

North Lamar Independent School District
District Improvement Plan
2020-2021



Board Approval Date: December 14, 2020

Mission Statement

Mission

The mission of the North Lamar Independent School District is to provide a safe and productive learning environment that enables students to connect to the world and become self-directed, lifelong learners.

Vision

Vision

Empowering students for success by creating a learning environment that unlocks and develops each student's potential.

Core Beliefs

Core Beliefs

The most productive learning occurs when our students are the first priority.

The most productive learning occurs when students are in a safe environment that fosters respect, participation, dignity, and trust.

The most productive learning occurs when students are actively engaged in challenging student-centered curriculum that adjusts to different learning styles.

The most productive learning occurs when high expectations and accountability are integrated with students being taught to confront real problems, to make wise choices, and to find appropriate solutions.

The most productive learning occurs when students are connected to the world and encouraged to become self-directed, lifelong learners.

Commencement Goals

Graduates of North Lamar ISD will:

- Be able to use effective communication skills in listening, writing, and speaking.
- Be proficient in the core subject areas including the application of technology.
- Be informed and productive citizens in a progressive society so as to establish lifelong learning.
- Be independent thinkers capable of solving problems, thinking critically, and making informed decisions.
- Have successively completed the Foundation School Program including an endorsement in the student's field of interest.

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Table of Contents

Mission	2
Vision	2
Core Beliefs	2
	2
Commencement Goals	2
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	10
District Processes & Programs	12
Perceptions	17
Priority Problem Statements	20
Goals	22
Goal 1: Provide students a quality education that will demonstrate academic success and individual growth.	22
Goal 2: Provide teachers with the curriculum, technology, instructional programs, and training necessary for student growth.	30
Goal 3: Provide a quality learning environment that is positive, safe, and supportive.	34
Goal 4: Develop a plan that helps with college and career readiness by facilitating a process that explores self interests and career aspirations.	40
State Compensatory	44
Personnel for District Improvement Plan	44

Comprehensive Needs Assessment

Demographics

Demographics Summary

As reported in the Texas Academic Performance Report (TAPR), the ethnicity of students served in the North Lamar ISD was 77.4% white, 4.4% African American, and 10.5% Hispanic. Other ethnic groups make up the remainder of the ethnic distribution of the students at 7.7%. Percentages of the different ethnic groups has had a slight increase from the previous year except for the white subgroup, which has had a decrease. Enrollment for North Lamar ISD has seen a steady decline over the last several years. In school year 2014-2015 enrollment was 2,813. In 2018-2019 enrollment was 2,456. It is a loss of 357 students over the last five years. Dropout rate percentages have been lower than the State in each of the last three years. Attendance rates are consistently above the State in all student ethnicity groups. The state attendance rate for the 2017-2018 school year was 95.4% while the district and all student groups except economically disadvantaged were at 96% and above. Attendance rate for eco dis was 95.7%, still slightly above the state. In 2019, student enrollment in special programs include 3% in ESL, 27.9% in Career Tech, 9.7% in GT, and 13.9% in Special Education, which was consistent with last year's numbers.

In 2019, 50.6% of the staff at North Lamar ISD are teachers, 7.10% are campus administrators, and 2.6% are central administrators, with campus administrators being 3%. Educational aides make up 14.6% of the staff, down from last year's 17.4%. The State's percentage of educational aides in 2019 is 10.3%. The ethnicity of the teachers at North Lamar have been fairly consistent over the last three years. In 2018-2019, beginning teachers made up 4.1% of the total teacher population, 19.4% for teachers with 1-5 years experience, 14.1% for teachers with 6-10 years experience, 38.10% for teachers with 11-20 years experience, and 24.3% with experience over 20 years. the turnover rate for teachers for the district in 2019 is 17.3%, down 6.5% from previous year. The State's turnover rate for 2019 is 16.5%. Systems in place to support new teachers include new teacher orientation, instructional coaches, and mentors.

The 2019-2020 Equity Plan was reviewed. In 2019-2020, the high-poverty campuses were Parker and Higgins. The high-minority campuses were Higgins and Bailey. There are no equity gaps identified with our low income students. There are no equity gaps identified with our students of color.

North Lamar ISD serves a rural community. Most residents including parents have lived here all their lives. The committee group believes that the district's parents expect students to have some form of post secondary education. The majority of parents expecting students to go to college. The committee has seen a decline in parent participation. There are other school districts in close proximity to North Lamar which creates competition for students as well as test scores. North Lamar ISD partners with Paris Junior College to provide dual credit classes to our high school students.

An identified need discussed by the committee was that although there is professional development opportunities, there isn't enough time to process and implement the trainings. More instructional aides and coaches were cited as a need. Also, additional instructional and teacher supplies was identified as a need. Other areas needed include more intervention teachers, better facilities, and more technology. The committee felt the North Lamar needed an ESL pull out program. Parent training on the importance of school, especially at the kindergarten

level was also cited as a need.

