



Board Workshop Agenda
Carrie L. Lovejoy Child Development Center, 256 Country Club Road, Allen, TX
75002
January 12, 2022
8:00 AM

1. **Call to Order**
Barrett Owens, President
2. **Closed Session, Gov't. Code 551.071-551.084. The Board May Retire into Closed Session in Accordance with the Texas Open Meetings Act**
Barrett Owens, President
 - A. 551-071 For the purpose of private consultation with the Board's attorney, in person or by phone when the Board seeks the advice of its attorney about: pending or contemplated litigation; a settlement offer; or on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter.
 1. Public information requests, policies, and procedures.
 - B. 551-072 For the purpose of deliberating the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the District in negotiations with a third person.
 - C. 551-073 For the purpose of deliberating a negotiated contract for a prospective gift donation to the District if deliberation in an open meeting would have a detrimental effect on the Board's position in negotiations with a third person.
 - D. 551-074 For the purpose of deliberating the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear a complaint or charge against an officer or employee. However, the Board may not conduct a closed meeting for these purposes if the officer or employee who is the subject of the deliberation or hearing requests a public hearing.
 1. Deliberating the employment of the Executive Director of Human Resources and Communications.
 2. Evaluation of employees.
 3. Evaluation of the Superintendent.
 - E. 551-076 For the purpose of deliberating the deployment, or specific occasions for implementation, of security personnel, devices or security audits.
 - F. 551-082 For the purpose of deliberating in a case involving discipline of a public school child, or in which a complaint or charge is brought against a District

employee by another employee and the complaint or charge directly results in the need for a hearing. However, the Board may not conduct a closed meeting for this purpose if the employee against whom the complaint or charge is brought makes a written request for an open hearing.

- G. 551-0821 For the purpose of deliberating a matter regarding a student if personally identifiable information about the student will necessarily be revealed by the deliberation. This exception does not apply if an open meeting about the matter is requested in writing by a parent or guardian of the student or by the student if the student has attained 18 years of age.
 - H. 551-083 For the purpose of discussing or deliberating the standards, guidelines, terms or conditions the Board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
 - I. 551-084 For the purpose of excluding a witness from a hearing during the examination of another witness.
3. **Return to Open Meeting for Action, If Necessary, On Matters Discussed In Closed Session**
Barrett Owens, President
 4. **Opening Exercise**
Barrett Owens, President
 - A. Roll Call
Barrett Owens, President
 5. **Public Comments Related to January 12, 2022 Agenda Items** **3**
Barrett Owens, President
 - Public Comment Procedures Workshop (1) 3
 - 01.12.22 School Board Public Comments Sign In.Agenda and Open Forum 5



Public Comment Procedures

Workshops and Special Meetings

Submitting for Public Comment

Any individual seeking to speak during the public comment session of a workshop or special meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice.

Public comment cards must be completed in their entirety with accurate and truthful information and must designate the specific agenda item.

The Board will provide speakers that submit a public comment card on an agenda item the opportunity to speak prior to the Board's consideration of the item in the order in which they were received.

Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual gets one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items.

If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting.

The comments made by speakers at public comment reflect the opinions solely of the speaker and not the Board of Trustees as a governing body or the District.

Order of Agenda and Limitations

The Board reserves the right to change the order of the agenda items on the notice of meeting and / or defer agenda items until a later date.

Each speaker will be provided up to three minutes to address the Board of Trustees unless more than 10 speakers sign up to speak, in which case, the presiding officer reserves the right to reduce the time allotted to each speaker to no less than one minute per speaker. (Board Policy BED (LOCAL)).

If at any time, in the opinion of the presiding officer, the individual speaker is attempting to address a non-agenda item in the agenda item public comment period, the presiding officer or designee may stop the speaker.

Disruptive Behavior

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement.

It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

Conduct defined by Texas Penal Code §42.01 and Board Policies BED (LEGAL) and BED (LOCAL).

Failure to yield the podium at the conclusion of the time allotted to a speaker at public comment constitutes a disruption and will be addressed accordingly.

Comments made to the Board of Trustees by meeting attendees and/or speakers outside of the designated public comment periods during a meeting constitute a disruption.

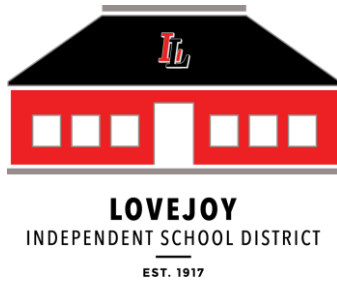
Board's Response to Public Comment

Specific factual information or recitation of existing policy may be furnished in response to inquiries, but the Board shall not deliberate or decide regarding any subject that is not included on the agenda posted with notice of the meeting. The Board may also refer a speaker to a staff member in authority over the issue.

For specific complaints or concerns, speakers are encouraged to utilize the District's appropriate grievance procedures and policies set forth in Board Policies FNG (LOCAL), DGBA (LOCAL), and GF (LOCAL).

Statement of Non-Discrimination

The Board does not discriminate against speech on the basis of viewpoint.



School Board Public Comments Sign In January 12, 2022

The Board of Trustees encourages public comment. All public comment at a meeting other than a regularly scheduled meeting should be limited to agenda items posted for the meeting. By signing up to provide public comment at a Board meeting, you are acknowledging and accepting the procedures for public comment available online at lovejoyisd.net.

Any individual seeking to speak during the public comment session of a regular board meeting must complete and submit the public comment card by no later than 15 minutes prior to the designated start time provided on the meeting notice. Public comment cards must be completed in their entirety with accurate and truthful information and must designate whether the speaker is speaking on a specific agenda item. Failure to designate an agenda item relevant to the speaker's comments will result in the classification of the public comment as a non-agenda item comment, to be heard at a later time in the meeting. Public comment cards are only applicable to the meeting in which they are completed and submitted by the established deadline.

Each individual will have one opportunity per meeting to share their comments with the Board of Trustees, not multiple opportunities per individual agenda items. If a speaker is not present when his/her name is called, the speaker forfeits the opportunity to speak at that meeting. All speakers will be limited to no more than three minutes. The presiding officer reserves the right to reduce the number of minutes per speaker to no less than one minute per speaker in order to maintain effective meeting management. The speakers will be recognized in the order in which each person signs up. If there are more speakers than time allotted for public comment, the amount of time per speaker may be reduced, as determined appropriate by the Board of Trustees. If time does not allow for you to speak at public comment, the Board of Trustees may allot additional time for public comment or defer specific agenda items for review at a subsequent meeting in an effort to allow more public comment, as determined necessary by the Board. This public comment card will not be maintained from one meeting to the next and is only applicable to the meeting on the date in which it was submitted.

If you have a specific concern related to an employee of the District or a specific student issue, you are encouraged to utilize the District's grievance procedures provided in Board Policies DGBA (LOCAL), FNG (LOCAL), and GF (LOCAL) or applicable grievance process. Each grievance procedure allows for an individual to redress grievances with the Board of Trustees. All relevant policies are available online at lovejoyisd.net.

Disruptive behavior will not be tolerated in the meeting. If after the provision of a single warning, the disruptive behavior continues, the disruptive individual may be escorted out of the meeting by District officials and/or law enforcement. It is a criminal offense for a person, with intent to prevent or disrupt a lawful meeting, to substantially obstruct or interfere with the ordinary conduct of a meeting by physical action or verbal utterance.

The Board of Trustees appreciates your active participation in the school district.

***I wish to address the Board about an item appearing on the January 12, 2022 agenda.**

I wish to speak about agenda item #_____ which is titled:

***I wish to participate in the open forum by speaking about the following topic:**

First and Last Name:

Address:

Phone:

Organization (if applicable):



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

- 6. **Consider and Act on Personnel Recommendation(s)**
 - Katie Kordel, Superintendent of Schools
 - A. Executive Director of Human Resources and Communications 8
 - Executive Summary. Anna Koenig 8



LOVEJOY
INDEPENDENT SCHOOL DISTRICT

Lovejoy Independent School District Board of Trustees

Date of Meeting	January 12, 2021
Document Title	Recommendation to Hire the Executive Director of Human Resources and Communications
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input checked="" type="checkbox"/> None <input type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Katie Kordel, Superintendent of Schools

Executive Summary

Anna Koenig is an experienced educator who has held campus and district leadership positions for over twenty years. Ms. Koenig currently serves as Managing Director of Human Resources in the Frisco Independent School District. Her primary responsibilities included supporting campus and department Human Resources needs, as well as managing substitutes, summer school programming, hiring, staffing, and leadership development. Ms. Koenig worked collaboratively with campuses and various departments to develop effective processes and systems that would allow increased efficiency and standardization methods in the district. She has been a presenter at both state and national conferences including TEPSA, TASP, AASPA and Laserfiche.

Ms. Koenig spent her early years as an educator teaching elementary school in the Irving Independent School District, Frisco Independent School District, as well as a brief time in California due to her husband's job. During her time in Frisco ISD, Ms. Koenig served as a Teacher, Assistant Principal, and Principal before being promoted to Director and later Managing Director of Human Resources. Ms. Koenig opened Boals Elementary in Frisco ISD as principal, and she was instrumental in the opening of many Frisco ISD schools in the role of Human Resources Director.

Ms. Koenig received her Bachelor of Science degree in Curriculum and Instruction from Texas A&M University in College Station and her Masters in Mid-Management Administration from the University of North Texas, as well as her superintendent certificate. In 2013, Ms. Koenig was recognized as a National Distinguished Principal Finalist by the Texas Elementary Association of Principals and Supervisors Association (TEPSA).

Ms. Koenig and her husband, Mike reside in Frisco. She enjoys traveling and spending time with family and friends. Ms. Koenig's knowledge and experience will be a significant asset to the Lovejoy ISD Executive Cabinet.

Fiscal Implications

Financials have been reviewed by the Assistant Superintendent of Finance and Operations.

Administrator Recommendation

Administration recommends approval of Anna Koenig as the Executive Director of Human Resources and Communications.

Board Priority

Priority 1

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Priority 2

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.

Priority 3

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized, and transparency will be prioritized.

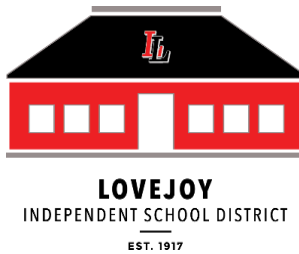
Priority 4

Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

Priority 5

Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

7. Consider and Act on approval of 2021-2022 Campus Improvement Plans	12
Katie Kordel, Superintendent of Schools	
Executive Summary.CIP	12
HES.CIP	14
PES.CIP	40
SCIS.CIP	56
WSMS.CIP	71
LHS.CIP	85



Lovejoy Independent School District Board of Trustees

Date of Meeting	January 12, 2022
Document Title	Recommendation to Approve the 2021-2022 Campus Improvement Plans
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input checked="" type="checkbox"/> Attached <input type="checkbox"/> Provided Later
Administrator Responsible	Katie Kordel, Superintendent of Schools

Executive Summary

2021-2022 Campus Improvement Plans were presented to the Board of Trustees and community during the December 13, 2021 Regular Meeting.

Fiscal Implications

There are no fiscal implications at this time.

Administrator Recommendation

Administration recommends approval of the 2021-2022 Campus Improvement Plans as presented.

Board Priority

Priority 1

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically

partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Priority 2

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.

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Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.

Priority 4

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Priority 5

Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.



Joe V. Hart Elementary Campus Improvement Plan 2021-2022

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The Hart Vision

Helping **A**LL **R**each excellence **T**hrough a growth mindset.

The Hart Mission

Hart Elementary is a dedicated team striving to reach our potential; so that each student develops confidence, respect for others, passion for learning, a commitment to service, and academic excellence through challenging and engaging learning experiences.

CAMPUS IMPROVEMENT TEAM MEMBERSHIP

Marie Cloud - Teacher, Sarah Moody - Teacher, Laine Collins - Teacher, Tori Dodd - Teacher, Meredith Tays - Teacher, Amy Smith - Teacher, Nicole Mills - Teacher, Eva Pearl, Special Education Teacher, Chelsea Sexton - Teacher, Dani Miller - Parent & PTO Representative, Courtney Beale - Parent, Greg Gibson - Community Representative, Mary Ruggeri - Counselor, Wendy Craft - Principal, Megan Rawlins - Assistant Principal, Kristin Dawson - Library Media Specialist, Aubrey Stock - Parent, Taylor Buaas - Business Representative

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation.

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student 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.

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THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

LISD DISTRICT IMPROVEMENT PLAN PRIORITIES

Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits.

Priority #2: Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile will become a prevalent part of all members of the team.

Priority #3: Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students.

Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders.

Priority #5: Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

SCHOOL YEAR: 2021-2022

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

Improvement Planning Data

- LISD District Improvement Plan Priorities
- LISD Focus Areas
- District CIP
- Campus CIP

Accountability Data

- TEA Accountability Summary Report including:
Performance Index 1 – Student Achievement

Student Data

- STAAR Data for grades 3 and 4
- District Benchmark Data
- mClass Data
- TELPAS Data
- TSDS PEMS Data
- Attendance Data
- PST (Problem Solving Team) Data
- Discipline Data
- SPED Data
- 504 Data
- GT Data

Employee Data

- Staff Feedback
- Teacher Appraisal Tool Data

Parent/Community Data

<ul style="list-style-type: none"> • Parent Involvement • PTO feedback and involvement 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	<p>Hart Elementary consists of students residing in Lucas, Wylie, Allen, Fairview and McKinney, Texas. Hart Elementary is located east of the city of Allen. We have a unique makeup of families who have chosen to live in a country environment, combined with families who have moved to the district because of the reputation of the school district. This is a unique year because Hart Elementary absorbed about half of the students from Lovejoy Elementary since it was closed by the district.</p> <p>Hart Elementary's student population consists of 595 students, 322 boys and 273 girls. Black/African American – 2.5%, Hispanic – 7.6%, White – 80%, American Indian/Alaskan – .07%, Asian – 6.7%, Two or More Races – 5.8%, Hawaiian/Pacific Islander –</p>	<p>Attendance continues to be a concern for Hart Elementary. While we would expect a low percentage of student absences due to illness and COVID, we do have families vacationing during the school year. To continue to develop character in our students with a focus on social-emotional health.</p>	<p>We will continue to stress the importance of students' attendance and closely monitor those who are chronically out with unexcused absences. By mailing letters and phone calls home, parents will be made aware of the importance for students attending school daily. We will continue to focus on improving attendance rate to better than 97%.</p>

