

Hays Consolidated Independent School District
Lehman High School
2018-2019 Goals/Performance Objectives/Strategies



Mission Statement

Lehman High School, the heart of a proud and dynamic community, empowers learners for lifelong achievement.

Vision

Achieving Excellence as One with Integrity, Wisdom, and Pride

Value Statement

Along with integrity, wisdom, and pride, our Lehman community values commitment, compassion, honesty, and perseverance.

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Goals

Goal 1: Hays CISD believes in the achievement of every student.







Performance Objective 1: The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college readiness, and career development. Our staff believes in the education of the whole child and knows that success is based on more than the result of a single test.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Evaluation Data Source(s) 1: The principal will provide a report to their Deputy Academic Officer summarizing student academic performance, including college, career, and military readiness efforts at their campus. A summary of staff professional development efforts addressing data disaggregation, administrative walk-throughs, and CTE programs, will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas. PK-3 reading levels will be measured at the beginning and end of each year. The principal will monitor student growth comparing approaches/meets/masters % vs. the state.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June

<p style="text-align: center;">Targeted Support Strategy</p> <p>1) Reading:</p> <p>As a school all of our students need to increase their ability to read at or above grade level for all levels. We will continue to focus on increasing our reading levels through instruction in ELA courses.</p> <p>Reading instruction will result in a quantifiable reduction in students that are unable to pass their EOC tests on the first attempt, as well as, increasing the number of acceptable scores in PSAT, SAT, ACT and AP tests.</p>	<p>2.4</p>	<p>District Support Provided by ELA District Coordinator</p> <p>Campus Principal Campus Assistant Principals Campus Instructional Coaches Campus Teacher leaders</p>	<p>EOC scores will increase to XXX for ELA 1 and to XXX for ELA 2.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p> <p>Through daily PLC's, teachers will plan and focus on students skills, creating engaging lessons. Campus will track students who scored master on 8th STAAR and monitor the Algebra I students by TEK through CFA's, UBA's and CBA's to track their progress leading up to Benchmark and EOC.</p> <p>AP teachers will plan engaging lessons that focus high yield strategies to support student growth to meet the high expectations. Teachers will facilitate structured tutoring sessions before and after school to address any students deficits and extend students strengths.</p>				
<p>2) Writing:</p> <p>As a school all of our students need to increase their ability to write coherent thoughts and papers while they show understanding at or above grade level for all disciplines. We will continue to focus on increasing our writing levels through instruction in ELA courses, utilizing skills learned through the Central Texas writing project</p> <p>Writing instruction will result in a quantifiable reduction in students that are unable to pass their EOC tests on the first attempt, as well as, increasing the number of acceptable scores in PSAT, SAT, ACT and AP tests.</p>	<p>2.4</p>	<p>District Support Provided by ELA Content Coordinators</p> <p>Campus Principal Campus Assistant Principals Campus Instructional Coaches Campus Teacher leaders</p>	<p>EOC scores will increase to XXX for ELA 1 and to XXX for ELA 2.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p> <p>Through daily PLC's, teachers will plan and focus on students skills, creating engaging lessons. Campus will track students who scored master on 8th STAAR and monitor the Algebra I students by TEK through CFA's, UBA's and CBA's to track their progress leading up to Benchmark and EOC.</p> <p>AP teachers will plan engaging lessons that focus high yield strategies to support student growth to meet the high expectations. Teachers will facilitate structured tutoring sessions before and after school to address any students deficits and extend students strengths.</p>				

