CSSF), and (RtI2) interventions, & diagnostics.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mr. DLC	Staying on top of student data	Teachers will receive training on creating an RBP and see their students of interest data in the Early Warning Tab	Oct. 2017	Oct. 2017	

#### Professional Learning Strategy #3

Train teachers to use sheltered instructional strategies to make core content comprehensible and to develop academic language. Monitor implementation of selected sheltered instructional strategies in both lesson planning and classroom instruction.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mrs. Glienke	High number of	All staff will receive	Aug. 2017	May 2018	

	ELL students at Lanier	sheltered instruction training. LIAG for all teachers this year and other differentiated trainings for other teachers depending on need and teacher experience and growth			
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**Professional Learning Strategy #4**

Have all teachers on campus trained on TELPAS and LPAS system. All teachers will participate in the TELPAS collection writing samples and in rating students

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Mrs. Glienke and DLC	High number of ELLs	All staff will attend the district training and qualify to take the calibration test to act as a rater during TELPAS season	Oct 2017	April 2018	

**Title 1, Part A**

1 - Comprehensive needs assessment

4 - High quality/ongoing professional learning

**2015-2020 Strategic Plan Key Action Step**

3.1c: Provide ongoing, campus-based professional learning that supports core instruction, Response to Intervention (Rti), and curriculum implementation.

**2017 Strategic Plan Scorecard Indicator**

43: % campus staff who feel their school is a good place to work and learn

45: Provide all staff with cultural proficiency professional learning

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

A: Recruit, support, retain teachers and principals.



## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Reading/Language Arts

#### Performance Objective

We will ensure all students decode and comprehend grade level texts. Students reading below grade level will grow more than one grade level in reading each school year.

#### Data Reviewed During Needs Assessment

X 2017 STAAR/EOC Reading results

X District Benchmark Item Analysis

#### Safeguards Missed

Reading - All <60%

Reading - AA <60%

Reading - Hisp <60%

Reading - ECD <60%

Reading - SPED <60%

#### 2016-17 Data

The percent of students that passed EOC English 1: All Students: 38.4, Hispanic: 38.7, African American 26, White: 70, ECD: 38.9, LEP: 18.1, SPED: 23.2

The percent of students that passed EOC English 2: All Students: 42.2, Hispanic: 41.9, African American 43.6, White: 57.1, ECD: 42.1, LEP: 10.8, SPED: 18

#### 2017-18 Goal

The percent of students that passed EOC English 1: All Students: 47.6, Hispanic: 47.9, African American 37.1, White: 74.5, ECD: 48.1, LEP: 30.4, SPED: 34.7

The percent of students that passed EOC English 2: All Students: 50.9, Hispanic: 50.6, African American 52.1, White: 63.5, ECD: 50.8, LEP: 24.2, SPED: 30.3

#### Reading/Language Arts Strategy #1

Implement at least 20 minutes of daily Structured Independent Reading (StIR) during LA class and monitor using Literacy Plan administrator resources.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
ELA Department Chair	Reading is very important for our students. Many of them do not read on their own so its our responsibility to offer this opportunity on a regular basis	Students TELPAS reading scores will increase by one year growth and ELA I scores will increase from the previous year	1st 6wks	6th 6wks	

#### Reading/Language Arts Strategy #2

Every Department and PLC will develop a literacy goal and be able to specifically speak about the activities being used to meet the goal

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Reading is very important for our students. Many of them do not read on their own so its our responsibility to offer this opportunity on a regular basis	Students TELPAS reading scores will increase by one year growth and ELA I scores will increase from the previous year	1st 6wks	6th 6wks	

### Reading/Language Arts Strategy #3

Students will engage in various genres of writing daily throughout the school year to prepare for STAAR, college, and careers.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
ELA Department Chair	Writing data indicates that our students still have a lot of room growth in this area	EOC scores in ELA I and II will increase from 2017 to 2018 in every sub population category	1st 6wks	6th 6wks	