Students

Enrollment

School Year	14-15	15-16	16-17	17-18	18-19
Enrollment	2,813	2,715	2,695	2,550	2,456

Enrollment Percentage of Student Groups

School Year	Eco Dis	At-Risk	EL	African Am	Hispanic	White	Other	Other consists of: Am. Ind Asian Pacific Islander 2 or more races
State 2019	60.60%	50.10%	19.50%	12.60%	52.60%	27.40%	7.50%	
N L 2019	51.1%	44.9%	3%	4.4%	10.5%	77.4%	7.7%	
N L 2018	48%	45.60%	2.60%	3.6%	10%	79.20%	7.20%	
N L 2017	48.4%	41.3%	2.6%	4%	9.6%	79.5%	6.9%	

Ethnicity of Students

School Year	African Am	Hispanic	White	Other	Other consists of: Am. Ind Asian Pacific Islander 2 or more races
2018-2019	4.4%	10.5%	77.40%	7.70%	
2017-2018	3.6%	10%	79.20%	7.20%	
2016-2017	4.%	9.60%	79.50%	6.90%	

Attendance Rates

School Year	State	District	Eco Dis	EL	African Am	Hispanic	White
2017-2018	95.40%	96.30%	95.7%	97%	96.40%	96.10%	96.40%
2016-2017	95.70%	96.6%	96%	97.60%	96.10%	96.40%	96.70%
2015-2016	95.80%	97%	96.40%	98.40%	97.50%	97.40%	96.9%

Dropout Rate 9th-12th

Students

School Year	State	District	Eco Dis	EL	African Am	Hispanic	White
2017-2018	1.90%	1.40%	2.2%	18.20%	0.00%	5.30%	1.10%
2016-2017	1.9%	0.8%	1%	0.00%	0%	0.00%	1.0%
2015-2016	2%	0.9%	1.60%	0%	1.90%	0%	0.80%

Students in Special Programs

School Year	Bilingual/ESL	Career Tech	GT	SpEd
State 2019	19.7%	26.3%	8.10%	9.6%
District 2019	3%	27.9%	9.7%	13.9%

Staff Information

	Teachers	Campus Adm	Central Adm	Educational Aides
2018-2019				
State 2019	49.8%	10.10%	3%	10.3%
District 2019	50.6%	7.10%	2.6%	14.6%

Ethnicity of Teachers

School Year	African Am	Hispanic	White	Other	Other consists of:
2018-2019	2.6%	0.9%	94.0%	2.6%	Am. Ind Asian
2017-2018	3.9%	0.9%	93.0%	2.2%	Pacific Islander 2 or more races
2016-2017	3.6%	0.8%	93.0%	1.6%	

Teachers by Years of Experience

School Year	Beginning	1-5 years	6-10 years	11-20 years	over 20 years
2018-2019	4.1%	19.4%	14.1%	38.1%	24.3%
2017-2018	5.7%	18.2%	16.5%	35.8%	23.9%

Staff Information

2016-2017	3.2%	17.3%	16.4%	39.2%	23.8%
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Teachers by Average Years of Experience

	Total Years	With District
State 2019	11.10%	7.2%
District 2019	14.9%	9.2%

Turnover Rate for Teachers

State 2019	16.5%
District 2019	17.30%

Demographics Strengths

experienced teachers and friendly staff

region VIII co-ops, beneficial trainings and Consultants providing training @ North Lamar
attendance

fun events, special programs

panther alert

planning time in schedule

coaching cycles

partnership with Chamber of Commerce - CONNECT, and PJC, and community participation

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There isn't enough time to process and implement the professional development trainings. **Root Cause:** Not enough time built into the schedule.

Problem Statement 2 (Prioritized): More instructional support for teachers is needed. **Root Cause:** not enough instructional aides, coaches, intervention teachers, technology, and supplies

Problem Statement 3 (Prioritized): North Lamar's enrollment has been steadily declining. **Root Cause:** better facilities needed, more technology needed, more advanced academic opportunities are needed to stay competitive

Student Learning

Student Learning Summary

According to the Texas Education Agency's 2019 Accountability Ratings Overall Summary, North Lamar ISD received a rating of B. Areas addressed are student achievement, school progress, and closing the gaps. The 2018-19 Texas Academic Performance Report shows that for all subjects, North Lamar was at 81% approaches, 51% meets, and 21% masters. State percentages are 78% approaches, 50% meets, and 24% masters. North Lamar is above the state averages in all subjects for all grades except writing. Writing scores for North Lamar were lower than the state.

Individual student needs are identified at the elementary level through the Care team process. Stone Middle School have core teachers monitor, counselors alert of 504 and modifications. The high school grade reports are done by counselor, and teacher concerns identify students. Interventions in place include Tiers/Rtl process, tutorials, and support help during advisory time for middle schoolers.

Professional development is a vital part of student success. Teachers and staff that are well trained and supported through professional development will impact classroom instruction. Teachers that are supported will help with the retention rate. Opportunities to attend trainings, conferences, and have consultants work with staff in our district will need to continue in order to provide the necessary support to teachers and staff to retain high quality staff and increase student achievement.

Areas of need identified by the committee were 4th grade reading and writing, and 8th grade science. Tutorials at the middle school and high school are unsuccessful on EOCs.

Student Learning Strengths

increased scores on meets / masters

assigned planning time per department @ middle school

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Writing scores were lower than the state. **Root Cause:** lack of vertical planning

Problem Statement 2 (Prioritized): According to the latest TAPR, North Lamar was at 81% approaches, 51% meets, and 21% masters for all subjects. **Root Cause:** Not enough instructional support because there aren't enough aides and coaches.

Problem Statement 3 (Prioritized): North Lamar received a B rating on the accountability ratings overall summary. **Root Cause:** professional development needed, instructional support needed

District Processes & Programs

District Processes & Programs Summary

According to the 2019 TAPR report, the beginning teachers with years of experience has decreased from the previous year while the 11-20 years of experience for teachers has increased by 2.3%. In order to retain high quality teachers, North Lamar ISD provides stipends to math and science teachers. North Lamar has a mentoring program to help with the development of teachers and provide support. Instructional coaches are also used to support teachers including offering coaching cycles. The evaluation tool for teachers is the state's TTESS system. Teachers and staff are included in the decision making process through the use of staff surveys, serving on various committees, and meetings.

