2023-24 District Improvement Plan

Accountability Rating:

District Name

Louise ISD

Address

408 SECOND ST
LOUISE, TX

District ID

241-906

Superintendent

Dr. Garth Oliver

Date of School Board Approval

Table of Contents

Planning and Distribution Procedures

CNA and D/CIP Process: (provide a brief description of the process LEA uses to develop CNA and D/CIP).

Louise ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

Data Gathering:

Meetings:

Needs Assessment:

District/Campus Plan:

Distribution:

District/Campus Improvement Plan:

District/Campus Parent and Family Engagement Policy:

School-Parent Compact:

Translations:

Legal References

- Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)

- Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)

Mission Statement

Our students shall be academically prepared to fulfill their potential, self-assured, and motivated to excel.

Vision

Educate the Whole Child.

Core Beliefs

Relationships, Excellence, Faith, Safety, Integrity, Resilliance, Growth, Dilligence, Ownership

2022-23 District/Campus Improvement Planning

Name	Position (Parent, Business, Community, Teacher, etc.)	Signature
Dr. Garth Oliver	Superintendent	
Katrese Skinner	High School Principal	
Mary Trochta	Middle School Principal	
Lori Heard	Elementary Principal	
Traci Harvey	Counselor	
Danette Wendel	PEIMS	
Norman Horton	Director of Facilities	
Pam Wagner	Asst. Superintendent Business Manager	
Sandra Holik	Director of Technology	
Brittany Ross	CATE Coordinator/Ag Teacher	
Manny Freeland	Athletic Director	
Adam Ardner	Band Director	
Shae Barker	Cafeteria Manager	
Shannon Srubar	Sheriff	
Brady Peterson	TCLAS Data Fellow and District Safety Coor	
April Cubriel	Social and Emotional Counselor	
Megan Salinas	Band Parent and Booster Pres.	
Darryl Chromcak	Foundation Member	
Kinnan Stockton	Bank President-Louise Holdings	
Lori Heard	Elementary Teacher	
Kim Marek	Math Interventionist and IT Coordinator	
Kathryn Peterson	Curriculum Coordinator/ DTC/Federal Programs	

State Goals and Objectives

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 in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

GOAL #1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system 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. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

District ESSA Requirements

Equity Plan [ESSA Sec. 1112(b)(2)]:

School Support & Improvement [Sec. 1112(b)(3)]:

Poverty Criteria [Sec. 1112(b)(4)]:
Louise ISD determines Title I eligibility and rank/serve order through

Schoolwide Programs [Sec. 1112(b)(5)]:

Targeted Participants [Sec. 1112(b)(6)]:

Schoolwide Campus ESSA Requirements – Parent & Family Engagement

Though these Schoolwide campus Parent & Family Engagement requirements are not necessarily requirements of the CIP, be mindful of the following requirements as you develop your plans:

- ☐ School Parent & Family Engagement Policy [ESSA Sec. 1116(b)]:
  - o Annual Title I meeting
  - o Flexible number of meetings
  - o Meaningfully involve parents in planning, review, improvement of programs, including Parent Policy
  - o Provide Parents:
    - ▪ Timely notification about Title I programs
    - ▪ Description and explanation of curriculum and assessments used
    - ▪ Upon request, opportunities for regular meetings to participate in decisions related to child
    - ▪ Submit dissenting parent comments to LEA if SW plan is not satisfactory to Title I parents
- ☐ School-Parent Compact [ESSA Sec. 1116(d)]
  - o Describe school's responsibilities to provide effective learning environment
  - o Describe ways in which parents will be responsible for supporting student learning
  - o Address importance of communication
    - ▪ Parent-teacher conferences in elementary (annually, at a minimum)
    - ▪ Frequent reports to parents regarding student's progress
    - ▪ Reasonable access to staff, volunteer opportunities and observation of classroom activities
    - ▪ Ensure two-way, meaningful communication in language family understands (as practicable)
- ☐ Build Capacity for Involvement [ESSA Sec. 1116(e)]
  - o Provide assistance in understanding academic standards and assessment and how to monitor child's progress
  - o Provide materials and training to help parents work with children to improve achievement
  - o Educate teachers and relevant staff in value and utility of communicating with parents as equal partners
  - o Coordinate/integrate parent involvement programs, as feasible
  - o Ensure info related to school/parent programs, meetings, activities are provided in language/format understood
  - o Provide other reasonable support for parental involvement activities
- ☐ Accessibility [ESSA Sec. 1116(f)]
  - o Provide opportunities for informed participation of parents/family, including info and required school reports, in language/format parents understand

State Compensatory Education
State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.

This district has written policies and procedures to identify the following:
- o Students who are at-risk of dropping out of school under state criteria
- o Students who are at-risk of dropping out of school under local criteria
- o How students are entered into the SCE program
- o How students are exited from the SCE program
- o The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus:

The process we use to identify students at-risk is:

The process we use to exit students from the SCE program who no longer qualify is:

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs	Total Expenditures

Subtotal of additional federal funds included for this school: $

State or Local Programs	Total Expenditures
199	$12,500.00
199 11	$46,500.00
199 23 6411 23 001 599	$400.00
199 31	$11,280.00
199 41	$4,200.00
199 51	$130,100.00
211 11 6399 67 001 530	$400.00
255 13 6239 36 001 524	$1,750.00
Activity Fund	$500.00

Subtotal of state or local funds included for this school: $207,630.00

Total of federal, state, and/or local funds for this school: $207,630.00

Student Performance Data

Enrollment

Enrollment by Grade Level						
Grade Level	**2019-20**		**2020-21**		**2021-22**	
Early Education		%	5	1.00%	1	0.20%
Pre-Kindergarten		%	25	5.10%	33	6.40%
Kindergarten		%	39	7.90%	36	6.90%
Grade 1		%	33	6.70%	40	7.70%
Grade 2		%	36	7.30%	36	6.90%
Grade 3		%	29	5.90%	37	7.10%
Grade 4		%	42	8.50%	30	5.80%
Grade 5		%	38	7.70%	46	8.90%
Grade 6		%	29	5.90%	45	8.70%
Grade 7		%	44	8.90%	31	6.00%
Grade 8		%	36	7.30%	43	8.30%
Grade 9		%	42	8.50%	39	7.50%
Grade 10		%	35	7.10%	39	7.50%
Grade 11		%	33	6.70%	33	6.40%
Grade 12		%	27	5.50%	29	5.60%

Enrollment by Ethnicity and Subgroups						
Ethnicity	**2019-20**		**2020-21**		**2021-22**	
All Students		100%	493	100%	518	100%
American Indian or Alaska Native		%	1	0.20%		%
Asian		%	2	0.40%	2	0.40%
Black or African American		%	20	4.10%	16	3.10%
Hispanic/Latino		%	286	58.00%	307	59.30%
Native Hawaiian/Other Pacific		%	0	0.00%		%
Two or More Races		%	2	0.40%	2	0.40%
White		%	182	36.90%	191	36.90%
Economically Disadvantaged		%	923	87.30%	330	63.70%
At-Risk		%	132	26.80%	155	29.90%
Special Education		%	51	10.30%	35	6.80%

Attendance and Annual Dropout Rate

Attendance Rate			
Student Group	**2018-19**	**2019-20**	**2020-21**
All Students	95.2	98.4	94.8
Male	95.3	98.1	95.2
Female	95.1	98.7	94.4
Hispanic/Latino	95.2	98.5	94
Black or African American	95.9	98.1	95.7
White	94.9	98.2	96
Economically Disadvantaged	95	98.4	93.9
English Language Learner	95.6	99	94.5
Special Education	93.7	97.6	93.5
At-Risk	94.4	98.2	94.1