### Reading/Language Arts Strategy #4

English I classes will focus on incorporating expository text through finding, analyzing, and summarizing current events.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Department Chair	Students reading and ability to analyze and summarize information is still a challenge as indicated in our 2017 EOC scores	2018 ELA EOC scores	Nov. 2017	May 2018	

### Reading/Language Arts Strategy #5

English classes will continue to develop as writers by engaging in noticings of a variety of texts.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
ELA Department Chair	Teaching students to read, formulate ideas about their reading, making inferences and putting their thoughts on paper is still a challenge for our students.	2018 ELA EOC scores	Nov. 2017	May 2018	

## **Title 1, Part A**

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

### **2015-2020 Strategic Plan Key Action Step**

3.1a: Develop and implement a literacy plan that includes the Science of Reading instruction and includes practical applications of concepts.

### **2017 Strategic Plan Scorecard Indicator**

- 2: % KG-2 students reading on or above grade level
- 3: % of students reaching the Postsecondary Readiness Standard on STAAR Reading
- 4: % of students who did not meet the Postsecondary Readiness Standard on STAAR Reading but exceeded one year's growth
- 17: Achievement Gaps - Reading

### **2016 PBMAS**

- Bilingual/ESL Indicator 2ii: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3ii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 5iv: LEP STAAR EOC Passing Rate
- Career and Technical Education Indicator 2iv: CTE LEP STAAR EOC

### **TEA Strategic Priorities**

- B: Build a foundation of reading and math.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Science

#### Performance Objective

We will deliver strong core instruction to all students in the area of Science.

#### Data Reviewed During Needs Assessment

X High School Exit Survey: Ratings of Science instruction, as reported by Seniors (Table 22)

X YPGs (Yearly Planning Guides) and SPGs (Student Performance Guides)

#### Safeguards Missed

Science – SPED <60%

#### 2016-17 Data

The percent of students that passed EOC Biology: All Students: 77.5, Hispanic: 78, African American 75, White: 75, ECD: 78.5, LEP: 60.2, SPED: 48.9

#### 2017-18 Goal

The percent of students that will pass EOC Biology: All Students: 80.9, Hispanic: 81.3, African American 78.8, White: 78.8, ECD: 81.7, LEP: 66.2, SPED: 56.6

#### Science Strategy #1

Increase student passing rates through strategies such as inquiry instruction, improved laboratory lessons, or problem-solving and critical thinking assignments, including utilizing services provided by the Science and Health Resource Center.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Department Head	MOY; In-class assessments	2017-2018 Biology EOC	8/21/2017	5/31/2018	Need funding for science laboratory equipment and supplies to increase opportunities for student engagement and achievement growth

#### Science Strategy #2

Improving SPED inclusion and resource classes, by improving Co-Teaching model, knowledge and implementation of supplemental aids, and support and acknowledge our inclusion teachers

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Department Head	Spring 2016 STAAR EOC SPED and fall semester finals; passing rates for science classes; climate survey	2017-2018 Biology EOC	8/21/2017	5/31/2018	

#### Science Strategy #3

Increase student reading and engagement with scientific literature by implementing department literacy plan.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes

Teachers	In-class reading and writing assignments	Final exam scores	8/21/2017	5/31/2018	
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**Science Strategy #4**

Science teachers will attend professional development sessions to enhance their instructional practice abilities in order to best serve all students.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Teachers	2016 EOC scores; benchmarks; passing rates; literacy assessments/assignments	2017-2018 EOC scores	8/21/2017	5/31/2018	Will require funding to pay for attendance and expenses

**Title 1, Part A**

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

1.1b: Ensure that AISD curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and is supported by a coherent and aligned assessment system.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

- Bilingual/ESL Indicator 2iii: ESL STAAR 3-8 Passing Rate
- Bilingual/ESL Indicator 3iii: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate
- CTE Indicator 4ii: CTE SPED STAAR EOC Passing Rate Science
- SPED Indicator 1iii: SPED STAAR 3-8 Passing Rate

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Social and Emotional Learning (SEL)

#### Performance Objective

We will ensure all students demonstrate growth in social and emotional learning.

