

LOVELADY JUNIOR HIGH/HIGH SCHOOL



Campus Improvement Plan

2017-2018

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 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

Mike King – Administrator/Chairman

Todd Stone – Dean of Students

Leslie Gilchrist – District Counselor

Kerri Campbell – Teacher

Janice Harrelson – Teacher

Tracy Shoemaker – Teacher

Lisa Sullivan – Teacher

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 the 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 2017-2018 school year. Needs identified were determined from the following six areas of data collection:

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

1. Demographics

Data Sources Reviewed

- PEIMS Reports
- AYP Report

Lovelady Junior High/High School has an enrollment of 228 students, 24 teachers, 2 instructional aides, 1 secretary, 2 administrators and 1 counselor (District Counselor). The student/teacher ratio is 10 to 1. Most classroom teachers on the JH/HS campus meet the NCLB Highly Qualified standards. The teacher's average experience is 19.8 years and 8.9 years with Lovelady ISD.

Lovelady JH/HS's student body is comprised of the following student groups: African American – 11.8%; Hispanic – 5.7%; White – 78.9%; Asian – 0.9%. Economically Disadvantaged students make up 36.0% of the student body and At-Risk students comprise 29.4%.

Program information for Lovelady JH/HS includes Bilingual/ESL Education – 0.9%, Career & Technical Education – 68.4%, Gifted & Talented – 8.3%, and Special Education – 10.5%.

The annual drop-out rate was 0%.

2. Student Achievement, Curriculum, Instruction, and Assessment

Data Sources Reviewed:

- STAAR Data
- AEIS Reports
- ACT/SAT Reports
- AYP Reports
- PEIMS Reports

Lovelady JH/HS “Met Standard” on accountability for the school year ending in the spring of 2017.

In 2017, to receive a “Met Standard” rating, districts and campuses must meet targets on three indices: Index 1 or Index 2, and both, Index 3 and Index 4. Lovelady JH/HS met and exceeded all four targets.

2017 campus performance percentages for Lovelady JH/HS are as follows:

7th Grade

- Reading - 86% approaches grade level – 57% meets grade level – 23% masters grade level
- Math - 74% approaches grade level – 31% meets grade level – 14% masters grade level
- Writing - 83% approaches grade level – 49% meets grade level – 14% masters grade level

8th Grade

- Reading - 88% approaches grade level – 58% meets grade level – 30% masters grade level
- Math - 88% approaches grade level – 61% meets grade level – 21% masters grade level
- Science - 82% approaches grade level – 53% meets grade level – 9% masters grade level
- Social Studies - 68% approaches grade level – 18% meets grade level – 9% masters grade level

EOC Performance

- ELA I – 82% approaches grade level – 67% meets grade level – 2% masters grade level
- ELA II – 74% approaches grade level – 60% meets grade level – 12% masters grade level
- Algebra I – 88% approaches grade level – 33% meets grade level – 6% masters grade level
- US History - 100% approaches grade level – 57% meets grade level – 17% masters grade level
- Biology – 98% approaches grade level – 82% meets grade level – 18% masters grade level

SAT/ACT/College Readiness Performance

- 2015 SAT/ACT at/above Criterion – 14.3% (State – 24.3%)
- 2015 College Ready Graduates – 71.9% (State – 74.5%)
- 2017 ACT College Readiness Benchmarks – **English** 52 % (State 57%), **Math** 26% (St. 40%), **Science** 29% (St. 35%), **All Four** 19% (St. 26%)

3. School Culture and Climate

Data Sources Reviewed:

- Discipline Referrals
- DAEP/ISS placements

- Student Survey on School Climate

Lovelady JH/HS had 117 office referrals during the 2016-2017 school year. Of those 117, 30 resulted in a change of placement.

In the Spring 2016 semester, the Department of Education conducted student and teacher surveys regarding school climate and culture.

The completion rate for the student survey was 89% and the following data was reported: students felt supported by instructional staff, safe at the campus, and expectations were high to ensure student success. Students also reported Lovelady High School was a positive environment and that they felt emotionally supported. It was also noted that students would like to be more involved in the decision-making process and play a larger role in school policymaking.

The completion rate for the instructional staff survey was 72% and the following data was reported: teachers are supported, teachers encouraged students to take challenging classes and held students to a high standard, parent communication is a strength, students are encouraged to become involved in extracurricular activities, teachers agreed that their level of involvement in policy making was adequate, and that student behavior was manageable. It was also noted that teachers felt the school did not provide adequate training and professional development materials, and possible problems with college readiness for students.

Overall, students were very supportive of the Instructional Staff and Administration. The Instructional Staff felt they were supported by Administration and Community. The Students believed that the Instructional Staff were highly knowledgeable in the classes they taught. However, the Instructional Staff felt that they needed more training and professional development materials. The Instructional Staff were concerned with college readiness for Students. Students and Instructional Staff both feel that they have a safe, encouraging and positive environment to learn and teach.

4. Staff Quality, Recruitment and Retention

Data Sources Reviewed:

- Highly Qualified Teacher Reports
- Job Applications

Lovelady JH/HS employs 24 teachers, 2 instructional aides, 1 secretary, 2 administrators, 1 counselor and 3 custodians.