The curriculum and instruction for North Lamar increases student achievement evidenced by the STAAR results. The TEKS Resource System is used to align our district curriculum based on the state standards. Common unit assessments, benchmarks, and STAAR tests are used to monitor students' growth and programs are used to provide opportunities for students at risk. North Lamar has seen growth in all areas based on STAAR student scores except in the area of writing. SpEd student scores increased in all areas from 2018 to 2019, and the district's performance levels improved.

Counselors help students plan students' schedule of classes to guide students in the postsecondary education direction and career path they want to go. Partnership with PJC provides offers for dual credit classes. Business owners and guest speakers are scheduled throughout the year to share insight into various jobs/careers available to students and what level of education is required for those desired careers. Career and tech classes are offered where students receive CTE certifications. Our CTE program needs to grow by providing course diversity, and providing information about career paths and options earlier. Elementary campuses also have activities such as Career Day to give students opportunities to see various careers around our town.

North Lamar's application process is online. We offer a new teacher academy, a mentor program, and coaching cycles in order to recruit, support, and retain high quality staff.

The curriculum department surveys teachers for their preference of delivery and content of professional development. Feedback from teachers is used to guide future sessions. Instructional leaders provide input about their biggest needs. District and Campus Improvement committees, TEKS Cadre, department heads, and grade level representatives are formed to participate in the decision making process of our district. To improve student achievement, consultation with teachers and other staff are done through vertical planning times, and Care teams once a six weeks to discuss and decide on best ways to improve student achievement.

Instructional time is maximized through horizontal and vertical planning, preparation, data driven instruction, and effective classroom management. North Lamar is beginning the Blended Learning initiative through summer school 2020. Beginning in the 2020-2021 school year, a sampling of teachers will begin the implementation of Blended Learning. Professional development is provided for technology. Panthers on the Move is a transition activity for parents and students moving from one campus to another. Panthers First is an orientation for incoming Freshmen.

School safety is of the utmost importance for North Lamar ISD. North Lamar has had ALICE training and campuses schedule drills. Other safety measures to keep students and staff safe include cameras, time locks at Stone Middle School, and the check in system for visitors (Raptor). The Safety and Security grant has provided additional safety supplies. North Lamar has a district police station.

For the class of 2018, the district tested 53.9% on the ACT/SAT compared to 74.6% for the state. The average score for the ACT was 21.2 district and 20.6 state. The average score for the SAT was 1065 district and 1036 for the state.

A need identified by the committee was getting all teachers to a point of indepth knowledge of IFDs. Good communication between campuses continues to be a challenge. Another need cited by the committee was to look for ways to use instructional time wisely without losing time to behavior or transitions. The CTE program was mentioned as a concern. Salaries are at the state required amounts, however, other districts in the area are above the state requirements. The committee stated there were not enough instructional aides.

Students

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Students

Attendance Rates

School Year	State	District	Eco Dis	ELL	African Am	Hispanic	White
2017-2018	95.40%	96.30%	95.7%	97%	96.40%	96.10%	96.40%
2016-2017	95.70%	96.6%	96%	97.60%	96.10%	96.40%	96.70%
2015-2016	95.80%	97%	96.40%	98.40%	97.50%	97.40%	96.9%

Dropout Rate 9th-12th

School Year	State	District	Eco Dis	EL	African Am	Hispanic	White
2017-2018	1.90%	1.40%	2.2%	18.2%	0.00%	5.3%	1.10%
2016-2017	1.90%	0.8%	1%	0.00%	0%	0.00%	1.0%
2015-2016	2%	0.9%	1.60%	0%	1.90%	0%	0.80%

Students in Special Programs

School Year	Bilingual/ESL	Career Tech	GT	SpEd
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Staff Quality, Recruitment and Retention

Staff Information

	Teachers	Campus Adm	Central Adm	Educational Aides
State 2019	49.8%	10.1%	3%	10.3%
District 2019	50.6%	7.1%	2.6%	14.6%

Ethnicity of Teachers

Staff Quality, Recruitment and Retention

School Year	African Am	Hispanic	White	Other	Other consists of:
2018-2019	2.6%	0.9%	94.0%	2.6%	Am. Ind Asian
2017-2018	3.9%	0.9%	93.0%	2.2%	Pacific Islander 2 or more races
2016-2017	3.6%	0.8%	93%	2.6%	

Teachers by Years of Experience

School Year	Beginning	1-5 years	6-10 years	11-20 years	over 20 years
2018-2019	4.1%	19.4%	14.1%	38.1%	24.3%
2017-2018	5.7%	18.2%	16.5%	35.8%	23.9%
2016-2017	3.2%	17.3%	16.4%	39.2%	23.8%

Teachers by Average Years of Experience

	Total Years	With District
State 2019	11.1%	7.2%
District 2019	14.9%	9.2%

Turnover Rate for Teachers

State 2019	16.5%
District 2019	17.3%

District Processes & Programs Strengths

Mentoring, New Teacher Academy

Curriculum coaches providing coaching cycles

Integration of technology through blended learning

Restorative Practices for classroom management

safety and security features added

GT, project based

using data to determine strengths and weaknesses of students

ESL scores in reading, math, and science

SPED scores increasing

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of in-depth knowledge of IFDs from the teachers. **Root Cause:** not enough training time in the schedule

Problem Statement 2 (Prioritized): Communication between campuses continues to be a challenge. **Root Cause:** lack of time built into the schedule

Perceptions

Perceptions Summary

Based on the TAPR report, student attendance has been above the state rate every year the last three years even though it has slightly declined. In 2017-2018 the attendance rate was 96.3% compared to the state at 95.4%. Based on the middle school student survey, 67% feel that their school is safe. Bailey's students agreed (90%) that their school was safe. The dropout rate is 1.40% for the district compared to 1.90% for the state. STOP IT is a program used to reduce the threat of bullying. Students that are struggling with behavior are provided mentoring. Restorative Practices is a classroom management program that is being implemented in the district increasing to 2nd and 3rd grade during the 2020-2021 school year.

