Lackland Independent School District

District Improvement Plan

2019-2020

Accountability Rating: A

Board Approval Date: September 17, 2019

Mission Statement

Lackland ISD empowers students to construct successful futures.

Vision

The premier leader in educational excellence.

Core Beliefs

We believe in creating and facilitating opportunities to expand and utilize essential skills for all.

We believe that all students deserve equal access to individualized opportunities.

We believe everyone benefits when they question to understand "why" ideas are relevant.

We believe education is a shared partnership.

We believe in effective communication in a respectful environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics / Year	AA	H	W	Amer. Indian	Asian	Pacific Islander	2+	Eco. Dis	ELL	At-Risk	GT	CTE	SPED
2020	12.41	24.91	45.99	0	1.87	1.03	13.81	24.16	2.52	21.27	9.79	17.26	11.85
2019	13.85	25.28	44.89	0	1.67	.93	13.38	18.31	1.67	23.42	9.2	16.64	12.82
2018	15.9	25.3	43.1	.1	1.5	1.5	12.6	27.2	1.8	19.9	7.7	17.9	10.7
2017	18.4	22.6	45.6	.3	1.1	1.3	10.8	32.3	1.2	23.4	6.2	17.3	11.9
2016	18.0	21.5	46.6	.3	2.0	1.2	10.3	36.8	.9	25.0	5.9	21.6	11.2
2015	17.0	22.5	44.0	.6	3.0	1.5	11.5	34.4	1.9	23.1	5.6	27.7	10.5
2014	16.4	27.1	41.0	.3	2.9	.9	11.4	35.4	3.4	23.	4.8	17.5	10.3
2013	16.7	25.7	45.4	0	2.4	1.1	8.6	32.1	2.8	23.8	5.4	16.5	9.9

Teacher Demographics

Teacher Demographics / Year	AA	H	W	Amer. Indian	Asian	Pacific Islander	2+	Males	Females				
2020													
2019	10.9	23.9	61.6	0	1.2	0	2.4	14.9	85.1				
2018	10.0	22.1	65.	0	1.2	0	1.2	17.6	82.4				
2017	10.8	19.8	67.0	1.2	0	0	1.2	16.8	83.2				
2016	13.4	16.1	67.9	0	0	1.2	1.3	19.5	80.5				
2015	12.3	16.1	70.2	0	0	0	1.4	17.0	83.0				
2014	10.8	16.6	72.5	0	0	0	0	15.8	78.6				
2013	10.1	18.0	71.9	0	0	0	0	20.8	79.2				

Teacher Experience	Beg.	1-5	6-10	11-20	Over 20	AVG. Exp.	AVG. With District		No Degree	Bachelors	Masters	Doc.	
2020									0				
2019	4.0	19.9	24.9	33.3	20.2	12.4	6.5		0	61.3	38.7	0	
2018	1.2	17.5	25.3	29.	24.6	13.6	7.9		0	63.4	36.6	0	
2017	1.2	25.8	19.0	27.6	26.4	14.0	8.6		0	62.8	37.2	0	
2016	2.6	22.9	17.5	28.9	28.2	14.6	9.5		0	61.8	38.2	0	
2015	3.9	24.6	9.5	34.8	27.2	14.3	9.3		0	68.0	32.	0	
2014	2.7	23.1	16.6	29.2	28.4	14.0	9.1		0	69.5	30.5	0	
2013	6.3	17.7	22.7	28.7	24.6	13.4	8.3		0	68.4	31.6	0	

	2019	2019	2018	2018	2017	2017
Primary Disability Type	District Count	District Percentage	District Count	District Percentage	District Count	District Percentage
Students with Intellectual Disabilities	29	21.5	26	23.2	31	25.2
Students with Physical Disabilities	36	26.7	34	30.4	34	27.6
Students with Autism	39	28.9	35	31.3	39	31.7
Students with Behavioral Disabilities	**	**	**	**	**	**
Students with NCEC	*	*	*	*	*	*

Drop Out Prevention Data

Class of 2019	State	District	AA	H	W	AI	A	PI	2 or More	Sp. Ed.	Eco. D	ELL
Graduated												
Received GED												
Continued HS												
Dropped Out												
Class of 2018	State	District	AA	H	W	AI	A	PI	2 or MORE	Sp. Ed	Eco. D	ELL
Graduated	90	97.5	100	100	100	-	-	*	80	*	100	*
Received GED	.4	.0	0	0	0	-	-	*	0	*	0	*

Class of 2017	State	District	AA	H	W	AI	A	PI	2 OR MORE	SP. Ed.	Eco. D	ELL
Continued HS	3.8	2.5	0	0	0	-	-	*	20	*	0	*
Dropped Out	5.7	0	0	0	0	-	-	*	0	*	0	*

Class of 2017	State	District	AA	H	W	AI	A	PI	2 OR MORE	SP. Ed.	Eco. D	ELL
Graduated	89.7	97.3	100	100	93.3	-		*	-	100	100	83.3	-
Received GED	.4	0	0	0	0	-		*	-	0	0	0	-
Continued HS	4.	0	0	0	0	-		*	-	0	0	0	-
Dropped Out	5.9	2.7	0	0	6.7	-		*	-	0	0	16.7	-

Class of 2016	State	District	AA	H	W	AI	A	PI	2 or More Races	Sp. Ed.	Eco. D	ELL
Graduated	89.10%	97.20%	100%	100%	93.30%	-	*	*	*	*	100%	-
Received GED	0.50%	0%	0%	0%	0%	-	*	*	*	*	0%	-
Continued HS	4.20%	2.80%	0%	0%	6.70%	-	*	*	*	*	0%	-
Dropped Out	6.20%	0.00%	0%	0%	0%	-	*	*	*	*	0%	-

Class of 2015	State	District	AA	H	W	AI	A	PI	2 or More Races	Sp. Ed.	Eco.D	ELL
Graduated	89.00%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%
Received GED	0.60%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Continued HS	4.10%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Dropped Out	6.30%	0%	0%	0%	0%	*	*	*	0%	*	*	*

Class of 2014	State	District	AA	H	W	AI	A	PI	2 or More Races	Sp. Ed.	Eco.D	ELL
Graduated	88.30%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%
Received GED	0.80%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Continued HS	4.30%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Dropped Out	6.60%	0%	0%	0%	0%	*	*	*	0%	*	*	*

Demographics Strengths

Demographic data reflects the following strengths:

- An increase in the percentage of gifted and talented students each year.
- Our ability to reflect a more appropriate economically disadvantaged student population through efforts to get families to complete the free and reduced price meal application.
- The ethnic representation of Hispanic Teachers to Students in becoming more closely aligned.
- The majority of teachers have 11-20 years of experience.
- The district's graduation rate is above 97% and is greater than

Problem Statements Identifying Demographics Needs

Problem Statement 1: Less than 40% of Lackland ISD teachers hold a master's degree. **Root Cause**: Few teachers have participated in the district's education incentive program that provides financial support for advanced degrees.