Annual Dropout Rate				
Student Group	**Grade Level**	**2018-19**	**2019-20**	**2020-21**
All Students	7-8	0	0	
	9-12	0.6	0	
Male	7-8	0	0	
	9-12	1.2	0	
Female	7-8	0	0	
	9-12	0	0	
Hispanic/Latino	7-8	0	0	
	9-12	1.1	0	
	9-12	0	0	
White	7-8	0	0	
	9-12	0	0	
Economically Disadvantaged	7-8	0	0	
	9-12	1	0	
English Language Learner	7-8	0	0	
	9-12	0	0	
	9-12	0	0	
At-Risk	7-8	0	0	
	9-12	2.9	0	

Annual and Total Graduates

Annual Graduates						
Subgroup	2018-19		2019-20		2020-21	
All Students	41	100%	38	100%	31	100%
African American	2	4.9%	2	5.30%	1	3.20%
Asian	0	0%	0	0.00%		%
Hispanic	24	58.5%	19	50.00%	10	32.30%
Two or More	0	0%	0	0.00%		%
American Indian	0	0%	1	2.60%		%
Pacific Islander	0	0%	0	0.00%		%
White	15	36.6%	16	42.10%	20	64.50%
Economically Disadvantaged	23	56.1%	21	55.30%	11	35.50%
At-Risk	9	22%	8	21.10%	2	6.50%
English Language Learner	4	9.8%	6	15.80%		%
Special Education	3	7.3%	2	5.30%	1	3.20%

Total Graduates (All Students)						
Graduate Type	18-19		19-20		20-21	
Recommended High School Program/ Distinguished Achievement Program	0	0%	0	0.00%		%
Foundation High School Program (Distinguished Levels of Achievement)	38	92.7%	36	94.70%	30	96.80%
Foundation High School Program (Endorsement)	0	0%	1	2.60%		%
Foundation High School Program (No Endorsement)	3	7.3%	1	2.60%	1	3.20%
Minimum High School Program	0	0%	0	0.00%		%

Reading

2019-20 STAAR Data N/A Due to COVID-19

				Did Not Meet		Approaches		Meets		Masters	
2018-19 Reading STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	40	1392	14	35	26	65	10	25	5	13
	4	27	1505	7	26	20	74	8	30	8	30
	5	42	1603	3	7	39	93	24	57	15	36
	6	37	1570	10	27	27	73	14	38	4	11
	7	43	1625	13	30	30	70	13	30	8	19
	8	43	1702	11	26	32	74	22	51	16	37
2020-21 Reading STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	29	1424	7	24	22	76	12	41	4	14
	4	43	1497	13	30	30	70	14	33	6	14
	5	40	1508	14	35	26	65	13	33	6	15
	6	29	1539	12	41	17	59	7	24	2	7
	8	37	1703	3	8	34	92	23	62	6	16
2021-22 Reading STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	3	37	1410	15	41	22	59	11	30	8	22

	5	45	1641	5	11	40	89	31	69	20	44
	6	45	1542	20	44	25	56	9	20	4	9
	7	31	1642	5	16	26	84	12	39	5	16
	8	43	1697	7	16	36	84	22	51	13	30

2018-19 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	25	1378	10	40	15	60	6	24	2	8
	4	16	1478	5	31	11	69	4	25	4	25
	5	23	1569	3	13	20	87	9	39	5	22
	6	20	1556	5	25	15	75	4	20	0	0
	7	26	1612	9	35	17	65	6	23	4	15
	8	25	1670	9	36	16	64	11	44	9	36

2020-21 Reading STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	15	1412	4	27	11	73	4	27	2	13
	4	24	1456	9	38	15	63	5	21	1	4
	5	26	1477	11	42	15	58	5	19	3	12
	6	15	1524	9	60	6	40	3	20	2	13
	8	22	1688	2	9	20	91	13	59	1	5

2021-22 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	23	1398	9	39	14	61	6	26	3	13
	5	25	1619	3	12	22	88	15	60	9	36
	6	29	1528	14	48	15	52	5	17	2	7
	7	16	1612	5	31	11	69	5	31	2	13
	8	22	1682	4	18	18	82	11	50	5	23
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	1									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	1									
	8	0									
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	4									
	4	3									
	5	2									
	6	1									
	7	2									

Student Group	Grade Level			Did Not Meet		Approaches		Meets		Masters	
	8	0									
Black or African American	3	1									
	4	2									
	5	2									
	6	2									
	8	2									
Black or African American	3	0									
	5	2									
	6	2									
	7	2									
	8	4									

2018-19 Reading STAAR Results											

Student Group											

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	11	1424	2	18	9	82	3	27	2	18
	4	8	1580	1	13	7	88	4	50	4	50
	5	15	1658	0	0	15	100	12	80	9	60
	6	16	1599	4	25	12	75	10	63	4	25
	7	15	1632	4	27	11	73	5	33	3	20
	8	14	1757	1	7	13	93	9	64	6	43

2020-21 Reading STAAR Results											

Student Group											

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	11	1426	3	27	8	73	6	55	1	9

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
4	17	1554	4	24	13	76	9	53	5	29
5	11	1570	3	27	8	73	7	64	3	27
6	11	1552	3	27	8	73	3	27	0	0
8	13	1744	0	0	13	100	10	77	5	38

2021-22 Reading STAAR Results										

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	13	1444	5	38	8	62	5	38	5	38
	5	18	1683	1	6	17	94	15	83	11	61
	6	14	1587	4	29	10	71	4	29	2	14
	7	13	1692	0	0	13	100	7	54	3	23
	8	17	1709	3	18	14	82	9	53	6	35
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
	7	0									
	8	0									
Two or More Races	3	1									
	4	0									
	5	0									
	6	0									
	8	0									
Two or More Races	3	0									
	5	0									
	6	0									

| | 7 | 0 | | | | | | | | | | |
| | 8 | 0 | | | | | | | | | | |

2018-19 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	32	1391	12	38	20	63	8	25	4	13
	4	18	1473	6	33	12	67	4	22	4	22
	5	23	1555	3	13	20	87	10	43	4	17
	6	25	1557	7	28	18	72	8	32	3	12
	7	33	1629	10	30	23	70	10	30	6	18
	8	28	1672	9	32	19	68	11	39	9	32

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	19	1384	6	32	13	68	3	16	1	5
	4	23	1441	9	39	14	61	5	22	1	4
	5	31	1477	12	39	19	61	6	19	2	6
	6	19	1526	11	58	8	42	4	21	2	11
	8	28	1700	3	11	25	89	16	57	5	18

2021-22 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	22	1433	8	36	14	64	8	36	6	27

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
5	25	1624	4	16	21	84	14	56	9	36
6	32	1529	15	47	17	53	5	16	2	6
7	15	1610	3	20	12	80	4	27	1	7
8	20	1683	4	20	16	80	11	55	4	20

Limited English Proficient

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
3	9	1344	5	56	4	44	1	11	0	0
4	5	1496	2	40	3	60	2	40	2	40
5	6	1526	2	33	4	67	1	17	1	17
6	1									
7	6	1549	3	50	3	50	0	0	0	0
8	5	1489	5	100	0	0	0	0	0	0

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	5	1405	1	20	4	80	0	0	0	0
	4	7	1416	3	43	4	57	0	0	0	0
	5	11	1455	5	45	6	55	2	18	1	9
	6	6	1492	4	67	2	33	1	17	1	17
	8	1									
Limited English Proficient	3	4									
	5	7	1533	2	29	5	71	3	43	1	14
	6	9	1484	7	78	2	22	1	11	0	0
	7	8	1603	3	38	5	63	3	38	1	13
	8	4									
Special Education	3	5	1336	3	60	2	40	0	0	0	0
	4	1									
	5	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	6	0									
	7	0									
	8	0									
Special Education	3	3									
	4	4									
	5	4									
	6	2									
	8	2									
Special Education	3	5	1321	3	60	2	40	1	20	0	0
	5	4									
	6	8	1462	6	75	2	25	1	13	0	0
	7	3									
	8	1									

Writing

2019-20 STAAR Data N/A Due to COVID-19
2021-22 Writing STAAR Results Not Reported.

