

Lubbock Independent School District

Talkington High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness



Mission Statement

The mission of the Talkington School for Young Women Leaders is to empower young women leaders through rigorous college preparatory experiences, health awareness, commitment to service, and personal accountability for lifelong success.

Vision

The vision of the Talkington School for Young Women Leaders is to be an exceptional college preparatory school driven by a culture of achievement where students have the courage to excel. We seek to foster an atmosphere of continued personal growth; we celebrate diversity, embrace a life of service, inspire self-reliance, provide a stable environment, and lead students in finding a true sense of purpose.

Value Statement

The faculty and student body have chosen to adopt the following value statement:

Reject Average; Embrace Excellence

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Comprehensive Needs Assessment

Teaching and Learning

Teaching and Learning Summary

For the 2016-17 school year, the Talkington School for Young Women Leaders performed as follows in the four state accountability areas:

97% Index 1 Score-Student Achievement

47% Index 2-Student Progress

60% Index 3-Closing the Performance Gap

93% Index 4-Post-Secondary Readiness

The campus earned a rating of Meets Expectations for 2016-17 along with distinctions in all 7 areas.

An analysis of the STAAR data indicates that the campus as a whole earned high levels of achievement in all content areas. The data shows that 47% of students met Student Progress in grades 6-8. Talkington ranked highest in the district but below the expected growth for a College Preparatory School. The data shows in 6th grade Reading, the Progress Measure rose from 30% in 2015 to 56% in 2016. However, the Exceeds Expectations scores dropped from 14% in 2015 to 9% in 2016. 6th grade Math shows that 57% of students met Progress Measure but only 6% Exceeded Expectations. This is only 1% above the district for Exceeds Expectations. Gains were made in 7th grade Reading Progress Measure from 40% in 2015 to 69% in 2016. Exceeds Expectations increased from 24% to 37%. The Progress Measure in 8th grade Reading was 81% but the Exceeds Expectations was only 20%. Significant growth in the Exceeds Expectation area needs to continue to take place in 6-8 grade Reading and Math.

In Middle School, the Phase-In Summary of scores shows that students are projected to score above 90% in all tested areas according to the 2016-17 standard. The challenge to meet the Final Recommended level and Advanced Performance level are a campus priority. The data shows that only 62% of 6th grade Reading students and 69% of 6th grade Math students would have met the Final Standard. Advanced performance in all areas continue to need to be addressed as the data shows the following scores: 6th Reading 30% (up from 27%), 6th Math 21%, 7th Reading 33%, 7th Math 35%, 7th Writing 21%, 8th Reading 46%, 8th Math 5%, 8th Social Studies 43% (up from 30%) and 8th Science 40% (up from 29%)

At the high school level students are performing above 90% on the Final Recommended level in all areas except Algebra I. Algebra I students scored 79% on the final standard. High School Advanced performance levels will need to be addressed through implementation of Quad 4 Lessons and the development of advanced thinking skills. Advanced Level scores are as follows: English I 30%, English II 21%, Algebra I 47%, Biology 48% and US History 52%.

Algebra I performance indicated that 100% of students met standard. 74% met or exceeded the Progress Measure up from 71% in 2015. In English II 83% of students in 2016 met the Progress Measure with only 3% Exceeding. 85% met or exceeding is up from 58% in 2016. The lack of growth taking place in

advanced progress measure performance is an area that will continue to be addressed during planning and lesson development.

As a college preparatory campus, college readiness for all is a primary goal. ACT data indicates that Talkington falls below the Nation, State, and District in performance in two of the four categories. 59% of students met the required score in English Composition above the district average of 54% and in Social Science students scored 45%, above the district at 42%. Only 18% of our students met the required scores in all four areas compared to 28% in the Nation, 27% in the State and 24% in the District. On the SAT 40% of our students met the benchmark requirement up from 23.5% in 2015. This is 1.9% below the National average and 19.1% above the District.

STAAR achievement scores reflect that Talkington students are performing at exceedingly high levels when looking at the current Met Standards requirement. In order to maintain this level of performance as the new standards are phased in, the campus will continue to focus on efforts to address higher order thinking skills, rigor, project-based learning, and interactive lesson development.

Teaching and Learning Strengths

Achievement strengths noted in the data include:

- 2016 STAAR/STAAR EOC scores indicate that all student performance in all tests taken ranges from 93%-100%.
- STAAR and EOC results indicate 100% of students passed US History, Biology, Algebra I and English II.
- 8th grade PSAT results rank higher than the national, state and district averages with 100% of students meeting the English, Reading and Writing standard and 80% of students meeting both the Math and Reading standard.
- Talkington received the Blue Ribbon Designation from the US Department of Education.
- A total of 311 AP tests were taken with a 36.5% of students with a qualifying score up from 34.9% in 2015.