<p>Targeted Support Strategy</p> <p>3) Math:</p> <p>The campus will improve math performance by increasing Algebra I EOC performance to quartile 2.</p>	<p>2.4</p>	<p>District Support Provided by Math Content Coordinators</p> <p>Campus Principal Campus Assistant Principals Campus Instructional Coaches</p>	<p>Algebra I scores will increase from 68% to 78% at the Approaches level on EOC. Scores will increase from 25% to 30% in the Meets level. Scores will increase from 8% to 13% in the Masters level. Through daily PLC's, teachers will plan and focus on students skills, creating engaging lessons. Campus will track students who scored master on 8th STAAR and monitor the Algebra I students by TEK through CFA's, UBA's and CBA's to track their progress leading up to Benchmark and EOC.</p> <p>AP teachers will plan engaging lessons that focus high yield strategies to support student growth to meet the high expectations. Teachers will facilitate structured tutoring sessions before and after school to address any students deficits and extend students strengths.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
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<p>4) Science/STEM: The campus will improve Biology performance by increasing Biology EOC performance from quartile 2 to quartile 1.</p>	<p>2.4</p>	<p>District Support Provided by Science Content Coordinators Campus Principal</p>	<p>Biology scores will increase from 82% to 92% at the Approaches level on EOC. Scores will increase from 53% to 63% in the Meets level. Scores will increase from 22% to 30% in the Masters level. 30% (220/732) of 2022 Biology students will score at the Master's level on EOC. Target group: 70% (200/316) students in Biology PAP. Through daily PLC's, teachers will plan and focus on students skills, creating engaging lessons. Campus will track students who scored master on 8th STAAR and monitor the Biology students by TEK through CFA's, UBA's and CBA's to track their progress leading up to Benchmark and EOC. 40% (61/154) of AP Science Students will score 3 or higher. AP teachers will have plan engaging lessons that focus high yield strategies to support the students growth to meet the high expectations. Teachers will facilitate structured tutoring sessions before and after school to address any students deficits and extend students strengths. TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
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<p>5) Social Studies: We will improve our level of social studies performance by focusing on growth of all students on the US History STAAR assessment.</p>	<p>2.4</p>	<p>District Support Provided by Social Studies Content Coordinators</p> <p>Campus Principal, campus instructional coach</p>	<p>We will increase our numbers of students performing at a mastery level on US History STAAR assessments by 10 percent.</p> <p>Our social studies teams will utilize the PLC model to plan engaging and effective lessons. These lesson will be focused on readiness standards as indicated by TEKS resource documents. Strategies from Lead4ward will also be utilized to provide differentiated instruction for all learners.</p> <p>Instruction will also focus on higher level questioning techniques while incorporating technology to support all levels of learners in the classroom.</p> <p>Data will be gathered from weekly common formative assessments which will be used for planning and student support plans.</p> <p>TTESS Dimension 2.2 Content Knowledge and Expertise</p>				
<p>6) Instructional Planning: Teachers are expected to utilize backwards planning with their content team. Once a team has identified the essential learning standards for a unit, and vetted/created assessments of those standards, teachers begin planning engaging bell-to-bell lessons. Teachers submit lesson plans by each Monday at 8:00am via the district lesson plan template.</p>	<p>2.5</p>	<p>District Support Provided by Director of Curriculum and Instruction</p> <p>Campus Principal</p>	<p>Effective instructional planning will result in student mastery of content as evidenced by the goals listed in areas 1-5 above.</p> <p>TTESS Dimension 1.1 Standards and Alignment</p>				

<p>7) Progress Monitoring:</p> <p>The campus will monitor and document students' progress by expecting students and teachers to track data on a weekly basis.</p> <p>Student success will be measured by weekly formative assessments, unit exams (campus & district), curriculum based assessments (from district), and benchmarks (from district).</p>	<p>2.4</p>	<p>District Support Provided by Director of Academic Support</p> <p>Campus Principal</p>	<p>Our campus EOC data will more closely mimic the state results.</p> <p>PLCs will be trained in what data to use to most effectively monitor student progress.</p> <p>The campus leadership team will review campus data by department/subject to ensure campus goals are aligned to the needs of students.</p> <p>Content teams will utilize frequent common assessments. Data from the common assessments will be used to monitor student progress and drive instruction in areas of need.</p> <p>TTESS Dimension 2.5 Monitor and Adjust</p>				
<p>8) Data and Assessment:</p> <p>The campus will assess students for learning by expecting all teachers to create assessments aligned to the level of the TEKS and ensure each assessment includes multiple levels of questioning.</p> <p>Teachers review data using Eduphoria reports (by teacher, by standard) within 2 days of the assessment. Teachers look at % met standard (all students, ELL, SpEd, & ED) as well as samples of student work. Teams complete a data analysis worksheet for each assessment outlining instructional plans to move students from Did Not Meet to Approaches, Approaches to Meets, & Meets to Masters.</p>	<p>2.4</p>	<p>District Support Provided by Coordinator of Accountability and Testing</p> <p>Campus Principal</p>	<p>100% of teachers will bring authentic student work along with common assessment SLOs language.....</p> <p>TTESS Dimension 1.2 Data and Assessment</p>				