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	39	3625	14	36	25	64	15	38	1	3
	7	43	4027	10	23	33	77	26	60	8	19
Hispanic/ Latino	4	23	3501	10	43	13	57	7	30	0	0
	7	25	3815	10	40	15	60	11	44	4	16
American Indian or Alaska Native	4	0									
	7	1									
Black or African American	4	2									
	7	0									

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
White	4	13	3811	3	23	10	77	6	46	1	8
	7	14	4391	0	0	14	100	13	93	3	21
Two or More Races	4	1									
	7	1									
Economically Disadvantaged	4	18	3654	6	33	12	67	8	44	0	0
	7	25	3817	10	40	15	60	11	44	4	16
Limited English Proficient	4	6	3399	3	50	3	50	0	0	0	0
	7	5	3059	5	100	0	0	0	0	0	0
Special Education	4	1									
	7	0									

			2018-19 Writing STAAR Results								

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	27	3701	8	30	19	70	8	30	1	4
	7	42	3827	9	21	33	79	12	29	5	12
Hispanic/ Latino	4	16	3608	5	31	11	69	4	25	0	0
	7	25	3797	8	32	17	68	8	32	3	12
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	3									
	7	2									
White	4	8	3875	1	13	7	88	3	38	1	13
	7	15	3832	1	7	14	93	3	20	1	7
Two or More Races	4	0									
	7	0									
Economically Disadvantaged	4	18	3554	7	39	11	61	3	17	0	0
	7	33	3830	7	21	26	79	10	30	4	12
Limited English Proficient	4	5	3611	1	20	4	80	1	20	0	0
	7	6	3445	4	67	2	33	1	17	0	0
Special Education	4	1									

	7	0										

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	43	3675	16	37	27	63	11	26	4	9
Hispanic/	4	24	3554	10	42	14	58	4	17	2	8
American Indian or	4	0									
Black or African	4	2									
White	4	17	3847	6	35	11	65	7	41	2	12
Two or More Races	4	0									
Economically	4	23	3458	12	52	11	48	4	17	1	4
Limited English	4	7	3400	4	57	3	43	1	14	1	14
Special Education	4	4									

English I

2019-20 STAAR Data N/A Due to COVID-19

2018-19 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	42	4081	12	29	30	71	25	60	7	17
Hispanic/ Latino	19	3898	8	42	11	58	9	47	1	5
White	19	4319	2	11	17	89	14	74	6	32
Economically Disadvantaged	21	3970	8	38	13	62	11	52	2	10

2020-21 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	31	4152	9	29	22	71	19	61	6	19
Hispanic/Latino	17	3983	8	47	9	53	8	47	2	12
White	13	4352	1	8	12	92	10	77	4	31
Economically Disadvantaged	16	3970	7	44	9	56	7	44	2	13
Limited English Proficient	5	3558	5	100	0	0	0	0	0	0

2021-22 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	45	3933	15	33	30	67	18	40	2	4
Hispanic/Latino	29	3910	11	38	18	62	11	38	2	7
White	14	3980	4	29	10	71	7	50	0	0
Economically Disadvantaged	28	3938	10	36	18	64	10	36	2	7
Limited English Proficient	9	3570	7	78	2	22	0	0	0	0

English II

2019-20 STAAR Data N/A Due to COVID-19

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	44	3926	15	34	29	66	18	41	0	0

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
Hispanic/ Latino	25	3859	11	44	14	56	7	28	0	0
White	16	4076	2	13	14	88	11	69	0	0
Economically Disadvantaged	25	3876	11	44	14	56	9	36	0	0
Limited English Proficient	9	3546	9	100	0	0	0	0	0	0

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	30	4281	3	10	27	90	22	73	4	13
Hispanic/ Latino	19	4260	1	5	18	95	14	74	2	11
White	11	4317	2	18	9	82	8	73	2	18
Economically Disadvantaged	21	4233	2	10	19	90	15	71	2	10

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	34	4233	6	18	28	82	24	71	4	12
Hispanic/ Latino	14	4102	4	29	10	71	8	57	0	0
White	19	4332	2	11	17	89	15	79	4	21
Economically Disadvantaged	12	4074	4	33	8	67	7	58	0	0
Limited English Proficient	5	3661	3	60	2	40	0	0	0	0

Mathematics

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Mathematics STAAR Results												
Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
All Students	3	40	1399	14	35	26	65	6	15	2	5	
	4	27	1528	10	37	17	63	11	41	4	15	
	5	42	1609	6	14	36	86	20	48	6	14	
	6	37	1624	3	8	34	92	13	35	1	3	
	7	43	1636	13	30	30	70	12	28	6	14	
	8	25	1663	5	20	20	80	8	32	2	8	
2020-21 Mathematics STAAR Results												
Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
All Students	3	29	1490	3	10	26	90	17	59	5	17	
	4	43	1571	13	30	30	70	17	40	14	33	
	5	40	1584	9	23	31	78	15	38	6	15	
	6	29	1602	7	24	22	76	12	41	2	7	
	8	42	1736	7	17	35	83	27	64	9	21	
2021-22 Mathematics STAAR Results												
Student Group												
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**		
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
All Students	3	37	1442	11	30	26	70	13	35	9	24	
	5	45	1662	7	16	38	84	28	62	14	31	

Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
6	45	1607	9	20	36	80	12	27	4	9
7	19	1590	9	47	10	53	3	16	0	0
8	40	1668	10	25	30	75	13	33	3	8

2018-19 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino	3	25	1409	10	40	15	60	6	24	2	8
	4	16	1477	9	56	7	44	3	19	0	0
	5	23	1603	4	17	19	83	10	43	3	13
	6	20	1617	1	5	19	95	5	25	1	5
	7	26	1647	8	31	18	69	8	31	5	19
	8	18	1668	3	17	15	83	7	39	1	6

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino	3	15	1498	1	7	14	93	9	60	2	13
	4	24	1527	9	38	15	63	7	29	5	21
	5	26	1575	6	23	20	77	8	31	2	8
	6	15	1551	7	47	8	53	3	20	1	7
	8	26	1714	5	19	21	81	16	62	4	15

2021-22 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Hispanic/ Latino											

	3	23	1415	8	35	15	65	7	30	4	17
	5	25	1634	4	16	21	84	14	56	5	20
	6	29	1597	6	21	23	79	5	17	3	10
	7	13	1586	7	54	6	46	2	15	0	0
	8	17	1650	5	29	12	71	5	29	1	6
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	1									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	1									
	8	0									
American Indian or Alaska Native	3	0									
	5	0									
	6	0									
	7	0									
	8	0									
Black or African American	3	4									
	4	3									
	5	2									
	6	1									
	7	2									
	8	0									

Student Group	Grade Level	# Students Tested										
Black or African American	3	1										
	4	2										
	5	2										
	6	2										
	8	3										
Black or African American	3	0										
	5	2										
	6	2										
	7	2										
	8	4										

2018-19 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	11	1391	2	18	9	82	0	0	0	0
	4	8	1637	0	0	8	100	7	88	4	50
	5	15	1636	1	7	14	93	9	60	3	20
	6	16	1635	2	13	14	88	8	50	0	0
	7	15	1618	5	33	10	67	3	20	1	7
	8	4									

2020-21 Mathematics STAAR Results

Student Group

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	11	1471	2	18	9	82	6	55	2	18
	4	17	1640	3	18	14	82	9	53	9	53
	5	11	1604	3	27	8	73	6	55	3	27

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	11	1672	0	0	11	100	8	73	1	9
	8	13	1789	1	8	12	92	10	77	5	38