#### Data Reviewed During Needs Assessment

- X Student Climate Survey:  
 "I use ways to calm myself down."  
 "I don't give up even when I feel frustrated."  
 "I know what people may be feeling by the look on their face."
- X Student Climate Survey:  
 "I get along with my classmates."  
 "I say "no" to friends who want me to break the rules."  
 "It is easy for me to talk about my problems with the adults at my school."
- X High School Exit Survey: High school students' rates of persistence and motivation (Table 15)

#### 2016-17 Data

No data provided.

#### 2017-18 Goal

No data provided.

<b>Social and Emotional Learning (SEL) Strategy #1</b>					
Ensure social and emotional skills are being explicitly taught on a regular basis through LIFE classes					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Larry de la Cruz	We have students that benefit from having teachers and administrators that are trained on how to use SEL strategies within a class to help student succeed in classes.	Referral counts, particularly suspensions will be reduced from one year to the next.	2nd six weeks	3rd six weeks	

  

<b>Social and Emotional Learning (SEL) Strategy #2</b>					
Participate in No Place for Hate campaign with student steering committee and three campus-wide activities.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Laura May	We have students that benefit from having teachers and administrators that are trained on how to use SEL strategies within a class to help student succeed in	Mrs. May and the administrative team will successfully help steer the three strong No Place for Hate initiatives to keep our credentials but	3rd 6 wks	6 6wks	

	classes.	most importantly to grow our students mindset			
--	----------	---	--	--	--

**Social and Emotional Learning (SEL) Strategy #3**  
 Ensure teachers are getting year round training on SEL through PD

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Larry de la Cruz/Jacob Anderson	We have students that benefit from having teachers and administrators that are trained on how to use SEL strategies within a class to help student succeed in classes.	We will have a minimum of 3 trainings for our teachers where district personal will come and offer training on what SEL looks like for our classrooms	2nd6wks	6 6wks	

**2015-2020 Strategic Plan Key Action Step**

1.1f: Provide a safe, caring, and positive learning culture that inspires innovation and excellence.

**2017 Strategic Plan Scorecard Indicator**

1: Student ratings on Social and Emotional Learning personal development skills

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Social Studies

#### Performance Objective

We will deliver strong core instruction to all students in the area of Social Studies.

#### Data Reviewed During Needs Assessment

- 2017 STAAR/EOC Social Studies results
- Campus-created common assessments or other progress monitoring tools

#### Safeguards Missed

#### 2016-17 Data

The percent of students that passed EOC US History: All Students: 93.5, Hispanic: 93.5, African American 90.6, White: 100, ECD: 93.2, LEP: 85.7, SPED: 63

#### 2017-18 Goal

The percent of students that will pass EOC US History: All Students: 94.5, Hispanic: 94.5, African American 92, White: 100, ECD: 94.2, LEP: 87.8, SPED: 68.6

<b>Social Studies Strategy #1</b>					
PLC developed literacy plans and creation and implementation of curriculum with a focus on reading comprehension.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Social Studies PLC Leads	Number of ELL students on Lanier campus and Non-special program students that didn't pass ELA is too large	PLC common assessments created to measure literacy growth.	8/21/2017	6/01/18	
<b>Social Studies Strategy #2</b>					
Analyze various types of data to determine specific areas of need for intervention in STAAR/EOC courses and plan interventions accordingly.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
U.S. History PLC	ELA I and ELA II STAAR data. .	PLC. created unit assessments	8/21/2017	5/11/18	
<b>Social Studies Strategy #3</b>					
Utilize sheltered instruction strategies such as graphic organizers, think alouds, paraphrasing, realia, and anchors of support.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Social Studies PLC Leads	ELL students TELPAS ratings.	Interactive notebooks.	8/21/17	06/01/18	



**Title 1, Part A**

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

1.1b: Ensure that AISD curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) and is supported by a coherent and aligned assessment system.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

Bilingual/ESL Indicator 2iv: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3iv: LEP (Not served in BE/ESL) STAAR 3-8 Passing Rate

CTE Indicator 4iii: CTE SPED STAAR EOC Passing Rate Social Studies

NCLB Indicator 1iv: Title 1, Part A STAAR 3-8 Passing

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Special Education ARDs and IEPs

#### Performance Objective

We will ensure timelines will be met for initial admissions, annual ARDs, and transfer ARDS (with comparability).