Teaching and Learning Needs

Needs that were cited after review of the Student Achievement data were:

- Talkington students fall below the national average in ACT College and Career Readiness benchmarks in all 4 areas.
- Index 4- Closing the Gap indicates we are closing the gap in Met Standard results between subgroups but indicate we will have a 17 point gap in Reading/ELA and a 21 point gap in Math on Final Standard performance.
- There are Final Phase-In standard challenges in all tested areas of Middle School and Algebra I. 2016 Final Recommended results are: 6th Reading 30%, 6th Math 21%, 7th Reading 33%, 7th Math 35%, 7th Writing 21%, 8th Reading 46%, 8th Math 5%, Social Studies 43% and Science 40%.

Professional Development

Professional Development Summary

Professional development centers around targeted needs that stem from data gleaned from surveys, assessment data, and teacher self-reflections and goals. Since the curriculum at Talkington is geared toward college readiness, staff members at the high school level attend bi-annual content area training through College Board. This allows teachers to be prepared when addressing the needs of Advanced Placement learners.

The six-weeks assessment data allows the district-level instructional support department to plan Content Focus Sessions to facilitate planning each six weeks, and the implementation of strategies and appropriate curriculum are monitored via Reconciliation Meetings and classroom observations. Several Talkington teachers have been selected to present the material at the Content Focus Sessions. Beginning teachers also receive support through the district organized New Teacher Academy, and campus and district mentors provide support and guidance to insure that curriculum validity is maintained.

Personal professional growth is addressed through annual goal-setting conferences. Performance data and value-added data are utilized to define areas wherein individual teacher growth is needed. Summer flex hours are used to engage in learning opportunities that will eliminate knowledge barriers that teachers may have. Summer PD plans are reviewed by each teacher appraiser to insure that growth opportunities align with what the data shows. In addition, weekly PLC meetings are used to develop and grow professionally. Lead4ward strategies are introduced in PLCs and lesson plans include a section wherein teachers must identify how the learning will be implemented in the lessons.

Professional Development Strengths

- 95% of Talkington teachers attended Content Focus Sessions as assigned
- All teachers have undergone College Board or Laying the Foundations Training
- 100% of staff have completed the initial 30-hour GT training and completed the annual update

Professional Development Needs

- SAMR data shows that technology application training is needed as most lessons involving technology use continue to fall at the Substitution and Augmentation levels
- Teacher surveys indicate that Content Focus Session support is required in non-tested areas, especially in advanced courses
- 50% of teachers new to the profession indicated a need to attend AP training a second time in an effort to solidify the knowledge required in order to effectively address the AP standards in the classroom

Personnel

Personnel Summary

Talkington staff consists of 29 teachers, and all staff members meet the certification criteria that allows us to meet the federal mandate requiring all teachers to be highly qualified.

For the 2016-17 school year, an additional teacher will be added in the social studies area to teach 6th and 7th grade students. In addition, two additional teachers will be replacing existing teachers in the areas of physical education and high school math. Typically, there is little to no teacher turn-over on our campus, but changes in family dynamics and promotion opportunities have prompted the personnel changes we will undergo for this year.

The three teachers who are new to the profession will take part in the District's New Teacher Academy which begins in August and continues monthly throughout the school year. All teachers new to the campus will be assigned a campus mentor to help them with campus needs and protocols. Second and third year teachers will continue receiving support through Second and Third Year Teacher Academies.

The entire staff will go through the annual Data Wise update which will also allow new members of the staff to become familiar with the framework and how it impacts instructional practices on our campus. Lead4ward capacity will continue to grow as the strategies and resources are embedded in the PLC agenda each week. Because most of the new hires will be teaching in core areas, they will also attend a week long Advanced Placement institute in the subject they will be teaching.

Personnel Strengths

- The NCLB Highly Qualified Report indicates that 100% of the teaching staff are highly qualified.
- PLC logs, Instructional Rounds Reports, etc. indicate that teachers have opportunities to work collaboratively through PLCs, Instructional Rounds, Focus Walks, and Comprehensive Needs Assessment Committees
- Teacher feedback indicates that staff members agree that the professional development opportunities that are provided are data driven and constructive
- All core content areas are staffed with five teachers

Personnel Needs

- Teacher schedules reflect a need to reduce the number of preps that teachers must plan for. Based on the 2014-15 master schedule, most staff members average 4 preps per teacher
- Music teachers teach six and seven out of eight periods without an assistant director
- PE classes have enrollment of 50 to 60 students with one teacher

Funding and Finance

Funding and Finance Summary

The campus budget allocation for the 2016-17 school year totals \$157,980. The campus is budgeted based on a per pupil allocation of \$113 per middle school student and \$262 per high school student. An additional \$28,000 allocation is provided to the campus to offset the expenses for student travel for participation in academic competitive events. This allocation is provided because the per pupil funding formula does not generate sufficient funds for the school to meet the standard fee expenses which are in place regardless of student population. In addition, a private non-profit annual budget has been put in place to support enhancement/enrichment programming to level the playing field for economically disadvantaged, first-generation, college-bound young women.