2021-22 Mathematics STAAR Results											
Student Group											
	Grade Level	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
White	3	13	1512	2	15	11	85	6	46	5	38
	5	18	1697	2	11	16	89	13	72	8	44
	6	14	1636	2	14	12	86	7	50	1	7
	7	4									
	8	19	1698	3	16	16	84	8	42	2	11
Two or More Races	3	0									
	4	0									
	5	1									
	6	0									
	7	0									
	8	0									
Two or More Races	3	1									
	4	0									
	5	0									
	6	0									
	8	0									
Two or More Races	3	0									
	5	0									
	6	0									
	7	0									
	8	0									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	32	1402	12	38	20	63	5	16	2	6
	4	18	1483	10	56	8	44	4	22	1	6
	5	23	1589	4	17	19	83	9	39	2	9
	6	25	1609	3	12	22	88	5	20	0	0
	7	33	1639	10	30	23	70	10	30	5	15
	8	21	1661	4	19	17	81	7	33	1	5

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	19	1463	2	11	17	89	8	42	1	5
	4	23	1472	12	52	11	48	3	13	2	9
	5	31	1561	8	26	23	74	9	29	2	6
	6	19	1579	6	32	13	68	5	26	1	5
	8	30	1706	7	23	23	77	17	57	4	13

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	22	1461	6	27	16	73	8	36	6	27
	5	25	1617	7	28	18	72	13	52	6	24
	6	32	1581	8	25	24	75	5	16	2	6

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	7	11	1571	7	64	4	36	1	9	0	0
	8	18	1650	6	33	12	67	5	28	1	6
Limited English Proficient	3	9	1396	4	44	5	56	2	22	1	11
	4	5	1461	3	60	2	40	1	20	0	0
	5	6	1636	2	33	4	67	4	67	2	33
	6	1									
	7	6	1535	3	50	3	50	1	17	0	0
	8	5	1600	1	20	4	80	1	20	0	0

2020-21 Mathematics STAAR Results											

Student Group											

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
Limited English Proficient	3	5	1450	0	0	5	100	2	40	0	0
	4	7	1466	3	43	4	57	1	14	0	0
	5	11	1576	2	18	9	82	4	36	1	9
	6	6	1533	3	50	3	50	1	17	0	0
	8	4									
Limited English Proficient	3	4									
	5	7	1619	1	14	6	86	4	57	0	0
	6	9	1580	1	11	8	89	2	22	0	0
	7	7	1603	3	43	4	57	1	14	0	0
	8	2									
Special Education	3	5	1332	3	60	2	40	0	0	0	0
	4	1									
	5	0									
	6	0									
	7	0									

Student Group	Grade	# Students Tested	Average Scale Score	Did Not Meet #	Did Not Meet %	Approaches #	Approaches %	Meets #	Meets %	Masters #	Masters %
	8	0									
Special Education	3	3									
	4	4									
	5	4									
	6	2									
	8	2									
Special Education	3	5	1327	3	60	2	40	0	0	0	0
	5	4									
	6	8	1547	3	38	5	63	1	13	0	0
	7	3									
	8	1									

Algebra I

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Algebra I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	55	3795	14	25	41	75	12	22	4	7	
Hispanic/ Latino	30	3785	6	20	24	80	7	23	1	3	
White	22	3805	7	32	15	68	4	18	2	9	
Economically Disadvantaged	34	3758	8	24	26	76	7	21	1	3	

2020-21 Algebra I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	40	3747	9	23	31	78	8	20	3	8
Hispanic/ Latino	25	3741	5	20	20	80	4	16	2	8
White	14	3724	4	29	10	71	3	21	1	7
Economically Disadvantaged	25	3704	7	28	18	72	4	16	1	4

Science

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	42	3798	9	21	33	79	15	36	3	7
	8	27	3705	9	33	18	67	7	26	3	11
Hispanic/ Latino	5	23	3671	8	35	15	65	5	22	1	4
	8	18	3585	7	39	11	61	3	17	1	6
American Indian or Alaska Native	5	0									
	8	1									
Black or African American	5	3									
	8	1									
White	5	15	4024	0	0	15	100	9	60	2	13
	8	6	3972	1	17	5	83	2	33	2	33
Two or More Races	5	1									
	8	0									
Economically	5	23	3626	7	30	16	70	5	22	0	0

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet #	%	Approaches #	%	Meets #	%	Masters #	%
Disadvantaged	8	23	3657	8	35	15	65	5	22	2	9
Limited English Proficient	5	6	3548	3	50	3	50	1	17	0	0
	8	5	3208	4	80	1	20	0	0	0	0
Special Education	5	0									
	8	0									

2020-21 Science STAAR Results											
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	%	#	%	#	%	#	%
All Students	5	40	3571	18	45	22	55	7	18	1	3
	8	29	3855	5	17	24	83	10	34	3	10
Hispanic/ Latino	5	26	3494	14	54	12	46	3	12	1	4
	8	19	3850	1	5	18	95	5	26	1	5
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	2									
	8	2									
White	5	11	3761	3	27	8	73	4	36	0	0
	8	7	4144	1	14	6	86	5	71	2	29
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	31	3457	17	55	14	45	2	6	0	0
	8	23	3888	3	13	20	87	8	35	3	13
Limited English Proficient	5	11	3405	7	64	4	36	1	9	0	0
	8	1									
Special Education	5	4									
	8	2									

2021-22 Science STAAR Results							
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**	**Approaches**	**Meets**	**Masters**

				#	%	#	%	#	%	#	%
All Students	5	45	3810	13	29	32	71	16	36	5	11
	8	32	3553	16	50	16	50	1	3	1	3
Hispanic/ Latino	5	25	3662	9	36	16	64	6	24	0	0
	8	15	3406	9	60	6	40	0	0	0	0
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	2									
	8	4									
White	5	18	4045	3	17	15	83	10	56	5	28
	8	13	3708	6	46	7	54	1	8	1	8
Two or More Races	5	0									
	8	0									
Economically Disadvantaged	5	25	3692	10	40	15	60	7	28	2	8
	8	16	3454	8	50	8	50	0	0	0	0
Limited English Proficient	5	7	3466	3	43	4	57	0	0	0	0
	8	1									
Special Education	5	4									
	8	1									

Biology

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Biology STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%
All Students	52	4306	1	2	51	98	38	73	15	29
Hispanic/ Latino	30	4232	1	3	29	97	22	73	8	27
White	20	4372	0	0	20	100	14	70	6	30
Economically Disadvantaged	29	4226	1	3	28	97	22	76	7	24

2020-21 Biology STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**

2021-22 Biology STAAR Results										
Student Group	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
			#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	43	4281	0	0	43	100	34	79	10	23
Hispanic/ Latino	29	4204	0	0	29	100	22	76	3	10
White	14	4441	0	0	14	100	12	86	7	50
Economically Disadvantaged	26	4188	0	0	26	100	21	81	1	4

Social Studies

2019-20 STAAR Data N/A Due to COVID-19

2018-19 Social Studies STAAR Results											
Student Group	**Grade Level**	**# Students Tested**	**Average Scale Score**	**Did Not Meet**		**Approaches**		**Meets**		**Masters**	
				#	**%**	**#**	**%**	**#**	**%**	**#**	**%**
All Students	8	43	3732	16	37	27	63	15	35	10	23
Hispanic/ Latino	8	25	3602	11	44	14	56	7	28	4	16
American Indian or Alaska Native	8	1									
Black or African American	8	1									
White	8	14	3928	4	29	10	71	7	50	5	36

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Two or More Races	8	0									
Economically Disadvantaged	8	29	3561	14	48	15	52	7	24	4	14
Limited English Proficient	8	5	3095	4	80	1	20	0	0	0	0
Special Education	8	0									

2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	37	3670	12	32	25	68	6	16	2	5
Hispanic/ Latino	8	22	3653	8	36	14	64	3	14	2	9
American Indian or Alaska Native	8	0									
Black or African American	8	2									
White	8	12	3851	1	8	11	92	3	25	0	0
Two or More Races	8	0									
Economically Disadvantaged	8	28	3635	9	32	19	68	3	11	1	4
Limited English Proficient	8	1									
Special Education	8	2									