#### Data Reviewed During Needs Assessment

- X Number and rate of Initial ARDs held on time (CRTE)
- X Number and rate of Initial and Annual ARDs held on time (CRTE)
- X % of transfer student IEPs completed within 10 days of enrollment (CRTE)
- X Roster of students receiving special education services, including support and accommodation needs

#### 2016-17 Data

NA% of Initial and Annual ARDs were held on time.  
There were no transfer students with IEPs last year.

#### 2017-18 Goal

100% of Initial and Annual ARDs will be held on time.  
100% of transfer student IEPs will be completed within 10 days of enrollment.

#### Special Education ARDs and IEPs Strategy #1

Case managers will regularly review standards on caseload IEPs using the AISD folder review checklist twice per semester.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Sped Department Chair	We always want to do benchmarks on how we are doing with SPED staff staying on top of their case load students	SPED students need extra support	Nov. 2018	May 2018	

#### Special Education ARDs and IEPs Strategy #2

SpEd Teachers/case managers will attend professional development trainings for SEEDS, creating quality IEPs, and other systems and topics as appropriate.

#### Special Education ARDs and IEPs Strategy #3

Create a mentoring program for SpEd case managers to provide support for newer case managers.

#### 2015-2020 Strategic Plan Key Action Step

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

#### 2017 Strategic Plan Scorecard Indicator

not applicable

#### 2016 PBMAS

SPED State Performance Plan 11: Child Find

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Special Education LRE

#### Performance Objective

We will increase the rate at which our special education students are served in the general education population setting 80% of the day or more.

#### Data Reviewed During Needs Assessment

##### 2016-17 Data

43.2% of students aged 12-21 served in settings 00, 40, 41, 81, 82, 91, and 92 were in the regular class 80% or more of the day.

31.9% of students aged 12-21 served in settings 04, 44, 85, 88, and 95 were in the regular class less than 40% of the day.

##### 2017-18 Goal

At least 70% of students aged 12-21 served in settings 00, 40, 41, 81, 82, 91, and 92 will be in the regular class 80% or more of the day.

10% or fewer students aged 12-21 served in settings 04, 44, 85, 88, and 95 will be in the regular class less than 40

#### Special Education LRE Strategy #1

Provide student centered professional learning for general education and CTE teachers that focuses on differentiation and accommodations for students with learning differences.

#### Special Education LRE Strategy #2

Review student data and increase number of classes and time in general education electives and CTE courses for all SpEd student populations.

#### Special Education LRE Strategy #3

Ensure co-planning and collaboration on curriculum planning and implementation between general education and SpEd teachers.

#### Special Education LRE Strategy #4

Look for multiple learning and teaching strategies that appeal to students' diversity and individual needs, such as flexible grouping and questioning strategies that promote rigor.

#### Special Education LRE Strategy #5

Provide professional development training and create an accountability system for ensuring that SpEd teaching assistants are effectively supporting electives and/or CTE classes as assigned.

#### 2015-2020 Strategic Plan Key Action Step

4.1c: Identify students with special needs and life circumstances and ensure that they receive consistent access to curriculum, appropriate services, and supports.

#### 2017 Strategic Plan Scorecard Indicator

not applicable

#### 2016 PBMAS

SPED State Performance Plan 5A: Educational Environment, Ages 6-21 - inside the regular class 80% or more of the day

**TEA Strategic Priorities**

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Student Health and Nutrition

#### Performance Objective

We will continue to promote healthy eating habits and strengthen the overall physical and mental health of our students and staff.