Problem Statement 2: The demographic profile of teachers does not match that of teachers as it relates to ethnicity and gender. **Root Cause**: The need to recruit, hire, and retain qualified teachers that match the demographic profile of the students.

Student Academic Achievement

Student Academic Achievement Summary

Lackland ISD District Summary TAPR Data - Approaches and Above

Includes Grades 3-8 STAAR, STAAR Accommodated, STAAR L, STAAR-Alternate

STAAR Reading	State	District	AA	H	W	Asian	Pacific Islander	2+	Sped	Eco Dis
Reading 2019	75	87	80	85	91	70	71	95	55	81
Reading 2018	74	85	80	89	84	*	*	92	*	86
Reading 2017	72	84	78	81	87	100	82	91	48	84
Reading 2016	73	88	78	86	92	100	89	88	59	85
Reading 2015	77	90	79	94	92	100	*	86	76	86
STAAR Writing	State	District	AA	H	W	Asian	Pacific Islander	2+	Sped	Eco Dis
Writing 2019	68	83	77	86	84	*	*	87	59	77
Writing 2018	66	79	79	82	82	*	*	58	40	80
Writing 2017	67	81	67	70	88	*	*	91	53	68
Writing 2016	69	80	69	79	84	*	100	72	55	74
Writing 2015	72	78	80	81	77	*	*	65	*	80
STAAR Math	State	District	AA	H	W	Asian	Pacific Islander	2+	Sped	Eco Dis
Math 2019	82	91	86	92	92	100	71	95	92	85
Math 2018	81	90	86	94	90	*	88	91	86	91
Math 2017	79	90	87	87	91	*	100	93	63	88
Math 2016	76	86	80	80	92	100	71	82	41	84
Math 2015	81	95	*	100	92	*	*	100	*	93
STAAR Science	State	District	AA	H	W	Asian	Pacific Islander	2+	Sped	Eco Dis

STAAR Reading	State	District	AA	H	W	Asian	Pacific Islander	2+	Sped	Eco Dis
Science 2019	81	92	87	89	94	*	*	95	77	80
Science 2018	80	86	75	82	90	*	*	95	73	82
Science 2017	79	89	84	89	92	*	100	81	57	82
Science 2016	79	82	88	79	83	*	*	73	35	74
Science 2015	78	91	88	83	95	100	*	89	80	84
STAAR Social Studies	State	District	AA	H	W	Asian	Pacific Islander	2+	Sped	Eco Dis
Soc. St. 2019	81	**89**	**86**	**100**	**84**	*	*	**92**	**82**	**94**
Soc St 2018	78	**69**	**45**	**65**	**79**	*	*	**75**	**62**	**61**
Soc St 2017	77	95	89	93	97	-	*	100	90	88
Soc St 2016	77	82	87	71	91	*		63	45	68
Soc St 2015	78	100	100	100	100	*		100	*	100

District Equity Analysis

Student Progress Measures

2018-19 District Progress and 2017							
District Name: LACKLAND ISD (015913)							
County Name: BEXAR							
	State	Region 20	District	African American	Hispanic	White	Econ Disadv
STAAR Progress Measure Percent at Expected or Accelerated Growth by Grade and Subject							
Grade 4 ELA/Reading							

2018-19 District Progress and 2017								
At Expected or Accelerated level	2019	55%	53%	51%	45%	50%	52%	40%
	2018	59%	57%	57%	50%	57%	56%	55%
Grade 4 Mathematics								
At Expected or Accelerated level	2019	59%	56%	71%	82%	50%	77%	67%
	2018	59%	56%	83%	50%	93%	88%	82%
Grade 5 ELA/Reading								
At Expected or Accelerated level	2019	77%	77%	85%	86%	87%	84%	70%
	2018	76%	76%	64%	50%	79%	61%	56%
Grade 5 Mathematics								
At Expected or Accelerated level	2019	79%	80%	74%	57%	74%	79%	60%
	2018	76%	79%	57%	60%	64%	54%	67%
Grade 6 ELA/Reading								
At Expected or Accelerated level	2019	36%	34%	39%	56%	25%	48%	57%
	2018	41%	41%	57%	40%	53%	67%	50%
Grade 6 Mathematics								
At Expected or Accelerated level	2019	47%	43%	82%	67%	70%	93%	71%
	2018	48%	44%	63%	50%	75%	50%	75%
Grade 7 ELA/Reading								
At Expected or Accelerated level	2019	73%	72%	63%	45%	50%	79%	33%

2018-19 District Progress and 2017								
	2018	72%	71%	67%	54%	92%	67%	60%
Grade 7 Mathematics								
At Expected or Accelerated level	2019	55%	54%	48%	50%	42%	50%	67%
	2018	61%	62%	65%	38%	77%	72%	67%
Grade 8 ELA/Reading								
At Expected or Accelerated level	2019	72%	72%	67%	67%	38%	73%	67%
	2018	74%	74%	76%	75%	85%	72%	71%
Grade 8 Mathematics								
At Expected or Accelerated level	2019	80%	77%	76%	67%	79%	81%	58%
	2018	76%	75%	89%	92%	91%	83%	85%
End of Course English II								
At Expected or Accelerated level	2019	60%	59%	54%	80%	36%	64%	*
	2018	58%	56%	90%	60%	91%	100%	89%
End of Course Algebra I								
At Expected or Accelerated level	2019	67%	65%	83%	50%	100%	93%	88%
	2018	62%	60%	76%	*	100%	82%	100%
All Grades Both Subjects								
At Expected or Accelerated level	2019	63%	62%	66%	62%	59%	72%	60%
	2018	63%	63%	69%	56%	77%	69%	68%
	2017	61	60	63	62	60	66	63
All Grades ELA/Reading								

2018-19 District Progress and 2017								
At Expected or Accelerated level	2019	62%	61%	60%	60%	51%	64%	53%
	2018	63%	63%	67%	55%	74%	67%	62%
	2017	59	59	65	66	55	70	68
	2017-E	59	65	77	95	62	80	84
	2017-S	59	65	58	53	49	64	57
All Grades Mathematics								
At Expected or Accelerated level	2019	64%	62%	73%	64%	67%	81%	67%
	2018	63%	62%	71%	56%	81%	71%	76%
	2017	64	61	62	58	65	62	59
	2017-E	64	62	85	85	86	82	89
	2017-S	64	62	49	46	52	49	43

Student Academic Achievement Strengths

- The district exceeds state achievement rates for all sub-populations for most of the subject areas tested.
- There is evidence of growth in student achievement in all subjects for most sub-populations
- All student populations reflected growth in Social Studies with most experiencing substantial gains.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Equity Analysis: Recognized gap in student progress for and between demographic sub-populations is increasing and inconsistent.
Root Cause: Greater focus on measures related to student progress for the individual student and collective demographic is needed.