2021-22 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	43	3639	22	51	21	49	9	21	7	16
Hispanic/ Latino	8	22	3588	12	55	10	45	4	18	2	9

American Indian or Alaska Native	8	0								
Black or African American	8	4								
White	8	17	3772	7	41	10	59	5	29	5	29
Two or More Races	8	0								
Economically Disadvantaged	8	20	3557	11	55	9	45	3	15	1	5
Limited English Proficient	8	4								
Special Education	8	1								

U.S History

2019-20 STAAR Data N/A Due to COVID-19

2018-19 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	41	4233	2	5	39	95	28	68	12	29
Hispanic/ Latino	21	4104	2	10	19	90	14	67	3	14
White	18	4434	0	0	18	100	14	78	9	50
Economically Disadvantaged	23	4232	2	9	21	91	18	78	7	30
Limited English Proficient	6	3875	1	17	5	83	2	33	1	17

2020-21 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	31	4404	1	3	30	97	26	84	16	52
Hispanic/ Latino	19	4425	0	0	19	100	17	89	10	53
White	12	4371	1	8	11	92	9	75	6	50
Economically Disadvantaged	22	4434	0	0	22	100	19	86	11	50

2021-22 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	33	4340	4	12	29	88	27	82	16	48
Hispanic/	15	4205	3	20	12	80	10	67	7	47

Latino									
White	17	4438	1	6	16	94	16	94	8	47
Economically Disadvantaged	12	4224	2	17	10	83	9	75	6	50
Limited English Proficient	5	3795	2	40	3	60	2	40	1	20

Goals and Strategies

Goal 1:
Improve Academic Achievement for All Students

<u>Performance Objective 1:</u>
Create and implement a comprehensive curricular framework in all core subject areas for all students.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Students who have not passed ELA STAAR are double blocked for ELA with an ELA class and a Reading/Writing intervention class		ELA teachers	8/19/2021 - 5/18/2022	**Amount** **Source** **Description**	5,300 199 11 Chrome books Study Island Plato iStation		
Students who have not passed Science STAAR at the JH or have not passed the Biology STAAR will be placed in IPC as an additional Science opportunity for Acceleration.		Science Teachers Science Specialist	8/19/2021 - 5/18/2022	**Source** **Description**	NA Classroom, Teacher and Textbook		
Students who have not passed Math STAAR at the JH or have not passed the Algebra I STAAR will use Study Island		Math Teachers	8/19/2021 - 5/18/2022	**Source** **Description**	NA Classroom, Teacher and Textbook Study Island iStation		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Create rigorous, aligned common assessments that are STAAR formatted		All teachers	8/19/2021 - 5/18/2022	**Source**	199 41		
				Description	Blooms/DOK		
Follow the Year at a Glance in TEKS Resource System through Region 3		Teachers	8/19/2021 - 5/18/2022	**Description**	Region 3		
Implement the use of Data binders to assist students in STAAR tested subjects to help them take ownership of their mastery of the content.		Students Teachers	8/19/2021 - 5/18/2022	**Amount**	1500		
				Source	199 41		
				Description	Binders Aware through Eduphoria		
Students in Algebra I will be using Chrome books and Study Island to accelerate instructional deficits in Math. Students will also be taught how to use graphing calculators		Math Teachers	8/19/2021 - 5/18/2022	**Amount**	4,000		
				Source	199 11		

Goal 1:
Improve Academic Achievement for All Students

Performance Objective 2:
Develop and support effective instruction that focuses on high performance of all students.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the school-wide program through tutorials, college prep and accelerated instruction		Administration and Teachers	8/19/2021 - 5/18/2022	**Amount**	500		
				Source	255 13 6239 36 001 524		
				Description	Region 3 District Calendar		
The integration of vocational and technical education programs to meet HB 5 requirements for endorsements and programs of study.		Brittany Ross Traci Harvey Donna Kutac Dr. Oliver	8/19/2021 - 5/18/2022	**Amount**	5,000		
				Source	199		
				Description	Region 3 training for Admin. and Counselors		
Incentives for Attendance, A honor roll, and A/B honor roll		Principals	8/19/2021 - 5/18/2022	**Source**	199		
				Description	Donations		
				Amount	500		
				Source	Activity Fund		
				Description	Ice Cream		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
High-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.		Principals	8/19/2021 - 5/18/2022	**Amount**	1,250		
				Source	255 13 6239 36 001 524		
				Description	Region 3		
				Source	211 13 6499 76 001 530		
Teachers will create manipulatives and project based learning strategies in the Math and Science classrooms		Teachers	8/19/2021 - 5/18/2022	**Amount**	400		
				Source	211 11 6399 67 001 530		
				Description	Normal supplies, card stock, paper, etc.		

Goal 1:
Improve Academic Achievement for All Students

Performance Objective 3:
Ensure a safe environment in which all students and staff are accountable.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Bully Prevention		Administrators, Teachers, and Students	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Posters,		
Drug Dogs and Police Presence		Police and Administrators	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Constable and Sheriff Dept. and Drug Dog		
Post and review emergency procedures		Brady Peterson	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Procedures packet		
Implement a threat assessment committee		Mr. Peterson Dr. Oliver Sheriff Srubar	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Safety Binder		
Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.		Dr. Oliver Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Skyward		
Utilize Discipline Ladder for consistent Discipline Management		Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Ladder posted		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Improve student and staff attendance		Administration, Faculty and Staff	8/19/2021 - 5/18/2022	**Amount**	2000		
				Source	199 41		
				Description	Incentives		
Encourage Restorative Discipline Strategies		Principals, Teachers, Students, Parents	8/19/2021 - 5/18/2022	**Amount**	400		
				Source	199 23 6411 23 001 599		
				Description	Region 3 training		
Active monitoring of Faculty and Staff through Walkthroughs, Monitoring Hallways		Dr. Oliver Principals	8/19/2021- 5/18/2022	**Description**	Walkthrough Data in Eduphoria		

Goal 2:
Ensure Efficient and Effective Operations

Performance Objective 1:
Develop an accountability, monitoring, and reporting structure for all departments and schools.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Lesson Plans will be entered in Forethought in Eduphoria or submitted to principals via email		Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	iPads and Eduphoria		
Instructional Walkthroughs		Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Eduphoria		
Teacher Observations/Appraisals		TPESS Appraisers	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Eduphoria iPads		
The District will coordinate with local and state child welfare agencies to ensure that transportation is provided to any foster care child who, in their best interest, will remain in their school of origin		Mr. Horton Dr. Oliver	As needed	**Source**	Transportation		
				Description	Bus and Driver		
Implement a Mentoring program-SPARK		Principals	8/19/2021 - 5/18/2022	**Amount**	5,000		
				Source	199		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
				Description	Mentoring Program Materials		

Goal 2:
Ensure Efficient and Effective Operations

Performance Objective 2:
Develop and implement a district-wide plan to maximize two-way communication among school, family, and community.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Require parents to sign up for parent portal to receive student schedules		Dr. Oliver Sandra Holik	During registration - 5/18/2022	**Source**	NA		
				Description	Computers set up during district wide registration		
Conversations with the Superintendent		Dr. Oliver	Monthly	**Amount**	500		
				Source	199 41		
				Description	Coffee and Drinks Finger Foods		
Utilize the El Campo Leader News		Dr. Oliver Principals	8/19/2021 - 5/18/2022	**Source**	199 41		
				Description	Newspaper		
Junior High School Weekly Bulletin		Mrs. Trochta Ms. Montes	8/19/2021 - Ongoing	**Source**	NA		
				Description	Email		
Utilize School Messenger		Traci Harvey and Principals	8/19/2021 - 5/18/2022	**Amount**	200		
				Source	199 41		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
				Description	School Messenger		