#### Data Reviewed During Needs Assessment

##### 2016-17 Data

98.25% of students have current immunizations.

##### 2017-18 Goal

100% of students will have current immunizations.

#### Student Health and Nutrition Strategy #1

Provide healthy food alternatives for students, parents, and teachers when food and beverages are served.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins	Important to our community to stay fit	Healthy choice items are evident in all of our food serving events	Aug 2017	May 2018	

#### Student Health and Nutrition Strategy #2

Offer at least 3 staff wellness opportunities per year.

#### 2015-2020 Strategic Plan Key Action Step

1.3e: Each student will learn about and practice a healthy lifestyle.

#### 2017 Strategic Plan Scorecard Indicator

not applicable

#### 2016 PBMAS

not applicable

#### TEA Strategic Priorities

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Student Fitness

**Performance Objective**

We will achieve health and fitness for students through increased student participation in physical activities.

**Data Reviewed During Needs Assessment**

**2016-17 Data**

All Students: Body Mass Index: 60%, Cardio: 78%, Curl-Ups: 86%, Push-Ups: 74%, Sit and Reach: 86%, Trunk Lift: 99%

**2017-18 Goal**

All Students: Body Mass Index: 62%, Cardio: 80%, Curl-Ups: 88%, Push-Ups: 76%, Sit and Reach: 88%, Trunk Lift: 100%

<b>Student Fitness Strategy #1</b>					
Provide healthy food alternatives for students, parents, and teachers when food and beverages are served.					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryan Hopkins					
<b>Student Fitness Strategy #2</b>					
Plan and implement Physical Education lessons that include 50% of moderate to vigorous activity weekly. (Evidence: Administration observations)					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryne Head	FitnessGram Scores	FitnessGram Scores			
Kathryn Moten	Curriculum	Curriculum			
<b>Student Fitness Strategy #3</b>					
MS/HS only: Provide before- and/or after-school physical activity opportunities, such as running clubs, intramurals, and open gyms for nonathletic students. (Evidence: copy of dates and times that activities are being offered, copy of club lists/announcements)					
<b>Student Fitness Strategy #4</b>					
Implementation of daily health writing goals					
Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
Ryne Head					

**2015-2020 Strategic Plan Key Action Step**

1.3d: Establish goals at each school related to FitnessGram Cardiovascular and Body Mass Index indicators.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

not applicable

**TEA Strategic Priorities**

D: Improve low-performing schools.



# Lanier High School Campus Improvement Plan 2017-2018

## Focus Area: Technology

### Performance Objective

We will improve technology integration into the classroom environment.

### Data Reviewed During Needs Assessment

Technology Professional Learning Plan

Parent Satisfaction Survey:

"My child's school provides adequate opportunities for my child to use technology."

### 2016-17 Data

Baseline data year.

### 2017-18 Goal

The campus will utilize BLEND with frequency and Lanier will successfully implement Everyone to 1

### Technology Strategy #1

Increase technology integration in learning environments as identified in the Technology Integration Matrix (TIM).

### Technology Strategy #2

Identify and develop teacher leaders to support technology goals

### 2015-2020 Strategic Plan Key Action Step

2.1d: Adopt a robust technology integration model for transformational use of technology for teaching and learning.

### 2017 Strategic Plan Scorecard Indicator

not applicable

### 2016 PBMAS

not applicable

### TEA Strategic Priorities

D: Improve low-performing schools.

## Lanier High School Campus Improvement Plan 2017-2018

### Focus Area: Writing

#### Performance Objective

We will deliver strong core instruction to all students in the area of writing.

