

LOVELADY JUNIOR HIGH/HIGH SCHOOL



Campus Improvement Plan

2025 - 2026

DISTRICT MISSION

The mission of Lovelady Junior High/High School is to work together to provide a quality education based on high expectations, a positive attitude, and cooperation. The Administration, Faculty, Staff, Students and Community are committed to working together to insure the achievement of this mission.

VISION STATEMENT

Lovelady ISD is dedicated to excellence in all endeavors our students undertake. All students will perform at a high level and be prepared to continue that excellence when they become citizens of an ever-changing world.

CAMPUS MOTTO

“Offering Opportunities Today...For Tomorrow”

LOVELADY JUNIOR HIGH/HIGH SCHOOL CAMPUS SITE-BASED COMMITTEE

Jo Beth Martinez – Administrator/Chairman

Ashley LaRue – Special Programs Coordinator

Leslie Gilchrist – District Counselor

Tannor Knight – Teacher

Cheryl Balmer - Teacher

Danielle McCullough – Teacher

Leisa Rogers – Teacher

Shanna James – Community Representative

Magen Hamrick– Parent Representative

Sherri Lovell – Business Representative

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The students in Lovelady ISD will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in Lovelady ISD will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in Lovelady ISD will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in Lovelady ISD will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

COMPREHENSIVE NEEDS ASSESSMENT

Lovelady JR/SR High School

Lovelady JH/HS conducted a Needs Assessment for the 2025 - 2026 school year. Needs identified were determined from the following six areas of data collection:

- **Demographics**
- **Student Achievement**
- **School Culture and Climate**
- **Staff Quality, Recruitment and Retention**
- **Curriculum, Instruction, and Assessment**
- **Family and Community Involvement**
- **School Organization**
- **Technology**

A committee made up of central office staff, campus principals, teachers, parents, and business and community representatives was convened to examine each area listed above. The committee examined and discussed data and made a prioritized list of needs for each area. The committee then assisted in summarizing the needs and writing the comprehensive needs assessment.

Demographics

Data Sources: PEIMS Reports, AYP Report, TAPR, Snapshot Reports

Lovelady Junior High/High School has an enrollment of 253 students, 24 teachers, 3 instructional aides, 1 secretary, 2 administrators and 1 counselor (District Counselor). The student/teacher ratio is 11 to 1. Most classroom teachers on the JH/HS campus meet the NCLB Highly Qualified standards. The teacher's average experience is 12.9 years and 14.2 years with Lovelady ISD.

Lovelady JH/HS's student body is composed of the following student groups: African American – 11.1%; Hispanic – 10.7%; White – 74.1%; Asian – 0.4%; Two or more races - 2.3%, American Indian - 0.4%, and Pacific Islander 0.4%. Economically Disadvantaged students make up 41.1% of the student body and At-Risk students comprise 23.0%.

Program information for Lovelady JH/HS includes Bilingual/ESL Education – 0.4%, Career & Technical Education – 81.1%, Gifted & Talented – 5.2%, and Special Education – 16.3%.

Our attendance rate is 96.8%, 100% graduation rate, dual credits in any subject 55.2%, and career/military ready graduates 100%

The annual drop-out rate was 0%.

Summary of needs:

- ***Continue to promote inclusion for special needs students***
- ***Training on data disaggregation to note specific weaknesses in subgroups and testing categories***
- ***Continue to implement a systemic program for college and career readiness, including dual credit courses and certification testing programs***

Student Achievement

Data Sources Reviewed: STAAR Data, AEIS Reports, ACT/SAT Reports, AYP Reports, and PEIMS Reports

2025 campus performance percentages for Lovelady JH/HS are as follows:

7th Grade

- Reading - 87% approaches grade level, 66% meets grade level, 34% masters grade level
- Math - 84% approaches grade level, 42% meets grade level, 13% masters grade level

8th Grade

- Reading - 97% approaches grade level – 81% meets grade level – 47% masters grade level
- Math - 86% approaches grade level – 36% meets grade level – 14% masters grade level
- Science - 83% approaches grade level – 53% meets grade level – 14% masters grade level
- Social Studies - 72% approaches grade level – 39% meets grade level – 22% masters grade