The turnover rate for the teachers has been higher than the state turnover rate the last 2 years. In 2019, the district's turnover rate was 17.3% compared to the state's 16.5%. Inexperienced teachers are supported through a mentor program and coaching cycles. According to the committee, teachers view the climate and culture of the district and campuses as improving. Based on the Spring 2019 teacher survey, 91% of teachers agreed they work in a good school. However, only 98 teachers in the district answered the survey so the data is limited. Based on the staff survey, 56% strongly agree and 30% agree their school is safe. The district's staff is involved in improvement planning through various committees, surveys, and meeting with teams/departments.

Parents participate in the education of their child through various campus events. Events include reading/literature night, science night, parent orientation, and book fairs. Based on limited data from one survey, parents' scores ranged from 21% - 29% feeling that the district is doing a good job of teaching content. Results were the same for parents feeling welcome. The community shows support to our district by being guest speakers and volunteers, the JUMP program, and fundraisers. About 50% of parents agreed that communication is effective and they are well informed. The district and/or campuses communicate to parents and the community through newsletters, Panther Alerts, Facebook, NL webpage, and Twitter. An identified barrier to parent/guardian participation is parents' busy schedules.

More engaging lessons was identified as a need as well as social/emotional mentoring. Another need identified was teachers needing to watch other teachers teach.

Student Engagement

Attendance Rates

School Year	State	District	Eco Dis	EL	African Am	Hispanic	White
2017-2018	95.40%	96.30%	95.7%	97%	96.40%	96.10%	96.40%
2016-2017	95.70%	96.60%	96%	97.60%	96.10%	96.40%	96.70%
2015-2016	95.80%	97%	96.40%	98.40%	97.50%	97.40%	96.90%

Student Engagement

Dropout Rate 9th-12th

School Year	State	District	Eco Dis	ELL	African Am	Hispanic	White
2017-2018	1.90%	1.40%	2.2%	18.20%	0.00%	5.30%	1.10%
2016-2017	1.9%	0.8%	1%	0.00%	0%	0.00%	1%
2015-2016	2%	0.9%	1.60%	0%	1.90%	0%	0.80%

Staff Engagement

Turnover Rate for Teachers

State 2019	16.5%
District 2019	17.30%
State 2018	16.6%
District 2018	23.8%
State 2017	16.4%
District 2017	10.8%

Perceptions Strengths

family events

social media / communication

attendance

drop out rates

counselor push ins, MS Video character

Boys and Girls Club @ Parker

teacher support through coaching / mentors

safety has improved

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students are not engaged in their learning. **Root Cause:** lack of engaging lessons

Priority Problem Statements

Problem Statement 1: North Lamar's enrollment has been steadily declining.

Root Cause 1: better facilities needed, more technology needed, more advanced academic opportunities are needed to stay competitive

Problem Statement 1 Areas: Demographics

Problem Statement 2: North Lamar received a B rating on the accountability ratings overall summary.

Root Cause 2: professional development needed, instructional support needed

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Writing scores were lower than the state.

Root Cause 3: lack of vertical planning

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the latest TAPR, North Lamar was at 81% approaches, 51% meets, and 21% masters for all subjects.

Root Cause 4: Not enough instructional support because there aren't enough aides and coaches.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: More instructional support for teachers is needed.

Root Cause 5: not enough instructional aides, coaches, intervention teachers, technology, and supplies

Problem Statement 5 Areas: Demographics

Problem Statement 6: There isn't enough time to process and implement the professional development trainings.

Root Cause 6: Not enough time built into the schedule.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Communication between campuses continues to be a challenge.

Root Cause 7: lack of time built into the schedule

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Lack of in-depth knowledge of IFDs from the teachers.

Root Cause 8: not enough training time in the schedule

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 9: Students are not engaged in their learning.

Root Cause 9: lack of engaging lessons

Problem Statement 9 Areas: Perceptions

Goals

Goal 1: Provide students a quality education that will demonstrate academic success and individual growth.



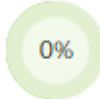
Performance Objective 1: Accountability testing will result in at least 85% passing rate in all subjects for all students.