<p>9) Response to Intervention:</p>	<p>2.6</p>	<p>District Support Provided by Director of Academic Support Campus Principal</p>	<p>100% of students referred for RTI or identified as needing RTI will be addressed by RTI team. Team will decide which services will best support, then action plan will be implemented, monitored, adjusted/revised as needed.</p> <p>Every three weeks, RTI team will review students data: Attendance, grades, and discipline. Students showing high need will be discussed and plan created based on a menu of services.</p> <p>Students at mid level will be monitored to see if progress is made or if intervention is needed.</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>10) English Learners:</p> <p>The campus will support ELL students by utilizing data to identify needs through all content areas. we will engage ELL case-managers to monitor the performance and attendance of our ELL's as they grow in their level of english language capacity.</p> <p>We will also focus on scheduling students that are former NAC students with their unique needs in groups where we can maximize our staffing to have the greatest impact.</p>	<p>2.6</p>	<p>District Support Provided by the Director of PK-12 Multilingual Education Campus Principal</p>	<p>We will increase our ELL performance on STAAR assessments in all core areas.</p> <p>We will focus on supporting our EL students growth in reading, writing, listening and speaking by engaging them in activities in the classroom that data indicates they require. That data will be gathered by weekly common formative assessments and evaluated through the PLC model in the ELA department.</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>Targeted Support Strategy</p> <p>11) Special Education Services:</p> <p>The campus will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) by utilizing data to identify needs through all content areas.</p> <p>As we hire new teachers, we will continue to improve our process for grouping students who receive SPED services.</p> <p>Creating and implementing guidelines to support our case managers to monitor the performance and attendance of our students receiving SPED services.</p>	<p>2.4</p>	<p>District Support Provided Director of Special Education Campus Principal</p>	<p>Increase credits earned by special populations, Increased awareness of deficits within content and next steps needed.</p> <p>Communicating the accommodations needed for each individual student so all teachers are clear.</p> <p>TTESS Dimension 2.4 Differentiation</p>				

<p>12) Dyslexia Services: Students indicated needing additional dyslexia support through coursework will receive instruction by the district Dyslexia teacher through the Wilson reading system</p>	2.4	<p>District Support Provided by Director of Academic Support Campus Principal</p>	<p>100% of students coded for dyslexia will receive their needed supports through their IEP/504. Campus will ensure their plans are updated to match the current needs of the student based on grade level.</p> <p>100% of students identified as possible student/s with dyslexia will be reviewed through RTI and then if need is observed, student will be referred for dyslexia testing by Mr. Nichols</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>13) 504 Services: The campus will meet this goal by observing/tracking students last annual date through e-SPED. This will take place by administrators in 9th grade and then administrators who support 10th-12th.</p> <p>504 coordinator will ensure 504 accommodations are being reviewed and implemented by teachers through eduphoria. Any student who's 504 is outdated or no longer needed, student will be dismissed.</p>	2.4	<p>District Support Provided by Director of Academic Support Campus Principal</p>	<p>Decrease the number of 504 students from 13% to 8% of students failing Algebra 1 EOC</p> <p>Decrease the number of 504 students from 8% to 5% of students failing Biology EOC</p> <p>Decrease the number of 504 students from 25% to 18% of students failing English I EOC</p> <p>Decrease the number of 504 students from 19% to 12% of students failing English II EOC</p> <p>Decrease the number of 504 students from 3% to 1.5% of students failing US History EOC</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>14) Accelerated Instruction for At-Risk Students: Campus will identify students who have failed to pass a state EOC assessment.</p> <p>Parents/student will be informed.</p> <p>Campus will host after school EOC intervention in library four days a week: M/W: ELAR/S.S. T/TTH: Math and Science</p> <p>After school support will be facilitated through edgenuity EOC test prep.</p>	2.6	<p>District Support Provided by Director of Academic Support and the Director of Student Services Campus Principal</p>	<p>SMART</p> <p>TTESS Dimension 1.3 Knowledge of Students</p>				

