Longview Independent School District

Foster Middle School

2023-2024 Improvement Plan

Board Approval Date: October 16, 2023

Mission Statement

The mission of Foster Middle School is to inspire every student to be a lifelong learner who develops intellectually, socially, physically, and culturally into a compassionate, responsible global citizen who respects individuals of other cultures and their ideas. Foster Middle School aims to partner with students, parents, the local, and global community to provide students with challenging, culturally diverse, and relatable educational experiences.

Vision

Foster Middle School strives for excellence through strong partnerships with its stakeholders and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

Value Statement

Foster Middle School Values:

- Learning – Supporting a learning environment that continuously motivates all individuals to excel
- Relationships – Creating and maintaining meaningful relationships among students, families, teachers, staff, and community partners
- Integrity – Conducting ourselves with honesty and responsibility
- Accountability – Demonstrating a personal and institutional accountability for student learning, ethical conduct, and adherence to mandates, policies, and procedures
- Innovation – Challenging ourselves to create unique ideas and innovative solutions in a technology rich environment
- Respect – Promoting a school community that appreciates the value of students, families, colleagues, and cultures
- Service - Dedicating ourselves to delivering excellence to the students and community we serve

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: October 16, 2023

Demographics

Demographics Summary

Foster Middle School is located on the south side of Longview, Texas. Foster Middle School was initially built in 1957 and in 2011 the current location of FMS was opened. FMS is the largest of the three middle schools within the Longview Independent School District. FMS is also part of the TCIS Charter system and has earned authorization as an International Baccalaureate campus. FMS has a history of high academic achievement.

- Accountability Rating: B
- Distinction Designations: Academic Achievement in ELA/Reading Academic Achievement in Mathematics Academic Achievement in Science Academic Achievement in Social Studies
- Top 25 Percent: Comparative Academic Growth
- Top 25 Percent: Comparative Closing the Gaps Postsecondary Readiness

2022-2023

Demographics

Student Enrollment: 809

6th Grade: 282, 35%

7th Grade: 295, 37%

8th Grade: 232, 27%

African American: 34.1%

Hispanic: 46%

White:15%

Two or more races: 3%

Eco Disadvantaged: 84%

Free Meals: 60%

Reduced Meals: 4%

At-Risk: 51%

Sped: 6.6%

Dyslexia: 6%

Gifted & Talented: 19%

504: 9%

EB: 26%

Female: 46

Male:

Mobility:

Student Demographics

Staff Demographics

Demographics Strengths

1. Foster Middle School is a school of choice.

2. The campus has an established Gifted and Talented program.

3. Foster Middle School celebrates its diversity.

4. The staff is diverse on campus.

8. The campus offers advanced academic courses: Algebra I, Algebra II, Spanish I, Principles of Agriculture, Art I, and Principles of Audio and Visual Arts.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus attendance rate was 94.71%   **Root Cause:** Truancy prevention measures were not effective.

Problem Statement 2 (Prioritized): The campus saw an increased number of discipline issues.   **Root Cause:** A lack of consistent discipline procedures amongst the grade levels and teachers.

Problem Statement 3 (Prioritized): The campus lost several teachers during the course of the year   **Root Cause:** The mentor program was insufficient at the beginning of the 2022-2023 school year.

Student Learning

Student Learning Summary

[2021-2022 & 2022-2023 STAAR Data Comparison](#)

- Overall (-5)
- 6th Math (same)
- 7th Math (-2)
- 8th Math (+3)
- Alg 1 (same)
- 6th Reading (-3)
- 7th Reading (-2)
- 8th Reading (-4)
- Science (-21)
- Social Studies (-4)

Demographic Data

- African American (-8)
- ECD (-4)
- ELL (-3)
- Hispanic (-4)
- SPED (-5)
- Two or More (-5)
- White (+2)

Student Learning Strengths

1. The campus is committed to conducting Common Assessments once per six weeks.

2. 100% of all students enrolled in Algebra II, Principles of Agriculture received credit for the course.

3.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 8th grade Science scores dropped in the 2022-2023 year.   **Root Cause:** Personnel issues interrupted the instructional delivery of the curriculum.

Problem Statement 2: In Math, the traditional track students are not achieving at the same level as their grade level peers.   **Root Cause:** Instructional delivery does not address the

remedial skills necessary to close the achievement gap.