EOC Performance

- ELA I –86% approaches grade level – 75% meets grade level – 18% masters grade level
- ELA II – 93% approaches grade level –78% meets grade level – 7% masters grade level
- Algebra I – 87% approaches grade level – 45% meets grade level – 17% masters grade level
- US History - 96% approaches grade level – 67% meets grade level – 21% masters grade level

- Biology – 96% approaches grade level – 76% meets grade level – 20% masters grade level

SAT/ACT/College Career Readiness Performance

- 2023 SAT - District Mean 1031, (State Mean 978)
- 2023 ACT at/above Criterion – 19.1% (State – 19.2%)
- 2023 College Ready Graduates – 55.2% (State – 44.1%)
- 2023 Dual Credit - 55.2% (State 23.6%)
- 2023 OnRamps 55.2% (State 4.8%)
- 2023 TSI Graduates in ELA - 72.4% (State 62.8%)
- 2023 TSI Graduates in Math - 72.4% (State 53.4%)
- 2023 Level I or Level II graduates - 0.00% (State 0.8%)
- 2023 Industry Based Certification - 79.3% (State 33.4%)

Analysis of our STAAR/EOC and SAT/ACT/College Readiness data reveals areas of student achievement on which we can identify strengths and weaknesses.

Strengths:

Overall Performance: 89% of all tests scored *Approaches Grade Level or above*; 65% scored *Meets*; 21% scored *Masters*.

Reading/Language Arts (RLA): Strongest subject overall.

- 92% Approaches, 80% Meets, 27% Masters.
- White and non-economically disadvantaged students are particularly strong (Meets 84–86%).

Science: Meets performance (67%) is solid, with White students at 66%.

Gifted/Talented & Non-Econ Disadvantaged: High levels of Meets/Masters across subjects (often 70–90% Meets).

Continuously Enrolled Students: Higher performance (Meets 63%) compared to non-continuously enrolled.

Weaknesses / Focus Areas

- **Mathematics:**

- 87% Approaches, but only 51% Meets and just 15% Masters.
- Special Education (Current): only 6% at *Meets*, 0% at *Masters*.
- Economically Disadvantaged: 43% Meets, 9% Masters.

- **African American subgroup:**

- RLA Meets only 33%, Math Meets 33%, Science Meets 40%, Social Studies Meets 33%.
- Consistently the lowest-performing racial subgroup.

- **Special Education:**

- Very low performance across all subjects (only ~27% Meets overall).

- **Economically Disadvantaged Students:**

- 85% Approaches but only 58% Meets, 15% Masters across all subjects.

- **High Focus Group** (Econ Disadv, EB/EL, Special Ed, Highly Mobile):

- 55% Meets, 14% Masters (well below overall averages).

To maintain strengths:

1. **Reading/Language Arts (RLA) -**

- Continue **close reading strategies**, annotation, and evidence-based writing.

- Keep **spiral reviews** of vocabulary and comprehension skills across content areas.
- Encourage **student choice in texts** to keep engagement high while practicing rigorous skills.

2. Science & Continuously Enrolled Students

- Maintain **hands-on labs and inquiry-based learning**.
- Strengthen connections between science literacy and RLA (expository texts, data analysis).
- Track progress of continuously enrolled students to ensure they remain on trajectory.

3. Gifted/Talented & Non-Econ Disadvantaged

- Keep offering **enrichment projects, advanced problem-solving tasks, and extension assignments**.
- Use them as **peer mentors/tutors** to support classmates while deepening their own understanding.

Improve Weaknesses

1. Mathematics (biggest gap)

- Focus on **conceptual understanding + procedural fluency** (number sense, algebraic reasoning).
- Use **daily formative checks** (exit tickets, quick quizzes) to identify misconceptions early.
- Integrate **spiral review** of prior TEKS (many math struggles are from gaps in foundational skills).
- Targeted **small group instruction & interventions** for students below Meets.

2. African American & Economically Disadvantaged Students

- Increase **culturally responsive teaching practices** (relevant texts, real-world math connections).
- Provide **targeted tutorials, mentoring, and check-ins** to strengthen academic confidence.
- Monitor progress with **data-driven PLC meetings** every 3–4 weeks.

3. Special Education (Current)

- Emphasize **scaffolded instruction** (graphic organizers, sentence frames, step-by-step problem solving).
- Implement **co-teach models** where general and SPED teachers plan together.
- Prioritize **practice with STAAR-aligned accommodations** (oral admin, extra time, chunking).