District Processes & Programs

District Processes & Programs Summary

Instructional

- The elementary campus utilizes grade-level professional learning communities and the secondary campus uses subject level departments to plan for effective instruction. Component meetings are scheduled to ensure quarterly analysis of data, professional learning opportunities, and to determine instructional and behavioral supports required for student success.
- The 85th legislation mandates that students in kindergarten and first grade be screened for dyslexia and related disorders. Kindergarten and first-grade students are currently screened using a state-approved reading instrument at the beginning, middle, and end of the year. Campus leadership has to ensure that teachers administer these inventories with fidelity and are trained to use data to determine indicators of dyslexia and related disorders.
- The performance of students with special needs triggered a safeguard in the area of reading. The overall performance scores dropped for sub-populations in reading.
- Seventh-grade students who did not pass the sixth-grade STAAR in reading must be screened to monitor reading progress.
- The 85th legislation mandates that parents are informed of interventions that are provided to their children. Both campuses will review current Response to Intervention structures to ensure supports are appropriately delivered, monitored, documented and communicated to parents.
- Both campuses have scheduled opportunities for students to receive interventions and acceleration daily.
- Campuses utilize 90-minute instructional blocks with an A/B block schedule at the secondary level to support instructional approaches.

Curricular

- The district has developed curriculum guides for a majority of the subjects being taught. These documents are currently being cataloged and stored for effective online retrieval. Documents will be revised systematically in alignment with Curriculum, Management, and Audit criteria.
- Teachers have access to a variety of curriculum resources (NMSI, Discovery Education, AVID, TEKS Resource System)
- Teachers have opportunities to receive relevant and timely professional development.
- The district is implementing the use of a new Learning Management System.
- Military Family Life Counselors are embedded in specials rotations to increase opportunities for instruction related to counseling.
- Both campuses have added technology courses to support student instruction in their use of technology applications.
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Co-curricular

- Both campuses offer afterschool clubs and co-curricular opportunities for student participation.
- Teachers are compensated with stipends for serving as advisors/sponsors for co-curricular activities.
- End of year student performances highlights participation outcomes.

Transitional Supports

- The district utilizes the services of a DoDEA grant funded Military Student Transition Consultant to assist students and families with transition-related needs.
- Fifth-grade students participated in transition activities.

Discipline

- The 85th legislation mandates instructional approaches to proactively address behaviors especially for students in 2nd grade and below.
- An annual analysis of discipline data needs to be established as a routine occurrence to mitigate any existing inequities.
- The district is using a six-step analysis approach to investigate and determine the validity of reports of bullying.

Personnel

- The district continues to sustain the implementation for a Teacher Induction and Mentoring Program. The program is a structured approach to induct new teachers and provide them with effective and trained mentors.
- Teachers complete required training (FERPA, sexual harassment, bloodbourne pathogens, crisis management, bully prevention, Child Internet Protection, etc.) annually using safeschools online training modules.
- Recruitment efforts are enhanced through the ability to post potential openings to increase the applicant pool as vacancies occur.

Organizational

- The district has an organizational chart that outlines the roles and responsibilities of district personnel.
- The cabinet meets regularly at scheduled intervals to communicate program needs and develop appropriate plans for action.
- The district complies with all statutes related to governance and has active campus and district education improvement councils, a technology committee, threat assessment team, and school health advisory council.

Administrative

- The district continues to revise and/ or develop administrative regulations.
- Procedures and practices are in the process of being documented for support organizational continuity.

District Processes & Programs Strengths

Instructional

- Overall student outcomes are significantly above the state average.
- Instructional and technology coaches support curriculum alignment and the implementation of best practices.

- Teachers provide opportunities for students to receive extra support during before and after school tutoring sessions.

Curricular

- Over 85% of teachers are scoring at proficient or above on the T-TESS evaluation dimensions.
- Teachers incorporate a variety of strategies to support student success.
- The secondary campus offers more opportunities for advanced academic learning through pre-advanced placement course offerings.
- Course offerings at both campuses have been expanded to support campus needs. These include pre-advanced placement courses, technology applications, advanced placement courses, CTE culinary arts and robotics courses, and counseling rotations.

Co-Curricular

- Students have a variety of co-curricular opportunities to opt-in for participation and leadership.
- The district supports teacher leadership as sponsors and advisors by providing stipends.
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Transitional Supports

- The district has strong partnerships to support student transitions. This includes working with the school liaison officer, the military child education coalition, exceptional family member program, and having a full time military student transition consultant.
- The district supports student -to-student programs at the elementary, junior, and senior high levels.
- The district provides Let's Talk opportunities to support employment, college and career readiness, mental health awareness and increased partnerships.

Discipline

- Discipline concerns overall are minimal and usually involve minor infractions that are a violation of the student code of conduct.

Personnel

- The majority of district staff has experience.
- Overall the district has a highly-effective staff.

Organizational

- The district added a full-time social emotional support coordinator to ensure increased and mandated supports for mental health.

Administrative

- The district keeps its vision, mission, and beliefs at the forefront of all operations.
- The district is making moderate progress with revising administrative regulations and publishing procedures.

Priority Problem Statements

Problem Statement 1: Equity Analysis: Recognized gap in student progress for and between demographic sub-populations is increasing and inconsistent.
Root Cause 1: Greater focus on measures related to student progress for the individual student and collective demographic is needed.
Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results

- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: September 17, 2019
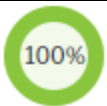
Goal 1:
We will create a transparent environment in which the teacher is an active facilitator and the 21st-century framework is paramount. (SP G1)

Performance Objective 1: Provide opportunities for professional development/training in 21st Century skills, facilitation, and student engagement by supporting district-wide professional development. (SP G1, SR 1)

    Evaluation Data Source(s) 1: Documentation (PD plans, calendars, attendance reports) of professional development opportunities provided related to 21st-century skills, facilitation, and student engagement. T-TESS results for innovative practices, differentiation, and use of technology.