	<p>0.2%, Economically Disadvantaged – 5.9%, ESL – 1%, GT – 7.4%, SPED – 13.6%, At Risk – 11.4%, 504- 8.1%</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Hart Elementary is a growing community. ● Families are moving to the area because of the small size of the district and the outstanding academic programs offered. ● Our community is very supportive in giving of their time and resources. 		
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<p>Student Achievement</p>	<p>From the 2021 STAAR data, the Hart students are performing at or above 85% in passing the Reading, Writing, and Math STAAR tests for 3rd and 4th graders.</p> <p>4th Grade Math scored at 76% on the Masters level of the STAAR test and 33% on the Masters level on the Writing.</p> <p>Students in Kindergarten - 2nd grade participated in the mClass assessment, and about 70% of our students are on or above grade level.</p>	<p>An area of focus is reaching the Masters level in 3rd grade Reading and Math and 4th grade Reading.</p> <p>In Kindergarten - 2nd grade, another area of focus would be increasing the number of students who are classified as above level on mClass and DRA.</p> <p>We continue to stress the importance of pre-assessing students to know where they are in their learning. This allows us to take children from where they are in their learning to the next level.</p> <p>The Hart Staff understands the importance of understanding why children are struggling and offering appropriate interventions based on student's identified needs and closing their learning gaps.</p>	<p>Focus on closing identified achievement gaps where students are moving levels from targeted intervention.</p> <p>Identify the district planning protocols within team planning.</p> <p>Through tight vertical alignment, collaborative planning and utilizing a newly updated curriculum incorporating communication, collaboration, critical thinking, and creativity, teachers will create lessons that increase the level of rigor for students and deepen their understanding of the standards.</p> <p>Another focus is increasing cognitive demand through effective formative assessment and criteria.</p>
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<p>School Culture and Climate</p>	<p>Hart Elementary is a collaborative community of students, staff, and parents. Our focus is to provide a safe and secure environment, promote positivity, ensure quality instruction and growth for all students.</p> <p>Grade level teams develop plans for instruction, assessment,</p>	<p>Promote community collaboration by maintaining effective communication, providing consistent learning experiences inside the classroom, and expressing frequent feedback between teachers, students, and parents.</p> <p>Ensure growth for every level of student achievement by being intentional with small groups and flex</p>	<p>Create, teach, model, and practice clear procedures, expectations and routines.</p> <p>Provide ongoing opportunities to build relationships/connections throughout the year.</p> <p>Provide opportunities for feedback to value everyone's opinions.</p>
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	<p>intervention, and enrichment for students. Each team’s purpose is to provide quality curriculum, exchange strategies, build unity among the grade levels, and foster student growth in social emotional and academic areas of learning.</p> <p>Safety and security remains a top priority on campus. All staff is provided training pertaining to drills, safety procedures, medical procedures, and emergency response.</p>	<p>times.</p> <p>Instill pride in students and advocate for school spirit by utilizing creative tactics during school assemblies, promoting things such as Leopard Friday, potentially creating a Hart “Spirit Day”, setting clear expectations for student behavior (SHARP), and reinforcing character traits both inside and outside the classroom environments.</p> <p>Provide consistent opportunities to build relationships between staff, students, and parents. Take into consideration any and all feedback to continue building a healthy learning and working environment.</p>	<p>Provide opportunities for students to be recognized for modeling character traits.</p>
<p>Staff Quality/ Professional Development</p>	<p>Staff Quality: Hart teachers are committed to continuous improvement and professional learning.</p> <p>Hart teachers collaborate to ensure capacity is built in all teams through staff/team meetings and professional development. By implementing the following:</p> <ul style="list-style-type: none"> ● creating and deconstructing Learning Targets so students know what they are learning and why 	<p>Continuing to support the “big ideas” presented at Learning in Lovejoy over the summer: relationships, rigor and formative assessment, STEM, Kagan, and social emotional learning for students and staff.</p> <p>Maintain the focus of the “big ideas” during the year so that we are able to monitor improvement and measure success by using the Lovejoy appraisal tool.</p> <p>Provide additional professional development related to supporting</p>	<p>Provide ongoing professional development for targeted areas of improvement through staff meetings and team planning.</p> <p>Participate in district professional development throughout the year. Specifically, Kagan, curriculum focus areas, team planning, and social emotional learning for staff and students.</p> <p>Collaborate with district curriculum and instruction staff to target areas of need throughout the year.</p>

	<ul style="list-style-type: none"> • developing criteria to ensure students know where they are going and how to get there in their learning • using criteria to give quality feedback to ensure students know where they are and where they need to be. <p>Professional Development: Professional development is a focus of the district. A professional development conference is held each summer, and is called Learning in Lovejoy. The entire district staff attended four common days to ensure all staff are able to hear the same speakers, at the same time. This strategy assists the campuses with deep implementation opportunities for district focus areas.</p>	<p>students with Autism or any behavioral needs.</p>	<p>All K-2 Teachers and campus Administrators will participate in the TEXAS Reading Academy.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>LISD Curriculum Staff continue to work with teachers to revise and refine our curriculum to align with the state standards, TEKS. Our district is focused on developing a curriculum that is aligned, engaging and provides students feedback on their learning along the way. Both formative and summative assessments are built into the curriculum, and developed by teachers. The curriculum writing process consists of input from</p>	<p>Continue to provide time for the grade level teams to be a part of the curriculum writing process throughout the school year and in the summer.</p> <p>Continue using the shared drives between campuses.</p> <p>Continue to identify and provide professional development around high needs areas.</p> <p>Development of formative assessments</p>	<p>Participate in any Professional Development provided throughout the year.</p> <p>Continue to develop staff and give time to implement instruction properly.</p> <p>Provide implementation training on materials already in our district's possession.</p> <p>All K-2 Teachers and campus Administrators will participate in the</p>

	<p>teachers throughout the planning process during the summer and or school year to further develop the district curriculum and resources.</p> <p>This year our district focus areas are:</p> <ul style="list-style-type: none"> ● Planning Process- Implementing a common experience across grade levels. ● Flex & Small Group Planning- This allows teachers to differentiate instruction for small groups across the grade level. ● Criteria- Using criteria to give quality feedback to ensure students know where they are and where they need to be. <p>Each professional development day, throughout the school year, has been designed to integrate our learning from Learning in Lovejoy to ensure deep implementation.</p> <p>Administrators meet to discuss successes and needs on each campus to map out next steps. District curriculum staff is a part of these meetings and collaborates with principals in creating the plan.</p> <p>Teacher Teams will meet no less</p>	<p>and opportunities for teachers to share data. Additional opportunities for teachers to collaborate between the 2 campuses.</p> <p>Continue to deconstruct standards to ensure instruction, assessments, and intervention are at the rigor of the standards.</p> <p>Continue quarterly data meetings to analyze Tier 1 instruction for all students, create interventions for ALL students both on and above levels in order to meet their needs and fill their gaps.</p> <p>.</p>	<p>TEXAS Reading Academy.</p>
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	<p>than 3 times each week to ensure all standards, criteria, and assessments are aligned to district planning guides and our scope and sequence.</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● Learning in Lovejoy offers training before the school year on focus areas. ● Opportunities for RLA classroom teachers to be a part of the curriculum writing process. ● Curriculum content specialists join campus planning. ● C & I meetings with principals. ● Shared Drive Folders to collaborate and share created materials. ● Implementing SEL into our daily practices. 		
<p>Family and Community Involvement</p>	<p>Hart has a very involved parent community. Our PTO supports all campus efforts and provides special events for both students and staff.</p> <p>Dads at Hart are on campus daily to help in the classroom, car duty, PE, and recess.</p> <p>Parent volunteers help with classroom activities, library, copies,</p>	<p>-Lacking community involvement -Make sure all grade levels are doing a consistent newsletter. -Keep campus calendar on the Hart website and keep updated. -Principal email with more details about school events and consistency. -Discuss being more aligned as a school about what goes into your grade level newsletter as well as a format that works well on all devices.</p>	<p>Keep community and family activities including:</p> <ul style="list-style-type: none"> ● Family Fun Night ● Grandparents Luncheon ● Ice Cream Social ● Campout ● Author Visits ● Music Programs ● Perot Science Night <p>Add a community coffee conversation</p>

	<p>etc.</p> <p>Hart has high attendance at after school activities sponsored by both PTO and the school.</p> <p>A weekly Newsletter to parents is provided by each teacher/grade level.</p> <p>-New to Lovejoy coffee (Welcome Ambassadors) that helps families get to know Lovejoy.</p>		<p>each semester discussing character traits, homework help, how parents can help, and other hot topics.</p> <p>Continue to involve parents in helping</p> <ul style="list-style-type: none"> ● in the classroom, ● Library ● office ● copies, etc. <p>Continue Dads at Hart</p> <p>Volunteer appreciation Incorporating Community (Allen, Heritage Ranch, Lucas)members volunteer to read with kids, help in the library, etc.</p> <p>Firefighters/police visits</p> <p>Involve the band/cheerleaders/Majestics, etc in the Hart Beats to begin building our legacy of “One Heart, One Lovejoy.”</p>
<p>Technology</p>	<p>Hart Elementary utilizes numerous technology-learning tools for both students and teacher use. Students in grades K-2 are 1:1 with iPads. Students in 3rd grade have access to both laptops and iPads. Students in 4th grade are 1:1 laptops. These tools are used for instruction, assessment, and differentiation of student learning.</p> <p>Strengths:</p> <ul style="list-style-type: none"> ● All staff are well versed in 	<p>Improve our students' understanding of digital citizenship.</p> <p>Align resources between campuses to ensure all campuses can implement lessons in the curriculum, and collaborate when developing new lessons.</p> <p>Submit technology tickets to ensure that issues are tracked and resolved in a timely manner.</p>	<p>A student device ratio of 1:1 campus wide.</p> <p>Improve wireless connectivity throughout the building.</p> <p>Students will participate in the Hour of Code as well as learning coding throughout the year.</p>

	<p>the use of virtual meeting software to participate in meetings remotely as needed</p> <ul style="list-style-type: none"> • Many teachers use the Invest in Excellence grant program to submit requests for additional technology items for the classroom. • Teachers use Seesaw & Google Classroom to provide timely and unique updates to parents. • Dismissal procedures streamlined through the use of the School Dismissal Manager system. • Students in grades 3-4 attend STEM classes on a rotating basis. 	<p>Work with the C&I department to create new lessons that integrate technology.</p> <p>Provide additional professional development related to all district technology platforms.</p> <p>Ability to edit and update Classlink applications.</p> <p>Purchase additional Chromebooks to support 2nd and 3rd grade classes.</p>	
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Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to 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 schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

LISD District Improvement Plan Priority #1 - Campus Goal:

- Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits.

Objective:

- Increase our Masters Grade level performance in 3rd Grade Reading from 40% to 50%.
- Increase our Masters Grade level performance in 3rd Grade Math from 38% to 50%.
- Increase our Masters Grade level performance in 4th Grade Reading from 38% to 50%.
- Increase our Masters Grade level performance in 4th Grade Math from 76% to 80%.
- Increase our Kindergarten overall above level on mClass from 38% to 46%.
- Increase our 1st Grade overall above level on mClass from 40% to 50%.
- Increase our 2nd Grade overall above level on mClass from 35% to 45%.
- All Kindergarten - 2nd graders are reading on grade level.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Quality planning, common learning targets, assessments, and instruction should be consistent and standards aligned among grade level staff members.	Curriculum Specialists, Campus Administrators, Teachers, Asst. Superintendent	Local Funds	August – June	Walk Throughs, Lesson Plans, Scope & Sequence, Observation, Student Product	Lesson Plans, Student Performance	Curriculum Maps, Lesson Plans, STAAR Scores, mClass Data, DRA Data, District Benchmarks	1,2,4
Walk-throughs and teacher observations, by administrators, will provide feedback concerning the quality and content of lessons observed.	Teachers, Campus Administrators	Local Funds	September – May	Teacher observations	Walk through Document, Feedback Forms, Student Performance	Walkthrough Forms and LATPD	1,4
Reading, Writing, and Math vertical teams will occur at least twice a year to determine focus TEKS, aligned	Curriculum Specialists, Campus	Local Funds	September-May, semester	Walk Throughs, Lesson Plans, Scope & Sequence,	Lesson Plans, Student Performance	Curriculum Maps, Lesson Plans, STAAR Scores, mClass, Data, DRA	1,2,3,4,8,9

vocabulary and strategies, and aligned assessment practices for focus areas.	Administrators, Teachers			Observation, Student Product		Data, District Benchmarks	
Teachers will utilize curriculum resources and support in preparing quality lessons that align to the depth and complexity of the standard and incorporating the 4C's.	Curriculum Specialists, Campus Administrators, Teachers, LMS	Local Funds	August - June	Walk Throughs, Lesson Plans, Scope & Sequence, Observation, Student Product	Lesson Plans, Student Performance	Curriculum Maps, Lesson Plans, STAAR Scores, DRA Data, District Benchmarks	1,2,4
Teachers will begin learning and forming Collaborative Learning Team practices through Professional Learning Communities that will focus on: <ul style="list-style-type: none"> • What do we want our students to learn? • How will we know they are learning? • How will we respond when they do not learn? • How will we respond when they do learn? 	Hart Admin Team, All Teaching Staff, Curriculum and Instruction Team	Staff and local funds	Quarterly, and either August 7 or 8 in the summer	Lesson plans, Assessments	Student Performance	Teacher monitoring notes, team data, benchmark data, STAAR data	1,2,3,4,8,9
Grade levels will implement a Flex Groups/Intervention 30 minute time during the day for Reading and Math. Teachers use data to create interventions/small groups to remediate, extend, and reteach.	Classroom Teachers	District Funds	August-June	Lesson Plans, Monitoring Notes, Observations	Student Performance	Progress Monitoring, Observation	1,2,3,8,9
Reading/Writing Workshop-Teacher will implement reading and writing workshop on a daily basis using Lucy Calkins Curriculum: minilesson, conferencing, small groups	Curriculum Team, Classroom Teachers	District, and campus, funds	August-June	Walk Throughs, Lesson Plans, Scope & Sequence, Observation, Student Product	Student Performance	STAAR Scores, MClass Data, DRA Data, District Benchmarks, student/teacher conferences	1,2,3,4,8,9
Phonics will be implemented daily for all students K-1 using Fountes and Pinnell Phonics curriculum.	Classroom teachers, RLA	Foundation for Lovejoy	Implemented August-June	Lesson Plans, Scope and Sequence,	Student performance	Spelling test, writing, Book assessment level,	1,2,3,4,8,9

	curriculum coordinator	Schools grant, Curriculum		Walkthroughs, observations,	in writing and reading	MClass data, STAAR, benchmarks	
Guided Reading will be implemented daily on students' instructional reading level. Students below grade level will receive guided reading at least 4 days a week.	Classroom teachers, reading specialist, Curriculum Team	Guided Reading Library, Fountas and Pinnell Continuum	Implemented August-June	Walk Throughs, Lesson Plans, Observations	Student Performance	DRA, MClass, running records, data/check sheets	1,2,3,4,8,9
Tutoring/Summer School will be offered for students who need intervention beyond flex/intervention time.	District and Campus Administration	District Funds	June-August	Lesson Plans, Work Log, Monitoring Notes	Student Performance	Progress Monitoring, Observations	1,2,3,8,9
Fine Arts-Students will have opportunities to create Art and have it represented in the high school gallery, Fine Arts Festival, and Spotlight Art Show. 4th graders have an opportunity to participate in school choir and the Lovejoy Children's Choir.	Art & Music Teachers	Campus and District Funds	August - May	Team Lesson Plans, Scope and Sequence, Team Planning, Learning Goals, Success Criteria	Fine Arts Festival, Spotlight Art Show, Grade Level Shows, Choir, Lovejoy Children's Choir	Observation, Success Criteria Checks, Monitoring, Student Feedback	1,2,3,8,9
Provide opportunities for students that connect to the Graduate Profile. Teach students the Graduate Profile through character traits and SEL curriculum. <ul style="list-style-type: none"> Intellectually Equipped - Students understand the Learning Targets and Criteria for learning and can self- assess and set goals for their academics Open to the Challenges of Learning - Teachers will teach grit and growth mindset and that effort is important Well-Rounded, Engaged in a Healthy Lifestyle - 	Administration, Counselor, Teachers, Support Staff	Local Funds	August - May	Formative and Summative Assessment, STAAR data, Fitness Gram, Student Participation, Money Raised	Student Performance and Participation	Formative and Summative Assessment, STAAR data, Fitness Gram, Student Participation, Money Raised	1,2,3,5,6,7,8,9, 10

<ul style="list-style-type: none"> ● Fair and Respectful of Others - Counselor and staff will promote the six character traits and recognize behavior that matches the traits, Leopard Leaders will be recognized at Hart Beat, PTO program to encourage understanding and acceptance of those with disabilities (SAGE) ● Works for Justice in the Community - Coin drive to raise money for the ACO 							
<p>Students will develop self-awareness and self-management skills to achieve school and life success.</p> <ul style="list-style-type: none"> ● Identify and manage one's own emotions and behavior. ● Recognize personal qualities and external supports. ● Demonstrate skills related to achieving personal and academic goals 	Administrators, Counselor, Teachers, and Support Staff	Local Funds	August - June	Walk Throughs, Lesson Plans, Observations, Guidance Lessons, SEL implemented daily	Student Performance, Discipline referrals	Observation, Success Criteria Checks, Monitoring Student, Teacher, and Parent Feedback	1,2,3,4,6,9,10
<p>Students will use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <ul style="list-style-type: none"> ● Recognize the feelings and perspectives of others. ● Recognize individual and group similarities and differences. ● Use communication and social skills to interact effectively with others. 	Administrators, Counselor, Teachers, and Support Staff	Local Funds	August - June	Walk Throughs, Lesson Plans, Observations, Guidance Lessons, SEL implemented daily	Student Performance, Discipline referrals	Observation, Success Criteria Checks, Monitoring Student, Teacher, and Parent Feedback	1,2,3,4,6,9,10

<ul style="list-style-type: none"> • Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 							
<p>Students will demonstrate responsible decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <ul style="list-style-type: none"> • Consider ethical, safety, and societal factors in making decisions. • Apply decision-making skills to deal responsibly with daily academic and social situations. • Contribute to the well-being of one's school and community 	Administrators, Counselor, Teachers, and Support Staff	Local Funds	August - June	Walk Throughs, Lesson Plans, Observations, Guidance Lessons, SEL lessons implemented daily	Student Performance, Discipline referrals	Observation, Success Criteria Checks, Monitoring Student, Teacher, and Parent Feedback	1,2,3,4,6,9,10
Kindergarten - 2nd Grade teachers, special education teacher, Principal, and assistant principal will participate in Reading Academy to improve reading skills for all students.	District C&I, K-2 Teachers, SPED Teachers	Local Funds	July - May	Walk throughs, lesson plans, assessments from staff development, and lesson submissions	Student Performance, Teacher Performance	Teacher feedback from lessons submitted and quizzes, Student Data	1,2,3,4,8,9
Kindergarten - 4th grade will implement a structure of analyzing data, setting goals, developing a specific plan, and then reteaching to determine if successful with mClass data and district benchmarks.	Curriculum Specialists, Campus Administrators, Teachers	Local Funds	September-May, semester	Walk Throughs, Lesson Plans, Scope & Sequence, Observation, Student Product	Lesson Plans, Student Performance	Curriculum Maps, Lesson Plans, STAAR Scores, mClass, Data, DRA Data, District Benchmarks	1,2,3,4,8,9

LISD District Improvement Plan Priority #2 - Campus Goal

- Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile will become a prevalent part of all members of the team.