#### Data Reviewed During Needs Assessment

#### Safeguards Missed

Writing - All <60%

Writing - AA <60%

Writing - Hisp <60%

Writing - ECD <60%

Writing - SPED <60%

#### 2016-17 Data

The percent of students that passed EOC English 1: All Students: 38.4, Hispanic: 38.7, African American 26, White: 70, ECD: 38.9, LEP: 18.1, SPED: 23.2

The percent of students that passed EOC English 2: All Students: 42.2, Hispanic: 41.9, African American 43.6, White: 57.1, ECD: 42.1, LEP: 10.8, SPED: 18

#### 2017-18 Goal

The percent of students that passed EOC English 1: All Students: 47.6, Hispanic: 47.9, African American 37.1, White: 74.5, ECD: 48.1, LEP: 30.4, SPED: 34.7

The percent of students that passed EOC English 2: All Students: 50.9, Hispanic: 50.6, African American 52.1, White: 63.5, ECD: 50.8, LEP: 24.2, SPED: 30.3

### Writing Strategy #1

LOTE- teachers will promote writing through the use of journals and reflections in their interactive notebooks using the target language (Spanish and French). It is intended to support writing strategies that will help build essay writing and structures.

Responsible Party	Formative Data	Summative Data	Start Date	End Date	Status/Notes
ALL LOTE teachers	ELA-EOC accountability subsets show improvement needed. LPAS students reading/writing proficiency levels are stagnant	90% of our students will use Interactive Notebooks effectively and PLC's will compare writing samples.	start of 2nd six weeks	end of 6th six weeks	
	na	na	8/21/17	6/1/17	

**Title 1, Part A**

- 1 - Comprehensive needs assessment
- 2 - School wide reform strategies
- 8 - Inclusion of teachers in assessment decisions
- 9 - Effective, timely assistance for struggling students
- 10 - Coordination and integration of federal, state, and local services and programs

**2015-2020 Strategic Plan Key Action Step**

3.1a: Develop and implement a literacy plan that includes the Science of Writing instruction and includes practical applications of concepts.

**2017 Strategic Plan Scorecard Indicator**

not applicable

**2016 PBMAS**

Bilingual/ESL Indicator 2v: ESL STAAR 3-8 Passing Rate

Bilingual/ESL Indicator 3v: LEP (Not served in ESL) STAAR 3-8 Passing Rate

NCLB Indicator 1v: Title 1, Part A STAAR 3-8 Passing Rate

SPED Indicator 1v: SPED STAAR 3-8 Passing Rate

**TEA Strategic Priorities**

D: Improve low-performing schools.

**Lanier High School Campus Improvement Plan 2017-2018**

**Focus Area: Campus Choice**

**Performance Objective**

**2016-17 Data**

**2017-18 Goal**

## Lanier High School Campus Improvement Plan 2017-2018

### Campus Advisory Council Exit Survey

Did the CAC approve the professional development portion of the CIP?	Yes
Was the CAC given an opportunity to provide input on the campus budget?	Yes
Approximately how many hours did the CAC and/or CAC subcommittees spend on CIP development?	3

Position	Name	Date
Principal	Ryan Hopkins	12/1/17
Co-Chair	Clare Wolf	12/1/17
Co-Chair		

**2017-2018 INITIAL ALLOCATION**

Principal	Ryan Hopkins	Date _____
Bookkeeper	Maggie Infante	Date _____
Associate Supt.	Craig Shapiro	Date _____

<b>Title I Allocation</b>	<b>\$931,144</b>	
<b>Parent Allocation</b>	<b>\$9,405</b>	← Must be budgeted for Parent Involvement
<b>Total Title I Allocation</b>	<b>\$940,549</b>	