    Summative Evaluation 1: Significant progress made toward meeting Performance Objective

    Next Year's Recommendation 1: Continue professional development /training with more emphasis on asynchronous remote instruction.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Develop a biennial district-wide professional development plan to coincide with legislative mandates and textbook adoptions. Campus plans may change annually.	Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	21st Century skills are modeled in professional offerings to increase teacher and student use and engagement.	35%	35%	70%
2) Publicize professional development offerings to encourage participation.	Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	Increase teacher participation and engagement in professional learning. Improved student achievement outcomes.	35%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
3) Evaluate participant feedback to redesign professional development offerings as appropriate.	Asst. Superintendent for Curriculum and Instruction Director of Technology Principals	Improved professional development and student outcomes.	75%	100%	100%

100% = Accomplished	0% = No Progress	✕ = Discontinue

Goal 1: We will create a transparent environment in which the teacher is an active facilitator and the 21st-century framework is paramount. (SP G1)

Performance Objective 2: Communicate transparently among teachers, students, parents, community members, administrators, and outside experts using various communication tools. (SP G1, SR 2)

Evaluation Data Source(s) 2: Artifacts of communications such as the e-newsletter, publications, public forums, etc.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Transparent communication will continue to be a need especially in lieu of COVID-19 and changes in instructional arrangements.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Continue the use of the e-newsletter, digital signage, and school messenger to keep members of the learning organization informed.	Superintendent Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	Members of the learning organization remain informed of current and future events. Communication concerns evident in surveys are mitigated.	65%	100%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 2: We will incorporate a variety of authentic assessments that are meaningful for the student while demonstrating mastery. (SP G2)

Performance Objective 1: NEW: Leverage assessment resources and LMS features to ensure appropriate measurement of student learning.(SP G2, SR 1 & 2 - Revised)

Evaluation Data Source(s) 1: Documentation (PD plans, calendars, attendance reports) related to collaboration, design, and construction of authentic assessments.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Utilization of the LMS will continue to be a requirement to support remote learning environments.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Provide professional development opportunities to support the use of authentic assessments and to evaluate assessment alignment with the taught curriculum.	Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	Improved alignment and varied methods for evaluating student learning.	45%	65%	85%
2) Provide professional development opportunities to support teacher use of LMS features.	Director of Technology	Increased utilization of the LMS by staff and students.	60%	80%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		
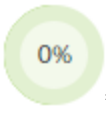
Goal 3: We will measure accountability through continuous growth and mastery of goals for individual students and student groups. (SP G3)

Performance Objective 1: REVISED: The district will increase scores/grades for all state accountability domains that are below a B. (SP G3 SR 2)

Evaluation Data Source(s) 1: Accountability ratings

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue due to COVID-19 related suspension of STAAR testing during Spring 2020.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Use interim performance data to inform district-wide instructional focus to ensure we meet or exceed grade level and mastery performance bands for all state accountability domains.	Assistant Superintendent for Curr. & Inst. Principals Facilitators	Information gained from interim performance assessments and college readiness assessments will be used to support core curriculum and intervention strategies.	40%	40%	40%
2) Use summative performance data to assess the effectiveness of instructional programs. (Effective Teaching definition includes being proficient and above in all dimensions).	Assistant Superintendent for Curriculum and Instruction Principals Special Program Facilitators	Assessment data and annual needs assessments will inform program structure.	45%	60%	55%
100% = Accomplished		0% = No Progress		✗ = Discontinue	
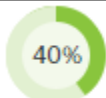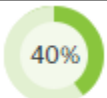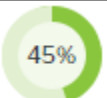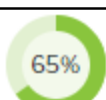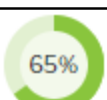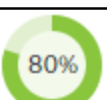
Goal 3: We will measure accountability through continuous growth and mastery of goals for individual students and student groups. (SP G3)

Performance Objective 2: We will monitor the performance of students with special needs, English Language Learners (ELL), and the two lowest performing sub-populations (as identified by the state) using benchmarks and teacher-made assessments. (SP G3 SR 3)

Evaluation Data Source(s) 2: Quarterly data analysis

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue as dictated by equity analysis.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
Comprehensive Support Strategy **Equity Plan Strategy** 1) Use interim performance data to inform district-wide instructional strategies to support special populations.	Asst. Superintendent for Curriculum & Instruction Principals	Program revisions will occur to support student needs throughout the year.	40%	40%	45%
Comprehensive Support Strategy 2) Conduct a program evaluation of the Lackland ISD program for students with special needs.	Asst. Superintendent for Curriculum & Instruction Director of Special Education	The district will determine program strengths and areas for improvement to ensure program quality and leverage positive student outcomes. Ensure appropriate continuum of instructional support.	100%	100%	100%
Comprehensive Support Strategy **Equity Plan Strategy** 3) Continue to provide professional development that addresses the needs of our students with special needs and other low performing sub-populations.	Asst. Superintendent for Curriculum & Instruction Principals	Increased awareness by instructional staff of supports required for student success, how to implement them, and monitor progress.	65%	65%	80%
100% = Accomplished	0% = No Progress	✗ = Discontinue			
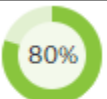
Goal 3: We will measure accountability through continuous growth and mastery of goals for individual students and student groups. (SP G3)

Performance Objective 3: NEW: The proportion of 2019 graduates who, by examination, earn a "college credit qualifying" score and/or receive an industry certification will increase resulting in an overall domain score of an A.

Evaluation Data Source(s) 3: List of students who meet one or more of the CCMR eligibility criteria.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue to exceed accountability standard.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Maintain a list of seniors with documentation of CCMR criteria each student is meeting.	High School Counselor Secondary Principal	Increase in the number of students meeting CCMR criteria.	55%	50%	80%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 3: We will measure accountability through continuous growth and mastery of goals for individual students and student groups. (SP G3)

Performance Objective 4: NEW: Overall District STAAR performance will sustain or increase for approaches, meets, and masters for all student groups to support an increase in the overall domain score.

    Evaluation Data Source(s) 4: Interim benchmarks and STAAR.