Academic programming is implemented under the direction of district personnel. Resources such as Achieve 3000, ALEKS Math, Edgenuity, and Think Through Math are district approved, and student progress reports are made accessible to determine if the expense of the program is worth the results.

District-wide efforts to systemically approve and monitor program implementation prevent needless expenditures in the area of programming at the campus levels.

Annual department budgets are developed and submitted to the campus administrator and priority needs are established. Budgets are then proposed for each department and approved by the Campus Leadership Team and the Campus Performance Objective Committee.

Funding and Finance Strengths

- For the last three years carryover funds have been available to make larger campus purchases to accommodate growth, ie. desks, technology, additional SMART Boards
- 99% of instructional requests made by teachers are approved
- CALs and Program Directors manage budgets to meet program needs
- \$40K campus budget increase was approved to address Student travel in UIL, Aca Deca, Athletics, and academically competitive events that cannot be funded with the per pupil revenue that is allocated through the standard budget formula

Funding and Finance Needs

- Funding to support technology needs on the campus, ie. outdated laptop carts replaced with chrome book carts

Learning Environment

Learning Environment Summary

The Talkington campus was established on what was originally an elementary school. Since the school opened in 2008, an additional wing to support secondary level science labs and a library has been added. Nevertheless, student growth has made it difficult to meet the needs of students with the existing facilities. Parent and staff surveys indicate that needs for: a Fine Arts wing, gym expansion, dressing room facilities, running track, robotics lab, nurse's office, student parking, ISS room, and an auditorium. Classroom space in the building has been exhausted and two portables have been added to accommodate the growing student population.

Campus safety is addressed on an ongoing basis. Security systems are in place so that all access doors to the campus are locked. Visitors have to be admitted into the school. While discipline issues are not very prevalent, teachers meet in grade level PLC meetings to review PBIS reports, student performance data, and discipline data to discuss trends made evident through the data analysis process. This allows the leadership team to proactively address potential concerns that may arise.

Learning Environment Strengths

- Grade level PLC meetings take place once a six-weeks to address student concerns, goals and achievement
- Discipline numbers are slightly less in the first semester: 21 compared to 25
- Zero expulsions and DAEP Placements; only one JJAEP placement in three years
- Majority of discipline referrals are proactively addressed with frequent teacher/admin parent contacts

Learning Environment Needs

- Surveys indicate an overwhelming concern for lack of fine arts facilities
- Facilities are not equitable to other secondary campuses: parking area, nurses' office, outdoor track, regulation sized gym, auditorium, robotics space
- Office discipline and ISS referrals for the past three years are at the highest in the 5th six weeks

Technology

Technology Summary

At Talkington each classroom is equipped with a SMART Board and projector that can be used to incorporate technology based lessons in each class. In addition, the school has a computer lab with 30 computers, three laptop carts that house 90 computers, 90 Chromebooks housed in 3 carts, 70 Chromebooks issued to AP students with 110 additional Chromebooks on order to issue to the remaining AP students for a true one-to-one, 90 ipads, 90 Kindles, 26 student access computers, 8 Robotics laptops, and 100 TI Inspire calculators. There are also various types of equipment on the campus like drawing tablets, printers, and two language labs with 60 individual response access points for students to utilize in class.

Teachers were trained and moved to implement the SAMR model during the 2015-16 school year. Efforts continue to move staff implementation of technology from substitution to redefinition. District walk-through data shows that while 100% of the staff is using the technology resources on the campus, 90% of the use is at the substitution level. Additional training is needed to move the campus to the next level of technology use.

Most of the technology that is available on the campus has been accrued over the last two years as a result of several grants funded by the Young Women Leaders Advisory Board, and there has been little emphasis on training staff on its use. SAMR Training has taken place and Google training is available from the district for the 2016-17 school year.

Technology Strengths

CNA data revealed the following strengths in the area of technology:

- 92.8% of 8th graders are proficient with technology use- 66% above the district.
- 100% of core areas have access to technology daily.
- All High School students will have a Chromebook issued for daily use.
- 100% of staff have access to technological support through Help Desk, CTL, Eduphoria, online tutorials and campus-based Professional Development.

Technology Needs

The following needs were identified for the campus:

- Participate in Google trainings through the district to earn additional badges. Talkington teachers have earned an average of 1.2 badges per teacher.
- Encourage, support and monitor teachers in all curriculum areas to effectively utilize technology for delivery, reinforcement, and assessment of learning.

Community Partnerships and Engagement

Community Partnerships and Engagement Summary

Talkington School for Young Women Leaders is a middle and high school campus with 490 students. One of the advantages of having a small campus is that parents, teachers, and administrators are able to work closely and family and community involvement can be effectively accomplished. However, since the majority of the student population consists of economically disadvantaged students, parental involvement in organizations like PTA and the Legacy Club is limited to a small population of very involved parents. In spite of efforts to enlist other parents to take part, there has been little success. We have noted that when it comes to events that involve student performances, the majority of parents turn out for these events. They are supportive of the school and of the activities that their daughters take part in. Talkington has a site based planning committee that is comprised of parents, teachers and community members. Community members and parents are recruited by administration and teachers are elected by the Faculty.