4. Closing the Gaps / High Focus Group

- Provide **structured intervention blocks** built into the master schedule.
- Use **evidence-based strategies**:
 - RLA → reciprocal teaching, close reading.
 - Math → number talks, error analysis, visual models.
- Celebrate **growth as well as proficiency** to build motivation.

For **Domain 3 – Closing the Gaps**: Student groups such as **Economically Disadvantaged** and **Special Education** showed lower performance compared to other groups. Specific indicators like **Academic Achievement in Math** and **Graduation Rate for targeted subgroups** fell below state targets.

In **Domain 1 – Student Achievement: Math STAAR performance** lags significantly behind Reading/ELA. College, Career, and Military Readiness (CCMR) indicators are also lower than the state average, especially for certain subgroups.

Domain 2 – School Progress: in the **Academic Growth** component, math growth is weaker than reading growth, indicating a need for targeted instructional interventions.

Summary of Needs:

- ***Use of data to guide targeted interventions for economically disadvantaged and special education students***
- ***Monitor the use of the research based computer programs that are utilized by the campus***
- ***Develop formative and summative assessments to monitor student progress toward the next mastery level on STAAR***
- ***Implementation of pacing calendars with fidelity to maintain curriculum alignment***
- ***Accelerated learning classes***
- ***Monitor SPED scores in JH, Eng I and Eng II***
- ***ACT/SAT preparation classes***
- ***College Algebra remediation to address math TSI & college readiness***
- ***Composition and Rhetoric & Biology will be offered through OnRamps***
- ***OnRamps continued education training***

- ***Increase CCMR readiness opportunities (dual credit, certifications, military enlistment tracking).***

School Culture and Climate

Data Sources Reviewed: Discipline Referrals, DAEP/ISS placements, Lovelady FB page, CIP, Calendar of Activities for the campus

Lovelady JH/HS is a school that is deeply rooted in tradition, with a significant amount of community involvement and support in all aspects of the school. Our goal is to make parents and families true partners in the education of their children through collaboration with staff and the campuses. Parents are included in the planning, implementation and evaluation of the campus policies. The campus site-based committee ensures that parents and the community partner in our students' education. We have active booster clubs at the JH/HS level. We host an annual Meet the Lions, Veteran's Day program, Lovefest, and Calf Show to include members of our community.

The teachers at Lovelady JH/HS work together to support staff and students. The teachers and staff are very dedicated to their craft and love the students that they serve. They are also supportive of each other as they all work in close partnership, openly

communicate, and collaborate with each other to ensure the success of all students. We will have 3 new staff members this year. The students at Lovelady JH/HS are well behaved, respectful, and take pride in their school. Academic & behavioral expectations and school policies & procedures were reviewed and discussed with students at the beginning of school to establish a school culture of high standards for achievement.

We will offer breakfast and lunch on the JH/HS campus to promote a sense of community on the campus.

Lovelady JH/HS had 64 office referrals during the 2024 - 2025 school year. Of those 64, 24 resulted in a change of placement. The number of students that are out of placement due to discipline issues has remained close to the same, while overall referrals have decreased. We will review and update our student code of conduct to address discipline issues. We will maintain an open line of communication with parents when issues arise and work together to address discipline. Restorative practices will be implemented to help deter discipline issues.

LISD strives to ensure that all of its students and employees are free from bullying, sexual harassment, dating violence, and sexual violence. The District has adopted policies to insure every effort will be made to protect the due process rights of all victims and all alleged perpetrators.

Definition: Dating violence is defined as the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship. Dating violence is a pattern of coercive behavior that one partner exerts over the other person for the purpose of establishing and maintaining power and control.

A Notice of Parent and Students Rights: Bullying, Sexual Harassment, Dating Violence and Sexual Violence is included in the Student Code of Conduct. Concerns should be addressed to the campus principal or behavior coordinator.

Complaints are documented and investigated in accordance with LISD policy and guidelines. Any staff member who observes an incident that involves physical or sexual assault or threats will report the incident immediately to the principal. Any staff member who learns of an incident or threat may submit a Complaint Form on behalf of the victim. Trafficking awareness will be taught to staff through PD and students in health class.

Administrators and faculty members receive annual awareness training during in-service days in August.

Students in grades 7-12 also receive age-appropriate dating and sexual violence education, use of AED, and Fentanyl awareness.