Objective(s):

- Hart Elementary will retain 90% of staff members.
- Staff satisfaction input is collected quarterly and utilized in all aspects of campus decision making.
- Staff are educated on the components of the Lovejoy Educator Profile and submit professional and personal goals from these key areas.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Recruit and retain highly effective staff members through the district interview process	SLC Committee, Curriculum Specialists, Campus Administrators	Local Funds	April – June	Walk Throughs, Observations, Lesson Plans, Feedback Data	Teacher Feedback, Student Performance	Analysis by Human Resources Department, Administrators, Curriculum Specialists	5
Introductions of newly hired effective staff members at monthly Board Meetings.	Human Resources Director, Campus Administrators	Local Funds	August – June	Roster of New Staff Members, Observations	Teacher Feedback	Observation	5
New staff members will be assigned teacher mentor/teaching partner	Human Resources Department, Campus Administrator	Local Funds	August – June	List of Mentors/Teaching Partners	Feedback from New Staff Members	Survey	3,4,5
All teachers will participate on committees and vertical teams to provide input and feedback on campus work.	Admin Team, All Hart Staff	Staff, local funds	Monthly	Staff participation	Teacher feedback, Student performance	Survey	1,2,3,4,5
Staff will provide input into campus decision making processes throughout the school year.	Admin Team, Leadership Team, All Hart Staff	N/A	Quarterly as a whole staff, and Leadership Team	Staff Participation	Staff Feedback	Survey	1,5

			meetings, staff survey				
Campus norms will continue to be a focus for how we collaborate and work as Admin Team to accomplish our individual, team and campus goals.	Admin Team, All Hart Staff	Staff	During all team and staff meeting and interactions with parents and community members.	Development and implementation of promises (norms)	Implementation of promises (norms)	Observations of norms in team planning, staff meetings, conferences, professional development, communication throughout the building.	1,3,5
Maintain a positive climate through recognitions, monthly treats, shout outs, birthday celebrations	Administration	Principal activity funds PTO	Weekly, Monthly	Survey feedback, Social committee feedback	Teacher insight	Survey feedback	1,5
Teachers will attend 4 professional developmental days through Learning at Lovejoy during the summer	All Staff	Learning at Lovejoy	Learning at Lovejoy week	Attendance and recognition at board meeting	Teacher Feedback	Survey feedback	1,4,5
Celebrate teachers and support staff who exemplify the educator profile and graduate profile through monthly "Heart of the Teacher" awards	Administration	District Funds, Local Funds	September- May	Survey feedback, Email Express and Principal Message	Teacher Feedback	Survey Feedback	1,3

LISD District Improvement Plan Priority #3 - Campus Goal

Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students.

Objective(s):

- Use assessment tools to analyze academic gains
- Use assessment tools to analyze and fill learning gaps.
- Use assessment tools to analyze staff engagement and satisfaction.
- Use assessment tools to analyze parental satisfaction and input.
- Use assessment tools to provide feedback to staff members.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Teachers will use pre-assessment, formative assessment, summative assessment to progress monitor student achievement on learning targets.	Admin, Classroom teachers, Special Education Teachers, Support Staff, Curriculum Specialists	Lesson Plans, Data Collection Tools, Curriculum Documents	Aug-June	Lesson plans	Lesson Plans, student performance,	Summative Assessment, District Benchmark, STAAR	1,2,3,4,5,8,9
Teams will meet to analyze student work and formative and summative data collected to create whole class reteach opportunities, small group interventions, or one on one interventions. (flex time)	Admin, Classroom teachers, Special Education Teachers, Support Staff, Curriculum Specialists	Lesson Plans, Data Collection Tools, Curriculum Documents	Aug-June	Lesson plans	Lesson Plans, student performance,	Summative Assessment, District Benchmark, STAAR	1,2,3,4,5,8,9
Principal and Assistant Principal will conduct bi-weekly walkthroughs in classrooms and provide feedback within 24 hours.	Admin, all teachers	Local Funds	Aug-June	Walkthrough Data	Walkthrough Data	Appraisal Data, Student Academic Performance, Survey Data	1,2,3,4,5,8,9
Principal and Assistant Principal will conduct quarterly meetings with all teachers to review walkthrough data and appraisal data	Admin, all teachers	Local Funds	Aug-June	Walkthrough Data	Walkthrough Data	Appraisal Data, Student Academic Performance, Survey Data	1,2,3,4,5,8,9

Parent survey will be sent to receive parent feedback around all school systems.	Admin	Local Funds	March-June	Parent Participation	Survey Data	Survey Data	1,2,6
Team Leader Meetings will be held twice a quarter to analyze and address data and school initiatives	Admin, team leaders	Local Funds	Aug-June	Walkthrough Data, survey data	Walkthrough Data, Survey Data	Appraisal Data, Student Academic Performance, Survey Data	1,2,3,4,5,8,9
A Site Based Decision Making Committee will meet twice throughout the year to create and review the Campus Improvement Plan. The committee will be made up of teachers, administrators, parents, community members, and business representatives	CIP Team	Local Funds	October and April	Walkthrough Data, survey data, Teacher, Parent, Community, and Business participation	Walkthrough Data, Survey Data	Appraisal Data, Student Academic Performance, Survey Data	1,2,3,4,5,8,9
Teachers will collaborate with teams 3 times per week to plan a common learning experience for all students across the grade level.	All Teachers	Local Funds	Aug-June	Walkthrough data, lesson plans	Lesson plans, student engagement	Summative Assessment, District Benchmark, STAAR	1,2,3,4,5,8,9
mClass will be administered every 2 weeks in K-3 classrooms in order to plan small and flex groups	K-3 Classroom Teachers	Local Funds	Aug-June	Data	Data, student performance	Benchmark assessments. (BOY, MOY, EOY)	1,2,3,4,5,8,9

LISD District Improvement Plan Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders.

Objective(s):

- Increase the number of times that teachers communicate about their child in a face to face manner through email, conference or phone call from 1 time a year to 3 times a year.
- Increase our social media presence celebrating the learning happening with the students enrolled at HES at least once per week
- Continue to utilize the district marquee, website, social media accounts, mailouts, newsletters, and face-to-face meetings to communicate information to all stakeholders, while constantly evaluating and adjusting these methods of communication

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
The principal will send out a Principal email message weekly with important school and district information	Principal, Administrative Assistant	Technology	Weekly	Email	Email Click Rate	Parent Survey Decrease in phone calls and emails around clarification	6,10
Classroom teachers will send out weekly newsletters with curriculum information, important dates, and upcoming information	Teachers	Technology	Weekly	Email	Email	Parent Survey Decrease in phone calls and emails around clarification	6,10
Teachers will reach out to the parent at least once nine weeks with email or phone to check in with parents	Teachers	Technology	August 19-30	Phone Log	Parent Feedback	Parent Survey	6,10
Teachers will hold a parent/teacher conference with each parent after the first quarter and as needed to discuss academic progress and performance	Teachers, Support Staff		October 12-22, as needed	Conference Schedule	Parent Feedback	Parent Survey	1,2,3,6,8,10
Teachers will use SeeSaw as a formative assessment tool and a parent communication tool	DLC, All Hart Staff	Technology	Weekly	Lesson Plans, Student Work on Seesaw	Student Learning, Communication	Student Performance, Electronic Data Collection	1,2,6,9
Administration will utilize Remind 101 to communicate just in time or urgent information to staff as needed.	Principal, Assistant Principal	Technology	As needed	Staff Feedback	Staff Feedback	Staff Survey	8

Administration will send out weekly communication to staff (The Leopard) to communicate weekly calendar, upcoming events, professional development opportunities and activities, new learning, and other important information	Principal, Assistant Principal	Technology	Weekly	Staff Feedback	Staff Feedback	Staff Survey	3,5,8
Use Google Classroom in 3rd and 4th grades so that teachers can post assignments and provide feedback with the students. Students will be able to submit assignments online and work collaboratively.	teachers DLC	Technology	Weekly	Staff and student participation	Lesson plans, student Google Drives,	Lesson plans, student performance	1,2,3,4,5,6
Hart, in conjunction with the PTO, will hold events throughout the year to promote parental involvement (Meet the Teacher, Ice Cream Social, Grandparents Day, Family Fun Night, Pumpkin Decorating Contest, Class Parties, Hart Beats, Science Night, Camp Out, Class Award Ceremonies) and seek out outside community involvement to volunteer and mentor students	Admin Team, All Hart Staff, PTA	Local Funds, PTA Funds	August-May	Parent Participation	Parent Feedback	Parent Survey	1,2,3,4,5,6

LISD District Improvement Plan Priority #5: Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

Objectives:

- Increase student feeling of safety and happiness at school from 0% to 75%
- Increase student feeling of utilizing a growth mindset from 0% to 50%
- Implement safety procedures 100% of the time

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
School Marshall will work daily at Hart to ensure the safety and security of the campus	Superintendent, Director of Security Principal	Local Funds	August-June		Parent Survey, Culture Survey	Observation	1,5,6
All staff will wear an Enseio Fob around their neck with their school badge for use in emergencies	Director of Security, School Marshall, Principal, School Staff	Local Funds	August-June	100% Participation	Staff Participation	Observation	1,5,6
All visitors will check in with a government issued ID at the front office for all school events, including Hart Beats, lunches, assemblies, etc.	Principal, School Marshall, Receptionist	Local Funds	August-June	Communication, Raptor Software and Hardware	Parent Participation	Observation	1,5,6
All staff and students will participate in safety drills quarterly	School Marshall, Assistant Principal, School Staff	Local Funds	August-June	100% Participation	Staff Participation	Observation	1,5,6
Cell signal strength will be increased with addition of wireless extender to ensure teachers and staff are able to effectively communicate and immediately respond as needed to emergency situations	Principal Technology	Local Funds	Fall 21	Installation	Staff Utilization	Observation	1,5,6
Provide a student survey on feeling of safety at school and embracing a growth mindset	Principal Classroom Teacher	Local Funds	August-May	Survey Completion	Survey	Observation	1,5,6

Puster Elementary Campus Improvement Plan

2021-2022

One Heart, One Lovejoy

Best today, Better Tomorrow

Kids Come First!



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation.

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student 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.

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THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

Lovejoy Independent School District Improvement Plan Priorities

Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. **Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.**

Priority #2: Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile will become a prevalent part of all members of the team.

Priority #3: Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students, with the goal of a balanced budget and the protection of the Heart of Lovejoy. **Lovejoy will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized. We will build on Lovejoy ISD's legacy of excellence through a shared commitment to our mission and core values. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.**

Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. **We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students.**

Priority #5: Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2021-2022

Data Sources Reviewed:			
<ul style="list-style-type: none"> ● 2020-2021 Benchmark and STAAR data ● 2021 Benchmark data ● 2021 BOY data - DRA, mClass ● Staff discussion/input 			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Most students are from high SES homes, coming with a wealth of background knowledge and parents willing to be active participants in the educational process.	Continued emphasis on the importance of attendance while also following our current health and safety protocols and procedures.	Continued communication to parents around the importance of attendance through principal message and teacher newsletters. ⁴⁴
Student Achievement	High percentages of our students continue to meet minimum standards.	Our students are beginning the year with a wider than typical range of skills and abilities due to unique schooling scenarios during the 2020-2021 school year - virtual schooling for all or part of the year, home schooling, and in person schooling.	Implement a strategic grade level intervention plan which includes data-driven, target instruction during a specific “FLEX” time each day.
School Culture and Climate	With the merger of the elementary schools, we are presented with the unique opportunity to “start new” with our campus culture and climate.	After grade level shuffles and merging schools and staff, every team on our campus is “new”.	There will be an intentional focus on team building and developing relationships and trust among team members. We will work to renorm our collaborative planning practices by aligning expectations and utilizing systems that honor the value each member brings to the team in the planning process.

Staff Quality/ Professional Development	Staff are dedicated to Learning in Lovejoy. They attend weekly staff meetings and vertical teams. They meet curriculum coordinators on a regular basis and have systems in place for implementing new learning in planning.	We will continue our growth as a campus around formative assessment. As a whole, we will focus on success criteria, student monitoring and student self-assessment.	We will work to strengthen implementation of quality criteria and strong/weak work samples and utilizing that criteria for student goal setting and self-assessment. Administrators will schedule formative walkthroughs each semester with specific feedback provided around targeted growth areas. Quarterly meetings will be held with each teacher to discuss progress toward campus goals.
Curriculum, Instruction, Assessment	Curriculum coordinators for ELAR, math, and science are working closely with our staff to assist with vertical teaming, planning, data analysis and assessment. Teachers are dedicated to monitoring student progress and creating targeted action plans to meet the needs of all students.	Alignment of district work with campus work.	Develop norms around collaborative planning so that all team members can deliver instruction at a high level and there are procedures in place in each classroom where the learning needs of each student is met through Tier 1, Tier 2 and Tier 3 interventions. Bi-weekly meetings with curriculum team to align goals, share team progress and concerns and follow-up action items. Scheduled formative walkthroughs each semester with specific feedback provided around targeted growth areas.
Family and Community Involvement	We have a highly involved parent population who assist us by volunteering their time and resources to support their children's education.	We are resuming volunteer opportunities and community events on campus while continuing to keep health and safety measure in mind (i.e. host outdoors when possible).	Work through PTO to plan and communicate parent volunteer opportunities and community events. Identify goals of resuming elementary campouts and work collaboratively with Hart elementary on 21-22 plan for the spring event.
Technology	All staff members have received level 1 SLS training and have begun utilizing SMART boards within lessons. All teachers have received training and become virtually certified. All teachers have become	Ensure technology in lessons truly enhances learning and increases the level of rigor and creativity as opposed to placing a worksheet online.	Identify "bright spots" among staff in the area of seamless technology integration to enhance learning and increase cognitive demand and creativity. Highlight use of tech in classrooms with staff throughout the year.

	proficient in the use of Zoom for team collaboration and classes. Teachers, students and parents have become more proficient in the use of Google Classroom and Seesaw		
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Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to 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 schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

District Improvement Plan Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others,

Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Campus Goal(s)

Puster Elementary will support the Lovejoy ISD Board Goal of continuing to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary level.

Puster Elementary will support the Lovejoy ISD Board Goal of making the Graduate Profile a prevalent part of our students' lives beginning at the elementary level.