    Summative Evaluation 4: No progress made toward meeting Performance Objective

    Next Year's Recommendation 4: Continue - STAAR assessments were interrupted due to COVID-19.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	**May**	**July**
1) Use Interim benchmarks and STAAR to measure student performance on these bands.	Principals	Increase in student performance.	55%	50%	50%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 4: We will only foster a climate that adds value. (SP G4)
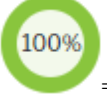
Performance Objective 1: Implement a supportive system that encourages teacher leadership and innovative teaching and learning. (SP G4, SR 2)

Evaluation Data Source(s) 1:
Number of innovative grants awarded and the percentage of teachers at or above proficient in domain four of T-TESS, and funds utilized to support teacher completion of leadership tasks.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue as it relates to asynchronous instruction and learning.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	**May**	**July**
1) Continue available stipends for teacher leadership activities.	Cabinet	Students will have increased opportunities to participate in co-curricular activities. Promote teacher engagement in leadership opportunities.	100%	100%	100%
2) Provide guidelines and opportunities to receive district-level innovation grants.	Cabinet	Teachers will create new experiences for students and each other. Increased opportunities for student engagement in innovative practices.	60%	55%	45%
3) Offer and support opportunities for professional development in innovative teaching and learning.	Cabinet	Increased opportunities for instructional staff to grow professionally.	40%	80%	80%
100% = Accomplished		0% = No Progress	✗ = Discontinue		

Goal 4: We will only foster a climate that adds value. (SP G4)

Performance Objective 2: Provide quarterly morale boosting activities (SP G4, SR 3)

    Evaluation Data Source(s) 2: Calendar of morale boosting activities and staff feedback.

    Summative Evaluation 2: Exceeded Performance Objective

    Next Year's Recommendation 2: Continue morale boosting activities recognizing the additional stressors related to COVID-19

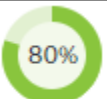| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Evaluate strengths and weaknesses from climate surveys and mitigate negative trends.	Superintendent Cabinet	Climate survey to inform learning organization activities. Improved survey results.	50%	70%	70%
2) Implement morale boosting activities quarterly.	Cabinet	Activities implemented to increase staff sense of belonging.	50%	75%	85%
100% = Accomplished		0% = No Progress		✗ = Discontinue	

Goal 5: We will provide a clear and attainable framework of learning that is engaging, flexible and relevant that utilizes a full range of student capabilities. (SP G5)

Performance Objective 1: Maintain a schedule that allows for students to take advantage of expanded course offerings. (SP G5, SR 2)

Evaluation Data Source(s) 1: Evaluate scheduling outcomes and levels of student engagement in course offerings.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to refine master scheduling processes.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	**May**	**July**
1) Perform an audit of the master schedule to determine the next steps to support CTE programs of study.			50%	100%	100%
2) Support campus-based course offerings to increase student accessibility to advanced and innovative courses.	Counselors Secondary Principal Asst. Superintendent for C & I	Increased opportunities for advanced academic learning.	65%	55%	60%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 5: We will provide a clear and attainable framework of learning that is engaging, flexible and relevant that utilizes a full range of student capabilities. (SP G5)

Performance Objective 2: Promote engaging, relevant, and meaningful learning opportunities. (SP G5, SR 3)

Evaluation Data Source(s) 2: Teacher performance on dimensions 2.4 and Domain 3 of T-TESS. Student endorsements and certifications.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Utilize available technological resources such as social media and the learning management system to share accolades related to engaging teaching and learning.	Instructional Staff Technology Department	Teachers engage more deeply with each other to try and celebrate new instructional strategies.	50%	50%	80%
100% = Accomplished		0% = No Progress		✕ = Discontinue	

Goal 5: We will provide a clear and attainable framework of learning that is engaging, flexible and relevant that utilizes a full range of student capabilities. (SP G5)

Performance Objective 3: NEW: Increase the percentage of students participating in at least one extracurricular activity by increasing the number of available opportunities.

    Evaluation Data Source(s) 3: Baseline participation date to increase by 10%. Student participation logs.

    Summative Evaluation 3: Met Performance Objective

    Next Year's Recommendation 3: Continue as a strategy for student engagement

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Increase the number of student participants in each extra-curricular activity.	Campus Principals	Increase in the number of student participants. Increased reports of a sense of belonging.	50%	65%	60%
	100% = Accomplished		0% = No Progress	✗ = Discontinue	

Goal 6: We will grow interconnected partnerships within the extended community. (SP G6)

Performance Objective 1: Maintain partnerships to offer dual credit to students, teacher certification opportunities, and certification opportunities for students. (SP G6, SR 1)

> **Evaluation Data Source(s) 1:** Partnerships with higher education institutions were established. Industry certification and aligned with CTE courses.

> **Summative Evaluation 1:** Met Performance Objective

> **Next Year's Recommendation 1:** Continue as a strategy to support college and career readiness.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
TEA Priorities Connect high school to career and college 1) Explore opportunities for Work-Based Learning.	Superintendent, Asst. Superintendent for C & I, Campus Principal	Plan developed as appropriate.	45%	70%	75%
TEA Priorities Connect high school to career and college 2) Establish partnerships with higher education institutions to offer college preparatory courses.	Asst. Superintendent for C & I, Stacey H/S Principal	Courses offered on course selection form	60%	65%	70%
TEA Priorities Connect high school to career and college 3) Explore the potential for early college designation.	Superintendent	Evidence of collaborations for early college high schools. Plan developed as appropriate.	55%	50%	50%
4) Increase opportunities to earn industry-based certifications.	Superintendent	Increase in the number of available industry certifications.	50%	45%	45%
100% = Accomplished		0% = No Progress		✖ = Discontinue	

Goal 6: We will grow interconnected partnerships within the extended community. (SP G6)

Performance Objective 2: Enhance community awareness across the district by informing families about educational and cultural events and opportunities in the extended area. (SP G6, SR 3)

Evaluation Data Source(s) 2: Information for families is evident on the district website.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue as a strategy to build the recognition of cultural diversity.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Inform families of educational opportunities through the e-newsletter and district website.	Principals	eNewsletter	100%	100%	100%

100% = Accomplished	0% = No Progress	✖ = Discontinue

Goal 7: We will capitalize on the innate digital abilities of our students. (SP G7)

Performance Objective 1: Develop and maintain an environment where students use on-demand digital resources. (SP G7, SR 2)

Evaluation Data Source(s) 1: Statistical analysis of utilization reports.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue this objective as it relates to remote instruction.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Use established protocols to create a channel to maximize the use of available digital resources.	Director of Technology Instructional Technologist	Resources are thoroughly vetted and made available to teachers and students.	90%	85%	100%
	100% = Accomplished		0% = No Progress	✖ = Discontinue	

Goal 7: We will capitalize on the innate digital abilities of our students. (SP G7)

Performance Objective 2: Maintain and enhance a program to educate parents on relevant technology. (SP G7, SR 3)

Evaluation Data Source(s) 2: Documentation of offerings related to technology use.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue for continued implementation of Canvas.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
1) Provide Let's Talk Events to share information.	Technology Department and Instructional Technologist	Increased parent engagement	85%	90%	100%
	100% = Accomplished		0% = No Progress		✖ = Discontinue

Goal 7: We will capitalize on the innate digital abilities of our students. (SP G7)

Performance Objective 3: Provide teachers appropriate, relevant, and on-demand training about technological resources. (SP G7, SR 4)

Evaluation Data Source(s) 3: Documentation (PD plan, calendar, and attendance reports) of offerings related to training.