Finding ways to communicate with the diverse population of families has been a challenge. We rely heavily on the School Messenger System, but have found that parents have become indifferent to the system and often do not bother to hear the messages. We post information on the website and send email notifications with information and that seems to be helping. The school Facebook page is also used to disseminate information to parents and to the community. As we continue to improve communication with parents, a monthly calendar with activities and important information is sent out monthly and posted on the website and Facebook page. Our greatest challenge in soliciting involvement has been in finding a form of communication that reaches all stakeholders and in getting more parents to engage in campus decision-making committees, PTA, and the Legacy Club. We would like to see greater numbers of parent volunteers, but we are very pleased that when it comes to supporting their students, parents do not fail to attend, and we find that this is the most important form of involvement.

Community Partnerships and Engagement Strengths

According to the Title I Community Engagement Survey:

- 77% of parents agree the school meets the social needs of students.
- 85% of parents feel welcome at the school.
- 94% of parents feel their child is safe at school.
- 88% of parents believe the school meets the academic needs of students.

Community Partnerships and Engagement Needs

According to the Title I Community Engagement Survey:

- 25% of the negative comments were based on lack of communication.
- Parents need to be encouraged to complete the survey as only 67 parents (13%) responded.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.


Performance Objective 1: Elementary and Middle School campuses will utilize the coordinated school health program (SPARK K-5) and various health screening to improve student health, fitness and attendance of students during the 2016-2017 school year.

Evaluation Data Source(s) 1: Fitnessgram results

Attendance data

Screening results

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students in PK, K, 1, 3, 5, and 7 will receive physical screenings to identify health concerns.		Campus nurses	Screening records	✓	✓	✓	
2) Students in 5th and 8th grades will be screened for scoliosis to identify health concerns.		Campus nurses	Screening records	✓	✓	✓	
3) Students will complete Fitnessgrams as mandated by the State of Texas.		Physical Education Teachers Administrators	Fitnessgram results	●			
4) Students will participate in Physical Education/Competitive Athletics and Recess as required by the State of Texas.		Administrators Physical Education Teachers/Coaches	Master schedule	✓	✓	✓	
							

Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.

Performance Objective 2: By July 2017, the percentage of qualifying AP exams will increase from 29% to 35%, the average SAT score will increase from 1105 to 1175, and the ACT test performance will increase from 19.4 to 21.

Evaluation Data Source(s) 2: 2017 Advanced Placement results
2017 SAT and ACT annual reports

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus administrators will assign high school certified teachers in math and English to teach the College Readiness Prep Course.	1, 2, 3, 8	Campus Administrators	1) 2017 PSAT, SAT, and ACT scores will be reviewed to compare student performance growth to 2016 results. 2) Practice tests using resources from Edgenuity and Princeton Review will be used to track student performance throughout the year.	✓	✓	✓	
				Funding Sources: 199 - General Fund - \$16000.00			
2) The two staff members assigned to teach the College Readiness Prep Course will be trained to use the available resources by Princeton Review consultants and district level Edgenuity trained personnel.	2, 4	Campus Administrators and Director of Advanced Academics	1) Lesson plans will be analyzed to monitor implementation of Princeton Review strategies. 2) Edgenuity reports will be analyzed to monitor student progress on skill development	✓	✓	✓	
				Funding Sources: 199 - General Fund - \$5000.00			
							

Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.

Performance Objective 3: By July 2017, 6th grade math scores will show growth in reaching the Final Recommendation standard on STAAR from 69% to 75%, and the performance gap for African American students will decrease from 21% to 15% in mathematics.

Evaluation Data Source(s) 3: 2017 STAAR Final Recommendation Projected Standards Data
2017 STAAR Ethnic Group Performance Data

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus will utilize Title I funds to hire an interventionist to provide small group pull out support for struggling students in all grades.	1, 2, 9	Campus Administrators and Math Teachers	1) 2016 STAAR data will be used to assess if the targeted growth took place. 2) Math Placement Exam results will be used to determine if students reached the skill level required in order to progress to Algebra I by 8th grade. 3) Six weeks assessment results will be used to monitor progress and determine in which areas adjustments need to take place.	✓	✓	✓	
Funding Sources: 211 - Title 1 - \$39362.00							
2) Math teachers will use formative assessment data to provide small group targeted instruction in math during Academic Enhancement time, in after school tutorials. and for the summer enrichment/intervention program.	2, 8	Campus Administrators and Math Teachers	1) Six weeks Reconciliation Meeting data will be used to monitor progress of students who need tutoring or targeted support. 2) Progress Report data will be analyzed to identify failing students and to determine if students are experiencing success 3) Lead4ward Quintile Reports will be analyzed to determine which students are moving from lower to upper quintile groups 4) 2017 STAAR performance data will be analyzed to assess the effectiveness of intervention efforts				
Funding Sources: 199 - General Fund - \$15000.00							