Staffed Positions And Program Intent Codes		PIC	(a)	(b)	(c)
		Program Code	2017-2018 Requested Staffing Allocation	Total Actual Salaries Including Benefits	Average Salaries Including Benefits
<b>Administration</b>					
034/038	Assist. Prin/Helping Teacher (195)	30	1.00	85,115	95,538
	Other: Academy Director		1.00	105,530	
	<b>Sub-Total Administration</b>		<b>2.00</b>	<b>\$ 190,645</b>	
<b>Professional</b>					
214	Counselor (187)	30			75,720
203	Librarian (187)	30			67,025
	Other:	30			
	<b>Sub-Total Professional</b>		<b>0.00</b>	<b>\$ -</b>	
<b>Specialist/Coach - Working with students</b> 211 00411830.0000 6119					
140	Math Specialist/Coach (187)	30			63,936
140	Literacy Specialist/Coach (187)	30			63,936
140	Curriculum Specialist/Coach (187)	30			63,936
	Other:	30			63,936
	<b>Sub-Total Specialist/Coach</b>		<b>0.00</b>	<b>\$ -</b>	
<b>Specialist/Coach - Working with teachers</b> 211 00413830.0000 6119					
140	Math Specialist/Coach (187)	30			63,936
140	Literacy Specialist/Coach (187)	30	0.50	31,968	63,936
140	Curriculum Specialist/Coach (187)	30			63,936
	Other	30			
	<b>Sub-Total Specialist/Coach</b>		<b>0.50</b>	<b>\$ 31,968</b>	
<b>Teacher</b>					
912	Classroom Teacher (187)	30	5.50	351,848	63,936
912	School to Career Teacher (187)	30			63,936
920	Special Education Teacher (187)	30			63,936
912	Bilingual Teacher (187)	30			63,936
	Other:				
	<b>Sub-Total Teacher</b>		<b>5.50</b>	<b>\$ 351,848</b>	
<b>Classified-Other Personnel</b>					
510	Teacher Assistant, Special Ed (209)	30			36,086
510	Teacher Assistant, Bilingual (209)	30			36,086
510	Teacher Assistant, Regular (209)	30			36,086
494	Parent Support Specialist (209)	30	0.50	17,044	44,407
512	Computer Lab Assistant (209)	30			37,754
860	Technology Support Specialist (209)	30	1.00	47,657	42,525
530	ISS Monitor	30			36,746
	Other: Graduation Specialists		2.50	96,644	
	<b>Sub-Total-Other</b>		<b>4.00</b>	<b>\$ 161,345</b>	
	<b>Total Staffing Allocation</b>		<b>12.00</b>	<b>\$ 735,806</b>	

Comments:

**004 LANIER (Revision 5.5.17)**

**Total Title I Allocation \$ 940,549**

Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either <b>Staff</b> or <b>Non-Staff</b> items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.			(d) Non-Staff Allocations
<b>Instructional (Function 11)</b>			
TITLE I Substitutes (including Benefits)	211 00411830 0000 6112		8,000
TITLE I Extra Duty (including Benefits)	211 00411830 0000 6118		15,000
TITLE I Equipment Rental (Copier)	211 00411830 0000 6265		
TITLE I Miscellaneous Contracting Services	211 00411830 0000 6298		15,000
TITLE I Reproduction/Printing	211 00411830 0000 6299		1,000
TITLE I Other Reading Materials	211 00411830 0000 6329		5,000
TITLE I Testing Materials	211 00411830 0000 6339		
TITLE I Computer Related <\$5,000	211 00411830 0000 6396		15,000
TITLE I Software	211 00411830 0000 6397		2,000
TITLE I Equipment <\$5,000 per Unit	211 00411830 0000 6398		
TITLE I Gen Supplies-Compensatory Ed.	211 00411830 0000 6399		55,971
TITLE I Student Travel (Rental)	211 00411830 0000 6412		
TITLE I Field Trips (Yellow School Buses)	211 00411830 0000 6494		500
TITLE I Refreshments	211 00411830 0000 6497		
TITLE I Miscellaneous Operating Expense	211 00411830 0000 6499		1,000
Other: Part Hourly		6125	1,000
Other:			
Other:			
Other:			
Other:			
<b>Function 11 Total</b>			<b>\$ 119,471</b>
<b>Instructional Resource -Library (Function 12)</b>			
TITLE I Other Reading Materials	211 00412830 0000 6329		4,999
TITLE I Software	211 00412830 0000 6397		
TITLE I General Supplies	211 00412830 0000 6399		3,000
Other: Computer Related		6396	1,000
Other:			
Other:			
Other:			
Other:			
<b>Function 12 Total</b>			<b>\$ 8,999</b>
<b>Staff Training (Function 13)</b>			
TITLE I Substitutes (including Benefits)	211 00413830 0000 6112		
TITLE I Ex Duty Pay (including Benefits)	211 00413830 0000 6118		15,001
TITLE I Professional Services	211 00413830 0000 6298		1,000
TITLE I Reproduction/Printing	211 00413830 0000 6299		
TITLE I Reading Material	211 00413830 0000 6329		500
TITLE I General Supplies	211 00413830 0000 6399		1,000
TITLE I Travel & Registration	211 00413830 0000 6411		7,777
Other:			
Other:			
Other:			
<b>Function 13 Total</b>			<b>\$ 25,278</b>