Problem Statement 3: English Language Arts scores initially show a decrease in overall scores.   **Root Cause:** The STAAR changes created a challenge. The uniform writing process continued to develop throughout the year.

School Processes & Programs

School Processes & Programs Summary

In order to provide a rigorous curriculum and quality instruction Foster Middle School is in the authorization phase to become an International Baccalaureate campus.

The campus utilizes the TEKS Resource System & Lowman as curriculum support resources.

The campus utilizes the Toddle system for instruction and collaborative planning.

The master schedule allows professional development for core subjects within the school day.

The campus has dedicated vertical and horizontal Professional Learning Communities.

The campus offers numerous extracurricular/co-curricular opportunities The campus has a pedagogical leadership team, department heads, campus improvement team, and teacher leadership teams for math, reading, and sped all of whom participate in the decision-making processes.

The campus installed Smartboards in every classroom.

Instructional/Curricular:

Foster Middle School strives to provide an environment that is conducive to learning with high academic expectations. Daily PLCs allow teachers to collaboratively plan together to help students master TEKS at the highest level while supporting students' individual learning styles. Each team of teachers is encouraged to attend a multitude of training opportunities during their PLC which includes modeled lessons and planning. Teachers are also highly encouraged to visit each othe's classes to observe lesson delivery, instructional practices, student-led instruction, etc.

Teachers provide instruction that covers the TEKS 0that is also infused with the IB curriculum which aims to help students develop their personal understanding, their emerging sense of self, and responsibility in their community.

Foster Middle School offers opportunities for qualifying students to participate in ACT, SAT and TSI test prep with consultants, which help to meet college readiness standards. Foster also provides opportunities for all students to work on ACT, SAT, and TSI preparation during Dragon Academy.

Foster Middle School offers GT, Honors, and Traditional classes, Algebra I, Algebra II, Coding, Gaming, the Arts, ROTC, CTE courses for high school credit, and extended extra-curricular activities.

Students who qualify for Special Ed, 504, and/or EB accommodations receive their services based on their IEP or 504 plan. Students who need tiered instruction, academically or behaviorally, are identified and served through the classroom teacher and other support staff. The campus counselor, SEL, and CIS representative provide school-appropriate services to students to help with academic, emotional, and physiological needs.

To increase student attendance, administration and teachers closely monitored student attendance made consistent parent contact, and documented all contact. The administrative team also regularly reviewed the lists of absent students and made parent contact.

Student Incentives & Rewards:

- Bandjumping
- Clubs and Organization participation
- Dragon Recognition
- Student appreciation week
- Student Advisory Board
- Classroom/Teacher Incentives
- Backpack programs
- CIS

School Processes & Programs Strengths

1. Foster Middle School is in the authorization phase to become an International Baccalaureate campus.

2. The campus utilizes the TEKS Resource System & Lowman as curriculum support resources.

3. The campus utilizes the Toddle system for instruction.

4. The master schedule allows professional development for core subjects within the school day.

5. The campus has dedicated vertical and horizontal Professional Learning Communities.

6. The campus offers numerous extracurricular/cocurricular opportunities

7. The campus has a pedagogical leadership team, department heads, campus improvement team, teacher leadership teams for math, reading and sped all of whom participate in the decision making processes.

8. The campus installed Smartboards in every classroom.

9. The campus purchased 60 Chromebook and had 70 repaired.

10. The campus is receiving a Career and Technology lab that will house 25 new computers.

11. The campus has a partnership with Gearbox and is able to offer game code writing.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Communication amongst staff was inconsistent. **Root Cause:** Multiple calendars were utilized which caused confusion on upcoming events. Weekly staff communication is needed to help address the issue.

Problem Statement 2 (Prioritized): Classes had to share Chromebooks amongst one another. The library is outdated and technology upgrades are necessary. **Root Cause:** Lack of a technology plan to address the purchase of new computer equipment.

Problem Statement 3: Rigorous lessons across the campus were lacking and a decrease in scores was noted. **Root Cause:** More training to provide rigorous lessons and lesson delivery is needed.