3) Chromebooks will be purchased to provide students in Math Intervention access to online skill resources including Think Through Math and ALEKS.	8, 9, 10	Campus Administrators, Math Interventionist, Math CAL, Campus CTL	1) ALEKS and Think Through Math student reports will be used to monitor student skill development 2) Six weeks assessment data will be analyzed to make targeted instruction plans for intervention 3) 2017 STAAR data will be analyzed to assess the effectiveness of online skill support programming as an intervention tool				
Funding Sources: 211 - Title 1 - \$2238.00, 199 - General Fund - \$5000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: LISD will support and empower all students to reach their highest potential through the development of their knowledge, skills, and abilities.

Performance Objective 4: By July 2017, 6th grade Reading Scores will show growth in reaching the Final Recommendation STAAR Performance Goal from 62% to 75%.

Evaluation Data Source(s) 4: 2017 STAAR Performance Data in Reading

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Lead4ward reports will be used to identify priority knowledge and skills and Quintile Reports will be used to monitor student growth.	2	Campus Administrators, 6th Grade ELAR Teacher, and ELAR CAL	1) Lead4ward Quintile Reports will be used to monitor student growth throughout the year. 2) Six Weeks Assessment data will be utilized to identify gaps in learning				
				Funding Sources: 199 - General Fund			
2) 6th Grade ELAR teacher will work with district ELAR coach to analyze data and strategically examine instructional approaches for addressing student learning needs.	2, 8	Campus Administrators, 6th Grade ELAR Teacher, District ELAR Coach	1) Lesson plans will be monitored to insure that strategies and activities align with TRS and district curriculum 2) Personal Professional Growth Plan will be used to monitor teacher PD in areas where student performance is low 3) Six Weeks Assessments will be used to monitor student progress 4) 2017 STAAR results will be analyzed to determine if growth goal has been met				
				Funding Sources: 199 - General Fund			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: LISD will equip, support, and inspire staff through focused and intentional professional development to meet the needs of the whole student.

Performance Objective 1: Throughout the 2016-17 school year, 100% of Talkington SYWL teachers will pursue professional development opportunities that will support growth on campus initiatives and personal professional development plans.

Evaluation Data Source(s) 1: Eduphoria attendance reports.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will receive training and implement AVID note taking.	2, 3, 4, 9	Campus Administration	1) Lesson plans will be analyzed and classroom walk-through data will be used to monitor implementation of AVID notes.				
2) During the 2016-17 school year, PLC meetings will be focused around the Lead4Ward tools to inform and drive instruction.	4	Campus Administrators and Campus Academic Leaders	1) Lesson plans will be monitored for use of Lead4Ward strategies. 2) PLC agendas and minutes will be analyzed for Lead4Ward content.				
3) All teachers will attend monthly Content Focus Sessions provided by the district.	3, 4	Campus Administrators and District Level Coordinators	1) Data in Eduphoria will be used to monitor CFS attendance. 2) Lesson plans will be analyzed for alignment with the IFD.				
4) The PLC structure will change allowing Campus Academic Leaders to address content and strategies using the Lesson Plan Design Model.	2, 3, 4	Campus Administrators and Campus Academic Leaders	1) Lesson plans will be analyzed for alignment and high yield instructional strategies. 2) PLC agenda and minutes will be analyzed to evaluate the level of learning that is taking place amongst peers.				
5) Teachers will attend CAST and TMEA conferences to grow in their respective fields and attend AP Institutes.	3, 4	Campus Administrators, Teachers Campus Academic Leaders.	1) AP data results and practice test data will be analyzed to determine the amount of increase in the number of qualifying AP scores.				
Funding Sources: 211 - Title 1 - \$10000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: LISD will actively recruit and support highly qualified staff to increase employee retention, resulting in higher student growth and achievement.

Performance Objective 1: During the 2016-17 school year, the TSYWL Leadership Team will support initiatives to sustain the low turnover rate in staff and maintain a 100% Highly Qualified team of teachers.

Evaluation Data Source(s) 1: 2017 Turn over rate
2017 No Child Left Behind Highly Qualified Report