Objective(s):

- All students will meet or exceed the standard for a year's growth in reading as measured by DRA and mClass assessments.
- All students will meet or exceed on written compositions as determined by the Lucy Calkins Learning Progressions.
- All students will meet or exceed the Progress Measure for 4th grade reading as determined by the STAAR Progress Measure.
- All students will meet or exceed the Progress Measure for 4th grade math as determined by the STAAR Progress Measure.
- Increase our Masters GL Performance in 3rd Grade Reading from 52% to 65%
- Increase our Masters GL Performance in 3rd Grade Math from 53% to 64%
- Increase our Masters GL Performance in 4th Grade Reading from 37% to 55%
- Increase our Masters GL Performance in 4th Grade Math from 69% to 81%
- Integrate the Graduate Profile into pre-established systems for student recognition
- Bring an awareness to parents/community about Graduate Profile

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
K-2 Teachers will participate in year long Reading Academy training which has immediate classroom implementation implications.	Holly Haynes, principal Angie George, assistant principal, district ELAR coordinator, Reading Academy trainer, classroom teachers	Curriculum coordinator, benchmark data, STAAR Reading data, mClass assessment, DRA assessment, PST progress	September 2021- May 2022	SLO data collected campus-wide specific to reading PST progress monitoring for Ss requiring intervention	SLO data collected campus-wide specific reading Benchmark data	Formative checks as outlined by campus SLO, benchmark data, STAAR data PST check-ins/progress monitoring mClass benchmark data

		monitoring results, SLO data specific to reading		Implementation of data-driven interventions by grade level (FLEX time) Benchmark data 3rd and 4th STAAR reading data	3rd and 4th STAAR reading data EOY District Writing Benchmark scores PST reading goals evidence progress	
Prescriptive Tier 2 and Tier 3 interventions based upon data collected in formative and summative assessments, mClass results, DRA results	Grade level teachers	LLI Reading Resource Fountas and Pinnell guided reading mClass assessments and interventions	September 2021-May 2022	Quarterly debrief between administration and teachers, formative assessments, Formal and informal walkthroughs	SLO data collected campus-wide specific reading Benchmark data 3rd and 4th STAAR reading data EOY District Writing Benchmark scores PST reading goals evidence progress	Formative checks as outlined by campus SLO, benchmark data, STAAR data PST check-ins/progress monitoring mClass benchmark data
Implementation of intervention groups specific to students failing STAAR Reading and Math in 2020-2021 school year (current 4th graders) per HB4545	Angie George, assistant principal; Bryan Smith, counselor; Holly Haynes, principal;	2021 STAAR math and reading data LLI Reading Resource	October 2021-May 2022	PST progress monitoring for Ss requiring intervention	2022 STAAR 4th Grade Reading and Math Data	Formative checks as outlined by benchmark data, STAAR data PST check-ins/progress monitoring

	Classroom teachers	Fountas and Pinnell guided reading mClass assessments and interventions		Implementation of data-driven interventions by grade level (FLEX time) Benchmark data 2022 STAAR 4th Grade Reading and Math results		mClass benchmark data
Integrate the Graduate Profile into pre-established systems for student recognition.	Holly Haynes, principal; Angie George, assistant principal; Bryan Smith, counselor; Ariel Stewart, LMS; classroom teachers	You've Been Spotted Morning announcements Puster Pride - graduate profile certificates	September 2021-May 2022	Students recognized weekly during morning announcements and during Puster Pride assemblies	Student awareness of Graduate Profile	
Continued work on accuracy and quality criteria and student self-assessment as best teaching practices	Holly Haynes, principal; Angie George, assistant principal; classroom teachers	LAT,			Lovejoy Appraisal Tool	Quarterly observations and meetings w/teachers to provide feedback and discuss progress.

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District Improvement Plan Priority #2: Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile will become a prevalent part of all members of the team.

Campus Goal(s)
Puster Elementary will support the Lovejoy ISD Board Goal to continue to take action to be recognized as the employer of choice for educators who believe that districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues.

Objective(s): <ul style="list-style-type: none"> • Continue to promote employee satisfaction by focusing on teacher and student growth through collaboration and professional development. • Promote common high expectations for student behavior, character, and social skills. • Recognition of staff members with “Above and Beyond” weekly recognitions submitted by parents, community, staff and students. • Promote recognition of staff members that promote and demonstrate the values of Lovejoy ISD - Heart of the Teacher and Heart of Support awards 						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Focused SEL time and Counselor-led programs centered around a specific student behavior skill each week, and recognizing students who excel in implementing the skill.	Holly Haynes, principal; Angie George, assistant principal; Bryan Smith, counselor; Classroom Teachers	SEL Lesson Materials, Technology for announcements, Guidance Lessons	September 2021-May 2022	SEL observations, You’ve Been Spotted Awards, Character Certificates	positive student behavior, improved students self-regulating skills	
School-wide recognition of positive character traits/graduate profile pillars	All Staff	6 Pillars of Character Education from Graduate Profile	September 2021-May 2022	You’ve Been Spotted Awards Leopard Leader Awards Character Awards	positive student behavior	Improved student-student interactions and student-teacher relationships
Professional development throughout the year that positively impacts student learning.	Holly Haynes, principal; Angie George, C&I, Classroom teachers	Learning in Lovejoy, Staff Meetings, grade level content meetings	September 2021-May 2022	Teacher attendance and participation, data-driven small groups/intervention/enrichment	Student achievement	Scheduled formative walkthroughs
System for regular teacher feedback/formative assessment directly tied to teacher identified areas of self-improvement.	Holly Haynes, principal; Angie George, assistant principal	Teacher self-assessment on appraisal tool	September 2021-May 2022	Scheduled walkthroughs, reeval opportunities throughout the year, observation notes.	LAT	Quarterly meetings, Interactive walkthrough form w/feedback, LAT

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Give community the opportunity to recognize teachers who have gone "Above and Beyond" for their child or family.	Holly Haynes	Link in Principal Message	September 2021-May 2022	Weekly Principal Message	Teacher retention	
Reading Academy Training attended by all K-2 teachers, K-2 Special Education teachers, and administrators	Jessica Ackerman Holly Haynes	Enrichment rotation coverage	July 2021-April 2022	Weekly pre and post tests, artifact submissions, carry over in team planning and classroom implementation	Early intervention, higher quality tier 1 reading instruction, frequent, data-driven intervention	Observations in team planning and implementation in classroom

<p>District Improvement Plan Priority #3: Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students, with the goal of a balanced budget and the protection of the Heart of Lovejoy. Lovejoy will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized. We will build on Lovejoy ISD's legacy of excellence through a shared commitment to our mission and core values. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.</p>						
<p>Campus Goal(s): Puster Elementary will support the Lovejoy ISD Board Goal of utilizing established and new measures to evaluate all areas of the student experience.</p>						
<p>Objective(s):</p> <ul style="list-style-type: none"> Ensure multiple opportunities are provided for student, staff and community input. 						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Continued implementation of established evaluations	Holly Haynes	Staff made surveys and feedback opportunities	October 2020-May 2021	Survey data	Action steps taken as a result of survey data	survey feedback

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District Improvement Plan Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. **We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students.**

Campus Goal(s)

Puster Elementary will support the Lovejoy ISD goal of developing stronger community connections with internal and external stakeholders.

Objective(s):

- **Ensure focus of community events is building relationships among community members and the student experience.**
- **Provide multiple avenues for parents to communicate with administration**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Develop systems for welcoming new community members and informing new families of LISD and Puster practices and events.	Holly Haynes, principal; Angie George, assistant principal; Puster PTO, community members	CIP “Deep Dive” community input 10/2/20	October 2021 - May 2021	New systems implemented	New family feedback	Assign parent “buddies” to new families Provide “Puster 101” to new families
Leverage Social Media to promote district and campus events, big and small.	Holly Haynes, principal; Ariel Stewart, LMS		July 2021-July 2022			

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District Improvement Plan Priority #5: Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

Objective(s):

- Inform teachers and students of routines and procedures in order to successfully keep all parties safe at the school.
- Equip staff with tools to decrease response time in the event of an emergency.
- Secure building to ensure unauthorized visitors are not permitted on the campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Lockdown, Fire, and Tornado drills performed regularly	Holly Haynes, principal; Angie George, assistant principal; Campus Security Officer	Local law enforcement and emergency personnel, LISD Director of Safety and Security	September 2021-May 2022	Drill documentation and log	Student and teacher efficiency of implementation	Monthly drills
Equip staff with Enseo alarm buttons	Holly Haynes, principal; Angie George, assistant principal; Campus Security Officer	Enseo IT, LISD Director of Safety and Security	September 2021-May 2022	Observations by campus administrators	Decreased response time to campus emergencies	Routine checks
Rhino locks installed	Holly Haynes, principal; Angie George, assistant principal; Campus Security Officer	LISD Director of Safety and Security	September 2021-May 2022	Utilized during routine lockdown drills	Increased security during lockdowns	Routine checks
Door alarms installed to alert doors left ajar	Holly Haynes, principal; Angie George, assistant principal; Campus Security Officer	LISD Director of Safety and Security	September 2021-May 2022	Fewer instances where doors are found open	No unauthorized visitors on campus	Sign in documentation

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Updated radio communications systems	Holly Haynes, principal; Angie George, assistant principal; Campus Security Officer	LISD Director of Safety and Security	September 2021-May 2022	Quicker, more effective communication in the case of emergencies	Reduced delays in communication during emergencies	
Implementation of SEL team (Social Emotional Learning) to meet student needs proactively.	Holly Haynes, principal; Angie George, assistant principal; Bryan Smith, counselor	Holly Haynes, Megan Rawlins, Bryan Smith, Sancy Fuller, Stephani Kranz	September 2021-May 2022	SEL meeting agendas, implementation of new lessons centered around SEL	Fewer reactive situations related to student SEL	



**Campus Improvement Plan
2021-22**

MISSION

At Sloan Creek Intermediate, we are a community of diverse, independent learners becoming positive leaders in a safe environment through:

- Confidently embracing challenge and change
- Persevering through difficulty with grace and dignity
- Collaborating and communicating effectively within our community and the world around us
- Engaging in relevant problem solving using critical and creative thinking

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and 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.

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THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student 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.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Lovejoy Independent School District Board Goals

Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Priority #2: Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile will become a prevalent part of all members of the team.

Priority #3: Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students, with the goal of a balanced budget and the protection of the Heart of Lovejoy. Lovejoy will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy 57 experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized. We will build on Lovejoy ISD's legacy of excellence through a shared commitment to our mission and core values. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students.

Priority #5: Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

Improvement Planning Data

Board Priorities
District CIP
Campus CIP

Accountability Data (2019)

TEA Accountability Summary Report including:
Performance Index 1 – Student Achievement
Performance Index 2 – Student Progress
Performance Index 3 – Closing Performance Gaps
Performance Index 4 – Postsecondary Readiness
SCIS created list of 40 campus comparison index
SCIS created Historical Mastery Level Performance Chart

Student Data

STAAR Data for grades 5 and 6
District Benchmark Data
TELPAS Data
Student Group Performance on STAAR
Attendance Data
PST (Problem Solving Team) Data
504 (With Goals) Data
HB4545 Data
Discipline Data
SPED Data
GT Data

Employee Data

Staff Surveys and Feedback
Parent Surveys and Feedback
Bright Spots Data
Teacher Appraisal Tool Data

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Demographics	<p>What were the identified strengths?</p> <p>Most students from high SES homes, coming with a wealth of background knowledge and parents are willing to help. We are 3.7% low SES, .06% ELL, and a mobility rate of 3.4%</p>	<p>What were the identified needs?</p> <p>Some families are not dedicated to regular school attendance due to normal high performance of students. With roughly 20% of students in online learning attendance can be a challenge for some families</p>	<p>What are the priorities for the campus, including how federal and state program funds will be used?</p> <p>Continue to focus and provide incentives for attendance with individuals; continue to inform parents of the importance of attendance through weekly parent messages. The campus will create awareness with students and parents regarding the attendance. Yearly, we continually miss all distinctions for attendance. The SCIS attendance was 96.8%</p>
Student Achievement	<p>In our last available STAAR testing (2019-19 was last year), SCIS received all possible distinctions from the state in six out of six possible categories: Academic Achievement in ELAR, : Academic Achievement in Math, : Academic Achievement in Science, Top 25% in Comparative Growth, Top 25% in Closing Performance gaps, Top 25% in Post-Secondary Readiness.</p>	<p>6th Grade ELAR and will continue to be a focus of improvement as in our most recent STAAR test (2020) our level III scores dropped by 4 percentage points (in 2020) and a 9 point drop in the cohort achievement for the previous two years. Our 6th ELAR score is the only group that is in Q2 in our comparison group. This is underperformance when the same students scored in Q1 in other tested areas. 5th Grade science dropped 20% points, but so do the rest of our cohort grouping. This drop in achievement is directly related to lack of hands-on science teaching and limited after school intervention due to covid.</p>	<p>We have established a clear framework for PST intervention and changed our format to “flex” so teachers can intervene with kids during the class time to close students gaps. We have restarted sheltered tutoring for both RLA and Science teams. Closely monitor progress for all students and intervene when the data shows that they are struggling using small and individual groups, tutoring, academic interventionist, and data from various sources including science benchmarks, and PST intervention. Utilize data meetings and professional development through staff meetings to make instruction more efficient and effective. Our focus on learning goals, success criteria, and feedback is a key factor in our instructional growth.</p>
School Culture and Climate	<p>SCIS is a positive, happy place to be; people like to come to work. We have: open communication and high levels of parental involvement and support and a strong PTA.</p> <p>We are building our culture by utilizing the seven habits from <i>The Leader in Me</i>. We have an after-school leadership group in which 110 students volunteer to grow their personal leadership based on the 7 Habits of Happy Kids. In 2019, “The Dude Be Nice” organization recognized SCIS as</p>	<p>Positive attitudes for all</p> <p>Continue to build community in creating consistent expectations across the campus. Help parents understand the importance of talking to the teacher first if there is a concern.</p> <p>Build the seven habits into everyday life and not something on the side.</p> <p>Build more opportunities to recognize kids for good behavior.</p> <p>Teams of teachers activity monitoring: COVID-19 programming implementation</p> <p>What’s loose wednesday</p>	<p>SCIS continues to work to flatten the leadership structures where teachers are driven by ensuring student mastery, working for a common purpose, and given a large amount of autonomy to create excellence for students. We have an operations committee, Staff Lighthouse action groups, Instructional Leadership Team committee, Health and wellness committee, and A Team, all of which help steer the culture and climate of the campus. At SCIS we work to accomplish goals, building desired culture & building relationships across teams. This helps everyone fit in, especially teachers without a team. We build relationships across teams with vertical</p>

	<p>the single largest school leadership program currently known in the United States.</p>	<p>Classroom management Lighthouse Leaders</p> <p>SCIS will continue to flatten the organization to ensure each staff member has a voice and ownership of the culture of our campus.</p>	<p>teams and committees. Students see administrators and teachers modeling the attitude of gratitude by design. We have roughly 200 students signed up for our after school leadership development course (via zoom) which aligns to the 7 habits and LISD Graduate Profile framework.</p>
<p>Staff Quality/ Professional Development</p>	<p><u>SCIS Formative Assessment Expectations:</u></p> <ol style="list-style-type: none"> 1. Creating and deconstructing Learning Targets so students know what they are learning and why 3. Developing criteria to ensure students know where they are going and how to get there in their learning 3. Using criteria to give quality feedback to ensure students know where they are and where they need to be. 	<p>Need for vertical teaming, time for teachers to do extended planning, increasing the use of technology in a meaningful manner within our curriculum to leverage our Google, Noodle, Doodle common instructional vocabulary.</p> <p>We must continue to pull a thread from our professional learning regarding learning targets, criteria, and feedback to leverage high quality formative assessments even</p>	<p>Use our faculty meeting times for professional development and planning;</p> <p>Participate in district professional development throughout the year. Specifically, Formative Assessment, Kagan, and curriculum focus areas (Lucy Calkins in Reading and Writing).</p> <p>Collaborate with district curriculum and instruction staff to target areas of need throughout the year.</p>

<p>Curriculum, Instruction, Assessment</p>	<p>Curriculum coordinators for RLA/SS, Math, and Science are working closely with our staff to assist with vertical teaming, planning, and assessment. Teachers are dedicated to monitoring student progress.</p>	<p>Be consistent and intentional with monitoring with our data meetings, develop reliable common assessments, and be consistent about beginning with the end in mind when planning. Continue to get better at evaluating lessons and determining the level of thinking. Identify what the engineering process looks like in our core classes.</p>	<p>Use the M-class, Benchmarks, Friday Rewind, and other assessment tools we have to work on identifying student gaps, even with those students doing well overall, to avoid future breakdowns in performance. Use vertical teams and committees to work on goals for curriculum, assessment, and instruction.</p> <p>Continue to focus on increasing cognitive demand in the classroom, continue to build knowledge of structures in planning and instruction. Look at connections between our STEM class and the core subject areas.</p>
<p>Family and Community Involvement</p>	<p>We have a highly involved parent population who assist us by volunteering their time and resources to support their children's education. Opportunities to engage parents in the school culture were limited during the COVID-19 pandemic but we are working to reinstate those strategies as our COVID data improves.</p>	<p>Since this is our eighth year, continue to build our culture and accept feedback from parents and community about ways to better serve our students.</p>	<p>We have a very active Twitter, Facebook, and Instagram presence. We make a weekly video summary for those parents who choose not to read the weekly principal emails. We also host monthly parent coffees to involve parents and give them topical support for what 5th and 6th graders are being developmentally challenged with.</p>
<p>Technology</p>	<p>SCIS staff and students embrace technology without reservation. SCIS has traditionally been a campus who are driven to be early adopters and innovators.</p>	<p>Continue to assist staff in technology integration and continue to communicate this plan to parents.</p> <p>It is a campus expectation that each class will be using Google Classroom as the foundational learning management system. 100% of all SCIS staff have implemented the google classroom.</p>	<p>Work to vertically align our plan for Google and other learning applications to move our 4C's implementation plan forward. Administrators will meet with teams each week to build capacity in Google Classroom and campus use of technology.</p> <p>Report our technical problems. Build a stronger infrastructure and increase our technology tools.</p>

Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to 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 schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First,⁶² or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Board Priority #1—Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students’ pursuits.