Summary of Needs:

- ***Provide guidelines for booster clubs***
- ***Monitor guidelines for various committees for fundraising***
- ***Work to build an atmosphere of community***
- ***Restructure and monitor effectiveness of ISS***
- ***Continue to utilize restorative discipline practices***
- ***Provide curriculum & training for dating/sexual violence & trafficking awareness***

Staff Quality, Recruitment and Retention

Data Sources Reviewed: Highly Qualified Teacher Reports, Lovelady Policy Online, Lovelady ISD website, District Salary Schedule, Master Schedule

Lovelady JH/HS employs 26 teachers, 1 instructional aides, 1 secretary, 2 administrators, 1 counselor and 2 custodians. Most teachers and instructional aides meet the federal guidelines for Highly Qualified as required by No Child Left Behind.

Teaching Experience

Teaching experience in 2025 is as follows...

- Beginning (0.0%)
- 1 to 5 years (39.6%)
- 6 to 10 years (20.0%)
- 11 to 20 years (16.3%)
- Over 20 years (11.9%)
- Over 30 years (12.2%)

The average years of experience for teachers on the campus is 12.9 and 7.0 years with the district.

Lovelady JH/HS advertises employment openings publicly and accepts applications online. Lovelady ISD has taken steps to make Lovelady teacher salaries competitive with other local school districts in order to attract and retain new teachers. Shortage stipends are paid to help retain teachers in areas of critical need. As a district we are part of the Teacher Incentive Allotment to promote and retain highly skilled

teachers. Flexible PD training has been implemented. Administration works with employees who are not fully certified to help them acquire their certification and teachers will apply for grants to help with the ITeacher certification program. The staff is supported by: campus and district administration.

Summary of Needs:

- ***Provide resources and support to employees who are not fully certified***
- ***Hold high expectations for staff to ensure the climate and culture remains positive and productive***
- ***Work to maintain benefits and salary within budget constraints***
- ***Grant for teachers to complete alternative certification***

Curriculum, Instruction, and Assessment

Data Sources Reviewed: STAAR/Benchmark Data, TPRI, TSI, ACT/SAT scores, Report Cards, Curriculum Coverage Reports, TTESS, Discipline Reports

Target areas for Lovelady JH/HS will be Algebra I and English I. These grades will work towards increasing the percentage of students meeting the “approaches” level on STAAR. All other EOC/STAAR tested areas will increase the percentage of students meeting the “meets and masters” level on STAAR. Curriculum resources for 2025 - 2026 include Study Island, Eduphoria, Edgenuity, Get More Math, MIMIC Personal Finance, ICEV, Quill, No Red Ink, STEMscopes, Lowman SS and US History, Kessler Science, Bluebonnet Math & Amplify Reading. Administrators will promote higher level questioning and a rigorous curriculum to engage students and promote a higher level of achievement.

Instruction will be documented using pacing calendars. Teachers will meet with appraisers, biweekly, to align their scope and sequence of TEKS and ensure that all TEKS are being covered. Teachers will continue to be evaluated using the Texas Teacher Evaluation and Support System (TTESS). Teachers will utilize Eduphoria, TIDE, and TTESS, with support from administrators, to complete and monitor their goal setting for the 2025 - 2026 school year. TTESS will also be used in conjunction with professional development, improvement of classroom instruction, and measurement of student growth.

An additional measure of our curriculum and the learning it provides to our students are BOY Interim Assessments/Benchmarks, STAAR Benchmarks and semester finals.

CTE certifications and courses will be an additional area of focus. Teachers will obtain needed certifications or seek out locations for certifications in order for students to obtain CTE certifications to prepare them for the workforce. Targeted professional development for Health Science CTE courses will be implemented. A student inventory assessment was given to identify additional areas of CTE need and a Health Science program of study was added 2 years ago and we will continue to incorporate required courses into this pathway. At the beginning of the school year teachers will determine what areas of certification students will test in and order appropriate curriculum to prepare them for testing.