Most teachers and instructional aides meet the federal guidelines for Highly Qualified as required by No Child Left Behind.

Teachers by Ethnicity and Sex

95.6% of our teachers are categorized as White, 58% are Female, and 42% are Male.

Teaching Experience

Teaching experience in 2016 is as follows...

- Beginning (2)
- 1 to 5 years (2)
- 6 to 10 years (1)
- 11 to 20 years (4)
- Over 20 years (15)

5. Family and Community Involvement

Data Sources Reviewed:

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.

Open house is held each school year at the beginning of school. The parent is given an opportunity to meet their child's teacher in an effort to open any and all lines of communication between the parents and school.

Each school year LHS holds a Career Day in which the Counselor invites business and professional individuals to come and address 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 LHS students with information about their schools. Military Recruiters are also invited to attend.

Our counselor works closely with area colleges to provide financial aid information to students and parents that request it.

Lovelady JH/HS participates in many extracurricular programs including UIL Athletics, Drama, Academics as well as school sponsored clubs and organizations.

In the Spring of 2017, our Community and Student Engagement survey, or CASE, revealed the following areas in need of improvement:

1. Fine Arts (6.92)
2. Gifted and Talented (5.56)
3. Digital Learning Environment (6.67)

These CASE ratings are based on the following criteria and we will address the areas of improvement as listed:

Unacceptable: 0 – 2.99

Acceptable: 3 – 4.99

Recognized: 5 – 7.99

Exemplary: 8 – 10

Fine Arts (6.92)

- We have offered a very limited number of Fine Arts courses in the past. This year, we will increase our offerings by adding Theatre and Choir.

Gifted and Talented (5.56)

- We will train multiple teachers and provide staff development for GT.
- We will provide opportunities for our GT students to receive differentiated instruction in the areas of their GT abilities.
- We will communicate our GT accomplishments to our stakeholders.

Digital Learning Environment (6.67)

- We will increase our student's accessibility to technology.
- We will provide more staff development opportunities for teachers regarding technology implementation.

6. Technology

Data Sources Reviewed

- Technology Plan
- Climate Survey

As of now, students are limited in technology availability. We are currently working on getting class sets of laptops in every classroom. Currently, we have desktop computers in three classrooms and laptops in seven classrooms. Our priority is to provide laptops to our teachers that have online textbooks.

Based on results from our 2016 Climate Survey, three more areas of needs were identified

- To continue to offer and or allow teachers to attend technology training.
- To enhance current school curriculum by providing more learning opportunities for students to understand effects of social media.
- To provide students more in-depth study of computer applications and be able to apply knowledge in other classes.

The Technology Department of Lovelady ISD consists of two technology staff. They are responsible for serving the needs of the entire district to keep the technology equipment running smoothly and effectively.

Summary of Identified Needs

- 1. Increase student achievement on STAAR “Advanced” standards**
- 2. Increase our College Readiness achievement**
- 3. Develop and Implement a GT Pullout Program (Needs Assessment for SRSA and Title IVA Grants)**
- 4. Increase Student’s Access to Technology (Needs Assessment for SRSA and Title IVA Grants)**

LOVELADY JR/SR HIGH SCHOOL IMPROVEMENT PLAN 2016 - 2017

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

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
Rigorous, TEKS aligned curriculum-	Local	Principal, Teachers	August - May	Evaluation feedback, Lesson Plans	Classroom walkthroughs & Teacher Evaluations
RTI Progress Monitoring	Local	Counselor, Campus Principal, Teachers	August - May	Progress Reports, Report Cards, Weekly Grade reports	RTI sign-in sheets, RTI Reports
Intervention support – Tiers I, II & III	Local	RTI Teacher, Counselor, Campus Principal, Classroom Teachers	August-May	Progress Reports, Report Cards, Weekly Grade reports	Grade Improvement by students receiving RTI assistance
Credit Recovery	Local	Special Programs Coordinator	August-May	Enrollment in Acellus Learning Program	Grade Reports from Acellus
Career Day on both Elementary/Middle School & JH/HS campuses	Local	Counselor, Campus Principals	August-May	Counselor’s Planning Records	Student Evaluation forms after career day
Lovelady ISD will use the “Optional Flex-Days Calendar” option offered by TEA	Local	Classroom Teachers, Campus Principal	9 school days in the Fall and Spring Semesters	Students in need of remediation or to make up excessive absences will be required to attend “Flex-Days”	Student Exemption forms
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	2017-2018 school year	Master Schedule	Master Schedule
Counseling services	Local	Counselor	August-May	Counselor's records	Counselor's records
Exciting, engaging, interactive, relevant classroom instruction	Local	Principal, Classroom Teachers	September-May	Lesson Plans, Informal & Formal Walk-throughs	Lesson Plans, T-TESS Records
Opportunities for Teachers to collaborate with others on multiple levels	Local	Teacher, Principal	August-May	Professional Development attendance records	Lesson Plans, Walk-through reports,
TEKS aligned curriculum scope & sequence followed, exemplar lessons are available to teachers.	Local	Principal	August-May	Lesson plans, classroom observations, contract with TEKS Resource Systems	Lesson plans, classroom observations
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	Lesson plans, Eduphoria login records
Lovelady ISD will develop an inclusion model with Content Mastery available for all SpEd students.	Local, SCE	Principal, Special Programs Coord., Teachers, SpEd Teacher	Fall	Learning Lab attendance records	Student progress according to grade reports
Improve passing rate for SPED	Local	Principal, SPED Teacher, classroom teachers	August-May	Class records, Benchmark tests scores, STAAR scores	Benchmark tests scores, STAAR scores