**004 LANIER (Revision 5.5.17)**

Distribute funds designated above as "Total Non-Staff Allocations" throughout the worksheet for either <b>Staff</b> or <b>Non-Staff</b> items. Be sure to allocate sufficient funds for each Non-Staff item to carry your campus through the 2017-2018 fiscal year.			(d) Non-Staff Allocations
<b>School Administration (Function 23)</b>			
	TITLE I Clerical Overtime (including benefits)	211 00423830 0000 6121	
	TITLE I Reproduction/Printing	211 00423830 0000 6299	
	TITLE I Other Reading Materials	211 00423830 0000 6329	
	TITLE I Equipment <\$5000	211 00423830 0000 6398	
	TITLE I General Supplies	211 00423830 0000 6399	
	TITLE I Travel & Registration	211 00423830 0000 6411	
	Other: Extrs Duty	6118	4,500
	Other:		
	Other:		
	Other:		
	Other:		
	Other:		
	Other:		
<b>Function 23 Total</b>			<b>\$ 4,500</b>
<b>Counseling Services (Function 31)</b>			
	TITLE I Other Reading Materials	211 00431830 0000 6329	300
	TITLE I Software	211 00431830 0000 6397	
	TITLE I General Supplies	211 00431830 0000 6399	
	TITLE I Travel & Registration	211 00431830 0000 6411	
	Other:		
	Other:		
	Other:		
<b>Function 31 Total</b>			<b>\$ 300</b>
<b>Maintenance &amp; Operations (Function 51)</b>			
	TITLE I Custodial Overtime (including Benefits)	211 00451830 0000 6121	
	Other:		
	Other:		
<b>Function 51 Total</b>			<b>0</b>
<b>Community Services (Function 61)</b>			
	TITLE I Reproduction/Printing	211 00461830 0000 6299	
	TITLE I General Supplies	211 00461830 0000 6399	3,000
	TITLE I Travel & Registration	211 00461830 0000 6411	
	TITLE I Refreshments	211 00461830 0000 6497	1,000
	Other: Extra Duty	6121	2,000
	Other: Reading Materials	6329	405
	TITLE I Miscellaneous Contracting Services	6298	3,000
<b>Function 61 Total</b>			<b>\$ 9,405</b>
<b>Other Requests (Attach Lists if Necessary)</b>			
	Salary Cushion (5% of Page 2 Total)	211 00411830 0000 6148	36,790
<b>Other Requests Total</b>			<b>\$ 36,790</b>
<b>1</b>	<b>Page 2 and 3 Title I Non-Staff Allocation Total</b>		<b>\$ 204,743</b>
<b>2</b>	<b>Page 1 Title I Staff Allocation Total</b>		<b>\$ 735,806</b>
<b>3</b>	<b>Title I Total (Row 1+Row 2)</b>		<b>\$ 940,549</b>
<b>4</b>	<b>Total Title I Allocation</b>		<b>\$ 940,549</b>
	<b>In Balance</b>		<b>\$ 0</b>