<p>15) Gifted and Talented Services:</p> <p>Students will continue to receive differentiated instruction in classes that are taught by 100% staff that are trained and ready to deliver instruction to all GT students.</p> <p>GT students will be placed in courses that are 100% appropriate and tailored for their high school goals.</p> <p>GT students will be identified, tested and appropriately placed as the school year continues.</p>	2.5	<p>District Support Provided by Coordinator of Gifted and Talented</p> <p>Campus Principal Campus Assistant Principals Campus Instructional Coaches</p>	<p>5% increase in master's level in the five tested subjects GT students in Algebra I scores will increase from 58% to 63% at the Master level on EOC. Scores will increase from 73% to 77% in the Master's level for Biology Scores will increase from 31% to 36% in the Master's level for English I Scores will increase from 24% to 29% in the Master's level for English II Scores will increase from 82% to 87% in the Master's level for US History</p> <p>TTESS Dimension 1.4 Activities</p>				
<p>16) College, Career and Military Readiness: Campus will host montly College acceptance breakfasts: collect and recognize students college acceptance.</p> <p>Counselors will host several informational nights: Senior Workshop US Military Branch night Apply TX night FAFSA Night ACC sessions Importance of TSI</p>	2.5	<p>District Support Provided by Director of College and Career Readiness and Counseling</p> <p>Campus Principal</p>	<p>85% of the 2019 Senior class will demonstrate they are CCMR by applyling to one of the following: Being accepted to ACC, Applying for ACC certifications, being accepted to trade school, being accepted to four year university/college, showing intertest/enlisting in one of the U.S. Military branches.</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				
<p>17) Career and Technical Education:</p> <p>Lehman High School students will be engaged in courses that continue to assist them in future careers as well as help them be connected to the greater school body and local community.</p> <p>100% of CTE students will be placed and ready to complete their cohernet sequence.</p> <p>Districtwide CTE support staff will assist as needed and continue to be a informational resource for the campus to improve its CTE instruction. Campus and District goals will be aligned and communicated with stakeholders to allow all groups success!</p>	2.5, 2.6	<p>District Support Provided by the Director of Career and Technical Education</p> <p>Campus Principal Campus CTE Principal Campus CTE Department Chair</p> <p>District CTE Director District CTE Staff</p>	<p>100% of CTE student will be placed int he correct course for the 2018-19 school year.</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				

<p>18) Instructional Technology:</p> <p>Nine teachers were accepted into the first Blended Learning Cohort. These teachers will leverage the power of technology to differentiate, individualize and/or personalize the learning for students. They will serve as mentors for the second cohort.</p>	2.5	<p>District Support Provided by the Director of Digital Learning</p> <p>Campus Principal</p>	<p>Students in blended courses will see assessment scores at least 5% higher than those not in a blended course.</p> <p>TTESS 1.4 Activities</p>				
<p>19) Advanced Academics:</p> <p>Lehman High School students enrolled in Advanced courses will continue to be successful and fulfill their aspirations as they move from high school to their next secondary school step.</p> <p>Advanced academics at Lehman high school will continue to train staff in best practices and provide the best professional development for them as they instruct our students.</p> <p>Teachers and staff will be hired with the focus of strengthening our options in Dual Credit, Dual Enrollment, Advanced Placement and Articulated Course work.</p>	2.5	<p>District Support Provided by Coordinator of Advanced Academics</p> <p>Campus Principal Campus CTE Assistant Principal</p>	<p>Lehman high school will create a curriculum and program that allows students to be more successful in College coursework, Advanced college placement test and provide more opportunities for students to work towards becoming national merit scholars.</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				
<p>20) Pregnancy-Related Services: The district provides support services, including the Compensatory Education Home Instruction (CEHI) program, to pregnant and parenting students. The PEP staff collaborates with other programs including Early Head Start staff, counselors, case managers, educators, support staff and others who support pregnant and parenting students in their completion of requirements needed for graduation while learning to manage the responsibilities of parenthood. These services continue to be administered while the student is receiving home instruction services.</p>	2.6	<p>District Support Provided by the Coordinator of Pregnancy Related Services</p> <p>Campus Counselor</p>	<p>100% of students served with PEP/CEHI services will be provided education in all course subjects required for promotion/graduation, courses in child development, parenting, Job-related skills and community services.</p> <p>TTESS Dimension 2.4 Differentiation</p>				
<p>21) Higher Education Requirements: The district will ensure that secondary students' teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, DC opportunities, HB5 graduation requirements, the TEXAS grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.</p>	2.5	<p>District Support Provided by Director of College and Career Readiness and Counseling</p> <p>Campus Counselor</p>	<p>All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans.</p> <p>TTESS Dimension 2.1 Achieving Expectations</p>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 2: Hays CISD is dedicated to treating all stakeholders with respect and dignity.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas to be addressed are campus access, detecting and reporting possible threats, and building an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually and followed throughout the district.