Goal 3:
Improve Achievement for All Students

Performance Objective 1:
100% of students will graduate

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Ensure that students are on track to graduate based on number of hours completed and the program that the students are enrolled		Traci Harvey Donna Kutac	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	PEIMS Credit Checks		
Offer credit recovery		Traci Harvey Donna Kutac	8/19/202 - 5/18/2022	**Source**	NA		
				Description	Credit Checks		
Teach Freshmen about credits to graduate versus grade placement		Traci Harvey Donna Kutac	12/17/2 - 5/18/2022	**Source**	NA		

Goal 3:
Improve Achievement for All Students

Performance Objective 2:
Provide appropriate services to meet the needs of each student identified within a special population

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources			Evidence of Implementation	Evidence of Impact
Increase the number of ESL Teachers		Dr. Oliver Principals	12/17/21 - 5/18/2022	**Amount**	1,000			
				Source	199 11			
				Description	Region 3			
Increase the number of teachers who have completed the 30 hour GT training and the annual six hour updates		GT Teachers Principals	12/17/21 - 5/18/2022	**Amount**	5,500			
				Source	199 11			
				Description	Region 3 GT Services			
Develop and implement an annual review process to measure the effectiveness of GT services.		GT Teachers Principals	12/17/21 - 5/18/2022	**Source**	199 11			
				Description	Region 3 GT Services			
Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30		GT Teachers Principals Traci Harvey	12/17/21 - 5/18/2022	**Source**	199 11			
				Description	Region 3 GT Services			

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
hours of GT training and annual 6 hour update)						

Goal 3:
Improve Achievement for All Students

Performance Objective 3:
Develop a Career and Technology Program that meets the requirements of House Bill 5 and implement strategies to encourage, support, and gain college credits, Trade School and Jr. College Articulation and Industry recognized certifications. Consider transition to Programs of study for CTE.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Develop Coherent Sequences so that students can meet expectations for HB 5 Endorsements and move forward into Programs of Study for CTE		Brittany Ross Traci Harvey	12/17/2021 - 5/18/2022	**Source**	199 11		
				Description	HB 5 and Programs of Study documentation		
				Source	Perkins		
Continue programs of study transition included in HB 3		Traci Harvey Brittney Ross	8/19/2021 - Ongoing	**Description**	HB 3 Programs of Study. Region 3		
Utilize the District of Innovation to allow teachers to offer CTE classes in which they have a passion and students have indicated interest		Traci Harvey Brittney Ross	8/19/2021 - Ongoing	**Description**	HB 3 Programs of Study. Region 3		

Goal 4:
Continue work to implement the Master Plan for Facilities

Performance Objective 1:
The district will pursue the development and implementation of a master plan for facilities upgrades and improvements to possibly include new buildings and programs.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Continue to maintain the structure of facilities and improve the overall appearance of district facilities		Mr. Horton Dr. Oliver	8/19/2021 - 5/18/2022	**Source** **Description**	199 51 A list of needs presented to the Board and they will decide what should be completed		
Build or modify Bus Barn with a bay to work on vehicles, an office, and storage for parts		Mr. Horton Dr. Oliver	8/19/2021 - 5/18/2022	**Source** **Description**	199 51 Seek out a Bond for the new facilities in the Master Plan		
Consider facility planning and possible Bond		Dr. Oliver Mr. Horton	5/18/2022				

Goal 5:
Continue to pursue the Master Plan for Facilities

Performance Objective 1:
Continue to maintain the structure of facilities and improve the overall appearance of district facilities

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Develop a bus purchasing schedule for appropriate rotation of purchase and maintenance		Mr. Horton Dr. Oliver	8/19/2021 - 5/18/2022	**Amount**	90,000		
				Source	199 51		
				Description	New buses on a two year rotation		
Utilize on a weekly rotation a disinfecting system to disinfect all areas of the school including field house and locker rooms to reduce opportunities for staph and Covid-19		Mr. Horton Custodians Coach Bill	8/19/2021 - 5/18/2022	**Amount**	5,000		
				Source	199 51		
				Description	Disinfecting System		
Maintain mowing, weed eating, edging and spraying of all grounds owned by the district		Mr. Horton	8/19/2021 - 5/18/2022	**Amount**	25,000		
				Source	199 51		
				Description	Lawn Equipment		
Pressure wash to keep mold and mildew down		Mr. Horton	8/19/2021 - 5/18/2022	**Amount**	5,000		
				Source	199 51		
				Description	Pressure Washer Water		
Paint regularly areas that are beginning to flake and rust		Mr. Horton	8/19/2021 - 5/18/2022	**Amount**	5,000		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
				Source	199 51		
				Description	Paint		
Weekly walkthroughs and drive-bys determining maintenance needs		Dr. Oliver Mr. Horton	Weekly	**Amount**	100		
				Source	199 51		
				Description	School Vehicle		
Implement the energy program with Ideal Impact		Dr. Oliver Mr. Horton Mrs. Wagner	Monthly	**Source**	Savings		
				Description	Investment Grade Audit		

Goal 6:
Increase the Proactive Nature of the Counseling Program

Performance Objective 1:
Develop post-secondary college and university expectations with our students and implement strategies to encourage, support, and gain college credits.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Explore Early College High School		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Amount** **Source** **Description** **Source**	500 199 31 Meetings with Colleges 199 41		
All students will take the TSI		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Amount** **Source** **Description**	300 199 31 Testing Materials		
All students will take the PSAT as Sophomores and those who wish to take it as a Junior		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Amount** **Source** **Description**	280 199 31 Testing Materials		
Increase the number of scholarship offers each year including local, state, and national scholarships		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Source** **Description**	NA Scholarship Donors		
Counseling and career guidance will be available to help students		Traci Harvey Dr. Oliver	8/19/2021 - 5/18/2022	**Amount**	500		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
with certification and technical opportunities.		Donna Kutac Brittany Ross		**Source**	199 11		
				Description	CATE Handbook		
College Recruiters will be given a venue to meet with students throughout the school year.		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Amount**	200		
				Source	199 31		
				Description	Gym		
Pre-AP courses will be open-enrollment.		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Source**	199 11		
				Description	PreAP courses		
Dual credit will be available to all eligible students. LISD will pay tuition up-front costs unless a student fails. Then, the student will be responsible for paying.		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Amount**	10,000		
				Source	199 31		
				Description	Funding for Tuition		
All Junior and Senior students will complete all sections of the FAFSA except the financial section which will be completed on FAFSA parent night		Traci Harvey Dr. Oliver Donna Kutac	8/19/2021 - 5/18/2022	**Source**	199 31		
				Description	FAFSA Computers Parent Night		

Goal 6:
Increase the Proactive Nature of the Counseling Program

Performance Objective 2:
Develop Drug Prevention, Suicide Prevention, Drop-out Prevention, Bullying Prevention, and Child and Sexual Abuse Prevention, Dating Violence Prevention Strategies.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.		Traci Harvey and Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Training Materials		
Provide information regarding D.A.R.E to students with drug abuse issues and their parents.		Traci Harvey and Principals D.A.R.E. officer Blake George	8/19/2021 - 5/18/2022	**Amount**	30,000		
				Source	199 11		
				Description	D.A.R.E. officer		
All staff members will be trained in suicide prevention.		Traci Harvey and Principals	Beginning of the school year training	**Source**	199 41		
				Description	Region 3 Mental Health trainers		
Drop Out Prevention		Traci Harvey and Principals	8/19/2021 - 5/18/2022	**Source**	199 11		
				Description	Drop Out Prevention Strategies		
All campuses will implement and support LISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF &		Traci Harvey and Principals	8/19/2021 - 5/18/2022	**Source**	199 11		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
FFH)							
All school staff members will follow the LISD and State child abuse reporting protocol		Traci Harvey and Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	48 hours		
Secondary Schools will provide on-going staff training on relationship drug abuse awareness, detection and prevention		Traci Harvey and Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Beginning of the year with police department		
Elementary personnel will receive guidance on conflict resolution to promote healthy relationships		Traci Harvey and Principals	8/19/2021 - 5/18/2022	**Description**	Beginning of the year meetings		

Goal 7:
Improve the Physical Education Program

Performance Objective 1:
Develop a Physical Education program that targets specific needs of each Athletic Event in which Louise ISD participates

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Teaching sports related techniques, rules, and drills to prepare students to enter the athletics programs		Coach Zezula Coach Lutringer Coach Bill	8/19/2021 - 5/18/2022	**Amount** **Source** **Description**	200 199 11 Rules and equipment		
Help create youth leagues		Coach Zezula Coach Lutringer Coach Bill	8/19/2021 - 5/18/2022	**Source** **Description**	199 11 Rules and equipment		
Hire and develop coaching personnel to be able to compete within district play and beyond district		Dr. Oliver Coach Bill Principals	8/19/2021 - 5/18/2022	**Source** **Description**	199 11 Human Resources dept.		

