

Lubbock Independent School District
Talkington High School
2020-2021 Campus Improvement Plan



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

Demographics

Demographics Summary

Talkington is a Title 1 all girls public school within the Lubbock Independent School District serving girls from all over the city in grades 6th-12th. Talkington is part of the Dallas-based Young Women's Preparatory Network of 9 all girls schools in Texas. We are comprised of:

45.5 % Economically Disadvantaged

13.3% African American

46.3% Hispanic

36.7% White

14.4% At Risk

Students are enrolled from campuses throughout our entire district. We do not have a traditional feeder pattern and are challenged to bridge all gaps that students may come with.

Demographics Strengths

A Campus goal is for all students to exceed a year of growth.

44% of African Americans scored Masters on 7th grade Writing

33% of African Americans scored Masters on 7th grade Reading and Math

76% of Hispanics scored Meets on the 7th grade Writing

40% Eco Dis students were Masters on the 8th grade Reading

32% of Hispanics were Masters on the 6th grade Reading

83% of Hispanics scored Meets on 8th grade Reading

88% of Eco Dis students scored Meets on 8th grade Math

African American students in 6th grade math increased from 10% to 19% in Masters

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 19% of African Americans scored at the Masters level in Math summed across 6th-8th grade **Root Cause:** Serving students from all LISD Elementary campuses as well as neighboring districts is a challenge as they may not come with the same foundations. Implemented a new advanced curriculum in 6th grade math.

Student Learning

Student Learning Summary

Talkington received an overall A (98) Accountability Rating. Student summaries are as follows: Domain 1, Student Achievement: A, 97, Domain 2 Part A Student Growth, C, 76, Domain 2 Part B Relative Performance: A, 95. Domain 3, Closing the Gaps: Academic Achievement A, 100 Talkington received 6 out of 7 distinctions. 379 AP exams were given with Talkington students scoring a 3 or above on 70 tests. 100% of Biology students scored approaches, 98% meets and 53% masters. Algebra I 100% of students scored approaches, 75% meets, and 31% masters.

Student Learning Strengths

Biology students increased from 93% to 98% in meets

13 students in AP Lit scored a qualifying score up from 5 students in 2018

10 students scored a qualifying score in European History vs 4 in 2018

87% of students scored meets in 8th grade Math

60% of 7th grade Reading students were Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student growth accountability score decreased from 95 to 76 **Root Cause:** Progressive change (substitute assessment, new curriculum, grading policies)

School Processes & Programs

School Processes & Programs Summary

Talkington opened in 2008 with grades 6 and 7. We have had 6 graduating classes with 100% graduation rate.

In order to level the playing field and provide opportunities for all our students the following programs/events are offered at Talkington: College trips, summer camps, community service, Pre-AP and AP courses, dual enrollment, On RAMPS courses, orchestra, choir, Theatre, piano, advanced art, robotics, coding, UIL, Academic Decathlon, Pentathlon, athletics, ATC, Health and Wellness, cheerleading, Big Sister Little Sister, 6th and 9th grade transition ceremony, Honor Sweaters, Letterman Jacket convocation, recruitment at all elementaries, College Advisor, opportunities for all girls by paying for AP exams, ON RAMPS courses and SAT. Our partnership with YWPN and the Talkington Foundation help make these opportunities available. There are many student organizations for students to be involved in as well. Community service is required and students give back to the community through their commitment to service.

School Processes & Programs Strengths

Collegebound advisor

Pre-AP and AP courses

College trips

100% of our students have access to all programs at little to no cost for the families

small campus atmosphere

highly qualified teachers

community partnerships

community service opportunities

Mentor programs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Loss of 8th grade students to traditional programs **Root Cause:** Students are overwhelmed with the academics and outside responsibilities

Perceptions

Perceptions Summary

Talkington recruits students from all LISD elementaries by going into each campus in the fall to share our vision and mission with 5th grade girls. We provide opportunities for our students to be engaged in our community through many community service opportunities. We provide health and wellness instruction and activities to help our students become aware of self-care and self-worth. We provide leadership opportunities through student council, class officers, Big Sister Little sister program, NJHS, NHS, student initiated clubs, and Senior Seminar projects. Talkington communicates regularly with our stakeholders through Twitter, Facebook, website, and parent notification system. We are able to provide structures to support students academic success.