Summary of Needs:

- ***Raise engagement and critical thinking skills through the use of higher level questioning and rigorous curriculum***
- ***More time spent actively monitoring teachers instruction through walkthroughs to provide instructional support***
- ***Meetings with teachers to align pacing calendars***
- ***Identify CTE certification areas and have appropriate curriculum***
- ***Professional Development Training***
- ***Improve TSI/ACT/SAT scores***

Family and Community Involvement

Data Sources Reviewed: Sign-In sheets for Parent Involvement Activities, Hand-outs from Parent Involvement Meetings, Parent Involvement Letters

Many efforts are being made to involve families and community members in our school. Administrators practice an open door policy, allowing parents to bring concerns as they arise. Parent Portal is provided through the district's website and parents are encouraged to access and monitor their child's academic progress through this portal. The parents can also be emailed by the portal if their child fails an assignment or test. JH student/parent meetings will be held prior to the start of school to help with the transition from middle school to junior high. Open house is held each school year at the beginning of school. The parents are given an opportunity to meet their child's teacher in an effort to open all lines of communication between the parents and school.

Every other school year LHS holds a Career Day in which the Counselor invites business and professional individuals to come, address LJH/LHS students, and give the students some insight as to what is required to work in their respective fields. College Recruiters are also invited to attend and provide students with information about their schools, as well as, military recruiters. Additionally, military recruiters are invited to attend school during lunches every year. The Junior class is taken on a college visit by the school each year. Our counselor works closely with

area colleges to provide financial aid information to students and parents upon request. FAFSA meeting is held during the school year for students and parents to receive assistance with completing the FAFSA.

Lovelady JH/HS participates in many extracurricular programs including UIL Athletics and Academic UIL as well as school sponsored clubs and organizations. Lovelady JH/HS encourages family and community involvement in: Athletic, Band, and FFA Booster Clubs. The SHAC (School Health Advisory Committee) will meet and provide feedback throughout the year.

Summary of Needs:

- ***Increase communication with parents through various methods***
- ***Publicize and promote school activities***
- ***Encourage active participation in booster club and fund raising activities***
- ***Encourage parents to attend JH orientation meetings***
- ***Encourage parents to attend FAFSA night***

School Organization

Data Sources Reviewed: District Organizational Chart, Master Schedule

Lovelady JH/HS is a 7th – 12th grade campus. One principal and Special Programs Coordinator lead the campus. We have one counselor that serves the district. Additionally, we have an Athletic Director, a JH UIL Coordinator, and a HS UIL Coordinator. There are two co-directors over technology that serve the entire district.

Summary of Needs:

- ***Provide budget training to all career and technology programs***
- ***Offer certification opportunities through Ag Mechanics/Floral Design/Microsoft Word Expert/Adobe Photoshop/BASF Plant Science***
- ***Purchase instructional materials that are needed***

Technology

Data Sources Reviewed: District Technology plan, Campus Improvement Plan

Technology integration is an important component of student learning at Lovelady JH/HS. Teachers use the devices to facilitate technology integration within student learning and provide feedback. Our priority is to provide training to our teachers and students for online learning and

interactive platforms. Some teachers are also using educational programs such as Edgenuity, Study Island, Quizlet, and Google Classroom, while some students are additionally taking online dual credit courses. Students enrolled in college courses will be proficient in Blackboard and Canvas platforms which are utilized in dual credit classes. Our goal is to have more teachers utilizing technology within their classrooms and we will continue working toward expanding our students' use of technology as related to curriculum. We will ensure that staff are properly trained on online curriculum.

The Technology Department of Lovelady ISD consists of two technology staff. They are responsible for serving the technology needs of the district.

Summary of Needs:

- ***Increase rigor and usage of curriculum based technology into the classroom***
- ***Provide opportunities for quality technology professional development***
- ***Provide training and support to teachers utilizing online textbooks, platforms and resources***

Summary of Identified Needs

- 1. Increase student achievement on STAAR “Masters” standards**
- 2. Increase performance of each student group on STAAR 7th and 8th grade Math**
- 3. Increase Algebra I, English I , SPED and Economically Disadvantaged scores**
- 4. Increase our College and Career Readiness achievement**
- 5. Retain and develop highly qualified teachers**
- 6. Increase rigor and usage of curriculum based technology**

LOVELADY JR/SR HIGH SCHOOL IMPROVEMENT PLAN 2022-2023

Goal 1: All Lovelady ISD students will be offered an exciting, rigorous and relevant educational experience focused on increasing STAAR “Mastered” standards.

Objective 1.1: All students and student groups will be prepared to continue their education either in college, technical school, military or to successfully enter the workforce upon graduation.