Goal 8:

Improve Safety of the Educational Environment regarding COVID-19

Performance Objective 1:

Ensure a safe environment in which all students and staff are accountable. We believe the safety of students and staff is our number one priority.

Summative Evaluation:

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
Allocating resources and dedicating processes for a COVID-19 Safe Start Plan		Administrators, Teachers, and Students	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Instructional materials and hardware		
Create a COVID safety plan for the District		Administrators and Teachers	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Time		
Review and update the pandemic response plan within the Safety and Security District Plan		Administration	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Covid response from TEA, CDC, and local health officials		
Ensure appropriate staff have completed contact tracing coursework and certification		Dr. Oliver	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Training		
Interfacing regularly with local health authorities, department of health, Community of Louise and Wharton County		Dr. Oliver Principals	8/19/2021 - 5/18/2022	**Source**	NA		
				Description	Contacts		
Modify physical spaces and physical requirements to reduce the possibility of "close contact"		Dr. Oliver, Principals and Teachers	8/19/2021 - 5/18/2022	**Amount**	500		
				Source	199		

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources		Evidence of Implementation	Evidence of Impact
(i.e.- face shields, masks, glasses, gloves, sanitizer, plexiglass partitions).				**Description**	PPE		
Review aspects of operations departments (i.e. -Child Nutrition, Transportation, Technology, and Maintenance) to ensure basic services like feeding, transportation, etc. continue uninterrupted.		Administration and Cafeteria	8/19/2021 - 5/18/2022	**Amount** **Source**	2000 199		
Reviewing and selecting curricular materials to support student learning.		Dr. Oliver Principals					
Ensuring an Instructional Continuity plan is in place and approved by TEA.		Dr. Oliver Principals					
Pursuing relevant Federal, State and Local resources for device acquisition and internet accessibility.		Mrs. Holik					
Evaluate options for District-wide online data collection tool regarding student ability, historical data and achievement to allow the District to monitor student progress and development, and inform decision making.		Dr. Oliver Principals Mrs. Holik					
Ensure regular communication		Dr. Oliver					

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
with Staff and Students related to the COVID response, safe start/strong start plan, instructional continuity plan.		Principals Mr. Horton Mrs. Wagner				
Ensure regular communication with parents and broader community related to the COVID response plan and instructional continuity plan.		Principals Dr. Oliver				
Ensure frequent communication with City officials, County officials, Local Health Authority, Local Health Department, TEA, TDEM.		Dr. Oliver				
Regularly stay in contact with elected officials at all levels (Local, State, Federal).		Dr. Oliver				
Review and recommend updates to all relevant Policies and Procedures in response to COVID implications.		Dr. Oliver Principals				
Ensure Federal, State and Local compliance with all orders, mandates and rulings from the Texas Education Agency (TEA).		Dr. Oliver Principals				
Manage Federal and State COVID, ESSER, Operation Connectivity, and CARES Act		Dr. Oliver Mrs. Wagner				

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
funding streams and reporting requirements to maximize support.						

Comprehensive Needs Assessment Summary

Needs Assessment Overview

Demographics

Overall Summary

2020-21 Data

District
District Student Count—494
Hispanic—270—55%
Native American—2 students
Caucasian—199—40%
Asian—2 students
African American—21—4%
Teachers—39
SpEd—46—9%
EcoDis—312—63%
ELL—67—13%
Attendance 95.9%

High School
Campus Size—140
Hispanic—69—50%
Caucasian—63—45%
African American—6—4%
Native American—1—.007%
Teachers—17-5 are shared teachers
Special Ed—4 students
Eco Dis. 80 students 57%
ELL—28—20%
Attendance—95.39%

Junior High School
Campus Size—109 Students
Hispanic—58—53%
Caucasian—45—41 %
African American—5—4.5%
Native American—1—1%
Teachers—6 + 10 shared
Special Ed—6 student
Eco Dis—66.06%
ELL—11—10 %
Attendance - 96.84% for 1st 6 Weeks

Elementary
Campus Size—247
Hispanic—145—59%
Caucasian—91—36%
African American—10—4%
Native American—0 student
Asian/PI—1 student
Teachers—18

Summary of Strengths
What were the identified strengths?

- Limited Number of Groups for Accountability
- Low number of Special Education students

2019-20 Data

District
District Student Count—513
Hispanic—285—55%
Native American—5 students
Caucasian—193—37%
Asian—4 students
African American—24—4%
Teachers—42
SpEd—26—5%
EcoDis—318—62%
ELL—78—15%
Attendance 96.9%

High School
Campus Size—162
Hispanic—83—51%
Caucasian—68—42%
African American—6—4%
Native American—2 students
Asian—1 student
Teachers—16
SpEd—6—4%
EcoDis—84—52%
ELL—15—9%
Attendance 95.6%

Junior High School
Campus Size—121
Hispanic—63—52%
Caucasian—48—40%
African American—5 students
Native American—2 students
Asian/PI—2 students
Teachers—8
Special Ed—2 students
EcoDis—80—66%
ELL—16—12%
Attendance 97.4%

Elementary

Summary of Needs
What were the identified needs?

- EcoDis population is moderate
- Increase Teacher Retention

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Student Achievement

Overall Summary

2020-21 District Rating

No District Ratings as a result of COVID-19. Ratings carry from the previous year. See the previous year's results to the right.

TSI

9th	Grade	–	9	total	took	the	test
Writing			–				89%
Reading							78%
Math			–				0%

10th	Grade	–	6	total	took	the	test
Writing			–				100%
Reading			–				67%
Math			–				33%

11th	Grade	–	25	total	took	the	test
Writing			–				92%
Reading			–				52%
Math			–				12%

12th	Grade	–	8	total	took	the	test
Writing			–				75%
Reading			–				50%
Math			–				25%

SAT 11th and 12th grade

Mean		Total		is	1014
Range	is		400	to	1600
18%		Met		Both	Benchmarks

Mean		ERW		is	537
Range	is		200	to	800
73%		Met		ERW	Benchmarks

Mean		Math		is	476
Range	is		200	to	800
18%		Met		Math	Benchmarks

PSAT/NMSQT Fall 2019 10th grade

10th graders take this test. The test was taken on October 14, 2020 and results are not posted yet.

Summary of Strengths
What were the identified strengths?

2019-20 District Rating

No District Ratings as a result of COVID-19. Ratings carry from the previous year. See the previous year's results to the right.

2018-19 District Rating

- Overall—C—77
- Student Achievement—B—80
  o STAAR Performance—76
  o College and Career Readiness—75
  o Grad Rate—100
- School Progress—C—79
  o Academic Growth—59
  o Relative Perf (Eco Dis 65.3%)—79
- Closing the Gaps—C—71

- ACT—7 takers, 3 passed with a 20 or higher

TSI
Feb 4th - 34 juniors took the TSI test
Reading - 35% passed
Math – 8% passed
Writing/essay – 71% passed

March 4th- all levels took the TSI

8th grade – 17 total took test
18% Passed Math
76% Passed Reading
100% Passed Writing

9th Grade – 6 total took the test
17% Passed Math
50% Passed Reading
67% Passed Writing

10th Grade – 6 Total took the test
0 Passed Math
67% Passed Reading
100% Passed Writing

11th Grade – 4 Total took the test
0 Passed Math
75% Passed Reading
100% Passed Writing

12th Grade 0 Total took the test

Summary of Needs
What were the identified needs?