Perceptions Strengths

Regular communication with stakeholders

Community involvement opportunities

High performing on state assessments

100% of students involved in advanced academics

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Social, emotional, and academic gaps are present in many of our students. **Root Cause:** Students come from a wide variety of backgrounds and may have a lack of experiences and opportunities .

Priority Problem Statements

Problem Statement 1: 19% of African Americans scored at the Masters level in Math summed across 6th-8th grade

Root Cause 1: Serving students from all LISD Elementary campuses as well as neighboring districts is a challenge as they may not come with the same foundations. Implemented a new advanced curriculum in 6th grade math.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student growth accountability score decreased from 95 to 76

Root Cause 2: Progressive change (substitute assessment, new curriculum, grading policies)

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Employee Data

- Value-Added data

Support Systems and Other Data

- OHI (Organizational Health Inventory) data

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: In the area of Mathematics, the summed student performance on state assessments will increase from 98% to 100% achieving the Approaches grade level, 81% to 86% achieving the Meeting grade level, and 39% to 44% achieving the Masters grade level standard as evidenced by 2020-2021 state assessment data.

Focus student groups for closing the achievement gap by meeting and mastering the grade level standards:

Meets:

African American 67% to 75%

Economically Disadvantaged 69% to 75%

Hispanic 73%-80%

LEP 73% to 77%

At Risk 69% to 76%

Masters:

African American 19% to 25%

Gifted and Talented 79% to 84%

Economically Disadvantaged 22% to 28%

LEP 47 % to 53%





At Risk 16% to 22%%

Targeted or ESF High Priority

Evaluation Data Sources: 2019-2020 state assessment results

Summative Evaluation: None

<p>Strategy 1: Utilize Common formative assessment data to provide small group targeted instruction during academic enhancement and after school tutorials</p> <p>Strategy's Expected Result/Impact: Increase student growth in all grade levels</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Foundation Funds to pay staff for after school tutoring, Khan Academy, and supplemental materials - 199 - SCE</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 2: Professional development will be provided to teachers for available resources (ALEKS and Khan Academy)</p> <p>Strategy's Expected Result/Impact: Increase in teachers effective use of available resources.</p> <p>Increase in student growth after using resources for additional practice.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Advanced Academic instructional staff - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: High School students will attend academic boot camps in the spring to review for EOCs.</p> <p>Strategy's Expected Result/Impact: Increase in student percentage of meeting Masters.</p> <p>Staff Responsible for Monitoring: Administration and Math Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Weekly PLCs will be utilized to review lead4ward instructional strategies and their effectiveness on student engagement, achievement, and progress by using instructional coaches at central office.</p> <p>Strategy's Expected Result/Impact: Improvement in student progress and achievement on formative assessments.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - 199 - General Fund</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 5: Students will be placed in intervention period and or assigned to mandatory tutorials as needed according to STAAR data.</p> <p>Strategy's Expected Result/Impact: Increase in percentage of students performing at the Masters level and increase in student growth.</p> <p>Decrease in number of students assigned to mandatory tutorials.</p> <p>Staff Responsible for Monitoring: Administration and Math teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: After school intervention - 211 - Title 1 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 6: A part time interventionist will be hired to work with teachers on planning effective instruction / assessments as well as data disaggregation.</p> <p>Strategy's Expected Result/Impact: Increase in the number of Meets and Masters students.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: - 211 - Title 1 - \$15,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 2: In the area of 8th grade Science, the student performance on state assessments will be 99% to 100% achieving the Approaching grade level, 79% to 85% achieving the Meeting grade level, and 39% to 45% achieving the Masters grade level standard as evidenced by 2020-2021 state assessment data.