Evaluation Data Sources: STAAR, Amplify, iStation, CUAs, benchmarks

Summative Evaluation: None

Strategy 1: A comprehensive needs assessment will be conducted by the District Site-Based Committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. Strategy's Expected Result/Impact: Comprehensive Needs Assessment narrative will support DIP and increase overall student achievement from previous year Staff Responsible for Monitoring: Assistant Super of Curriculum and Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Federal, state, and local funds will be coordinated to achieve the most effective use of these resources when implementing programs and services. Strategy's Expected Result/Impact: Effective use of taxpayer dollars / successful student achievement Staff Responsible for Monitoring: Superint	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Disaggregated data from Eduphoria reports will be used to provide targeted instruction based on student need. Strategy's Expected Result/Impact: increase performance from previous year Staff Responsible for Monitoring: Campus Principals Asst. Superint Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campuses will provide RTI for students that may be at risk for academic failure. Strategy's Expected Result/Impact: increase in performance from previous year benchmarks Staff Responsible for Monitoring: Campus Principals Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Purchase instructional supplies and/or technology equipment/software/licenses to support student achievement. Strategy's Expected Result/Impact: More access to instructional supplies including technology for students and staff. Improved scores on student assessments. Staff Responsible for Monitoring: Asst Super of CIA Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Demographics 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Tutorials will be offered. Strategy's Expected Result/Impact: increased student achievement Staff Responsible for Monitoring: Principals Intervention teachers Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Interventionists will provide students working below grade level with individualized instruction and progress monitoring. Strategy's Expected Result/Impact: Increased student achievement on state assessments Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Instructional coaches will be utilized to provide instructional support to teachers. Strategy's Expected Result/Impact: Teacher training conducted by coaches and instructional strategies implemented in the classrooms Staff Responsible for Monitoring: Asst Superint of CIA Equity Plan Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Provide summer school for all campuses. Strategy's Expected Result/Impact: Pass the 3rd admin of STAAR; increase student achievement Staff Responsible for Monitoring: State and Federal Programs Director Summer School Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Teachers will give students a performance assessment in writing after every TEKS RS unit Strategy's Expected Result/Impact: Increased performance on STAAR writing Staff Responsible for Monitoring: Principals Asst Superint of CIA Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11: Vertical writing committees will meet to establish district-wide writing guidelines Strategy's Expected Result/Impact: Increased performance on STAAR writing Staff Responsible for Monitoring: Principals Asst Superint of CIA Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Research/review ACT/SAT prep programs Strategy's Expected Result/Impact: Increased participation in taking the ACT/SAT Staff Responsible for Monitoring: HS Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Pay the cost of 2 AP exam for each student Strategy's Expected Result/Impact: Increase participation in taking accelerated learning courses and exams Staff Responsible for Monitoring: HS Counselor State/Federal Programs Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Purchase technology as needed to support innovative learning strategies. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Instructional Technology Coordinator Title I Schoolwide Elements: 2.5 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: In order to provide hands-on learning and exposure to STEM subjects, supplies will be purchased to supplement the basic education program. Strategy's Expected Result/Impact: Increased student achievement on state assessments Staff Responsible for Monitoring: Instructional Technology specialist	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 16: Instructional coaches will work with teachers to create engaging lessons Strategy's Expected Result/Impact: increase student achievement Staff Responsible for Monitoring: Instructional coaches Problem Statements: Perceptions 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June

Strategy 17: Communicate across campuses through scheduled meetings throughout the year to improve instruction and increase student achievement Strategy's Expected Result/Impact: increase on student assessments Staff Responsible for Monitoring: Principals Problem Statements: District Processes & Programs 2	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: More instructional support for teachers is needed. Root Cause: not enough instructional aides, coaches, intervention teachers, technology, and supplies
Student Learning
Problem Statement 1: Writing scores were lower than the state. Root Cause: lack of vertical planning
Problem Statement 2: According to the latest TAPR, North Lamar was at 81% approaches, 51% meets, and 21% masters for all subjects. Root Cause: Not enough instructional support because there aren't enough aides and coaches.
Problem Statement 3: North Lamar received a B rating on the accountability ratings overall summary. Root Cause: professional development needed, instructional support needed
District Processes & Programs
Problem Statement 2: Communication between campuses continues to be a challenge. Root Cause: lack of time built into the schedule
Perceptions
Problem Statement 1: Students are not engaged in their learning. Root Cause: lack of engaging lessons

Goal 1: Provide students a quality education that will demonstrate academic success and individual growth.

Performance Objective 2: Federal, state, and local instructional programs will be offered to meet the needs of all students.

Evaluation Data Sources: Testing data, program evaluations

Summative Evaluation: None

Strategy 1: Programs and services will be designed to meet the needs of all students in the schools and include tutorials, accelerated instruction, and special materials/supplies Strategy's Expected Result/Impact: Students will meet expected growth on assessments Staff Responsible for Monitoring: Asst Superint of CIA Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Opportunities will be provided to students to participate in extra-curricular activities including fine arts programs Strategy's Expected Result/Impact: increased student enrollment Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: A health and wellness program including physical activity, nutrition, and counseling will be maintained. Strategy's Expected Result/Impact: well-rounded students; increased student achievement Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Special Education services will be provided for all indentified students. Strategy's Expected Result/Impact: Increased in SpEd STAAR results Staff Responsible for Monitoring: Special Ed Director Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students served in Credit Recovery, DAEP, home bound, and pregnancy related services will receive accelerated instruction from certified teachers to stay on grade level and prevent dropouts. Strategy's Expected Result/Impact: decrease in dropout rate Staff Responsible for Monitoring: Asst Superint of CIA Title I Schoolwide Elements: 2.4, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: To transition from early childhood to kindergarten, PPCD classes and full day PreK will be provided. Strategy's Expected Result/Impact: Increase in BOY and EOY in Circle assessments Staff Responsible for Monitoring: Principal SpEd Director Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Dyslexia services will be provided, including instructional supplies and training for dyslexia teachers. Strategy's Expected Result/Impact: increased performance on assessments Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Paraprofessionals, under the direction of the teacher, will offer small group or one-on-one instruction . Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal Teacher Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: An English as a Second Language (ESL) program will be provided to students. Strategy's Expected Result/Impact: Improved ESL assessment results Staff Responsible for Monitoring: ESL Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: At-risk students will be identified and served through programs such as intervention classes, tutoring, computer-assisted instruction, and summer school. Strategy's Expected Result/Impact: Closing the achievement gap between the at-risk and non at-risk Staff Responsible for Monitoring: Principal State and Federal Programs Director Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: The work survey will be used to identify migrant students. Strategy's Expected Result/Impact: Students identified and served Staff Responsible for Monitoring: Migrant Liaison	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Provide training opportunities and instructional supplies to enhance and support the ESL program. Strategy's Expected Result/Impact: Increased student achievement for ELs Staff Responsible for Monitoring: ESL Coordinator Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: Gifted and talented services will be offered for all identified students Strategy's Expected Result/Impact: Increased performance on state assessments Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: North Lamar's enrollment has been steadily declining. Root Cause: better facilities needed, more technology needed, more advanced academic opportunities are needed to stay competitive








Goal 1: Provide students a quality education that will demonstrate academic success and individual growth.

Performance Objective 3: Strategies implemented to improve attendance and eliminate dropouts.