Perceptions

Perceptions Summary

The campus decreased in teacher retention this year from the previous year, 2022-23. This attrition cannot be contributed to any specific reason. According to the survey parents rated the Foster's overall performance as 7.8 out of 10. The parents also rated the teacher communication as 4.3 out of 10.

We have community partnerships with Thrive 360, Girl Scouts,

Perceptions Strengths

PTO and Friends of Foster help support the campus mission and vision

The Gifted and Talented program is viewed as one of the best programs.

The extracurricular programs are an asset and the parents want their students to be involved in the Foster Middle Programs.

Young Life partners and sends volunteers to the campus.

The campus partners with Thrive Longview.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Although the PTO and Friends of Foster groups are an asset, the overall participation is low within these organizations.   **Root Cause:** Foster houses students from all of Longview ISD. One of the local elementary schools has a strong PTO. Parents from the other feeder schools feel they are not an asset to the organization once their student is enrolled at Foster Middle School.

Problem Statement 2 (Prioritized): Decrease in academic instruction and performance due to teacher absences and lack of preparation for substitutes.   **Root Cause:** Teacher absences and lack of preparation for substitutes and lack of substitutes.

Problem Statement 3 (Prioritized): Parents and a few teachers perceive that discipline is a major issue.   **Root Cause:** During the months of January, February and parts of March, the campus was short one administrator. Plus days, teacher absences, teacher shortage and substitute shortage caused inconsistent classroom management procedures. The campus lacked a unified discipline management system.

Problem Statement 4: Parent participation is low at events such as Title I, Title III and International Baccalaureate meetings.   **Root Cause:** Some parents expressed meeting times where when they were at work and they could not attend.

Problem Statement 5: Parents feel that the teachers do not communicate with the parents and do not update their grades in a timely manner.   **Root Cause:** Administration needed to put a system in a place to hold teachers accountable for communication and ensuring the grades are inputted.

Priority Problem Statements

Problem Statement 1: The campus saw an increased number of discipline issues.

Root Cause 1: A lack of consistent discipline procedures amongst the grade levels and teachers.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The campus lost several teachers during the course of the year

Root Cause 2: The mentor program was insufficient at the beginning of the 2022-2023 school year.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Classes had to share Chromebooks amongst one another. The library is outdated and technology upgrades are necessary.

Root Cause 3: Lack of a technology plan to address the purchase of new computer equipment.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Decrease in academic instruction and performance due to teacher absences and lack of preparation for substitutes.

Root Cause 4: Teacher absences and lack of preparation for substitutes and lack of substitutes.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Parents and a few teachers perceive that discipline is a major issue.

Root Cause 5: During the months of January, February and parts of March, the campus was short one administrator. Plus days, teacher absences, teacher shortage and substitute shortage caused inconsistent classroom management procedures. The campus lacked a unified discipline management system.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 1: Increase the student teacher participation rate in LISD classrooms 5% by the end of the 2022-2023 school year.

    Evaluation Data Sources: Employment Records

Goal 1: Improve Recruitment and Retention of Quality Personnel

Performance Objective 2: Increase the teacher retention rate and employment of highly qualified staff by 10%.

Evaluation Data Sources: Employment Records

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional development to new and veteran teachers during Teacher in-service, PLCs, Team Time, and throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be knowledgeable and more confident in areas of instruction and with campus and district-level goals and expectations. **Staff Responsible for Monitoring:** Principal, Academic Dean, Campus Administrators, and Lead Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Jan**	**May**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide layers of support for new teachers with TxBESS mentors, TAP Mentors, Lead Teachers, School Mint coaching, and Admin support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: New teachers will have instructional, classroom, and campus support in order to be successful. **Staff Responsible for Monitoring:** Principal, Academic Dean, Assistant Principals, & Lead Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Jan**	**May**	**June**

Strategy 3 Details		Reviews			
Strategy 3: Increase the number of TIA-designated teachers from 50% (12 teachers) to 75% (18 teachers) by closely monitoring student data and implementing instructional best practices.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Increase the number of TA-designated teachers which will promote professional growth, improve student performance, and ultimately, retain high-quality teachers. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**					

Strategy 4 Details		Reviews			
Strategy 4: Provide incentives and teacher celebrations to promote a positive, enthusiastic, innovative campus climate and culture. The following initiatives will be utilized: Student Growth (based on CA data), My Teacher is Fire, Teacher Appreciation (twice every Six Weeks), Talking Points Winner (once every Six Weeks), Attendance, Foster Fountain (flavored water bar), etc.		**Formative**			**Summative**
		Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Improved teacher morale, climate, and culture of the campus **Staff Responsible for Monitoring:** Admin and Leadership Team **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture					

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Increase Family Engagement by 50%.