Goal(s) : Increase Advanced Performance in 6th Grade Reading

Increase our Level III/Advanced Performance in 6th Grade Reading from 45% to Q1 range. (45%-50%)

Increase our Level III/Advanced Performance Cohort Growth in 6th Grade Reading to be commensurate with that of 6th Grade Math.

Increase our 6th Grade Reading student performance to align with the campus norm of placing in the top 6 or higher in each comparison group of 40.

SCIS Mastery Level Performance Goals								
	2014-15	2015-16	2018-17	2017-18	2018-19	2019-20 (COVID)	2020-21 (COVID)	2021-22 Goals
5 th Grade Reading	14-15 Actual 52%	15-16 Actual 52%	16-17 Actual: 58%	17-18 Actual 53%	2018-19 Actual: 64%	No Test	54% -10%	2021-22 Goal:55% Cohort:43%
5 th Grade Math	14-15 Actual 57% (GT)	15-16 Actual 49% (No GT)	16-17 Actual: 60% (No GT)	17-18 Actual: 57% (No GT)	2018-19 Actual: 73%	No Test	63% -10%	2021-22 Goal:65% Cohort: 71%
5 th Grade Science	14-15 Actual 28%	15-16 Actual 24%	16-17 Actual: 34%	17-18 Actual: 32%	2018-19 Actual: 54%	No Test	N/A 34% -20%	2021-22 Goal: 45% No Cohort:
6 th Grade Reading	14-15 Actual 47%	15-16 Actual 51%	16-17 Actual: 45%	17-18 Actual: 48%	2018-19 Actual: 43%	No Test	39% -4	2021-22 Goal: 45% Cohort: 54%
6 th Grade Math	14-15 Actual 48%	15-16 Actual 55%	16-17 Actual: 51%	17-18 Actual: 60%	2018-19 Actual: 64%	No Test	71% +7	2021-22 Goal: 70% Cohort:63%

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
<p>6th Grade ELAR- Instruction and Intervention plan:</p> <ol style="list-style-type: none"> 1. 6th ELAR will be focusing on improving the mastery level performance by using researched based instructional design from implementing StudySync curriculum and intentional intervention based on weekly assessments. 2. Intentionally planning and tracking students who came into 6th grade at the mastery level and ensuring that each of these students are growing a full year. This planning impacts tutoring, intervention, and instruction. We are planning for the most advanced learners and modifying the plan for other learners. 3. All 6th grade ELAR teachers will be using DRA/M-CLASS data and resources as LLI (Leveled Literacy)and Serravallo materials to accurately predict the gaps in student understanding and intervene in the moment using these tools. Weekly assessments in class will predict which students need intervention. Teachers will track this intervention for all students including 504,PST, and SPED students. 	Lara Underwood Ashley Massay Ray Winkler Jacki Woolford	Local Funds	October 2021– May 2022	Team meetings where teams implement StudySync, LLI, weekly interventions based on evidence, Tutoring schedules, PST, 504, and intervention documentation.	Student Performance	Teacher monitoring notes, benchmark data, STAAR data	1,2,3,4,5,8,9
<p>All Staff-A focus on formative assessment: All SCIS teachers will focus on formative assessment by ensuring that student learning is driven by aligned learning targets, success criteria, and descriptive feedback to students. Teachers will track all students to ensure one year of growth for every child. .</p>	Ray Winkler, Lara Underwood Content Specialists All Teaching staff	Local Funds	October 2021– May 2022	10 walk-throughs a week per evaluator, Sign in sheets, handouts, lesson plans – teachers identify and improve on 2 strategies based on the L.A.T. for PGD each month.	Student performance	Weekly quizzes , Grades, benchmark data, STAAR data, iStation data, 504/PST data monitoring.	3,4,9

<p>5th Grade Science: Intervention Goal: Admin will create protected time for tutoring of 5th science to intervene with students</p>	<p>Cindy Bronson Chelsea Chadwick Ray Winkler</p>	<p>Local Funds</p>	<p>October 2021– May 2022</p>	<p>Lesson Plans, Data tracking of student performance, feedback on 15 walk throughs a week and data collection sheets being filled out correctly by teachers and staff.</p>	<p>Student performance</p>	<p>Unit tests, benchmark data, and STAAR data</p>	<p>3,4,5,6,9</p>
<p>All Staff-Intervention Support: Increased support for SPED, 504 and PST intervention. Streamlining data collection pick up, data collection meetings, weekly goal documentation reviews with teachers.</p>	<p>All Staff Ray Winkler Brenda Johnson Vicki Turner Donna Silliman</p>	<p>Local Funds</p>	<p>October 2021– May 2022</p>	<p>Weekly monitoring of PST and 504 with goals interventions by Intervention Staff</p>	<p>Student performance</p>	<p>Unit tests, benchmark data, and STAAR data</p>	<p>3,4,9</p>

Priority #2: Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile will become a prevalent part of all members of the team.

- Goal(s):**
1. Solicit staff input into participation in campus leadership and goal development, opportunities to lead professional development, and opportunities to provide ongoing feedback.
 2. Promote collaboration and team building across the campus to maintain a positive, child centered environment.
 3. Continue to build connections among staff and students to ensure that SCIS is a lighthouse for public education using the 7 habits and the LISD Graduate profile as the foundational structures.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Use staff feedback to guide campus discussions and planning around teacher engagement. Weekly "What's Loose Wednesday?" Feedback loops to ensure all teachers and teams have a chance to clarify the what, how, and why of scis. Sunshine committee meets monthly to find ways to keep SCIS connected and fun for staff.	Ray Winkler Lara Underwood Team Leaders	Technology, The Leopard, Staff Facebook Page.	October 2021– May 2022	Staff satisfaction, Survey data, The weekly Leopard.	operations keeping every staff member informed. 90% of staff know the expectations and details of events 90% of	Facebook, PD, walk throughs.	1,3,5,6
Weekly Identifying and recognizing Bright Spots: <u>Teachers nominate other teachers in these categories:</u> Tackle the Challenge Cognitive Demand The Marigold Leadership in "The Leopard"	Ray Winkler Team Leaders	Technology, The Leopard, Staff Facebook Page.	October 2021– May 2022	Staff satisfaction, Survey data, The weekly Leopard.	Student mastery and learning grow	Facebook, PD, walk throughs.	5,6 66
Public recognition of students gratitude hung outside the lounge for students and staff to view: <u>Students nominate other students in these categories:</u> The Hammer The Lightbulb The Lifesaver The Firecracker	Ray Winkler Donna Siliman Team Leaders	Technology, The Leopard, Staff Facebook Page.	October 2021– May 2022	Staff satisfaction, Survey data, The weekly Leopard.	Student mastery and learning grow	Facebook, PD, walk throughs.	5,6

Identify high performing teachers and differentiate PD that aligns with campus instructional needs based on the Lovejoy Appraisal Tool for Professional Development.	Ray Winkler Lara Underwood Team Leaders	Technology, The Leopard, Staff Facebook Page.	October 2021– May 2022	staff satisfaction, Survey data, The weekly Leopard.	Student mastery and learning grow	Facebook, PD, walk throughs.	1,2,3,5,6,8
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Priority #3: Lovejoy ISD will use established measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students, with the goal of a balanced budget and the protection of the Heart of Lovejoy. Lovejoy will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD’s mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized. We will build on Lovejoy ISD’s legacy of excellence through a shared commitment to our mission and core values. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

Goal(s): Continue to flatten the organization to ensure that each staff member has a voice in the quality of learning taking place at SCIS. Use assessment tools to analyze all systems and events.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
SCIS Team Leader Meetings (ILT) will be held monthly to analyze and address data and Instructional school initiatives	Admin, team leaders	Local Funds	October 2021– May 2022	Walkthrough Data, survey data	Walkthrough Data, Survey Data	Appraisal Data, Student Academic Performance, Survey Data	1,2,3,4,5,8,9
SCIS Operations Committee will meet monthly to proactively plan school events and problem solve operational concerns.	Admin, team leaders	Local Funds	October 2021– May 2022	Survey data, Events being communicated in advance and well planned.	Survey Data.	Survey Data, Student Academic Performance	1,2,3,4,5,8,9
Principal and Assistant Principal will conduct weekly walkthroughs in classrooms and provide feedback within 24 hours.	Admin, all teachers	Local Funds	October 2021– May 2022	Walkthrough Data	Walkthrough Data	Appraisal Data, Student Academic Performance, Survey Data	1,2,3,4,5,8,9
Parent surveys will be sent to receive parent feedback around all school systems and events like 5th grade camp and 6th grade camp to improve the student experience.	Admin	Local Funds	October 2021– May 2022	Parent Participation	Survey Data	Survey Data	1,2,6
Teams will analyze student work and formative and summative data collected to create whole class reteach opportunities, small group interventions, or one on one interventions.	Admin, Classroom teachers, Special Education Teachers, Support Staff	Lesson Plans, Data Collection Tools	October 2021– May 2022	Lesson plans	Lesson Plans, student performance,	Summative Assessment, District Benchmark, STAAR	1,2,3,4,5,8,9
Teachers will use pre-assessment, formative assessment, summative assessment to progress monitor student achievement on learning targets.	Admin, Classroom teachers, Special Education Teachers, Support Staff	Lesson Plans, Data Collection Tools	October 2021– May 2022	Lesson plans	Lesson Plans, student performance,	Summative Assessment, District Benchmark, STAAR	1,2,3,4,5,8,9

Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students.

Goal(s): Differential all known methods of communication to reach students, parents, and staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
The principal will send out a weekly email message with important school and district information. This email will also include a summary Youtube video. This video summary will be posted on class 2028 and 2029 facebook pages as well as SCIS facebook page. This information is also cross posed on SCIS twitter and instagram pages. The Youtube video summary is also posted for all learners in their google classroom weekly. The daily announcements in classrooms will also notify students of upcoming events.	Ray Winkler, Lisa Wyrick,	Technology	Weekly	Email	Email Click Rate	Parent Survey	6,10
Classroom teachers will post weekly updates with curriculum information, important dates, and upcoming information via SCIS website, google classroom, classtag and remind 101	Teachers	Technology	Weekly	Email	Email	Parent Survey	6,10
Teachers will call homeroom students the week before school begins to welcome them to their class	Teachers	Technology	August 12-16	Phone Log	Parent Feedback	Parent Survey	6,10
Teachers will use SCIS one stop shop page, google classroom as a formative assessment tool and a parent communication tool	DLC, All Staff	Technology	Weekly	Lesson Plans, Student Work on Seesaw	Student Learning, Communication	Student Performance, Electronic Data Collection	1,2,6,9
Administration will utilize 40404, twitter, facebook, school messenger, constant contact and email to communicate just in time or urgent information to staff as needed.	Ray Winkler, Lisa Wyrick,	Technology	As needed	Staff Feedback	Staff Feedback	Staff Survey	8
SCIS, in conjunction with the SCIS PTA, will hold events throughout the year to promote parental involvement in a virtual way.	Admin Team, All Staff, PTA	Local Funds, PTA Funds	August-May	Parent Participation	Parent Feedback	Parent Survey	1,2,3,4,5,6

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Priority #5 :Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

Goal(s): Keep each student and staff member safe while on the SCIS campus.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
All exit doors will be covered with bullet proof film	Assistant Superintendent of Operations, Director of Security	Local Funds	August	Installation	Installation	Installation	1,5,6
All classroom doors will be outfitted with a Rhino and window perforation	Director of Security, School Marshall, Principal, School Staff	Local Funds	August-June	Installation	Installation	Installation	1,5,6
All staff and students will participate in safety drills monthly	School Marshall, Assistant Principal, School Staff	Local Funds	August-June	100% Participation	Staff Participation	Observation	1,5,6
All staff will be trained in Stop the Bleed and wound packing. All rooms will have a Stop The Bleed bag with supplies	Director of Security, School Marshall, Principal, School Staff	Local Funds	August-June	100% Participation	Staff Participation	Observation	1,5,6
All staff will wear an Enseio Fob around their neck with their school badge for use in emergencies	Director of Security, School Marshall, Principal, School Staff	Local Funds	August-June	100% Participation	Staff Participation	Observation	1,5,6
All visitors will check in with a government issued ID at the front office for all school events, lunches, assemblies, etc.	Principal, School Marshall, Receptionist	Local Funds	August-June	Communication, Raptor Software and Hardware	Parent Participation	Observation	1,5,6
All exit doors have a sensor that will sound when a door is open longer than 15 seconds	Assistant Superintendent of Operations, Director of Security, School Marshall, Principal	Local Funds	August	Installation	Doors closed during school hours	Observation	1,5,6
School Marshall will work daily at SCIS to ensure the safety and security of the campus	Superintendent, Director of Security Principal	Local Funds	August-June	Frontline Attendance Accounting.	Parent Survey, Culture Survey	Observation	1,5,6

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Willow Springs Middle School Campus Improvement Plan

2021 - 2022



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Willow Springs is committed to developing lifelong learners and innovative leaders who positively impact the world.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student 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.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Lovejoy Independent School District Board Goals

- Priority #1: Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice through Community Service) will be a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.
- Priority #2: Lovejoy ISD will continue to take action to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.
- Priority #3: Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically⁷³ balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.
- Priority #4: Lovejoy ISD will develop stronger community connections and confidence through effective communications with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.
- Priority #5: Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are addressed.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2021-2022

Data Sources Reviewed: <ul style="list-style-type: none">● Aware Data● 2021 STAAR Data● 2021 Unit Assessments & Benchmarks● Attendance Data● PST, 504, SpEd, GT Data● Teacher Appraisal Tool Data● Staff discussion/input			
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Most students from high SES homes, coming with a wealth of background knowledge and parents willing to help.	Some families are not dedicated to regular school attendance due to normal high performance of students.	Continue to focus and recognize students who have perfect attendance; continue to inform students and parents of the importance of attendance through principal newsletter, school announcements, and the website.
Student Achievement	STAAR test scores decreased across the board for both passing rate and mastery percentage. WSMS will re-establish the	Develop a strategic plan to intervene with students in order to close gaps created during the disruption in learning over the past two year.	Closely monitor progress for all students & intervene when necessary using small and individual groups, and tutoring. Continue to update the 7 th and 8 th grade curriculum to

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	<p>performance data for all grade-level content areas to pre-pandemic numbers.</p>		<p>focus more on inquiry based instruction that is tightly aligned to the standards in Social Studies and Science. Maximize resources such as Lead4Ward that provides tools and training to tightly align instruction to the state standards. Maximize our retest policy toward mastery learning to ensure gaps are closed for struggling students on a weekly basis through smaller, more frequent assessments in Social Studies and Science. Utilize weekly planning meetings (extensions of L@L and more) to make instruction more efficient and effective.</p>
<p>School Culture and Climate</p>	<p>Willow Springs is a fast paced, engaging environment where teachers hustle for the needs of students.</p> <p>We have open communication and high levels of parental involvement and support with a strong PTO.</p> <p>We are family oriented and have many outside opportunities for students (chess, clubs, extracurricular).</p> <p>Counselors lead advisory lessons and school pep rallies contribute to a positive culture.</p> <p>School announcements are used to connect students to school information and culture.</p> <p>Two planning periods per day and extended planning make instruction better and relieve teacher stress.</p>	<p>Continue our work and communication around cyber etiquette, bullying, leadership, and character building in a high school prep environment.</p> <p>Focus on supporting the Graduate Profile and Educator Profile.</p>	<p>Continue our work on communication around cyber etiquette, bullying, leadership, character building, and Graduate Profile leadership.</p> <p>Establish a culture where all staff hold students accountable to high standards around student dress, character, study habits, interpersonal skills, and organization.</p> <p>Check in on staff regularly to see how they are doing. Stay positive and maximize opportunities to compliment and show appreciation to staff and each other.</p>

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	PST identifies at risk students that require interventions.		
Staff Quality/ Professional Development	Willow Springs has a hard working, talented staff, dedicated to student success and to their own growth as professionals.	Need to increase cognitive level of demands through instructional coaching/video, collaborative planning, student engagement strategies, formative assessment, and professional development.	Utilize extended planning days for professional development and planning; Grow our committees to give each staff member a prominent voice; Focus on the criteria of the Lovejoy Appraisal Tool for Professional Growth and Development to ensure teacher instruction meets or exceeds the proficient level.