Objective 1.2: The achievement of “Masters” performance for all students will increase by 10% by May 2025.

Objective 1.3: Increase performance of each student group on STAAR for 7th/ 8th math and 8th social studies by 10% by May 2025.

Objective 1.4: Increase performance of African American students on English I and English II EOC by 10% by May 2025

Objective 1.4: Improve passing rate for SPED students on STAAR tests.

Summative Evaluation: STAAR/TAKS Summary Report, AEIS Report, AYP Report, Progress Reports, Report Cards

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVIDENCE OF IMPLEMENTATION	FORMATIVE/SUMMATIVE EVALUATION
Provide rigorous, TEKS aligned curriculum-	Local	Principal, Special Programs, Coordinator, Teachers	August - May	Evaluation feedback, Lesson Plans	Classroom walkthroughs & Teacher Evaluations
Provide Intervention support – Tiers I, II & III	SCE	RTI Teacher, Counselor, Campus Principal, Classroom Teachers	August-May	Progress Reports, Report Cards, Weekly Grade reports	Grade Improvement by students receiving RTI assistance
Implement Credit Recovery	Local	Principal, Special Programs Coordinator	August-May	Enrollment in Edgenuity Learning Program	Grade Reports from Edgenuity
Schedule and host Career Day on JH/HS campus	Local	Counselor, Campus Principal	August-May	Counselor’s Planning Records	Student Evaluation forms after career day

Increased monitoring and support for At-Risk students.	Local	Campus Principal, Counselor	August-May	Weekly grade reports	Weekly grade reports
Provide more opportunities for Honors classes in JH and HS.	Local	Campus Principal, Counselor, Teachers	August - May	Master Schedule	Master Schedule
Provide counseling services	Local, CCMR,Sped, ESL	Counselor	August-May	Counselor's records	Counselor's records
Provide exciting, engaging, interactive, relevant classroom instruction	Local	Principal, Classroom Teachers, Special Programs Coordinator	August-May	Lesson Plans, Informal & Formal Walk-throughs	Lesson Plans, T-TESS Records
Implement TEKS aligned curriculum through the use of pacing calendars.	Local	Principal, Special Programs Coordinator	August-May	Lesson plans, classroom observations, contract with TEKS Resource Systems	Lesson plans, classroom observations
Provide Accelerated instruction for students not meeting STAAR/EOC "Approaches" level	SCE	Principal, Counselor	August - May	Lesson plans, informal & Formal Walk-throughs, BM and test data, master schedule	Data from benchmarks, STAAR, master schedule
Identify objectives in which students are weakest, rank them in order of greatest need, develop individualized instruction plans for each according to their needs.	Local	Teacher, Principal	August-May	Attendance records of Eduphoria Professional Development, data from benchmarks/interim assessments, informal/formal assessments	Lesson plans, Eduphoria login records, benchmark/interim assessment data, assessment data
Provide training to teachers in data disaggregation and	Local	Principal	August-May	Eduphoria & TIDE data, lesson plans, student groups	Lesson plans, Lesson plans, Eduphoria/TIDE login records, benchmark data, assessment data

data disaggregation tools (Eduphoria/TIDE). Meetings w/ Teachers on Use of Eduphoria, TIDE and Lead4Ward resources					
Improve passing rate for SPED students on STAAR tests.	Local, Sped	Principal, SPED Teacher, classroom teachers	August-May	Class records, Benchmark tests scores, STAAR scores	Benchmark tests scores, STAAR scores
Opportunities to attend professional development at Regional Service Center, Conferences, and other professional training.	Local	Principal	August-May	Region 6 attendance records, Teacher Technology hours.	Attendance Records, Technology hours
Provide Relevant, Quality Professional Development during In-Service Days.	Local	Principal, Technology Director, Special Programs Coordinator	August-May	Attendance records	Attendance Records
Vertical Alignment	Local	Principal, Teachers	August-May	Classroom Activity	Lesson Plans, Observations
Review students writing samples on campus to determine patterns and identify where students are and how to move them forward.	Local	Principal, Teachers	August-May	Improved Writing Compositions, BM and STAAR/EOC scores	Lesson Plans, Observations, testing scores
Teachers will attend Region 6 writing swap to score and compare	Local	Principal, Teachers	August-May	Improved EOC scores and increased numbers of re-testing students	Conferring Notes, Observations, student data

student writing samples.				passing, certificate of completion	
Teachers will identify gaps in students' social studies background and use direct vocabulary instruction to accelerate growth as well as processing activities and application opportunities.	Local	Principal, Teachers	August-May	Report card grades, STAAR scores	Lesson Plans, Observations,
Teachers will attend training on new TEKS and usage of adopted curriculum.	Local	Principal, Teachers	August - May	Certificate of training, improved EOC scores, student mastery of new TEKS	Certificates, lesson plans, observations, student data