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers new to the profession will attend the New Teacher Academy and will be assigned a campus mentor that will share a common planning time to provide guidance and support.	3, 4, 5	Campus Administrators, Mentors, District Professional Development Team	1) The campus schedule will be used to determine common conference period time 2) New Teacher Academy attendance records will be accessed to insure that new teachers have attended training 3) Teacher feedback obtained in bi-weekly meetings with campus leaders will be used to determine the progress being made by new teachers	✓	✓	✓	
Funding Sources: 199 - General Fund							
2) 100% of the teaching staff will be trained in the new Texas Teacher Evaluation System, and support in understanding the evaluation rubric will be provided through Leadership and PLC meetings.	3	Campus Administrators and CALs	1) Teacher feedback from Goal Setting, POP, and End-of-Year Conferences to assess teacher understanding of TTESS 2) 2017 TTESS teacher performance data 3) End-of-year Teacher Retention Data	✓	✓	✓	
Funding Sources: 199 - General Fund							
3) A fifth social studies teacher and two periods of a second PE teacher will be added to schedule in order to address class size and effectively meet the instructional needs of students.	1, 3	Campus Administrators	1) 2017 State and Federal School Report Cards will be used to analyze average student/teacher ratios 2) Campus schedule will show assigned teachers to social studies and PE positions 3) Annual Personnel FTE Allocation Report from HR will be used to show the addition of the new position.	✓	✓	✓	
Funding Sources: 199 - General Fund - \$55000.00							
							

Goal 4: LISD will provide adequate and equitable resources through best funding practices and financial stewardship.

Performance Objective 1: For the 2016-17 school year, district resources to fund the instructional, curricular, and co-curricular expenses for TSYWL students will be equitable to those of other LISD campuses.

Evaluation Data Source(s) 1: 2016-17 Campus Budget

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A \$40,000 budget increase will be allocated at the district level to support curricular and co-curricular campus expenses for which funding cannot be generated using the per pupil funding formula.	1, 2	Campus Principal and District Chief Financial Officer	1) 2016-17 Budget allocation will be used to determine that funding is made available 2) 2016-17 expense analysis to insure that funding from the campus budget is being used to equitably serve all programs	✓	✓	✓	
Funding Sources: 199 - General Fund - \$40000.00							
							

Goal 5: LISD will equip and maintain facilities that promote and foster a culture of equity, safety, civility, and productivity in all learning environments.

Performance Objective 1: During the 2016-17 school year, Discipline referrals during the 5th and 6th Six Weeks will decrease 20% from the previous year.

Evaluation Data Source(s) 1: Review 360 data
PBIS Data

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review 360 data will be used during PLC meetings to monitor student behavior and put interventions in place as needed.		Campus Administrators, Teachers, PBIS team	1) Review 360 and PBIS data will be reviewed at the end of the 5th and 6th Six Weeks to measure decrease.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: LISD will equip and maintain facilities that promote and foster a culture of equity, safety, civility, and productivity in all learning environments.

Performance Objective 2: Throughout the 2016-17 school year, the campus counseling and leadership team will partner with Contact Lubbock to provide anti-bullying and suicide prevention programming to students and parents in an effort to provide proactive intervention and build resilience among our students.

Evaluation Data Source(s) 2: Review 360 discipline data specifically related to incidents of bullying and violence
Counseling records of incidents dealing with violence, bullying, suicide

Summative Evaluation 2:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) In October 2016, the campus will host a Parent Night wherein Contact Lubbock will conduct a presentation of the Thriving Teens : Teaching Kids To Be Resilient Program so as to involve parents in process of educating students in becoming confident, self-advocates capable of dealing with the challenges of growing up.	6, 10	Counselor and Campus Administrators	1) Parent participation logs 2) Review 360 data reflecting the impact of the program by comparing the number of 2016-17 bullying/violence incidents compared to those reported in 2015-16.	✓	✓	✓	
				Funding Sources: 199 - General Fund			
2) In November 2016, Contact Lubbock will present the Bullies to Buddies program to middle school students with the purpose of educating students about the bullying and its effects.		Counselor and Campus Administrators	1) Review 360 data reflecting the impact of the program by comparing the number of 2016-17 bullying incidents compared to those reported in 2015-16.	✓	✓	✓	
				Funding Sources: 199 - General Fund			
3) In January 2016, Contact Lubbock will present their suicide prevention program entitled Choices to provide high school students with the tools they will need to reach out and ask for help for themselves or for a peer.		Counselor and Campus Administrators	1) Counseling records of incidents dealing with violence, bullying, or suicide 2) Parent and/or teacher referrals requesting intervention for students who display needs 3) Cyberbullying Hotline alerts pertaining to suicide				
				Funding Sources: 199 - General Fund			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 6: LISD will embrace and sustain modern technology tools and digital resources as a fully integrated system to equip, prepare and empower future-ready learners.

Performance Objective 1: By May 2017 50% of teachers will demonstrate the ability to implement technology at the Modification or Redefinition levels in the SAMR Model.

Evaluation Data Source(s) 1: District and Campus Walk-through data.
 Lesson Plan documentation.
 Number of badges earned per teacher through district initiative.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in ongoing professional development so that they can incorporate technology lessons at the Modification and Redefinition levels of the SAMR model.	1, 3	Campus Administrators, Campus Technology Leader and District Level Technology Support.	1. Campus and district walk-through forms will be used to evaluate the SAMR Level at which technology is being incorporated on the campus. 2. Lesson plans will be reviewed by principals to check for deliberate planning of higher level technology lessons.				
Funding Sources: 199 - General Fund							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 7: LISD will strengthen partnerships with the community to increase shared responsibility and trust.