Evaluation Data Sources: Attendance rate, Dropout rate

Summative Evaluation: None

Strategy 1: The district will recognize students with perfect attendance throughout their school career. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Superint	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Each campus will conduct activities to increase attendance such as providing attendance policy information to parents, recognition for perfect attendance, and incentives Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Calls will be made to parents when students are absent Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: Attendance clerks	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Counseling services will be provided to prevent dropouts. Students will be encouraged to become involved in student organizations, extra curricular activities and CTE. Interventions include individualized instruction and address students with different learning styles Strategy's Expected Result/Impact: Decline in dropout rate Staff Responsible for Monitoring: Principals Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Credit recovery will be offered for students in grades 9-12 Strategy's Expected Result/Impact: Decrease in dropout rate Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Work release time will be given to qualifying students Strategy's Expected Result/Impact: Decrease in dropout rate Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Purchase supplies for identified homeless and provide transportation to school of origin to support their enrollment, attendance, and success Strategy's Expected Result/Impact: attendance rate, dropout rate, academic success Staff Responsible for Monitoring: Homeless Liaison	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8: Provide more advanced academic opportunities to stay competitive with neighboring districts Strategy's Expected Result/Impact: increase attendance Staff Responsible for Monitoring: Assistant Superintendent Problem Statements: Demographics 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: North Lamar's enrollment has been steadily declining. Root Cause: better facilities needed, more technology needed, more advanced academic opportunities are needed to stay competitive











Goal 2: Provide teachers with the curriculum, technology, instructional programs, and training necessary for student growth.

Performance Objective 1: Staff will participate in professional development/training through local, regional service centers, contracted services, and conferences

Evaluation Data Sources: PD certificates

Summative Evaluation: None

Strategy 1: Incorporate technology in the curriculum through effective staff training in the use of instructional technology. Strategy's Expected Result/Impact: More access to technology resources for staff. Improved student achievement. Staff Responsible for Monitoring: Technology instructional coach	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To increase the instructional program and impact student achievement, provide professional development opportunities through various means such as, regional service centers, conferences, and consultants in order to maintain/improve staff, including teachers, administrators, and paraprofessionals. Strategy's Expected Result/Impact: high quality staff and increased student achievement on various assessments Staff Responsible for Monitoring: Asst Superint of CIA Problem Statements: Student Learning 3 - District Processes & Programs 1	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Align the district-wide PD system for systematic long-term plan for new and experienced teachers to be on the same path. Strategy's Expected Result/Impact: 100% of teachers receiving core and personalized PD Staff Responsible for Monitoring: Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide GT teachers with the required 6 hours of GT update training. Strategy's Expected Result/Impact: training completed and increase performance in advanced on STAAR Staff Responsible for Monitoring: Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Each CPI team member must complete the Texas Behavior Support Initiative (TBSI) training through Region IV. Strategy's Expected Result/Impact: TBSI certified personnel Staff Responsible for Monitoring: District social worker	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Purchase materials for professional development activities Strategy's Expected Result/Impact: training completed; highly trained staff Staff Responsible for Monitoring: Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7: Teachers will be involved in the selection of professional development activities Strategy's Expected Result/Impact: Relevant and useful professional development based on teacher needs Staff Responsible for Monitoring: Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Professional development will be evaluated for effectiveness. Strategy's Expected Result/Impact: Improved professional development planning based on staff evaluations Staff Responsible for Monitoring: Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Begin implementation of Professional Learning Communities Strategy's Expected Result/Impact: Better communication and increased teacher knowledge for increased student achievement Staff Responsible for Monitoring: Asst Superint of CIA Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Build technological capacity and infrastructure by purchasing devices, equipment, and/or software Strategy's Expected Result/Impact: Teachers trained to incorporate technology into classroom instruction and increase academic achievement Staff Responsible for Monitoring: Technology instructional specialist	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Campuses will continuously search for ways to build in professional development training time in the schedule Strategy's Expected Result/Impact: Better trained teachers to improve instruction Staff Responsible for Monitoring: Principals Problem Statements: Demographics 1	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
Strategy 12: Pay teachers for professional development training if conducted outside of contract hours. Strategy's Expected Result/Impact: Better trained teachers will lead to increased student achievement Staff Responsible for Monitoring: Asst. Superint of CIA Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There isn't enough time to process and implement the professional development trainings. Root Cause: Not enough time built into the schedule.

Student Learning
Problem Statement 2: According to the latest TAPR, North Lamar was at 81% approaches, 51% meets, and 21% masters for all subjects. Root Cause: Not enough instructional support because there aren't enough aides and coaches.
Problem Statement 3: North Lamar received a B rating on the accountability ratings overall summary. Root Cause: professional development needed, instructional support needed
District Processes & Programs
Problem Statement 1: Lack of in-depth knowledge of IFDs from the teachers. Root Cause: not enough training time in the schedule

Goal 2: Provide teachers with the curriculum, technology, instructional programs, and training necessary for student growth.

Performance Objective 2: North Lamar ISD will attract and retain certified personnel

Evaluation Data Sources: Certifications

Summative Evaluation: None

Strategy 1: District and campus committees will make recommendations for curriculum and instructional materials to the district committee. The district committee reviews the campus recommendations and makes the final selections. Strategy's Expected Result/Impact: Committee minutes with final selection Staff Responsible for Monitoring: Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Central administration and school administrators will recruit applicants for open positions that meet highly qualified standards and reflect the ethnic balance of the district. Strategy's Expected Result/Impact: Attendance at job fairs. Personnel hired. Staff Responsible for Monitoring: Asst Super of HR Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: NLISD will review teacher certifications, service records, and paraprofessional training hours annually to meet state certification and highly qualified requirements Strategy's Expected Result/Impact: 100% of teachers appropriately certified and paraprofessional trained Staff Responsible for Monitoring: Asst. Superint of HR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: In order to attract and retain teachers, the district will pay \$500 above state salary base for master's degree for teachers Strategy's Expected Result/Impact: Attract and retain teachers with master's degrees Staff Responsible for Monitoring: Asst. Superint of HR	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Encourage additional teachers to become ESL certified. Strategy's Expected Result/Impact: Increase in ESL certified teachers Staff Responsible for Monitoring: ESL Coordinator	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: Provide a quality learning environment that is positive, safe, and supportive.