    Evaluation Data Sources: Family Engagement Plans, Sign-in sheets, Agendas from meetings, and parent surveys

Strategy 1 Details	Reviews			
Strategy 1: Host Parent Family Engagement Meetings, Utilize Talking Points, Create opportunities for families to visit the campus (Family Fun Night, Academic Night, etc.)	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Increased parent engagement will improve parental support and student achievement
    Staff Responsible for Monitoring: Principal, Academic Dean, Assistant Principals, Counselor, SEL, & CIS
 	
    Title I:
2.6, 4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: Longview ISD campuses will increase partnerships with local educational institutions of higher learning, medical institutions, and with local businesses by 50%.

    Evaluation Data Sources: MOUs; Business and community partnerships; Volunteer documentation

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 3: Increase social media/online presence in new outlets by 25%.

    Evaluation Data Sources: Data Reports

Strategy 1 Details	Reviews			
Strategy 1: Foster will utilize Talking Points, Thrill Share, Facebook, and other Social Media outlets to communicate campus information.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Parents will be informed and actively participate in campus and district initiatives.
    Staff Responsible for Monitoring: Principal, Academic Dean, Assistant Principals, Counselors, and Lead Teachers
 	
    Title I:
2.4, 4.1, 4.2
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
 - **Targeted Support Strategy - Additional Targeted Support Strategy**				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 4: 95% of the district parents, staff, teachers, and community will report feeling safe and secure in all facilities.

Evaluation Data Sources: Safety Reports; Surveys; Safety Meetings; Security Officer sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Foster will follow state and district safety requirements including safety drills, six weeks Safety Team meetings, following the threat assessment protocol, etc. **Strategy's Expected Result/Impact:** Increase awareness and preparedness of students and staff in the event of an emergency which will yield feelings of safety and security at Foster. **Staff Responsible for Monitoring:** Campus Administration	Formative			Summative
	Nov	Jan	May	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 1: All campuses will earn the maximum number of distinctions designated by TEA by the 2024-2025 school year.

    Evaluation Data Sources: Common Assessments; Teacher Observation; Progress Reports; Parent Conferences

Strategy 1 Details	Reviews			
Strategy 1: Foster will utilize Lead Teachers in RLA, Math, Science, & Social Studies to facilitate instructional best practices, model & observe lessons, and data monitoring,	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be able to closely monitor student data and instructional practices in order to ensure that Foster meets each distinction indicator. **Staff Responsible for Monitoring:** Campus Administrators and Lead Teachers **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy - Additional Targeted Support Strategy**	**Nov**	**Jan**	**May**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 2: All student groups will meet the state targets in Domain 3, closing performance gaps, according to state accountability.

    Evaluation Data Sources: Common Assessments; Benchmark Data; Performance Monitoring Data

Strategy 1 Details				Reviews			
Strategy 1: Foster will closely monitor Domain 3 data, specifically monitoring super groups (African American and Hispanic) data, creating action plans to address learning gaps by utilizing Summit K-12, Station (ISIP), and Read180/ Systems 44 programs.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Decrease in learning gaps among students.
    Staff Responsible for Monitoring: Campus Administration
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **Targeted Support Strategy - Additional Targeted Support Strategy**							

Strategy 2 Details				Reviews			
Strategy 2: Foster will provide additional instructional support for students in Guided Support Classes, Dragon Academy, and before & afterschool tutorials.				**Formative**			**Summative**
				Nov	**Jan**	**May**	**June**

Strategy's Expected Result/Impact: Close learning gaps among students and provide extensions for students who typically perform above grade level.
    Staff Responsible for Monitoring: Campus Administration and Lead Teachers
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction							

Strategy 3 Details	Reviews			
Strategy 3: Foster will leverage HQIM and other high-impact instructional resources to ensure student achievement such as Progress Learning, Toddle, HMH Writable, Scholastic Scope, Read180/Systems 44, K-12 Summit, EDynamic, Station, Stemscopes, Lowmans, eDynamic, & Formative.	Formative			Summative
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Decrease the learning gaps among students. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Additional Targeted Support Strategy - Results Driven Accountability**				
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✗ **Discontinue**				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 3: Increase parental and community engagement by 5%.