Focus student groups for closing the achievement gap by meeting and mastering the grade level standards:

Meets:

- African American 57% to 70%
- Gifted and Talented 94% to 100%
- Economically Disadvantaged 73% to 85%
- At Risk 69% to 80%





Masters:

- African American 29% to 50%
- Gifted and Talented 59% to 75%
- Economically Disadvantaged 30% to 50%
- At Risk 13% to 25%

Evaluation Data Sources: 2019-2020 state assessment results

Summative Evaluation: None

<p>Strategy 1: Utilize formative assessment data to provide intentional grouping and targeted instruction during academic enhancement and after school tutorials</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth at all grade levels.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Intervention resources for targeted instruction. - 199 - SCE - \$1,410</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use technology to supplement instructional practices (chromebooks, google classroom, pear deck, etc.)</p> <p>Strategy's Expected Result/Impact: Increase in transfer of student learning from the classroom to formative assessments.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Weekly PLCs will be utilized to review lead4ward instructional strategies and their effectiveness on student engagement, achievement, and progress and to develop strategies, lessons and activities from CFS. Strategy's Expected Result/Impact: Improvement in student progress and achievement on formative assessments. Staff Responsible for Monitoring: Administration and Teachers Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Utilization of Science technology such as probes and computer simulations to enhance the required 40% labs time. Strategy's Expected Result/Impact: Increase in student performance and growth at all grade levels Staff Responsible for Monitoring: Administration and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 3: In the area of Social Studies, the summed student performance on state assessments will maintain at 100% achieving the Approaching grade level, 73% to 82% achieving the Meeting grade level, and 39% to 46% achieving the Masters grade level standard as evidenced by 2020-2021 state assessment data.

Focus student groups for closing the achievement gap by meeting and mastering the grade level standards:

Meets:

- African American 64% to 75%
- Gifted and Talented 82% to 92%
- Economically Disadvantaged 55% to 65%
- At Risk 50% to 55%

Masters:

- African American 21% to 50%
- Gifted and Talented 65% to 70%
- Economically Disadvantaged 16% to 30%
- At Risk 19% to 25%

Evaluation Data Sources: 2020-2021 state assessment results

Summative Evaluation: None

Strategy 1: Utilize CFA and formative assessment data to provide intentional grouping and targeted instruction during academic enhancement and after school tutorials Strategy's Expected Result/Impact: Increase in student performance and growth at all grade levels Staff Responsible for Monitoring: Administration and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Use technology to supplement instructional practices (chromebooks, google classroom, pear deck, etc.) Strategy's Expected Result/Impact: Increase in transfer of student learning from the classroom to formative assessments. Staff Responsible for Monitoring: Administration and Teachers Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Weekly PLCs will be utilized to review CFS & Leap4ward strategies on student engagement, achievement, and progress.

Strategy's Expected Result/Impact: Improvement in student progress and achievement on formative assessments.


Staff Responsible for Monitoring: Administration and Teachers

Title I Schoolwide Elements: 2.4, 2.6

Reviews			
Formative			Summative
Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 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: In the area of Reading/ELA, the summed student performance on state assessments will increase from 99% to 100% achieving the Approaching grade level, 77% to 82% achieving the Meeting grade level, and 49% to 53% achieving the Masters grade level standard as evidenced by 2020-2021 state assessment data.

Focus student groups for closing the achievement gap by meeting and mastering the grade level standards:

Meets:

- African American 73% to 78%
- Hispanic 78% to 84%
- Gifted and Talented 94% to 99%
- Economically Disadvantaged 73% to 78%
- At Risk 68% to 75%





Masters:

- African American 16% to 22%
- Gifted and Talented 72% to 77%
- Economically Disadvantaged 41% to 46%
- At Risk 32% to 40%

Evaluation Data Sources: 2019-2020 state assessment results

Summative Evaluation: None

<p>Strategy 1: Utilize formative assessment data to provide intentional grouping and targeted instruction during academic enhancement and after school tutorials</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth at all grade levels</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use technology to supplement instructional practices (chromebooks, google classroom, pear deck, vocabulary.com, actively learn, Istation)</p> <p>Strategy's Expected Result/Impact: Increase in transfer of student learning from the classroom to formative assessments resulting improved achievement on summative assessments.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Istation subscription - 211 - Title 1 - \$3,150</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Weekly PLCs will be utilized to review lead4ward instructional strategies and their effectiveness on student engagement, achievement, and progress. Teachers will review assessment data to drive instructional decisions and grouping.</p> <p>Strategy's Expected Result/Impact: Increase in transfer of student learning from the classroom to formative assessments resulting improved achievement on summative assessments.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Teachers will receive incentive pay for after school tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in student growth as evidenced by the number of students who are at the meets and masters level on the STAAR Assessment.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: - 211 - Title 1 - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 5: In the area of Writing, the summed student performance on state assessments will maintain at 99% achieving the Approaching grade level, 76% to 80% achieving the Meeting grade level, and 37% to 45% achieving the Masters grade level standard as evidenced by 2020-2021 state assessment data.