Goal 2: All Lovelady ISD students will be offered an exciting, rigorous and relevant educational experience focused on increasing College and Career Readiness.

Objective 2.1: College and Career Readiness: Create a culture that prepares all students for a full-range of postsecondary options through motivational and experiential college and career experiences.

Objective 2.2: Offering of college and career activities

Objective 2.3: Prepare 100% of our students to pass the Math/English TSI

Objective 2.4: Offering of CTE certifications

Objective 2.5: Offering of dual credit classes

Objective 2.6: Prepare 100% of our students for a productive life beyond graduation by providing post-secondary options such as: 2 or 4- year college, trade or technical school, the military or skilled employment.

Summative Evaluation: TAPR Report, ACT/SAT Data, TSI, CTE certifications, Dual Credit Courses

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVIDENCE OF IMPLEMENTATION	FORMATIVE/SUMMATIVE EVALUATION
Rigorous, TEKS aligned curriculum-	Local	Principal, Teachers, Special Programs Coordinator	August - May	Evaluation feedback, Lesson Plans	Classroom walkthroughs & Teacher Evaluations
Promote college and career readiness by administering PSAT & ACT to all 11th graders.	Local	Principal, Counselor, Teachers, Special Programs Coordinator	August-May	More students taking entrance exams	TAPR report, Counselor records
Provide access to test formatting	Local	Counselor, Teachers	August-May	Counselor Records	Counselor Records
Exciting, engaging, interactive, relevant classroom instruction	Local & State	Principal, Classroom Teachers, Special Programs Coordinator	August-May	Lesson Plans, Informal & Formal Walk-throughs	Lesson Plans, T-TESS Records
TEKS aligned curriculum scope & sequence followed; exemplar lessons are available to teachers.	Local & IMA	Principal and Special Programs Coordinator	August-May	Lesson plans, classroom observations, contract with TEKS Resource Systems	Lesson plans, classroom observations
Provide College Algebra remediation class to close gaps in math	Local	Principal, Classroom Teachers, Counselor	August-May	Lesson plans, classroom observations, Blackboard	Lesson plans, classroom observations, Blackboard
Provide dual credit classes	Local	Principal, Classroom Teachers, Counselor		AJC dual enrollment, OnRamps	AJC enrollment, OnRamps Enrollment

Provide more opportunities for Honors classes in JH and HS	Local	Campus Principal, Counselor, Teachers	August - May	Master Schedule	Master Schedule
Counseling services provided in college and career readiness	Local, CCMR	Counselor	August-May	Counselor's records	Counselor's records
Students will take SAT by the beginning of their senior year and be accepted to a school	Local	Counselor	August-May	Student Registration forms	Student records of SAT scores
Students will explore post graduate options with the military	Local	Counselor	August-May	Military Recruiters record of visits	Records of Recruiter visits
Provide CTE certification opportunities through CTE classes	Local, CTE	Campus Principal, Special Programs Coordinator, Counselor, Teachers	August-May	Lesson plans, classroom observations, recorded certifications	Lesson plans, earned certifications
12th grades students begin college applications and postsecondary opportunities process online - Apply Texas Drive	Local	Counselor	August - May	Student Registration Numbers	Student Registration Numbers
12th grade students to complete FAFSA	Local	Counselor	October - May	Submitted FAFSA	FAFSA
Opportunities to attend professional development at Regional Service Center, Conferences, and other professional trainings	Local	Principal and Special Programs Coordinator	August-May	Region 6 attendance records, Teacher Technology hours.	Attendance Records, Technology hours

Encourage Teachers to present Professional Development over technology by giving leadership opportunities	Local	Principal and Special Programs Coordinator	Summer	Attendance Records from professional development	Attendance Records from professional development
Live and/or virtual field trips to colleges and universities	Local, CCMR	Technology Director, Counselor, Campus Principals	August - May	Technology Records, Counselor records, sign-in sheets	Student evaluation forms after event
Provide Relevant, Quality Professional Development during In-Service Days	Local	Principal, Technology Director, Special Programs Coordinator	August-May	Lesson plans, more classroom rigor	Staff survey and input

Goal 3: Implement systems of continuous improvement in recruiting, supporting, and retaining qualified personnel

Objective 3.1: Retain highly-qualified faculty and staff.