Evaluation Data Sources: Surveys; Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide parent and community surveys and use the data to make campus-based decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent, family, and community support in the campus and improved student achievement **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.4, 2.6, 4.1, 4.2	**Nov**	**Jan**	**May**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 4: Expand instructional learning opportunities to meet and enhance the needs of each learner.

    Evaluation Data Sources: Parent Meetings; Parent Surveys

Strategy 1 Details			Reviews			
Strategy 1: Foster will provide enrichment and remediation opportunities during Dragon Academy, UIL, Model UN, TSA, ACT Prep, and during before and after school tutorials.			**Formative**			**Summative**
Strategy's Expected Result/Impact: The learning needs of each type of learner will be addressed. **Staff Responsible for Monitoring:** Campus Administration and Lead Teachers **Title I:** 2.4, 2.6 **- Targeted Support Strategy - Additional Targeted Support Strategy**			**Nov**	**Jan**	**May**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue		

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 5: LISD will implement an annual performance and evaluation process for East Texas Advanced Academies (ETAA), Texas Council for International Studies (TCIS), and Longview Educates and Prospers (LEAP).

    Evaluation Data Sources: Student Performance, Enrollment Data, and Monthly performance and evaluation documentation

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 6: Student participation in University Interscholastic League (UIL), academic competitions, and college entrance exams will increase by 5% as evidenced by participation numbers at the end of the school year.

Evaluation Data Sources: Student Participation Data

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 7: Assist Charter Partners with accelerating student achievement for all students as measured by district and state assessment performance and growth, which will decrease dropout rates and increase completion rates for students designated as At-Risk of dropping out of school by TEA definitions.

Evaluation Data Sources: District Data Sources, TEA Accountability Ratings

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 8: LISD will provide updated technology to campuses and the support and training to integrate technology into instructional practices annually.

Evaluation Data Sources: Regular instructional design and delivery integrated with technology.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff training to address technology needs including Smartboard Training, training on Instructional materials (Progress Learning, Toddle, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher success with utilizing highly effective instructional resources will increase student achievement and help close learning gaps. **Staff Responsible for Monitoring:** Campus Administration and Lead Teachers **Title I:** 2.4, 2.6 - Targeted Support Strategy - Additional Targeted Support Strategy	**Nov**	**Jan**	**May**	**June**
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 9: Revise and monitor current policies and procedures throughout special education, dyslexia, RTI, Section 504, ESL/Bilingual, and G/T programs .

Strategy 1 Details	Reviews			
Strategy 1: Monitor student progress in special programs such as RTI, 504, ESL, and G/T programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved processes for monitoring progress in special programs and improved student performance.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Campus Administration and Lead Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

Performance Objective 10: Provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees.

Evaluation Data Sources: Campus counseling services lessons and documentation, PEIMS data sources, documentation of social emotional learning occurring in classrooms, staff wellness activities.

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

Performance Objective 1: Meet the requirements of the IB mission statement: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

    Evaluation Data Sources: Periodic Surveys and Observations

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

Performance Objective 2: Provide a challenging academic program with a commitment to excellence.

    Evaluation Data Sources: Observations, Assessment Data, Instructional Plans

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

Performance Objective 3: Incorporate the IB Learner Profile into all elements of students' educational experiences.

    Evaluation Data Sources: Surveys, Academic Success, School Culture

Goal 4: Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

Performance Objective 4: Register faculty and staff for official IB workshops to meet IB requirements and maintain updated curriculum changes.

    Evaluation Data Sources: Number of staff members trained.

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 1: Provide a safe and secure learning environment for students.

Evaluation Data Sources: Student Surveys, Parent surveys, Admin

Strategy 1 Details	Reviews			
Strategy 1: Provide a safe and secure environment by providing weekly door sweeps, routinely scheduled safety drills, utilization of Gaggle, Raptor, two SROs, and monitoring of our camera system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students, staff, and families will feel safe and protected at school.	**Nov**	**Jan**	**May**	**June**
Staff Responsible for Monitoring: Admin				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

Performance Objective 2: Provide SEL support for students and staff on campus.