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue with additional emphasis on remote learning.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	**May**	**July**
1) Create an on-line training repository to share training videos	Director of Technology	Increased availability of technology resources.	55%	50%	100%
2) Establish a plan to engage parents in the use of the Learning Management System.	Director of technology.	Increased parent use and communication.	75%	85%	100%
	100% = Accomplished	0% = No Progress	✗ = Discontinue		
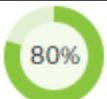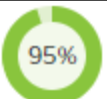
Goal 8: We will comply with state and federal requirements.

Performance Objective 1: We will meet or exceed all compliance standards.

    Evaluation Data Source(s) 1: The district will have met 100% of compliance standards.

    Summative Evaluation 1: Met Performance Objective

    Next Year's Recommendation 1: Continue as required compliance measures.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	**May**	**July**
1) Provide intervention services for all student groups through RtI. (At-Risk, Title I, Dyslexia, SSI)	Principals	RtI scheduled within master schedule	70%	80%	95%
2) Establish training and procedures for suicide prevention and early mental health intervention. (special programs)	SPED Staff, Administration	Procedures established	75%	85%	100%
3) Implement conflict resolution programs through character education at each campus.	Principals	Program implementation	35%	75%	90%
4) Implement drug and violence prevention training to students and provide information on reporting procedures.	Principals	Training and procedures implemented	55%	80%	85%
5) Implement and monitor dyslexia program for effectiveness.	Assistant Superintendent for C & I, Principals	Program evaluation implemented	50%	80%	75%
6) Monitor and intervene with students needing additional support services including, pregnancy-related services and homelessness.	Counselors, Homeless Liaison	Support services provided as appropriate	100%	100%	100%
7) Monitor and evaluate student attendance quarterly.	Principals	Attendance reports	50%	75%	75%
8) Monitor dropout reports and intervene with students to provide methods for helping students graduate.	Counselors	Intervention provided for at-risk students	50%	75%	90%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Jan	May	July
9) Implement and inform students and staff of procedures for the prevention, identification, and response to harassment, aggression, bullying, abuse, and dating violence.	Principals, Counselors	Procedures implemented	70%	80%	90%
10) Provide written guidance to students and parents on career education offerings.	High School Principal, Counselor	Course Guide	70%	80%	80%
11) Provide training to staff when appropriate on behavior support strategies for students with disabilities.	Special Education Coordinator	Training provided as appropriate	55%	80%	95%
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6118-00-101-0-24-0-00	6118 Extra Duty Stipend - Locally Defined	$1,475.00
199-11-6118-61-001-0-24-0-00	6118 Extra Duty Stipend - Locally Defined	$6,075.00
199-11-6118-61-699-0-24-0-00	6118 Extra Duty Stipend - Locally Defined	$840.00
199-11-6118-64-699-0-24-0-00	6118 Extra Duty Stipend - Locally Defined	$12,800.00
199-11-6118-65-101-0-24-0-00	6118 Extra Duty Stipend - Locally Defined	$400.00
199-11-6118-65-699-0-24-0-00	6118 Extra Duty Stipend - Locally Defined	$5,760.00
199-11-6119-00-101-0-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$37,643.16
199-11-6119-00-101-0-34-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$140,596.52
199-11-6119-61-001-0-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$97,034.69
199-11-61244009-00-101-0-24-0-00	6129 Salaries or Wages for Support Personnel	$4,400.98
199-11-6129-00-101-0-24-0-00	6129 Salaries or Wages for Support Personnel	$23,204.46
199-11-6141-65-699-0-24-0-00	6141 Social Security/Medicare	$440.69
199-11-6141-00-001-0-24-0-00	6141 Social Security/Medicare	$7,189.46
199-11-6141-00-101-0-24-0-00	6141 Social Security/Medicare	$3,256.09
199-11-6141-00-101-0-34-0-00	6141 Social Security/Medicare	$12,386.92
199-11-6141-61-001-0-24-0-00	6141 Social Security/Medicare	$444.97
199-11-6141-61-699-0-24-0-00	6141 Social Security/Medicare	$64.26

Account Code	Account Title	Budget
199-11-6141-64-699-0-24-0-00	6141 Social Security/Medicare	$979.29
199-11-6141-65-101-0-24-0-00	6141 Social Security/Medicare	$30.60
199-11-6142-00-101-0-24-0-00	6142 Group Health and Life Insurance	$5,071.22
199-11-6142-00-101-0-34-0-00	6142 Group Health and Life Insurance	$13,060.32
199-11-6142001-001-0-24-0-00	6142 Group Health and Life Insurance	$7,584.55
199-11-6143-00-001-0-24-0-00	6143 Workers' Compensation	$456.50
199-11-6143-00-101-0-24-0-00	6143 Workers' Compensation	$209.67
199-11-6143-00-101-0-34-0-00	6143 Workers' Compensation	$771.43
199-11-6143-61-001-0-24-0-00	6143 Workers' Compensation	$31.22
199-11-6143-61-699-0-24-0-00	6143 Workers' Compensation	$4.34
199-11-6143-64-699-0-24-0-00	6143 Workers' Compensation	$66.05
199-11-6143-65-699-0-24-0-00	6143 Workers' Compensation	$29.73
199-11-6144-00-101-0-24-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$3,786.80
199-11-6144-00-101-0-34-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$14,266.73
199-11-6144-00-699-0-24-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,697.45
199-11-6144-001-001-0-24-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$8,976.92
199-96-6146-64-699-0-24-0-00	6146 Teacher Retirement/TRS Care	$96.00
199-11-6146-65-101-0-24-0-00	6146 Teacher Retirement/TRS Care	$3.00
199-11-6146-65-699-0-24-0-00	6146 Teacher Retirement/TRS Care	$43.19
199-11-6146-00-001-0-24-0-00	6146 Teacher Retirement/TRS Care	$727.82
199-11-6146-00-101-0-24-0-00	6146 Teacher Retirement/TRS Care	$433.83
199-28-6146-00-101-0-34-0-00	6146 Teacher Retirement/TRS Care	$1,228.52
199-11-6146-61-001-0-24-0-00	6146 Teacher Retirement/TRS Care	$45.73
199-11-6146-61-699-0-24-0-00	6146 Teacher Retirement/TRS Care	$6.30
	6100 Subtotal:	**$413,619.41**