Objective 3.2: Continue to seek qualified candidates for all potential openings.

Objective 3.3: Ensure quality of instruction and interaction with students

Summative Evaluation: TAPR Report, certification records, hiring and resignation records, exit surveys, District of Innovation

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVIDENCE OF IMPLEMENTATION	FORMATIVE/SUMMATIVE EVALUATION
Provide teachers the opportunity to attend Professional Development	Local	Principal, Special Programs Coordinator, Teachers	August - December	Training Certificates and hours of professional development	End of Year T-TESS conference, PD records
Implement Teacher Incentive Allotment	Local	Principal, Special Programs Coordinator	August - May	Enrollment in TIA	T-Tess, student growth in MAP/STAAR/formative assessment

Provide FFA teachers the opportunity to attend ATAT Professional Development Conference for Agriculture, Food and Natural Resources Cluster	CTE	Principal, Special Programs Coordinator	August - December	ATAT registration	Lesson plans, classroom observations
Provide on-going professional development through faculty meetings.	Local	Principal, Special Programs Coordinator	August - December	Classroom observations, lesson plans, PD attendance	Lesson plans, classroom observations
Yearly certificate verification	Local	Principal, Special Programs Coordinator, Teachers	August - December	Certification records	Certification records
Collaborate with entities to obtain teacher certifications	Local & TCLAS	Principal and Special Programs Coordinator	August - December	Certification records	Certification records
Provide on-going professional development/planning meetings for new teachers.	Local	Principal, Special Programs Coordinator	August-December	Lesson plans, classroom observations	Lesson plans, classroom observations
Improve lesson plan development through the use of pacing calendars	Local	Principal, Special Programs Coordinator	August-December	Lesson plans, classroom observations, Pacing Calendars	Lesson plans, classroom observations, Pacing Calendars

Goal 4: Increase Student's Use of Technology

Objective 4.1: Increase teacher, administrator, and staff proficiency in technology applications.

Objective 4.2: Provide technology enrichment opportunities for all staff to enhance and facilitate learning.

Objective 4.3: Provide opportunities for training in current instructional practices, subject content, and classroom management techniques.

Objective 4.4: Technology infrastructure and resources will be improved for students and staff.

Summative Evaluation: Technology report/inventory, Student use of technology through classroom assignments/activities

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVIDENCE OF IMPLEMENTATION	FORMATIVE/SUMMATIVE EVALUATION
Purchase laptops/chromebooks for classrooms	Title IV, ESSR	Technology	August - December	Every class with an online textbook will have a class set of laptops	Classroom Walkthroughs
Students will utilize classroom technology	Local, CTE	Principal, Teachers	August - May	Lesson Plans, Classroom Walkthroughs	Lesson Plans, Classroom Walkthroughs
Effectively utilize and integrate campus technologies to increase authentic student skills and digital citizenship.	Local	Principal, Tech Department	August - May	Lesson Plans, Classroom Walkthroughs	Lesson Plans, Classroom Walkthroughs
Utilize technology tools (as available) in teacher classrooms to increase the level of student engagement in learning and incorporate 21st Century skills.	Local	Principal, Teachers, Tech Department	August-May	Lessons, Classroom Walkthroughs	Lessons, Classroom Walkthroughs
Utilize Quizzes, Study Island, Google Classroom, Google Docs and other resources as collaborative learning tools for students and staff, promoting digital citizenship and effective use of technology for communication and learning.	Local	Principal, Teachers	August - May	Evidence of effective program use in online collaborative conversations	Classroom Walkthroughs

Increase student access to technology through the replacement of antiquated devices and the acquisition of new technology tools.	Local, Title IV, ESSER	Technology Dir., Principal	August - May	Replacement of antiquated devices; Schedule for regular replacement; Acquisition of new devices	Yearly Progress on updated technology and acquisition of new technology tools
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End of Report