Evaluation Data Sources: Campus needs assessment

Strategy 1 Details	Reviews			
Strategy 1: We will conduct a campus wide needs assessment or students and use the data from thhe assessment to create groups who will meet with both counselors based on a targeted need.	**Formative**			**Summative**
	Nov	**Jan**	**May**	**June**
Strategy's Expected Result/Impact: Students' social and emotional learning needs will be addessed, providimg them with security and confidence to focus on pernal and academic growth				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

RDA Strategies

Goal	Objective	Strategy	Description
3	2	3	Foster will leverage HQIM and other high-impact instructional resources to ensure student achievement such as Progress Learning, Toddle, HMH Writable, Scholastic Scope, Read180/Systems 44, K-12 Summit, EDynamic, Station, Stemscopes, Lowmans, eDynamic, & Formative.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide ongoing professional development to new and veteran teachers during Teacher in-service, PLCs, Team Time, and throughout the year.
1	2	2	Provide layers of support for new teachers with TxBESS mentors, TAP Mentors, Lead Teachers, School Mint coaching, and Admin support.
1	2	3	Increase the number of TIA-designated teachers from 50% (12 teachers) to 75% (18 teachers) by closely monitoring student data and implementing instructional best practices.
2	1	1	Host Parent Family Engagement Meetings, Utilize Talking Points, Create opportunities for families to visit the campus (Family Fun Night, Academic Night, etc.)
2	3	1	Foster will utilize Talking Points, Thrill Share, Facebook, and other Social Media outlets to communicate campus information.
3	1	1	Foster will utilize Lead Teachers in RLA, Math, Science, & Social Studies to facilitate instructional best practices, model & observe lessons, and data monitoring,
3	2	1	Foster will closely monitor Domain 3 data, specifically monitoring super groups (African American and Hispanic) data, creating action plans to address learning gaps by utilizing Summit K-12, Station (ISIP), and Read180/Systems 44 programs.
3	4	1	Foster will provide enrichment and remediation opportunities during Dragon Academy, UIL, Model UN, TSA, ACT Prep, and during before and after school tutorials.
3	8	1	Provide staff training to address technology needs including Smartboard Training, training on Instructional materials (Progress Learning, Toddle, etc.)
3	9	1	Monitor student progress in special programs such as RTI, 504, ESL, and G/T programs.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	1	Provide ongoing professional development to new and veteran teachers during Teacher in-service, PLCs, Team Time, and throughout the year.
1	2	2	Provide layers of support for new teachers with TxBESS mentors, TAP Mentors, Lead Teachers, School Mint coaching, and Admin support.
1	2	3	Increase the number of TIA-designated teachers from 50% (12 teachers) to 75% (18 teachers) by closely monitoring student data and implementing instructional best practices.
2	1	1	Host Parent Family Engagement Meetings, Utilize Talking Points, Create opportunities for families to visit the campus (Family Fun Night, Academic Night, etc.)
2	3	1	Foster will utilize Talking Points, Thrill Share, Facebook, and other Social Media outlets to communicate campus information.
3	1	1	Foster will utilize Lead Teachers in RLA, Math, Science, & Social Studies to facilitate instructional best practices, model & observe lessons, and data monitoring,
3	2	1	Foster will closely monitor Domain 3 data, specifically monitoring super groups (African American and Hispanic) data, creating action plans to address learning gaps by utilizing Summit K-12, Station (ISIP), and Read180/Systems 44 programs.
3	2	3	Foster will leverage HQIM and other high-impact instructional resources to ensure student achievement such as Progress Learning, Toddle, HMH Writable, Scholastic Scope, Read180/Systems 44, K-12 Summit, EDynamic, Station, Stemscopes, Lowmans, eDynamic, & Formative.
3	4	1	Foster will provide enrichment and remediation opportunities during Dragon Academy, UIL, Model UN, TSA, ACT Prep, and during before and after school tutorials.
3	8	1	Provide staff training to address technology needs including Smartboard Training, training on Instructional materials (Progress Learning, Toddle, etc.)
3	9	1	Monitor student progress in special programs such as RTI, 504, ESL, and G/T programs.