Performance Objective 1: Provide opportunities for students to participate in activities to promote positive, healthy behavior

Evaluation Data Sources: Decrease in discipline referrals, dropout rate, drug testing reports

Summative Evaluation: None

Strategy 1: Teachers will use prevention-based interventions such as redirection and awards for positive behavior Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct internet safety training for all students Strategy's Expected Result/Impact: decrease in internet violations Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Programs that prevent the illegal use of drugs, alcohol, and tobacco will be implemented at all levels in the district. Programs may include, but not limited to, DARE, Zone 32, counseling services, speakers at assemblies Strategy's Expected Result/Impact: decrease in number of incident reports Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: A guidance plan for conflict resolution will be used to generate honesty, concern for others, and reduce the threat of violence including dating, bullying, and suicide. Strategy's Expected Result/Impact: decrease in discipline referrals Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: NLHS will continue mandatory student drug testing for students in extra-curricular activities and for students that drive Strategy's Expected Result/Impact: drug testing reports Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Campuses will maintain a strong discipline, code of conduct, and plan of action for emergencies Strategy's Expected Result/Impact: Decrease in number of discipline referrals Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: To reduce the dropout rate, alternative education programs will be provided for both students with disciplinary problems and in at-risk situations Strategy's Expected Result/Impact: Dropout rate below the state average Staff Responsible for Monitoring: Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8: Continue implementation of Restorative Practices by attending conferences and trainings Strategy's Expected Result/Impact: less discipline incidents Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Attend professional development and training in drug and violence prevention Strategy's Expected Result/Impact: less discipline reports Staff Responsible for Monitoring: Principals	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Purchase supplies to promote safe and healthy students Strategy's Expected Result/Impact: Improve academic achievement by maintaining safe and healthy students Staff Responsible for Monitoring: Principals State and Federal Programs Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 3: Provide a quality learning environment that is positive, safe, and supportive.

Performance Objective 2: A comprehensive, coordinated school/community safety plan will be in place

Evaluation Data Sources: Discipline reports, nurse records

Summative Evaluation: None

Strategy 1: District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assistance recovery will be part of the counseling plan. Staff training will be conducted. Strategy's Expected Result/Impact: Counselor reports and discipline records show decrease in incidents Staff Responsible for Monitoring: Principal Counselor Superint	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The district will maintain a positive relationship with district and area policemen, firemen, and federal entities (such as the Ark-Tex council of Governments) and drawing on their expertise, conduct appropriate safety drills and training. This joint effort using federal, state, and local resources, will have safety awareness and an improved school climate as it's goal. Strategy's Expected Result/Impact: reduced number of security incidents Staff Responsible for Monitoring: Principal Counselor Superint	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The school nurses will provide health care services to the student body Strategy's Expected Result/Impact: Nurse reports Staff Responsible for Monitoring: Nurses	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: A School Health Advisory Council (SHAC) will meet at least 4 times per year and will analyze safety needs and make recommendations to the school board on health issues and curriculum when appropriate. Strategy's Expected Result/Impact: Nurse records Staff Responsible for Monitoring: Asst Superint of Admin	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Each campus will maintain at least one AED, and each campus will have the appropriate staff trained. Strategy's Expected Result/Impact: AED reports Staff Responsible for Monitoring: Principals Asst Superint Nurse	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6: Safety issues will be monitored and corrected to meet the standards established by the ESC Region 8 safety audit. Strategy's Expected Result/Impact: Buildings will be in compliance Staff Responsible for Monitoring: Maintenance Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Maintenance staff will maintain all district's facilities and monitor to ensure safe, comfortable classrooms conducive to teaching and learning. Strategy's Expected Result/Impact: Facilities maintained Staff Responsible for Monitoring: Maintenance Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Emergency procedures flip chart is distributed throughout the district to classrooms, offices, and buses; Staff and students are trained in ALICE Strategy's Expected Result/Impact: Effective emergency operation plan/procedures Staff Responsible for Monitoring: NL Police Chief Transport Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Bus riders will monitor student safety on bus routes. Strategy's Expected Result/Impact: Decrease in bus incidences Staff Responsible for Monitoring: Transport Director	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: NL police officers will provide students and staff increased protection. Strategy's Expected Result/Impact: officer effectiveness evaluation Staff Responsible for Monitoring: NL police dept	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 3: Provide a quality learning environment that is positive, safe, and supportive.