Curriculum, Instruction, Assessment	<p>Implementation of process standards across the curriculum to increase the levels of student thinking. Teachers create writing prompts as free response essays on all major assessments. Implement process skills so students are challenged to read maps, graphs, charts, and diagrams at a higher level. Implement cooperative learning strategies through student engagement. Create formative assessments that are aligned to the learning targets to evaluate student learning with high frequency.</p>	<p>Create professional development around the implementation of effective student engagement strategies and professional development around the proficient level of the Lovejoy Appraisal Tool for Professional Development.</p>	<p>Allow time for subject level teams and committees to work on goals for curriculum, assessment, and instruction. Work with teams and individual teachers to grow their planning and delivery to meet the criteria of the proficient level of the Lovejoy Appraisal Tool for Professional Development.</p>
Family and Community Involvement	<p>We have a highly involved parent population who assist us by volunteering their time and resources to support their children's education.</p>	<p>Systems to support students who are very involved in after school activities to the point that homework may go undone and students may come in with lack of sleep.</p>	<p>As a faculty, be transparent about our needs and maximize the use of Google Classroom and online resources to provide learning opportunities that extend school to home environments.</p>
Technology	<p>Staff and students utilize technology effectively to enhance teaching and learning. Regular implementation of formative assessment apps such as Go Formative, Near pod, and Google Forms.</p>	<p>Need to iron out technical difficulties with equipment and develop a more cohesive, aligned plan. Re-evaluate the use of technology devices to be more effective teachers to virtual students. Google Apps as a resource for communication and the extension of learning from the classroom to home.</p>	<p>Communicate our technical problems to our campus technology specialist. Provide professional development that includes the implementation of Google Apps to enhance instruction.</p>

Title I, Part A

School wide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to 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.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program. 78
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Board Priority #1—Campus Goal:

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice through Community Service) will be a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging in learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Objective(s):

- All students will meet or exceed the Progress Measure for 7th and 8th grade math and reading as determined by the STAAR Progress Measure.
- Increase our Level III Performance in Algebra I from 93% to 95%
- Increase our Level III Performance in 8th Grade Social Studies from 34% to 40%
- Increase our Level III Performance in 8th Grade Science from 54% to 58%.
- Increase our Level III Performance in 8th Grade Reading from 43% to 66%.
- Increase our Level III Performance in 8th Grade Math from 43% to 61%
- Increase our Level III Performance in 7th Grade Math from 64% to 68%
- Increase our Level III Performance in 7th Grade Reading from 58% to 66%
- Increase our Level III Performance in 7th Grade Writing from 40% to 58%

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Increase levels of student thinking through student collaboration with engagement strategies.	Teachers Counselors Assistant Principals	Local Funds	August 2021-May 2022	Walkthroughs Team Planning Teacher Self Reflection	Student Performance	Student Self Reflection, Assessment Data, Parent Feedback
Increase early and frequent "check-ins" on targeted students who need extra support through PST, 504, and SpEd.	Chris Koder Rachael Merrick Rebecca May	Local Funds	August 2021-May 2022	Create a list of rising 7 th & 8 th grade students to begin the school year. Work with students before and after school to provide extra support and intervention.	Student Performance	Student Self Reflection, Assessment Data, Parent Feedback
Increase extended planning opportunities for all 7 th and	Chris Koder Rachael Merrick	Local Funds	August 2021-May 2022	Administrators and Curriculum	Student Performance	Development of lessons using a

8 th grade teams to target process standards which make up 60% of the STAAR tests questions. Align instruction with learning targets and formative assessments.	Rebecca May			Specialists participate in all extended planning meetings.		planning template that aligns to the LAT Assessment Data Classroom Observations
Utilize formative assessment strategies that align to learning targets to regularly monitor and adjust instruction to ensure student learning.	Chris Koder Rachael Merrick Rebecca May	Local Funds	August 2021-May 2022	Review of lesson plans, teacher assessments. Visit classrooms and provide feedback.	Student Performance	Student Self Reflection, Assessment Data, Teacher Self Reflection.

Board Priority #2 - Campus Goal						
Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.						
Objective(s):						
<ul style="list-style-type: none"> Continue to promote employee satisfaction by focusing on teacher and student growth through collaboration and professional development. Recognize and promote teachers for the work that they do with students. 						80
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Identify high performing teachers and differentiate PD that aligns with campus instructional needs based on the Lovejoy Appraisal Tool for Professional Development.	Chris Koder Rachael Merrick Rebecca May	Local Funds	August 2021-May 2022	Teachers demonstrate the implementation of learning from L@L	Employee professional engagement and growth. Student performance	Lovejoy ISD Appraisal Tool
Implement recognition programs to recognize superior work ethic and expected behavior.	Chris Koder Rachael Merrick Rebecca May	Campus Funds	August 2021-May 2022	Feedback from staff	Student and staff performance	Staff Feedback through surveys and self-reflection
Utilize PTO and parent volunteers to increase teacher appreciation activities and events.	PTO Parents Community Members	PTO Donated Funds	August 2021-May 2022	Feedback from Staff	Staff Surveys	Teacher surveys and Feedback

Board Priority #3 - Campus Goal

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD’s mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.

Objective(s):

- **Improve the experience of students in all extracurricular and elective programs.**
- **Work with the high school to vertical align extracurricular and elective programs and provide opportunities for WSMS students to visit and connect with LHS**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Enhance communication to students, parents, and community about Fine Arts and STEM activities that are occurring at WSMS through videos and pictures.	Fine Arts Teachers STEM Teachers Chris Koder	Local Funds	August 2021- May 2022	Weekly collaboration with Fine Arts and STEM teachers to identify and promote upcoming activities.	Increase participation in Fine Arts and technology elective courses	Parent, teacher, and student surveys Teachers will evaluate the needs and progress of implementation. Teacher/Student self-evaluation
Implement student surveys of elective courses so students can provide feedback on how to enhance the curriculum.	Chris Koder Rachael Merrick Rebecca May Naomi Emory Teachers	Local Funds	August 2021- May 2022	Data collected from surveys	Improved curriculum and delivery of curriculum based on student feedback and input	Elective teachers will evaluate the needs and progress of their courses through the use of enrollment data
Participate in three STEM competitions in robotics and engineering and potentially qualify for state competition.	Chris Koder	Campus	August 2021- May 2022	Participation in competitions.	Collect data on participation numbers and performance in comparison to other schools with STEM programs.	After Action Reviews (AAR) on competition preparation and performance.
Increase the number of presenters and diversity of career interests on career day by offering both virtual and in-person opportunities.	Chris Koder School Counselors	Campus	August 2021- May 2022	Leadership meetings to plan and implement schedule	Participation in meetings, contacted presenters	Feedback surveys from presenters, teachers, students, and parents
Principal and Assistant Principals will conduct weekly walkthroughs in classrooms and provide timely feedback	Chris Koder Rachael Merrick Rebecca May	Campus	August 2021- May 2022	Lesson Plans and the Lovejoy Appraisal Tool	Student participation and engagement; Walkthrough Data	Appraisal data and student surveys.

Board Priority #4 - Campus Goal

Lovejoy ISD will develop stronger community connections and confidence through effective communications with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD’s tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present and provide a continuing legacy for the future.

Objective(s):

- Continue to utilize parent newsletters, webpage, course websites, Google Classroom, virtual parents meetings and social media to share information about district practices.
- Continue to increase parent understanding of diploma plans and graduation endorsements.
- Continue to meet parents’ needs to stay informed about school events and practices.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Continue weekly newsletters, webpage, and twitter feeds from teachers and administrators.	Chris Koder	Local Funds	August 2021- May 2022	Copy of newsletters, website, twitter	Parents attend events, express satisfaction with communication	Parent comments, parent participation
Present campus information to students and staff through the principal's Monday videos during SEL time.	Chris Koder	Local Funds	August 2021- May 2022	Video Announcements	Student and staff engagement on campus	Participation analysis
PTO Parent Presentations to connect with parents and the community about school philosophies and educational programs.	Chris Koder	Local Funds, PTO Funds	August 2021- May 2022	Sign in sheets, logs	Participation analysis, FAQs, parent surveys, parent trust	Participation analysis, parent surveys

Hold annual registration meetings to provide information about diploma plans and endorsements possibilities.	Chris Koder Rachael Merrick Rebecca May Kathy Stone Carey Miller	Local Funds	August 2021- May 2022	Sign in sheets, logs	Participation analysis, FAQs, parent surveys	Parent comments, response from community
Showcase students and programs on WSMS campus and LISD district website and on social media	Kevin Parker Rachael Merrick Rebecca May Leslee Cox Naomi Emory	Local Funds	August 2021- May 2022	Weekly checks of WSMS website and social media sites	Student involvement, feedback from students and programs.	Student comments Teacher/program comments.

Board Priority #5 - Campus Goal						
Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are addressed.						
Objective(s):						
<ul style="list-style-type: none"> Maximize safety procedures on a daily basis to ensure all campus doors and entrance points are locked. Review safety expectations with students on a regular basis. 						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative 83
Practice and review all emergency procedures (such as lock down, fire drill, and tornado drills) once every 4-6 weeks.	Chris Koder All teaching staff Regan Aguirre	Local funds	August 2021-May 2022	Documentation of dates and times.	Participation analysis, FAQs, parent surveys	Check in with students and staff on all safety procedures to ensure they know all routines and expectations.
Ensure that all staff members wear and utilize ENSEO emergency buttons as needed.	Chris Koder Rachael Merrick Rebecca May Regan Aguirre	Local Funds	August 2021-May 2022	Check staff members regularly to ensure they are wearing ENSEO buttons.	Observation and check in.	Formatively assess staff understanding of the device and their responsibility for wearing/using them.
CPR Training for WSMS Staff	Chris Koder Gretchen Young	Local Funds	August 2021-May 2022	Documentation of course completion.	Response to emergency situations	Annual recertification
Utilization of our School Marshall to ensure students will be safe and secure with him on campus and train staff on required trainings.	Chris Koder Rachael Merrick Rebecca May Regan Aguirre	Local Funds	August 2021-May 2022	School Marshall visibility and presence in the halls and on campus.	Student interaction with the School Marshall and the building of trust.	Student comments and response

Stop the Bleed Training Offered to All Students	Regan Aguirre	Local Funds	August 2021-May 2022	Documentation of course completion.	Response to emergency situations	Annual recertification
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Lovejoy High School Campus Improvement Plan 2021-2022

MISSION

Our aim is to ensure academic success for each student. Ultimately, we aim to develop young men and women so that they can personally realize the Lovejoy Graduate Profile.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student 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.

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THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

SCHOOL YEAR: 2021-22

Data Sources Reviewed:			
<ul style="list-style-type: none"> ● 2021 AP Data ● 2020-2021 ACT and SAT Data ● Staff discussion/input 			
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Students mainly come from high SES homes. As a result the vast majority of students come with few gaps in their learning.	Lack of ethnic diversity means that many students have fewer opportunities to be exposed to students from different cultures.	Provide programs and opportunities for ⁸⁷ students to be exposed to other cultures as well as sensitivity to a variety of student groups.
Student Achievement	Strong AP and EOC data. 776 of the 1,598 students at LHS took 1 or more AP courses. 1,683 exams were taken and 69% of all students had a score of 3 or higher. Graduating Seniors continue to outpace the national averages on both the SAT and ACT exams.	Continue to improve AP performance and Advanced EOC performance. A continued point of emphasis is in the AP Calculus and AP Physics 2 scores.	Reduce the number of failures while improving Masters Level and 3's,4's, and 5's.

<p>School Culture and Climate</p>	<p>Lovejoy High School has a healthy culture and climate. Student spirit and pride are evident by participation in school events and student initiatives. Students are encouraged to pursue their passions while teachers and parents work to support students in becoming well rounded. Programming is centered around the Graduate Profile</p>	<p>Facilitating Teachers “voice” in campus based decision-making is an area that needs improvement. As a school with limited diversity, students need continued opportunities for diversity education.</p>	<p>Programs that address Bullying, Character Development, Alcohol and Drug abuse, and healthy relationships are provided for students. As a school with limited diversity, this is another area of focus. Opportunities for Staff collaboration are provided as well.</p>
<p>Staff Quality/ Professional Development</p>	<p>LHS teachers are focused on student success. Professional growth and development opportunities are a focal point that is planned throughout the year. PD activities occur during Department Meetings, Professional Growth Meetings, and Early Release days throughout the year.</p>	<p>The impact of COVID continues to be significant. Teachers have been challenged to close learning gaps while still battling constraints of student in quarantine for extended periods of time. Improvement in the knowledge and use of digital resources as well as increased proficiency of Formative Assessment strategies are also a focus. Specific training on instructional technologies, leveraging Learning Targets as well as providing effective feedback to students. Teachers also continue to grow in using Kagan structures for cooperative learning.</p>	<p>Using PG&D for professional development. Having aligned learning opportunities on professional development days. Continued focus on technology tools and skills for instruction. Administrators⁸⁸ meeting with each teacher once each nine weeks to review teacher growth areas and progress.</p>

Curriculum, Instruction, Assessment	Curriculum alignment to TEKS and AP Standards is strong as evidenced by student scores. Re-testing has allowed students to demonstrate mastery after an initial assessment.	Monitoring of individual students and providing differentiation in virtual and face to face classrooms. Re-focusing on planning practices and ensuring tight alignment between instruction and the TEKS. Continuing to focus on teacher use of Learning Targets in guiding students in self-assessment, clarity of learning, and effective feedback.	Provide an ongoing focus (through PD and 9 week meetings) on formative assessment, Student Learning Objectives, and the use of Kagan strategies for engagement. Administrators and teachers will work together to ensure teachers have specific objectives and use data to evaluate their performance.
Family and Community Involvement	LHS has a highly involved parent population who assist us by volunteering their time and resources to support their children’s education.	Helping students learn to balance a rigorous academic load with extracurricular and after school activities. Helping students navigate online and face to face learning. Continuing to encourage and enlist parent participation in their student’s educational experience with COVID restrictions in place.	Communicate weekly as administrators and teachers. Promote opportunities for parental participation when possible. Find alternative opportunities with COVID restrictions. 89
School Context and Organization	LHS as an organization is bending and flexing to student and community needs. Programs and staff have been added to better support students. We continue our growth in clubs and organizations.	Focusing on increasing our organizational effectiveness through growing as a learning community. Establishing norms and expectations for each role and staff member.	LHS has a Testing Center and continues to tweak the CAT to provide different levels of support for students with different needs. Tutoring options are increasing for virtual students.