Performance Objective 1: Efforts to effectively communicate with parents about student progress and school events will increase from 65% to 80% as stipulated in the Title I and Community Engagement Surveys.

Evaluation Data Source(s) 1: 2016-17 Title I Survey
2016-17 Community Engagement Survey

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A school-wide calendar of events will be published monthly and posted on the school website, Facebook page, PTA newsletter, and Talkington Newsletter. The later will be disseminated to parents via email using the Parent Notification System.	1, 6	Campus Administrators, Lead Office Secretary, and Journalism Teacher	1) Parent Notification System reports showing the number of households reached via the email messages 2) 2016-17 Title I Survey and the Community Engagement Survey data will be analyzed to see if parents feel better informed 3) CPOC parent feedback throughout the year to assess if the notification process is working				
Funding Sources: 199 - General Fund							
2) 2) Teacher grade books will be monitored to insure that the adequate number of grades are being posted in a timely fashion and that communication is taking place to inform parents that a student is having difficulty.	1, 6	Campus Administrators	1) 2016-17 Title I Survey and the Community Engagement Survey data will be analyzed to see if parents feel better informed 2) Grade book data used to monitor teacher compliance for reporting and communicating with parents				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Title I

Schoolwide Program Plan

Talkington School for Young Women Leaders has implemented a schoolwide program to meet the academic needs of its diverse learners. Our focus on creating a culture of rigor and high-expectations allows for teachers to access a variety of resources which will allow them to create a learning environment that is conducive to learning for all learners. Title I, local, and private non-profit fund sources are combined in order to serve all students on the campus. Key components of our program include:

1. Using Lead4Ward resources to allow teachers to use the most current data as it relates to formal assessments.
2. Creating a culture of high expectations through rigorous and relevant lesson delivery
3. Promoting the development of 21st Century learners through advanced use of technology
4. Utilizing Data Wise protocols to make data-driven decisions that will improve the use of effective instructional practices

Data is shared in PLC's. Professional Learning Communities are conducted on a weekly basis to allow for collaboration and planning. Data from formal and informal assessments is used to make instructional decisions, and goals are set and rolled out along with high-yield strategies that are designed to improve student performance.

Through the site-based process, teachers, parents, community leaders, and business partners participate in the development of school improvement goals and strategies. All stakeholders share a common language, vision, and mission in a collaborative effort to promote effective programming and academic excellence for every student in the school.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Talkington's Comprehensive Needs Assessment is conducted using the Plan4Learning tools. The Leadership team in conjunction with the teaching staff review a collection of data and conduct a thorough analysis. Campus data in the areas of demographics, student achievement, school culture and climate, staff quality and recruitment, curriculum and instruction, family and community involvement, school context and organization, and technology is presented to teams as part of the data review. This information is analyzed, assessed, and used to identify strengths and challenges and to set goals for the year.

Annual goals are presented to the Campus Advisory Committee for approval, and the Data Wise protocols are used during the year in order to

assess progress and redefine goals if necessary.

2: Schoolwide Reform Strategies

Talkington's schoolwide reform strategies target the school efforts to create a college ready academic program for all students on the campus. Academic goals include achieving high levels of advanced performance on state assessments with a purposeful focus on closing the achievement gap in all the subgroups. In order to accomplish this, the following strategies will be used:

- 1) Identify and implement instructional programs geared to strengthen core academics.
- 2) Provide professional development for teachers in order to increase the opportunities for high level questioning, assignments, and responses
- 3) Evaluate course offering annually to insure that students have the opportunity to access the advanced courses they need in order to be competitive upon entering college.
- 4) Insure that all teachers have been college board trained so that they can deliver and appropriately challenging curriculum to students enrolled in advanced placement courses
- 5) Conduct an annual overview of the extended day program to identify ways to improve the level of intervention that is provided to close the gap for struggling students
- 6) Use the SAMR Model to evaluate technology integration throughout the campus

These efforts are in place to further the college readiness initiative on the campus and to provide the learning environment necessary for all students to have the opportunity to excel.

3: Instruction by highly qualified professional teachers

An important component of our schoolwide plan is to have highly qualified teachers in our classrooms. Several procedures are in place at Talkington to ensure that instruction is given at the highest quality possible. These include:

- 1) Lead4Ward training to help assist teachers with planning lessons that will focus on specific areas of improvement according to data.
- 2) Teachers are assigned to teach classes according to their strengths and classroom walk-throughs provide feedback to teachers and monitor effectiveness of teaching strategies.
- 3) In preparation for teaching advanced courses, teachers are provided the opportunity to attend an AP Institute every other year.