6300 Supplies and Services

Account Code	Account Title	Budget
199-11-6399-00-001-0-24-0-00	6399 General Supplies	$182.07
199-11-6399-00-101-0-24-0-00	6399 General Supplies	$112.37
	6300 Subtotal:	**$294.44**

Personnel for District Improvement Plan:

Name	Position	Program	FTE
A. Archibald	PK Teacher	Compensatory Education	.5
A. Flores	Special Education Teacher	Special Education	.83
A. Flores	Special Education Teacher	Special Education	.83
A. Garcia	Special Education Teacher	Compensatory Education	.33
A. Garcia	Special Education Teacher	Special Education	.67
A. Garza	Special Education Assistant	Special Education	1.
A. Gressel	Special Education Teacher	Special Education	1.
A. Winter	Special Education	Compensatory Education	.10
A. Winter	Special Education Teacher	Special Education	.75
B. Martinez	Special Education Appraisal Secretary	Special Education	1.
B. Nugent	ESL Teacher	State Compensatory	.50
C. Cotnam	Special Education Teacher	Special Education	.83
C. Hudson	Special Education Assistant	Special Education	1.
C. Marzano	Math and Science Assistant	Compensatory Education	.10
C. Marzano	Special Education Assistant	Special Education	.10
D. Salazar	Special Education Assistant	Special Education	1
D. Silvin	PK Teacher	Compensatory Education	.5
E. Salaz	Special Education Assistant	Special Education	1.
H. Keisling	Special Education Assistant	Special Education	1.
J. Gaskin - Davee	Special Education Teacher	Special Education	1.0
J. Joplin	Special Education Speech Pathologist	Special Education	1.
J. Orencia	Special Education Teacher	Special Education	1
J. Sewell	Special Education Teacher	Special Education	.75

Name	Position	Program	FTE
J. Sewell	Special Education Teacher	Compensatory Education	.10
K. Kordes	Special Education Speech Pathologist	Special Education	1.
K. Rosales	Special Education Assistant	Special Education	1.
K. Smith	PK Teacher	Compensatory Education	.5
L. Guili	Special Education Teacher	Compensatory Education	.10
L. Guili	Special Education Teacher	Special Education	.75
L. Lazo	Special Education Assistant	Special Education	1.
M. Alvarez	Special Education Teacher	Special Education	1.
M. Friday	Special Education Teacher	Special Education	.10
M. Friday	Special Education Teacher	Special Education	.10
M. Pierre	Special Education Teacher	Special Education	1.
M. Thompson	Special Education Teacher	Special Education	.75
M. Thompson	Special Education Teacher	Special Education	.10
Mary Sims	Reading Improvement Teacher	Compensatory Education	.5
O. Roy	PK Assistant	Compensatory Education	1.0
O. Sherman	Special Education Assistant	Special Education	1
P. Morris	Special Education Teacher	Special Education	.75
P. Morris	Special Education Teacher	Compensatory Education	.10
P. Murray	SFA Aide	Compensatory Education	.10
P. Murray	SFA Aide	Compensatory Education	.10
Pamela Perez	Math Improvement Teacher	Compensatory Education	.5
R. Lozano	Kindergarten Assistant	Compensatory Education	.10
R. Herrera	Special Education Teacher	Special Education	1.
R. Lazano	Special Education Teacher	Special Education	.10
R. Popovic	Special Education Assistant	Special Education	1
R. Popovic	Special Education Assistant	Special Education	1.

Name	Position	Program	FTE
S. Boyd	Title I Teacher	Compensatory Education	1.
T. Demarco	Special Education Assistant	Special Education	1.
T. Gateley	Special Education Teacher	Special Education	.83
T. Gateley	Special Education Teacher	Compensatory Education	.17
T. Heineman	PK Teacher	Compensatory Education	.5
T. Howard	Special Education Teacher	Special Education	.83
T. Howard	Special Education Teacher	Special Education	.17
T. Proctor	Special Education Assistant	Special Education	1
T. Schults	Special Education Assistant	Special Education	1
Z. Zamarron	Special Education Assistant	Special Education	1

Title I Personnel

Name	Position	Program	FTE
Boyd, S.	Teacher	Title I	1.

District Educational Improvement Council

Committee Role	Name	Position
Classroom Teacher	Theresa Heineman	Elementary Teacher
Superintendent	Burnie Roper	Superintendent
Classroom Teacher	Vickie Johnson	GT Teacher
Classroom Teacher	Katie Cashion	CTE Teacher
Classroom Teacher	Stege Roberta	Art Teacher
Administrator	Michelle Tarvin	Secondary Asst. Principal
Classroom Teacher	Roxanne Hiers	Secondary Teacher
Classroom Teacher	Stephanie Lawrence	Elementary Teacher
Classroom Teacher	Savina Martinez	Elementary Teacher
Classroom Teacher	Victoria Dixon	Elementary Teacher
Classroom Teacher	Glenn Sechler	Secondary Teacher
District-level Professional	Kyle Jones	Director of Technology
Parent	Dawn Green	
Parent	Michelle Brush	
Community Representative	Vondra Ware	
Business Representative	Marc Floyd	

Addendums

Lackland Elementary

Parent-School Compact Committee Approval

Date: ___10/22/19_____

By signing below, I acknowledge that I have read and agree with the details of the Lackland Elementary Parent-School Compact as it is written.

Committee Member Name	Position/Role	Phone Number	Signature
Salma Boyd	Campus Interventionist	▮▮▮▮▮	*Salma Boyd*
Terry Leija	Principal	▮▮▮▮▮	
Amber Greeness	Asst. Principal	▮▮▮▮▮	*Amber Greeness*
Amy Mendez	Teacher	▮▮▮▮▮	*Amy Mendez*
Patrick Button	Teacher	▮▮▮▮▮	*(signature)*
Julie Mihalko	Community Member		*J Mihalko*
Kristina Torres Serrano	Parent	▮▮▮▮▮	*(signature)*
Justin Stanley	Parent	▮▮▮▮▮	*Justin Stanley*

Lackland ISD – Lackland Elementary

Parent-School Compact

Lackland Elementary School, of Lackland Independent School District, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Every Student Succeeds Act (ESSA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement. Additionally, the school and parents will build and develop a partnership that will help children achieve the State of Texas' high standards.