- Increase student achievement to meet/exceed state average on all STAAR EOCs.
- Curriculum alignment from K-12 grade in all subjects.
- Provide professional development for teachers to increase content knowledge and questioning strategies.
- Encourage students to own their learning by maintaining a data binder with TEKs mastery.
- Increase the number of Dual Credit offerings
- Comprehensive Formative Assessments
- Input assignments and tests into the gradebook for the upcoming six weeks so that students and parents can see what is coming

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

School Culture and Climate

Overall Summary

A   large   percentage   of   teachers   and   students   are   either   satisfied   or   happy.

Data Source(s)
- Survey Data, conversations, and team meetings.
- When we have luncheons, all the teachers attend.
- Teachers meet regularly to discuss students and curriculum needs.
- Discipline records
- Teacher and Student Advisory Committee meeting minutes

Summary of Strengths
What were the identified strengths?

District and Faculty Meetings are positive. Teachers are on board with policies and procedures. Teachers have the opportunity to come in to discuss issues with administrators at all levels.

Summary of Needs
What were the identified needs?

- Continue to push for activities with the faculty so that they know each other and are willing to invest in one another's growth and feelings of support and friendship.
- Improve teacher attendance.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Staff Quality/Professional Development

Overall Summary

Not all are certified through SBEC as some of the teachers are enrolled in alternative certification programs.

Data Source(s)
Human Resources Records, survey results, and personal conversations.

Summary of Strengths
What were the identified strengths?

We have great teachers who care about students.

Summary of Needs
What were the identified needs?

- Ensure that the teachers get support needed to achieve certification.
- Provide instructional and emotional support.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Curriculum, Instruction, Assessment

Overall Summary

Team planning has increased the development of teachers. Expectations are heightened for student growth on state testing.

Data Source(s)
- State ratings, benchmark scores, grades, six week test grades and maintaining pace with the Year at a Glance from TEKS resource through Region 3.
- Number of students who achieve certifications that can be used to secure employment.
- Graduation Plans, how many students achieve each of the programs.
- Promotion/retention/ course re-takes.
- Grades/Failure rates

Summary of Strengths
What were the identified strengths?

- Scores have met state standards. Our district rating is a C.
- Many students have grown two years in one school year on state testing.
- 100% of students graduated for SY 2020-21.

Summary of Needs

What were the identified needs?

- Increase accountability and monitoring.
- Prepare students to be career and college ready.
- All teachers need to have lesson plans in a location that is easily monitored
- Consistent and valuable feedback for teacher improvement
- Certifications and/or articulated credit for students in CATE classes
- Vertical Curriculum Alignment

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Family and Community Involvement

Overall Summary

Parent and Community events are poorly attended when the event is purely informational. The best attendance is when we feed them, have a parade, and give away prizes. Additionally, when have student activity fairs that display student work, more parents attend.

Data Source(s)
- Sign in sheets and personal observations.
- Parent surveys

Summary of Strengths

What were the identified strengths?

• Parents want to be involved when the activity includes demonstrating their excitement for their child's achievement.

Summary of Needs

What were the identified needs?

- Increase attendance at community events and parent nights.
- Increase parent involvement, not just attendance at events.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

School Context and Organization

Overall Summary

Procedures and operations are specific and known by the person who does the job, however cross-training and organizational procedures need to be developed.

Data Source(s)
- Discipline records
- Attendance record
- Operational manuals and procedural documents developed and used.

Summary of Strengths

What were the identified strengths?

• Staff is competent and meets the needs of students and faculty.

Summary of Needs
What were the identified needs?

- Continue to implement a discipline management strategy that will be consistently and fairly administered.
- Develop procedures for maintenance and operations throughout the school's staff.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Technology

Overall Summary

Our school is technology rich. However, our teachers do not all possess strategies for utilizing the technology to enhance instruction. Our teachers developed useful remote learning strategies through Google classroom and implemented a digital remote learning platform.

Data Source(s)
Personal conversations and observations. Walk through data. Lesson plans and grades posted in a timely manner.

Summary of Strengths
What were the identified strengths?

• We have the hardware and software necessary to offer more rigorous instruction.

Summary of Needs

What were the identified needs?

- Help teachers develop project based strategies and integrate technology
- Increase technology hardware
- Our students who were remote learners did not embrace the digital learning platform, so we decided to return all students to face-to-face instruction.

Priorities
What are the priorities for the campus, including how federal and state program funds will be used?

Additional Information

LEA Parent and Family Engagement Policy

Louise ISD
Local Education Agency Parent and Family Engagement Policy
ESSA Section 1116
2022-23

1.Louise ISD will reach out to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs consistent with the requirements of ESSA Section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. Section 1116 (a)(1)

2.Louise ISD receives Title I, Part A funds. Our goal is to plan and implement effective parent and family involvement activities to improve student academic achievement and school performance. Therefore, Louise ISD will develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. Section 1116 (a)(2)
- The policy shall be incorporated into the local educational agency's plan developed under section 1112 (District Improvement Plan, DIP),
- The policy will establish the LEA's expectations and objectives for meaningful parent and family involvement.

3.Louise ISD will: involve parents and family members in jointly developing the local educational agency plan (DIP) under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d). Section 1116 (a)(2)(A)

4.Louise ISD will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency, in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education. Section 1116 (a)(2)(B)

5.Louise ISD will coordinate and integrate parent and family engagement strategies under Title I, Part A, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; Section 1116 (a)(2)(C) and Section 1116 (e)(4)

6.Louise ISD will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying— Section 1116 (a)(2)(D)
- barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- strategies to support successful school and family interactions;

7.Louise ISD will use the findings of such evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies; and Section 1116 (a)(2)(E)

8.Louise ISD will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population for the purposes of developing, revising, and reviewing the parent and family engagement policy and provide such other reasonable support for parental involvement activities under this section as parents may request.
Section 1116 (a)(2)(F) and Section 1116 (e)(14)

9. To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, Louise ISD shall: Section 1116 (e)

(i) providing assistance to parents of children served by the local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of the parent and family engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children; Section 1116 (e)(1)

(ii) providing materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; Section 1116 (e)(2)

(iii) educating teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; Section 1116 (e)(3)

(iv) ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; Section 1116 (e)(5)

Although ESSA statute does not require the Local Education Agency Parent and Family Engagement Policy to be approved by the school board, the LEA may require Board adoption. Refer to your LEA "policy on policies" and follow the more restrictive requirement.

If required…This policy was adopted by Louise ISD on .

Signed by Authorized Official:

Date: :

Priority Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

***NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

School District: Louise ISD	Priority for Service (PFS) Action Plan	Filled Out By:
Region:	School Year:	Date:

Goal(s):	Objective(s):

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			

LEA Signature	**Date Completed**	**ESC Signature**	**Date Received**

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
199	12,500.00
199 11	46,500.00
199 23 6411 23 001 599	400.00
199 31	11,280.00
199 41	4,200.00
199 51	130,100.00
211 11 6399 67 001 530	400.00
255 13 6239 36 001 524	1,750.00
Activity Fund	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Budget Reference   **Amount**

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Budget Reference	Funding Source	Amount
	199	12,500.00
	199 11	46,500.00
	199 23 6411 23 001 599	400.00
	199 31	11,280.00
	199 41	4,200.00
	199 51	130,100.00
	211 11 6399 67 001 530	400.00
	255 13 6239 36 001 524	1,750.00
	Activity Fund	500.00