Focus student groups for closing the achievement gap by meeting and mastering the grade level standards:

Meets:

- African American 67% to 72%
- Gifted and Talented maintain 100%
- Economically Disadvantaged 75% to 80%
- At Risk 55%-60%





Masters:

- African American 44%-50%
- Gifted and Talented 67% to 72%
- Economically Disadvantaged 30% to 36%
- At Risk 9% to 15%

Evaluation Data Sources: 2020-2021 state assessment results

Summative Evaluation: None

<p>Strategy 1: Utilize formative assessment data to provide intentional grouping for intervention class and targeted instruction during academic enhancement and after school tutorials</p> <p>Strategy's Expected Result/Impact: Increase in student performance and growth at all grade levels</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Resources for LEP Students - 199 - Bilingual/ESL - \$200</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use technology to supplement instructional practices (chromebooks, google classroom, pear deck, vocabulary.com etc.)</p> <p>Strategy's Expected Result/Impact: Increase in transfer of student learning from the classroom to formative assessments resulting improved achievement on summative assessments.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Weekly PLCs will be utilized to review lead4ward instructional strategies with vertical College Board alignment and show their effectiveness on student engagement, achievement, and progress.</p> <p>Strategy's Expected Result/Impact: Increase in transfer of student learning from the classroom to formative assessments resulting improved achievement on summative assessments.</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 6: The percentage of Advanced Placement students who earn a qualifying score on an Advanced Placement Exam from 36% to 41%.

Focus student groups for higher qualifying scores on AP exams by course subject:

Qualifying score earners:

Art History: 75% to 100%

2D Art: 81.8% to 100%

Biology: 29% to 50%

Calculus: 42.9% to 50%

Chemistry: 7.7% to 25%

Lang & Comp: 48.6% to 60%

Lit & Comp: 41.4% to 60%

European: 28% to 35%

Human Geo: 43.1% to 55%

Macroeconomics: 10% to 23%

Music Theory: 25% to 66%

Spanish Lang: 92.3% to 100%

Spanish Lit: 100% to 100%

Government: 46.7% to 60%





US History: 48.6 % to 60%

Statistics: 22.2% to 40%

Evaluation Data Sources: College Board Reports, LISD PEIMS enrollment data

Summative Evaluation: None

<p>Strategy 1: Teachers will attend AP institutes in the fall/spring of 2020/21 (virtually) as updates are needed. Strategy's Expected Result/Impact: Effective instructional strategies will be used daily and number of students who obtain a qualifying score will increase. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Students will be required to attend at least 3 AP review sessions throughout the year. Strategy's Expected Result/Impact: Increase in students achieving qualifying scores. Staff Responsible for Monitoring: AP Teachers Title I Schoolwide Elements: 2.4, 2.5 Funding Sources: Supplies for Advanced Academic Initiatives. - 199 - G/T - \$1,040</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3: Teachers will attend Pre AP and AP district level training to ensure instruction is aligned to standards as well as design and monitor assessment data to grow students. Strategy's Expected Result/Impact: Increased passing percentage on AP test including students moving from a 1 to a 2. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All teachers will monitor progress through implementation of the data tracker to ensure continuous growth as well as hold individual student data conferences. Strategy's Expected Result/Impact: Increase passing percentage on AP test including students moving from a 1 to a 2. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  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 7: The percentage of 11th grade students meeting the benchmark standard on PSAT in both ERW and Math will increase from 94% to 97% in reading, and 60% to 70% in math.