This Parent-School Compact is in effect during the 2019-2020 school year.

Opportunities for Home and School to Work Together

- Parent Teacher Student Organization (PTSO) – Everyone is invited to participate in all PTSO activities. The PTSO helps by supporting teachers and providing opportunities to earn incentives to all students.
- Meet the Teacher Night – Allows time for students, parents, and teachers to meet and make a connection prior to the start of the school year.
- Community Engagement – Students and families are encouraged to participate in events organized to enhance involvement through partnerships with campus staff, district personnel, and vendors (Thanksgiving Luncheon, Cowboy Breakfast, Book Fairs, Carnivals, Math Night, Literacy Night, Science Night, Spirit Nights, Skate Nights, *Let's Talk* and other events sponsored by MCEC (Military Child Education Coalition), Region 20 Education Service Center ESC-20 Parent Trainings, and local parent workshops).
- Communication – A variety of means utilized to communicate between home and school, including weekly district newsletters, classroom newsletters, monthly campus calendar of events, and opportunities for real-time feedback.
- Mandatory Parent-Teacher Conferences – Early Release Days are incorporated into the calendar to provide parents and teachers time to meet to discuss student progress.
- Raising Readers – An on-campus event which encourages parents/guardians to learn strategies for assisting their child with at-home reading, by observing/participating in a classroom lesson.
- Book Clubs – Provides students the opportunity to showcase interests through at-home reading, creative project(s), and classroom presentation(s).
- Texas Performance Standards Projects (TPSP) – Student-led lessons about real-world challenges based on inquiry, exploration, and product display for an authentic audience.
- Progress Reports and Report Cards – Progress reports and report cards are sent home once each grading period and at the end of each grading cycle respectively to convey information about students' educational progress.

- "You are Welcome" Campus – Parents are afforded the opportunity to volunteer in their child's classroom or in other areas at the school, as well as the means to contact their child's teacher as needed.
- Multiple Extracurricular Activities – Various opportunities exist for parents to observe and/or support their child's participation in events/activities such as: musical performances, UIL (University Interscholastic League), Art Club, Yoga Club, Chess Club, Running Club, Production Club, Robotics, Hearts Apart, Mentors, Elementary Student-to-Student (eS2S), Student Council (StuCo), and Journalism Club.
- Parent Portal – Provides parents with the option to monitor their child's grades and/or attendance online.

Responsibilities of School

- Provide an academic program that is rigorous and challenging in all areas
- Make available both enrichment and academic intervention programs to all students, both during and after school (example: tutoring, educational subscriptions that can be accessed from home)
- Communicate with parents/guardians on an ongoing basis regarding student progress
- Reinforce learning through meaningful homework that emphasizes practice of instructional content
- Involve parents/guardians in the governance of our school (open-to-the-public Board Meetings, PTSO)
- Encourage and maintain communication through a school website, emails, phone calls, agenda/folder notes, face-to-face conversations, two-way communication platforms, etc.
- Foster a safe environment through: anti-bullying, drug-free, weapon-free, and child abuse awareness campaigns
- Offer access to technology (Currently utilizing a 1:1 initiative)
- Utilize research-based materials for core instruction
- Provide on-site staff development, as well as funding for off-site professional development
- Maintain a low staff-to-student ratio
- Enhance learning through hands-on, educational opportunities (field trips)
- Employ security screening system *Raptor* to ensure the safety of students and staff
- Access to District Resource Officer/Liaison
- Maintain security and safety of campus with badge access only door locks and a video camera doorbell system at the front office
- Nurture a college and career readiness culture (AVID)

Responsibility of Students

- Complete daily work and homework to the best of their ability
- Ask for assistance when needed
- Place a high priority on attendance and promptness
- Provide parents/guardians all notices and information received from school
- Be respectful of all peers and adults
- Come prepared – both materials and mindset
- Report unsafe or potentially harmful activities
- Support extracurricular activities

Responsibility of Parents

- Make reading with your child a part of your day
- Find ways to incorporate/highlight math in daily routines
- Ensure compliance with attendance and tardy policies
- Make sure homework is completed
- Participate in decisions relating to your child's education
- Attend all parent-teacher meetings/conferences
- Stay informed about your child's education by promptly reading all notices received from the school and/or district
- Ask questions, voice concerns using appropriate channels
- Request additional resources when more at-home practice is needed
- Send your child to school appropriately dressed, fed or with enough time to participate in school's free breakfast, and prepared to learn

Extracurricular Activities Provided by Lackland Elementary

- Art Club
- Breakfast Club (provides an opportunity for students to read before school) or Book Nook
- Chess Club
- Elementary Student-to-Student (eS2S)
- Hearts Apart
- Journalism Club (Student-led daily news broadcast)
- Mentors
- Production Club
- Robotics
- Running Club
- Student Council (StuCo)
- UIL (University Interscholastic League)
- Yoga Club

Homeroom Teacher: _____   Grade: _____

Student Name (print): _____

Parent Name: _____   Phone: _____

Parent/Guardian Signature: _____   Date: _____

Teacher Signature: _____   Date: _____

Lackland Elementary

Parent-School Compact Committee Meeting Sign-in Sheet

Date: __10/22/19__

Committee Member Name	Position/Role	Phone Number	Email	Signature
Salma Boyd	Campus Interventionist	███	███	*[signature]* Salma Boyd
Terry Leija	Principal	███	███	
Amber Greeness	Asst. Principal	███	███	*[signature]*
Amy Mendez	Teacher	███	███	*[signature]*
Patrick Button	Teacher	███	███	
Julie Mihalko	Community Member			*[signature]*
Kristina Torres Serrano	Parent	███	███	*[signature]*
Justin Stanley	Parent	███	███	*[signature]*

Lackland Elementary

Parent-School Compact Committee Meeting Sign-in Sheet

Date: 10/10/19

Committee Member Name	Position/Role	Phone Number	Signature
Salma Boyd	Campus Interventionist	▓▓▓	Salma Boyd
Terry Leija	Principal	▓▓▓	
Amber Greeness	Asst. Principal	▓▓▓	*(signature)*
Amy Mendez	Teacher	▓▓▓	*(signature)*
Patrick Button	Teacher	▓▓▓	
Julie Mihalko	Community Member		
Kristina Torres Serrano	Parent	▓▓▓	*(signature)*
Justin Stanley	Parent	▓▓▓	*(signature)*