Technology	The use of technology in the classroom continues to be a focus.	Continuing our growth in the use and leveraging of technology. After a year of being forced to use technology to deliver instruction, we need to continue our growth in utilizing it.	Getting more technology into teachers hands and providing training. Teachers are also required to use this technology to plan lessons and these are discussed in regular meetings with administrators.
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Title I, Part A

Schoolwide Components:

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to 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 schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Board Priority #1 – Campus Goal

Lovejoy High School will support the Lovejoy ISD Board Goal of continuing to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students’ pursuits. **Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.**

Objective(s):

- **Increase the number of 3s, 4s and 5s scores on AP tests and eliminate 1s**
- **Increase student scores on the PSAT test**
- **Increase average student scores on SAT and ACT tests.**
- **Increase the number of students meeting the advanced standard on STAAR and eliminate any instance of students not meeting the minimum standard**
- **Increase AP Scores specifically in the areas of AP Calculus and AP Physics 2**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by #)
Systematically improve instruction with an emphasis on cognitively demanding experiences students have in the classroom. Focusing on Formative Assessment and	Campus Administrators Curriculum specialists, and Teachers	Local funds	Professional development days on professional development calendar;	Walk Through Documentation	Unit test performance; additional correctives and second assessments;	Professional development; teacher feedback; teacher coaching,	

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aligned planning and instructional practices to improve student performance.			teacher planning time		and failure rate each nine weeks	lesson planning meetings; walkthroughs	
Utilize a focused mastery learning teaching and assessment cycle – provide clear objectives for students, quality instructional practices, and aligned assessment (and retests)	Teachers, Teacher Leaders, & Principals		Plan assessment preparation at the beginning of the school year and monitor students performance	Checklists being created and given to students in some classes. Regular agenda item in team planning	Unit test performance; additional correctives and second assessments; and failure rate each nine weeks	Observe planning weekly; provide formative feedback to teacher leaders every nine week period	
Systematically track student assessment and achievement data after each unit test and with yearly PSAT, SAT, and ACT data.	Teachers, Principals and PST committee	Local funds	Each three weeks Each nine weeks Each semester		Unit test performance; additional correctives and second assessments; and failure rate each nine weeks	Review student assessment data: Each three weeks Each nine weeks Each semester	
Use CollegeBoard developed resources to support student learning and performance in AP Courses	Administrators, Counselors, Teachers, Students	Local Funds	Throughout the school year	Teacher Lesson Plans, Student participation	Student Performance	Various	

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Board Priority #2- Campus Goal

Lovejoy High School will support the Lovejoy ISD Board Goal of continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. The Lovejoy Educator Profile will become a prevalent part of all members of the team.

Objective(s):

- Continue to promote employee satisfaction by focusing on teacher and student growth through collaboration and professional development.
- Promote common high expectations for student behavior.
- Promote more collaboration and team building across grade levels.
- Promote positive relationships between staff members

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Provide staff with opportunities for quality Professional Development: Learning @ Lovejoy; AP Training; Year-round training and coaching (TMEA, TAGT, ACTM, ASCD, etc.)	Teachers, & Principals	Local funds	Yearly review teacher PD record and review new plans	Teacher attendance and participation	Use the LAT for PD&G Professional Responsibilities domain	Monitor teacher yearly professional development plans. Nine week meetings with teachers	
Staff participate in a yearly survey that measures staff engagement and staff	District administrators,	Local funds	August - May	Staff Participation	Survey Data	Survey Data	

satisfaction with the organization	Campus Administrators						
Cultivate and develop strong working relationships between staff to build a stronger work environment: Planned interaction between teacher leaders and teachers; Weekly collaborative planning built in to the school day (6-8); Structured planning sessions; Extended planning sessions Regular Monday Meetings with Staff L3 - Staff support initiative	Teachers, Teacher Leaders, Department Leads & Principals Teachers, Teacher Leaders, Department Leads & Principals	Local funds	Each week teachers will plan in their teams or individually	Teacher attendance and participation	Use the LAT for PD&G Professional Responsibilities domain	Observe planning weekly; Nine week meetings with teachers	
Heart of a Teacher Recognition Program	Administraton, Teachers	Local Funds	Monthly recognition	Teacher Recognition	Staff Feedback		

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Board Priority #3- Campus Goal

Lovejoy High School will support the Lovejoy ISD Board Goal of establishing measures to evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students, with the goal of a balanced budget and the protection of the Heart of Lovejoy. **Lovejoy will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD’s mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized. We will build on Lovejoy ISD’s legacy of excellence through a shared commitment to our mission and core values. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.**

Objective(s):

- **Use assessment tools to improve the student learning experience.**
- **Review and research data for best practices**

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Teams will analyze student work and formative and summative data collected to create whole class reteach opportunities, small group interventions, or one on one interventions.	Campus administrators, and teachers	Local funds	August - May	Visual inspection of campus, Lesson Plans, Data Day submissions	Student Performance and data collection	Summative Assessments, Semester Exams, EOC scores	

Evaluation of Campus Budget to ensure alignment to Instructional goals	Campus Administrators, Dept. Leads, Bookkeeper	Local Funds	December	Line by line review of current budget and anticipated needs.	Cost savings in campus budget		
Continue growing a culture of excellence and success by: Standard setting performance (STAAR; AP, SAT/ACT, PSAT); Comparing data to the best schools in state and nationally	Teachers, Teacher Leaders, Department Leads & Principals	Local funds	Each nine weeks review student failure data, unit test data and of year AP and EOC data	Observations in classrooms	Year End performance reports	Review unit test assessment data during the year and end-of-course data	
Principals will conduct weekly walkthroughs in classrooms and provide feedback.	Campus Admin	Local funds	August - May	Observation documentation	Student performance and teacher appraisal	Student performance and teacher appraisal	
Principals will conduct quarterly meetings with all teachers to review walkthrough data and appraisal data	Principals and Teachers	Local funds	August - May	Meeting schedules	Goal setting data	Goal setting data	

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Board Priority #4- Campus Goal

Lovejoy High School will support the Lovejoy ISD Board Goal of developing stronger community connections and confidence through effective communication with both internal and external stakeholders. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students.

Objective(s):

- **Continue to meet parents’ needs to stay informed about school events and activities.**
- **Continue to meet parents’ need of a quality internet gradebook to monitor their student’s academic progress.**
- **Continue to meet parents’ need of understanding college acceptance and scholarship criteria.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Communicate effectively with parents and community about school events and activities in order to continue or enhance involvement	Campus administrators, and teachers	Local funds	August - May	Weekly email Phone Message	Community Feedback	Community feedback; event attendance	
Utilize the district internet grade book –Power School as an effective means of communication for student mastery	Campus administrators, and teachers	Local funds	Updated grades every three weeks; push grades weekly	Parent use of PowerSchool	Parent survey Parent focus groups	Each semester evaluation of teacher participation and survey	

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						parents annually	
Communicate effectively with staff about management items, professional growth, and core values	Principals	Local funds	Year Round	Monday Grind, Weekly Email, Quality PD,	Cultural Behavior, Teacher feedback	Cultural Behavior, Teacher feedback	

Board Priority #5- Campus Goal

Lovejoy High School will support the Lovejoy ISD Board Goal of strengthening the program for safety and security that serves as the model for K-12 by enhancing safety and protecting the positive learning environment by ensuring the personal/social needs of Lovejoy students are met.

Objective(s):

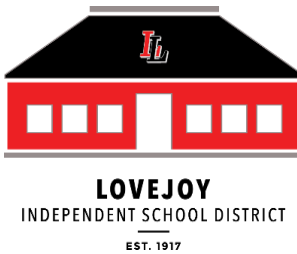
- Increase safety improvements to Lovejoy High School building.
- Increase student and staff knowledge and practice for engaging in research based safety practices.
- Increase support of student needs both socially and emotionally.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Improve security at entrances and exits as well as implementing strong safety practices for visitors	Campus admin, and teachers	Local funds	August - May	Visual inspection of campus	Limiting access points of LHS	Reduce/eliminate use of entrances other than designated areas	
Effectively use drills and instruction to ensure students and staff are prepared for potentially dangerous situations.	Campus administrators, and teachers	Local funds	August - May	Full and partial drills	Student and teacher successful and consistent performance	Feedback from students and teachers following drills.	

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Support students who are struggling emotionally both with specific personnel as well as systematic checks.	Campus administrators, Counselors	Local funds	August - May	Number of students who are receiving support	Reduction of number of students needing emotional support	Students using the structures and staff in place	
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8. Consider and Act on approval of LOVEJOY 2030 Strategic Planning Committee Members	103
Katie Kordel, Superintendent of Schools Executive Summary.LOVEJOY2030	103



Lovejoy Independent School District Board of Trustees

Date of Meeting	January 12, 2022
Document Title	Recommendation to Approve the LOVEJOY 2030 Strategic Planning Committee
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input type="checkbox"/> Attached <input checked="" type="checkbox"/> Provided Later
Administrator Responsible	Katie Kordel, Superintendent of Schools



Executive Summary

Grounded in the Lovejoy ISD Mission, Core Values, and Graduate Profile LOVEJOY 2030 is our community-based strategic planning initiative aimed at taking Lovejoy ISD to the next level.

The LOVEJOY 2030 Strategic Planning Committee will focus on championing Lovejoy ISD's legacy of excellence, supporting future ready students, and achieving financial sustainability.

LOVEJOY 2030 membership will be composed of students, parents/community members, teachers, and staff. The LOVEJOY 2030 Strategic Planning Committee will focus their work on the following seven areas.

- Teaching & Learning
- Graduate Profile
- Legacy of Excellence
- Financial Sustainability
- Operations
- Future Ready
- Talent Acquisition, Retention, & Support

Fiscal Implications

There are no fiscal implications at this time.

Administrator Recommendation

Administration recommends approval of the LOVEJOY 2030 Strategic Planning Committee Membership.

Board Priority

Priority 1

Lovejoy ISD will continue to demonstrate growth in student academic achievement as evidenced by a broad range of academic measures appropriate for the elementary, intermediate, middle, and high school levels. The Lovejoy ISD Graduate Profile (Intellectually Equipped, Open to the Challenges of Learning, Well-Rounded, Engaged in a Healthy Lifestyle, Fair and Respectful of Others, Works for Justice in the Community) will become a prevalent part of all students' pursuits. Students will personify the Graduate Profile by experiencing challenging and engaging learning. Research-based instructional strategies will be strategically partnered with innovation. Profound learning will develop key skills essential to thriving now and in the future. Technology will be leveraged to enhance individualization, deepen learning, and prepare students for an increasingly technology-driven workforce.

Priority 2

Lovejoy ISD will continue to strive to be recognized as the employer of choice for educators who believe districts should be defined by a culture of superior work ethic, mission-driven behavior, continuous improvement, growth mindset, and positive relationships with students, parents, and colleagues. Lovejoy ISD team members will exemplify our Educator Profile and align their actions with our Core Values.

Priority 3

Lovejoy ISD will evaluate all areas which impact the student experience. A sustained focus on continual improvement in all aspects of district services remains a constant with the continued goal of providing the highest quality of learning experiences for our students. In support of organizational health and effectiveness, Lovejoy ISD will establish a plan for short and long-term financial sustainability. We will strategically balance financial decision-making with Lovejoy ISD's mission and commitment to the Lovejoy experience. A financial assessment, identification of priorities, and

intentional decision-making will support strategic financial planning. Zero-based budgeting will be utilized and transparency will be prioritized.

Priority 4

Lovejoy ISD will develop stronger community connections and confidence through effective communication with both internal and external stakeholders. Through a shared commitment to our mission and core values, we will build upon Lovejoy ISD's tradition of excellence. We will maintain high expectations and leverage the collective impact of the Lovejoy ISD community to ensure achievement of outcomes on behalf of students. Lovejoy ISD traditions will enable us to honor the past, celebrate the present, and provide a continuing legacy for the future.

Priority 5

Lovejoy ISD will continuously examine and analyze the best practices of implementation for safety and security; enhancing safety and protecting the positive learning environment and by ensuring the personal/social needs of Lovejoy students are addressed.

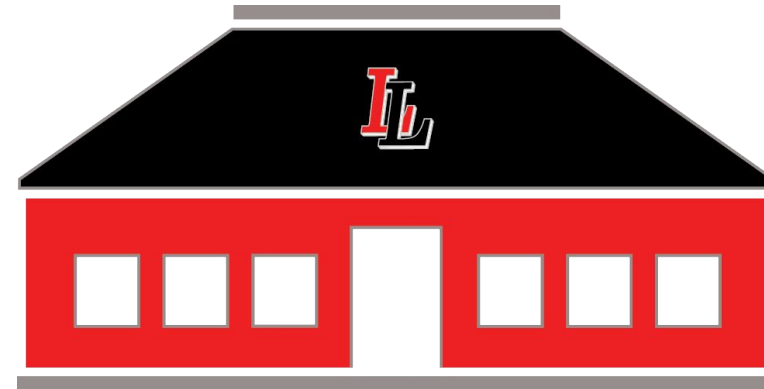
9. Finance & Operations Update	107
Dr. Jennifer DuPlessis, Assistant Superintendent of Finance and Operations	
01.12.22 Finance and Operations Update	107

Finance & Operations Update

JENNIFER DUPLESSIS, PH.D.

ASSISTANT SUPERINTENDENT OF FINANCE &
OPERATIONS

JANUARY 12, 2022
BOARD WORKSHOP



LOVEJOY
INDEPENDENT SCHOOL DISTRICT
EST. 1917

Updates

- Compensation Grants
- Tax Rate Analysis Update
- Operations Update

Compensation Opportunities

STATE FUNDED GRANTS

TCLAS

- (1) College-bridge (related) teacher likely receiving ~\$3,240 under Decision 3e
- (1) Education teacher may receive a \$2,500 stipend/year for two years under Decision 4b
- (2) Paraprofessionals may be eligible under Decision 4a in the Fall - \$8,000 to finish schooling to become a teacher
- (4) Teacher Residents (Student Teachers) in spring and Residents in the fall - \$20,000 stipend

Strategic Compensation Grant

- Competitive Fellowship
- \$75-100k (w/20% district match) for development/teacher compensation
- Preference given to districts participating in the Teacher Incentive Allotment (TIA)
- Notice of Intent – 12/22
- Application Due – 2/4

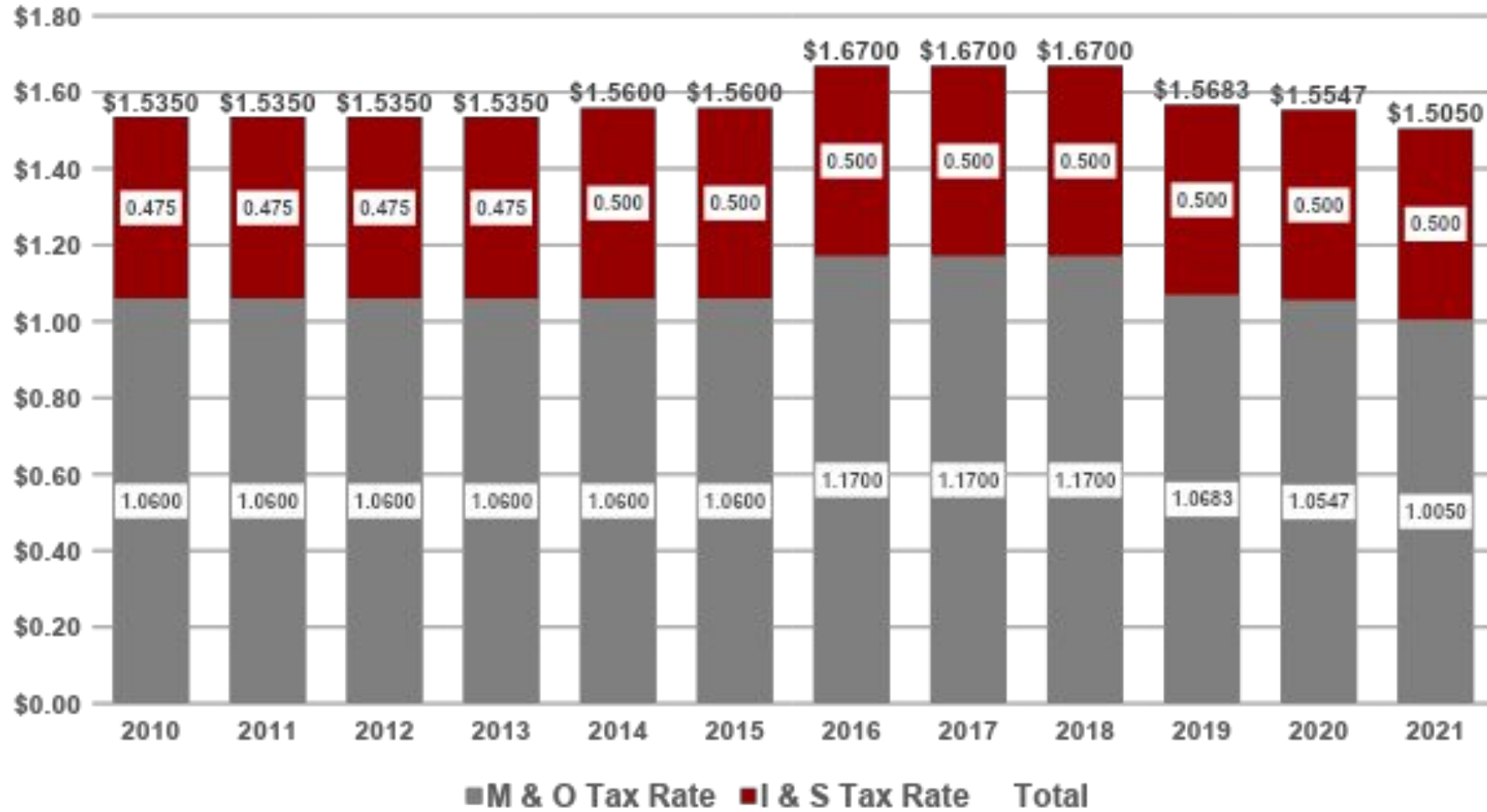
Teacher Incentive Allotment

- State-funded incentives to high-performing teachers via National Certification or Locally-designated system
- Cohort E Open – Intent Due 12/31
- Data Capture Year: 2022-23
- Implementation: 2023-24