Performance Objective 3: Increase parent/community engagement

Evaluation Data Sources: sign-in sheets, Title I survey, enrollment data

Summative Evaluation: None

Strategy 1: Use local print and online news providers along with social media, such as Facebook, to inform the community and parents about the positive events happening at North Lamar. Strategy's Expected Result/Impact: Increased enrollment Staff Responsible for Monitoring: PR Dept Title I Schoolwide Elements: 3.2 Problem Statements: Demographics 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent participation is encouraged through a variety of means including serving on committees, volunteering, joining booster clubs, attending events, meetings, and student/parent activities at each campus scheduled at various times. Parents have online access to their child's grades and attendance. The Panther Alert system will be utilized to relay specific, timely announcements. The district webpage will have information including required posting Strategy's Expected Result/Impact: increased parent involvement Staff Responsible for Monitoring: Principals Web master Title I Schoolwide Elements: 3.2 Problem Statements: Student Learning 3	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Title I policy, program brochures, compacts, and other parent involvement information will be disseminated to the parents of Title I campuses. An annual Title I meeting will be conducted for parents and stakeholders to provide input on the plans and goals of the district and campuses. Strategy's Expected Result/Impact: Information disseminated/ increased parent participation Staff Responsible for Monitoring: Title I Instructional coach Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Parent orientations/ meet the teacher will be held at each campus at the beginning of the school year. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5: Title I Parent survey will be sent home to parents. Strategy's Expected Result/Impact: review survey results and implement changes to improve school/parent relationships Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 3.2 Problem Statements: Student Learning 2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: A parent, family engagement plan is developed with parents. The district will provide support to assist campuses in planning and implementing parent and family engagement activities to improve academic achievement Strategy's Expected Result/Impact: PFE plan completed. Increased parent participation. Increased student achievement Staff Responsible for Monitoring: Principal Title I Contact	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: North Lamar's enrollment has been steadily declining. Root Cause: better facilities needed, more technology needed, more advanced academic opportunities are needed to stay competitive
Student Learning
Problem Statement 2: According to the latest TAPR, North Lamar was at 81% approaches, 51% meets, and 21% masters for all subjects. Root Cause: Not enough instructional support because there aren't enough aides and coaches.
Problem Statement 3: North Lamar received a B rating on the accountability ratings overall summary. Root Cause: professional development needed, instructional support needed

Goal 4: Develop a plan that helps with college and career readiness by facilitating a process that explores self interests and career aspirations.

Performance Objective 1: Students scoring at college readiness level on academic assessments including STAAR component will increase.

Evaluation Data Sources: TEA 2020 College, Career, Military readiness Data Table, STAAR , SAT, ACT, AP scores, TSI

Summative Evaluation: None

Strategy 1: Information and preparation for higher education readiness tests, including SAT/ACT/TSI will be provided to all students through core content and CTE courses. Strategy's Expected Result/Impact: Increase in the % of students meeting college entrance tests Staff Responsible for Monitoring: Principal CTE Director Title I Schoolwide Elements: 2.5, 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: In order to transition from high school to post secondary education, information will be given to students and parents in multiple ways to increase participation in Advanced placement, dual-credit courses, and career and technology education Strategy's Expected Result/Impact: Increased offerings and increased student enrollment in AP/DC/CTE courses Staff Responsible for Monitoring: HS Principal CTE Director Title I Schoolwide Elements: 2.5, 2.6, 3.2	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Information on higher education, the TEXAS program, financial aid, and the Teach for Texas program will be provided to teachers, counselors, and parents Strategy's Expected Result/Impact: Increased number of students taking dual credit classes Staff Responsible for Monitoring: Counselors	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase the career and technical education program offerings for high school students that offer certifications and pathways to the workforce Strategy's Expected Result/Impact: Pathways established and increase in industry-based certifications obtained Staff Responsible for Monitoring: CTE Director Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Create a spreadsheet to chart progress in each junior and senior student to chart their progress on a personal graduation plan that includes all of the CCMR indicators and work with all of the students who do not have a plan Strategy's Expected Result/Impact: Increase in number of students graduating with a point on the TEA CCMR Data Table Staff Responsible for Monitoring: HS Principal HS counselors Asst. Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6: Training in workforce readiness for all special ed students who have taken one or more classes with a modified curriculum Strategy's Expected Result/Impact: Increase in number of SPED students graduating with completed IEP and Workforce readiness Staff Responsible for Monitoring: Special Ed Director HS Principal Title I Schoolwide Elements: 2.6	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Scores from all state tested areas will be evaluated for the number of students obtaining "meets" and "masters". Teachers will conference with students and support them in charting their own progress to accomplish college readiness standards through individualized growth Strategy's Expected Result/Impact: Increase in students scoring "meets" and "masters" Staff Responsible for Monitoring: Principals Instructional coaches Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: AP teachers attending AP instructional conferences and using advanced strategies for increase student performance on AP exams Strategy's Expected Result/Impact: Increase in number of students scoring 3 or 4 on AP exams as well as increase in number of AP students taking the AP exams Staff Responsible for Monitoring: HS Principal Asst Superint of CIA Title I Schoolwide Elements: 2.4	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual credit enrollment opportunities Strategy's Expected Result/Impact: Increase in enrollment and successful course completion of dual credit classes Staff Responsible for Monitoring: HS Principal Asst Superint of CIA	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Increase enrollment in accelerated courses and exams by paying for up to 2 AP exams for each student. Strategy's Expected Result/Impact: Increased enrollment in AP courses. More students taking AP exams. Staff Responsible for Monitoring: HS Counselor	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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Goal 4: Develop a plan that helps with college and career readiness by facilitating a process that explores self interests and career aspirations.

Performance Objective 2: Elementary and Middle School students are prepared to participate in college and career decision making.

Evaluation Data Sources: Graduation plans, graduation rates

Summative Evaluation: None

Strategy 1: Elementary campuses will expose students to the community through field trips, career speakers, and other activities that develop career awareness Strategy's Expected Result/Impact: Students with an awareness of career aspirations Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: To transition from middle school to high school, Stone Middle School will create awareness through a Career Investigations class for 8th grade, use of Career Cruising software, guest speakers including military, and participation in career fairs. Strategy's Expected Result/Impact: Students transition successfully into college and career programs at the high school - increased participation in CCMR activities for freshman Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.5	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Personnel for District Improvement Plan

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chris Coker	DAEP teacher	SCE	.50
Sandra Patterson	DAEP teacher	SCE	1.0
Wendy Bozarth	DAEP teacher	SCE	1.0