- 4) The opportunity to work in content area PLCs, vertical teams, and as a faculty allows for support from peers and campus leaders in an effort to insure teacher success
- 5) Provide opportunity to attend district curriculum meetings and work with peers at other campuses on lesson and curriculum development

The annual Federal Report Card reflects that 100% of the staff is Highly Qualified in their respective teaching areas.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Ongoing professional development opportunities are offered to the Talkington staff at the campus and the district level to insure that students will achieve high levels of success on state and college entrance exams. Opportunities for professional growth are provided as follows:

- 1) Professional development is planned as a result of performance trends made evident through data analysis and teacher content area growth needs
- 2) Lead4Ward, technology and core subject professional development is offered throughout the year for teachers, principals and paraprofessionals.
- 3) Parent Nights including: Building Strong Families Conference, Goals Night, Graduation Requirement Information Night, Senior Project Night, Financial Aid Seminar, etc. are offered to promote the development of an informed parent and community population
- 4) Ongoing data analysis is used to determine what type of professional development would best serve teachers as new needs are identified

5: Strategies to attract highly qualified teachers

Talkington follows district procedures to attract highly qualified teachers. Using both state and federal certification guidelines, the leadership team screens and identifies qualified potential candidates. Recommendations are made after teacher candidates are interviewed by a committee of teachers and administrators. Highly qualified teachers are recruited via job fairs and through collaborative teacher certification program partnerships with Texas Tech and other local universities.

6: Strategies to increase parental involvement

Talkington understands that a student's success depends greatly on parental involvement. Attempts to increase parent and community involvement include efforts in the following areas: 1) new student orientation 2) GOALS night 3) PTA meetings 4) open house 5) academic showcase nights 6) fine arts trail 7) athletic events 8) bookfairs 9) holiday meals 10) recognition/awards assemblies 11) Campus Advisory Committees and 12) Senior Boards grading panels.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

This does not apply at the secondary campus level.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Talkington staff analyzes STAAR results, formal assessments, end-of-course assessments, district assessments and other student data to make informed decisions regarding the academic success of each student. Each grade level completes a reconciliation document and takes the data through the 9 steps in Lead4Ward to look at student achievement. Each identifies priority knowledge and skills that need to be target in their respective core areas. In addition, teachers identify students who need varying levels of intervention and they design the plans that will implemented to see that individual students are progressing as needed.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

To ensure effective timely assistance for students who experience difficulty in mastery, teachers at all grade levels, identify individual students and provide timely assistance. This assistance includes, but is not limited to: tutoring before and after school, support during academic enhancement. Also as a campus, the ZAP (zeros are not permitted) program has been implemented for those students that have fallen behind in course work. In addition, AP study sessions for upper level students are provided for those who are enrolled in the advanced classes.

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

As a school-wide Title 1 campus, Talkington is able to access and combine the use of local, federal, and private non-profit partnership funds in order to support the college preparatory academic environment on the campus. Title funds allow for the campus to have a math interventionist to support struggling learners in mathematics. Local funds support the advanced academic program expenses, while the private non-profit funds support summer enrichment programs that are offered at all grade levels. Access to multiple funds has enabled us to provide a well-rounded set of offerings for all stakeholders including: a comprehensive wellness program for all students known as BMI (Body Mind Initiative), education for staff members who have been trained in building strong family relations by attending a poverty identification simulation offered through the district, and summer enrichment opportunities for students through Texas Tech University, SMU, and various college campuses throughout the state. By coordinating resources from state, federal, and local funds, Talkington is able to enhance the level of effectiveness of the college readiness program for its students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tarah Williams	6th-12th teacher	Math Interventionist	.75

2016-2017 Campus Performance Objectives Committee

Committee Role	Name	Position
Administrator	Berta Fogerson	Principal
Administrator	Catherine VanHoorebeke	Assistant Principal
Administrator	Julie Wyatt	Associate Principal
Business Representative	Jennifer Johnson	Business Leader: Designs In Thread
Classroom Teacher	Morgan Baker	Science Teacher
Classroom Teacher	Melissa Durham	English Teacher
Classroom Teacher	Ryan Schreckenbach	Social Studies Teacher
Classroom Teacher	Casey Wilkins	Math Teacher
Community Representative	Terry Handley	Representative: Barnes and Nobel
Parent	Rebecca Gonzalez	MS & HS Parent
Parent	Marcie Hart	MS & HS Parent
Parent	Chris Toelle	Parent/Business Partner
Parent	Danielle Ward	HS Parent

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$16,000.00
1	2	2	Human Capital		\$5,000.00
1	3	2			\$15,000.00
1	3	3			\$5,000.00
1	4	1			\$0.00
1	4	2	Human Capital, District Instructional Coach support		\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$55,000.00
4	1	1			\$40,000.00
5	2	1	Human Capital		\$0.00
5	2	2			\$0.00
5	2	3			\$0.00
6	1	1			\$0.00
7	1	1			\$0.00
Sub-Total					\$136,000.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$39,362.00
1	3	3			\$2,238.00
2	1	5			\$10,000.00
Sub-Total					\$51,600.00
Grand Total					\$187,600.00