students on STAAR tests					
Opportunities to attend professional development at Regional Service Center, Conferences, and other professional trainings	Local	Principal	August-May	Region 6 attendance records, Teacher Technology hours.	Attendance Records, Technology hours
Encourage Teachers to attend Summer Professional Development by giving Comp Days	Local	Principal	Summer	Attendance Records from Region 6, Technology hours	Attendance Records from Region 6, 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

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

Summative Evaluation: TAPR Report, ACT/SAT Data

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVIDENCE OF IMPLEMENTATION	FORMATIVE/SUMMATIVE EVALUATION
Rigorous, TEKS aligned curriculum-	Local	Principal, Teachers	August - May	Evaluation feedback, Lesson Plans	Classroom walkthroughs & Teacher Evaluations
Increase more participation in PSAT, SAT, and ACT, including funding, camps, weekday exams, and awareness	SRSA	Principal, Counselor, Teachers	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	Principal, Classroom Teachers	August-May	Lesson Plans, Informal & Formal Walk-throughs	Lesson Plans, T-TESS Records
Opportunities for Teachers to collaborate with others on multiple levels	Local	Teacher, Principal	August-May	Professional Development attendance records	Lesson Plans, Walk-through reports,
TEKS aligned curriculum scope & sequence followed, exemplar lessons are available to teachers.	Local	Curriculum Coordinator, Principal	August-May	Lesson plans, classroom observations, contract with TEKS Resource Systems	Lesson plans, classroom observations

Provide more opportunities for Honors classes in JH and HS	Local	Campus Principal, Counselor, Teachers	2017-2018 school year	Master Schedule	Master Schedule
Counseling services provided in college and career readiness	Local	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
PSAT sophomore/junior students	Local	Counselor	Fall Semester	Student Registration forms	Student records of PSAT scores
Students will explore post graduate options with the military	Local	Counselor	August-May	Military Recruiters record of visits	Records of Recruiter visits
Opportunities to attend professional development at Regional Service Center, Conferences, and other professional trainings	Local	Principal	August-May	Region 6 attendance records, Teacher Technology hours.	Attendance Records, Technology hours
Encourage Teachers to attend Summer Professional Development by giving Comp Days	Local	Principal	Summer	Attendance Records from Region 6, Technology hours	Attendance Records from Region 6, Technology hours
Live and/or virtual field trips to colleges and universities	Local	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
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Goal 3: Develop and Implement a GT Program

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVIDENCE OF IMPLEMENTATION	FORMATIVE/SUMMATIVE EVALUATION
Develop a plan to provide teachers the opportunity to attend GT Professional Development	SRSA	Principal, Teachers	August - December	Teachers become certified	End of Year T-TESS conference
Develop a rigorous curriculum for GT students	Local	Counselor, Campus Principal, Teachers	August - December	Students will receive GT services	
Evaluate and implement a GT identification process at the secondary level	Local	Counselor, Campus Principal, Classroom Teachers	August - December	Written procedures for identifying secondary GT students	

Goal 4: Increase Student's Access to Technology

STRATEGY	RESOURCE	PERSON RESPONSIBLE	TIMELINE	EVIDENCE OF IMPLEMENTATION	FORMATIVE/SUMMATIVE EVALUATION
Purchase laptops for classrooms	Title IV Grant	Technology	August - December	Every class with an online textbook will have a class set of laptops	
Students will utilize classroom technology	Local	Principal, Teachers	August - May	Lesson Plans, Classroom Walkthroughs	

Needs for the SRSA Grant and the Title IVA Grant**Technology Needs**

Lovelady High School has purchased online textbooks for students and teachers. When conducting an inventory of technology devices, it was discovered they do not have enough computers for all students and teachers to use. Therefore, the campus recommends that SRSA and Title IVA funds be used to purchased additional computers/technology devices to use in the classrooms.

GT Professional Development Needs

The teachers at Lovelady High School were surveyed concerning professional development needs. Out of the survey of needs it was discovered that the district had not kept up with providing opportunities for the teachers to keep up with their GT required professional development hours. The high school recommends that the SRSA funds be used to assist teachers in getting their required hours.

College and Career Readiness Needs

Lovelady Jr. High and High School is researching/investigating college and career exploration curriculum for 7th and 8th graders. It is recommended that the SRSA funds be used to purchase the new curriculum.

Lovelady High School offers Dual Credit courses for students and pays for a portion of the course fees. The campus has lost funding for the Dual Credit courses and wants to continue offering this for their students. It is recommended that SRSA funds be used so that Dual Credit can continued to be offered to students.

End of Report