Tax Rate Analysis

2020-2021 IMPACT ASSESSMENT

Lovejoy ISD Historical Tax Rate



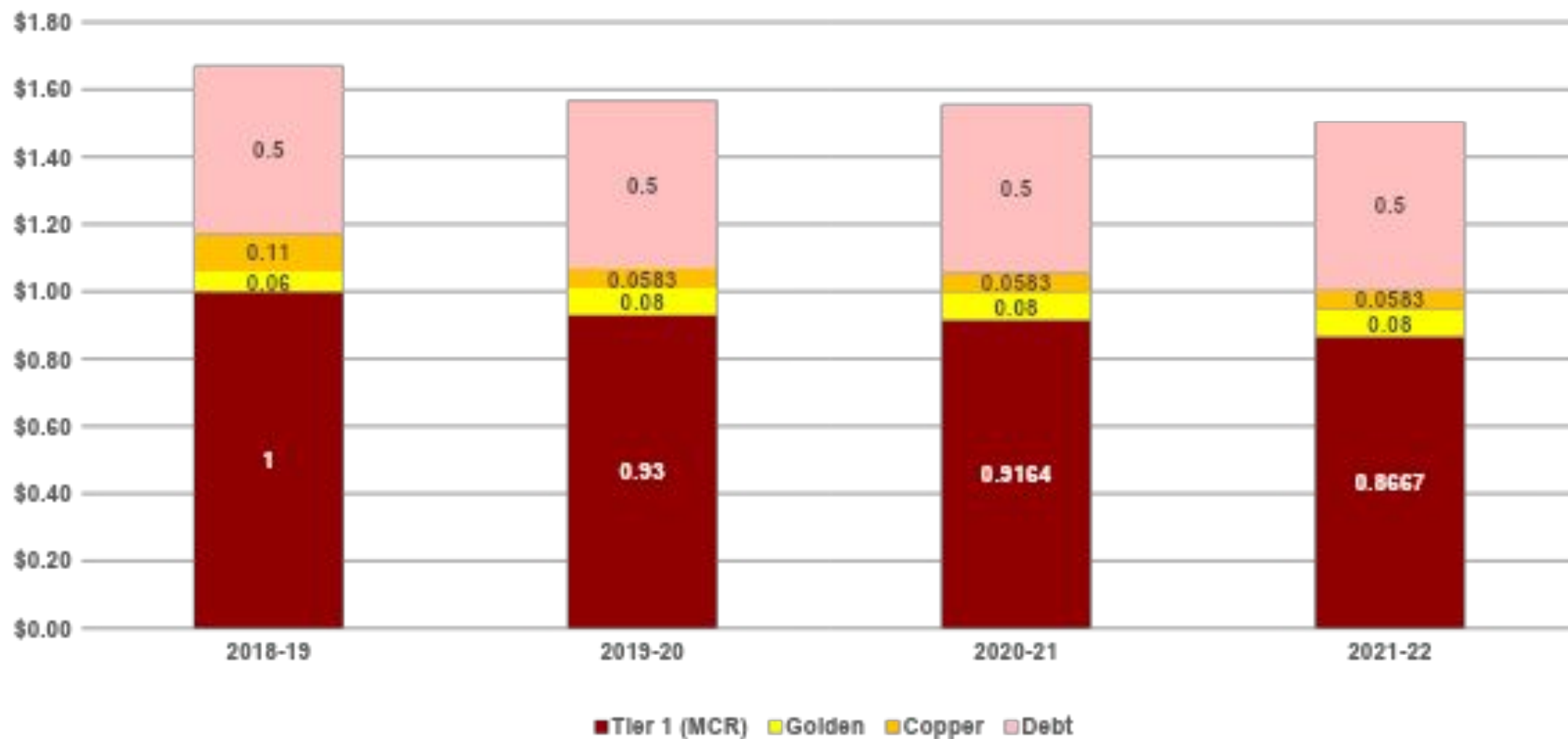
Tax Rate Components

Maximum Compressed Tax Rate (MCR): A district's maximum compressed tax rate is defined as the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.

Enrichment Tax Rate (DTR): A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than \$0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression with any increases in the guaranteed yield.

Debt Rate: The debt tax rate includes the debt service necessary to pay the school district's debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

Lovejoy ISD Tax Rate Breakdown

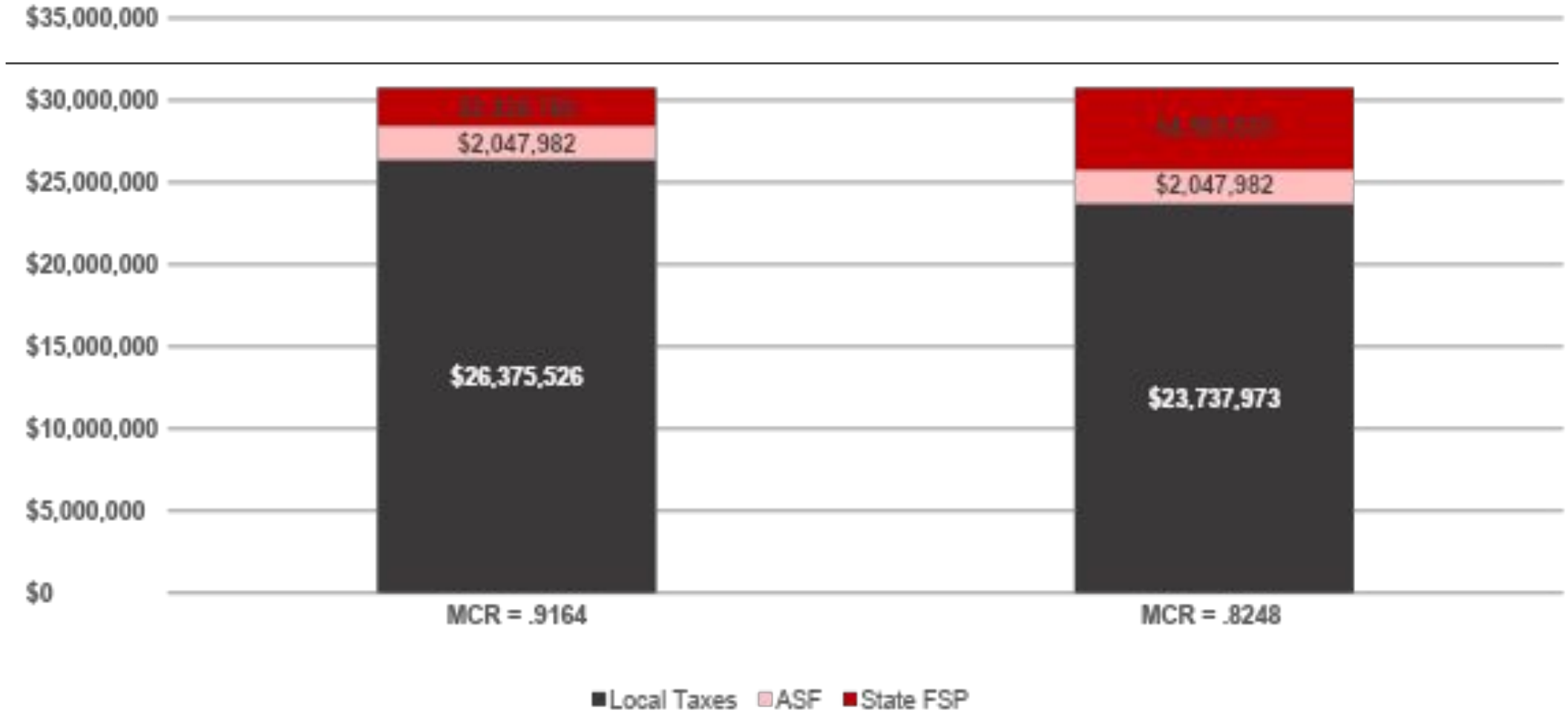


Impact of Tier 1 Tax Rate Compression

All other things being equal, when the Tier 1 tax rate falls:

- Local tax collections fall
- The local share of the program falls
- State aid increases
- The district is largely left with the same overall Tier 1 revenue

Estimated 2021 Tier 1 Revenue at Various Tier 1 Tax Rates



Nets virtually the same total revenue of \$30.75M

Tier 2 Enrichment Options

TY2019 HB3 provided additional enrichment opportunities

Lovejoy ISD has capped out at all 8 available golden pennies (2 copper turned gold w/HB3)

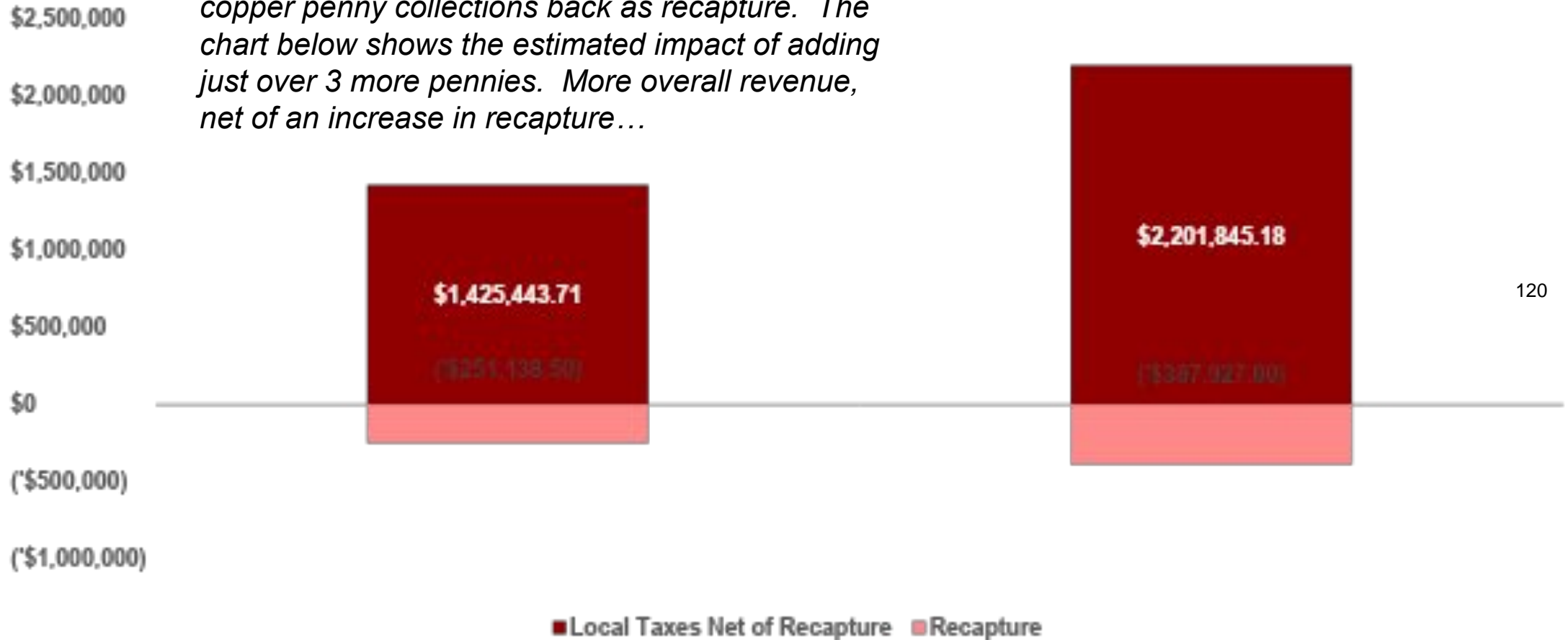
HB3 reduced the number of copper pennies achievable to 9 (was 11)

HB3 increased the copper penny yield to 80% of basic allotment

Copper pennies are subject to recapture

Impact of Increased Tier 2 Tax Rate

For 2020-2021, the district paid about 15% of copper penny collections back as recapture. The chart below shows the estimated impact of adding just over 3 more pennies. More overall revenue, net of an increase in recapture...



Lovejoy ISD Tier 2 Enrichment Rate

By increasing the Tier 2 Enrichment rate to include the additional allowable 3.17 copper pennies in '20-'21, the district would have:

- Increased revenue by ~\$775k
- Increased recapture payment to state of ~\$135k
- **Netted ~\$640k more in revenue**

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If the state increases the Tier 1 basic allotment, this amount would increase

Further information on HB3 Tax Rate Changes available at:

<https://tea.texas.gov/sites/default/files/HB3-Video-Series-Tax-Rates.pdf>

<https://tea.texas.gov/sites/default/files/HB3-Video-Series-Tax-Rates-Part-2.pdf>

Operations Update

FACILITY PROJECTS

Project Updates

- Winter Storm Repairs
 - Puster Cafeteria/Sloan 300 Hall VCT completed during Christmas
 - HS Multipurpose 2 Offices, Admin Mail Room Carpet completed during Christmas
 - Mounting of Concession Heaters – waiting for parts
- LCDC Playground Coordination Meeting Complete – Est. Jan-Feb Equipment
- Baseball Turf Installation Substantially Complete; Release this Week; Punch List
- Softball and Baseball full completion by 1st week of Feb
- Shot Discus will be complete in January
- Press Boxes Installed, Electrical/Batting/Storage Ongoing – est. Feb completion 123
- Practice Field Concrete Work Starting late Jan., Complete in March
- Additional Work Following Storage Buildings
- Scoreboards – March, will use old ones until then
- Facility Use – Updated Licensing and Waiver Documents
- Tennis Court Fence Repair



Softball Field |



Baseball Field Progress



Baseball Field

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Auxiliary Job Fair, We're Hiring!

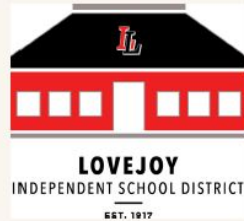
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At Lovejoy ISD, our mission is to propel every person to personal excellence. Our custodians, bus drivers, and student nutrition staff are a very important part of our team.

We are looking for great people to join our team! We are located in Lucas and Fairview (close to Allen/McKinney/Plano area).



Bring Work History
(Contact information and References encouraged)

January 25, 2022
9:00 a.m.-11:00 a.m.
Free Breakfast

**Location: 256 Country Club Rd.
Allen, TX 75002-Gym**
CALL 469-742-8000

- **Custodial Work Shifts:**
6:00 a.m.-2:30 p.m.
11:30 a.m.-8:00 p.m.
3:00 p.m.-11:30 p.m.

- **Student Nutrition Shift**
8:00 a.m.-2:00 p.m.

- **Bus Driver Shifts**
6:30 a.m.-9:00 a.m. and
2:00 p.m.-4:30 p.m.

- **We offer free telehealth and many other benefit options.**

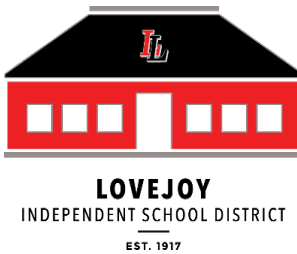
- **Work in a place with excellence, purpose, and great people!**

*Custodial, Nutrition and
Transportation
Staff*



THANK YOU

10. Consider and Act on Student Recognition Resolution	130
Katie Kordel, Superintendent of Schools	
Executive Summary.StudentRecognitionResolution	130



Lovejoy Independent School District Board of Trustees

Date of Meeting	January 12, 2022
Document Title	Student Recognition Resolution
Presented For	<input checked="" type="checkbox"/> Board Action <input type="checkbox"/> Report/Review Only
Supporting Documents	<input type="checkbox"/> None <input type="checkbox"/> Attached <input checked="" type="checkbox"/> Provided Later
Administrator Responsible	Katie Kordel, Superintendent of Schools

Executive Summary

Consider and Act on approval of Student Recognition Resolution.

Fiscal Implications

There are no fiscal implications at this time.

Administrator Recommendation

Administration recommends approval of Student Recognition Resolution.

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11. **Announcements**
Barrett Owens, President
12. **Adjournment**
Barrett Owens, President