Focus student groups for closing the achievement gap:

African American NA on report

Hispanic 27% to 32%

Evaluation Data Sources: PSAT Data

Summative Evaluation: None

<p>Strategy 1: All 10th grade students will be enrolled in a PSAT course with a highly qualified teacher in English and Math. Strategy's Expected Result/Impact: Increase in passing percentage on PSAT, ACT, and SAT. Staff Responsible for Monitoring: Administration and Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: PD will be provided for teachers at the district level. Online resources from College Board will also be used. Strategy's Expected Result/Impact: Increase in student annual progress. Staff Responsible for Monitoring: Administration, Teachers, and District Advanced Academic staff Title I Schoolwide Elements: 2.4, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: Campuses will implement consistent guidelines and practices regarding the safety and security of facilities, as measured by 100% completion of updated campus emergency plans and required drills.

Evaluation Data Sources: Campus Emergency Plan Annual Audit
 Texas Safe School Audit
 Completion of Drill Requirements

Summative Evaluation: None

<p>Strategy 1: All emergency plans will be updated and teachers will be trained in effective evacuation and lock down strategies using Navigate Prepared.</p> <p>Strategy's Expected Result/Impact: Faculty and staff will be able to perform all duties in a safe environment. Faculty/staff will be able to guide student safely during emergency drills or actual emergency situations.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: 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: The attendance rate meets or exceeds 97%.

Evaluation Data Sources: District Reporting Data and TAPR

Summative Evaluation: None





Strategy 1: Office staff will contact parents of absent students with no school contact. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Attendance Secretary	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent contact will be made for 3 or more unexcused absences, 5 PC days used, and 90% attendance rules via Parent Notification System, letters, parent conference, and use of attendance officer as needed. Strategy's Expected Result/Impact: Increase in student attendance. Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: LISD will equip and maintain facilities that promote and foster a culture of equity, safety, civility, and productivity in all learning environments.

Performance Objective 3: We will maintain our percentage of students absent for more than 10% of the days in a semester.

Evaluation Data Sources: Attendance reports
Individual Student Attendance Plans

Summative Evaluation: None

<p>Strategy 1: Parent contact will be made for 3 or more unexcused absences, 5 PC days used, and 90% attendance rules via letters, parent conference, and use of attendance officer as needed.</p> <p>Strategy's Expected Result/Impact: Maintenance of 0% of students absent for more than 10% of the days in a semester.</p> <p>Staff Responsible for Monitoring: Administration and Attendance clerk</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: LISD will strengthen partnerships with the community to increase shared responsibility and trust.

Performance Objective 1: Increase parent voice and input in a way which is more representative of the district's demographics.

Evaluation Data Sources: Sign in sheets


Agendas


Minutes


Idea/question forms


Summative Evaluation: None

Strategy 1: Develop and distribute Parent and Family Engagement Policy and offer flexible number of parent involvement meetings Strategy's Expected Result/Impact: Increase the number of parent involvement meetings Staff Responsible for Monitoring: Administration, Title I Parent Contact Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Refreshments - 211 - Title 1, Meeting Schedule - 199 - General Fund	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Goal 3: LISD will strengthen partnerships with the community to increase shared responsibility and trust.

Performance Objective 2: Increase community partnerships by 10 percent and strategically align with instructional and non-instructional school needs.

Evaluation Data Sources: Number of verified community partnerships through Communications and Community Relations

Summative Evaluation: None

State Compensatory

Budget for Talkington High School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
199.11.6399.00.024.30.0.00	6399 General Supplies	\$4,200.00
	6300 Subtotal:	\$4,200.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Morgan Abbott	Teacher-Robotics	Title I, Part A	.5

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Advanced Academic instructional staff		\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
3	1	1	Meeting Schedule		\$0.00
Sub-Total					\$0.00
199 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Foundation Funds to pay staff for after school tutoring, Khan Academy, and supplemental materials		\$0.00
1	2	1	Intervention resources for targeted instruction.		\$1,410.00
Sub-Total					\$1,410.00
211 - Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	After school intervention		\$10,000.00
1	1	6			\$15,000.00
1	4	2	Istation subscription		\$3,150.00
1	4	4			\$8,000.00
3	1	1	Refreshments		\$0.00
Sub-Total					\$36,150.00
199 - Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Resources for LEP Students		\$200.00
Sub-Total					\$200.00
199 - G/T					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	2	Supplies for Advanced Academic Initiatives.		\$1,040.00

199 - G/T					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$1,040.00
				Grand Total	\$38,800.00

Addendums