Evaluation Data Source(s) 1: The campus will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community.

TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June

<p>1) Student Safety:</p> <p>Lehman High School will implement and coordinate school safety drills and plan drills accordingly throughout the year.</p> <p>The campus will work with the Director of School Safety to identify areas of need, establish a clear EOP, hardware/surveillance, to ensure a safe learning environment.</p> <p>The campus will work with the Director of School Safety to audit the number of safety staff to be hired in ensuring the safety of all stakeholders at the campus.</p> <p>The campus will work with the Director of School Safety to ensure the proper hiring of School Security to ensure the safety of all stakeholders at the campus.</p> <p>100% of LHS staff will organize a safe, accessible and efficient classroom.</p> <p>100% of LHS staff will establish, communicate, and maintain clear expectations for student behavior during safety drills for the 2018-2019 school year.</p> <p>Safety Coordinator/Administrator will consistently implement the campus safety drills and monitor progress and provide feedback.</p> <p>100% of campus personnel will complete safety training during Teacher In-Service week. 100% of campus personal and students will complete state mandatory fire drills, weather drills, and safety drills during the school year 2018-2019.</p> <p>100% of Lehman High School Classrooms will be equipped with the proper safety protocols, maps, and information pertaining to drills conducted by LHS Administration and SRO's.</p>	<p>2.5</p>	<p>District Support Provided by the Director of School and Student Safety</p> <p>Campus Principal</p>	<p>TTESS Dimension 3.1 Environment, Routines and Procedures</p>				
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<p>2) Social Emotional Learning: Through Advisory, SEL will be addressed through grade level/full campus level lessons.</p> <p>Topics such as:</p> <ol style="list-style-type: none"> 1. Getting to know each other (Family culture) 2. Digital Citizenship 3. Dating Violence 4. No Place for Hate pledge 5. Other No Place for Hate activities 6. HS Adjustment 7. Culture adjustment 8. Student support services 9. Life after HS <p>Advisory is scheduled for every other Wednesday: Advisory Scope & Sequence (live document) has been created. Soliciting input after each three advisory sessions hosted for feedback.</p>	<p>2.5</p>	<p>Director of College and Career Readiness and Counseling</p> <p>Campus Counselor</p>	<p>Increase Relationship management in regard to In class: working with other classmates other than my friends in school from 29% to 40%</p> <p>K -12 Insight</p> <p>Increase Relationship management in regard to Outside of class: working with other classmates other than my friends in school from 30% to 40%</p> <p>Increase the % students feel comfortable being themselves around adults in the school from 53% to 65%</p> <p>TTESS Dimension 3.3 Classroom Culture</p>				
<p>3) Increasing Attendance, Drop-Out Prevention:</p> <p>Lehman High School will be cognizant of attendance by providing daily, weekly, and monthly attendance reports.</p> <p>100% of Lehman High School Attendance Committee will participate in E3 Alliance training regarding attendance at Lehman High School.</p> <p>100% of Lehman High School staff will be sent emails regarding attendance taken and attendance to update.</p> <p>100% of Lehman High School students with chronic/absents will be sent information regarding attendance through TEAMS, administrative attendance conferences, Attendance Intervention Specialists, emails, and monthly attendance meetings.</p> <p>100% of students at risk of dropping out will receive resources regarding credit recovery systems, alternative educational programs, Live Oak Services, and counseling services.</p>	<p>2.5</p>	<p>District Support Provided by the Director of Student Services</p> <p>Campus Principal</p>	<p>The overall campus attendance rate will EOY be at 97%.</p> <p>TTESS Dimension 3.3 Classroom Culture</p>				

<p>4) Student Engagement: The campus will support the participation of students in extra-curricular activities by clearly communicating what activities are available for students and encouraging students to participate in at least one activity.</p> <p>We will also strive to offer a diverse field of activities with the hopes that all students will be able to engage in meaningful interactions that enrich their education experience at LHS.</p>	2.6	<p>District Support Provided by the Director of Extra- and Co-Curricular activities</p> <p>Campus Principal</p>	<p>We will see an increase in student participation in all extra curricular activities on campus. We will make daily announcements sharing opportunities for students to participate in clubs/campus organizations as well as highlight our success by sharing them with the school community through social media.</p> <p>TTESS Dimension 3.3 Classroom Culture</p>				
<p>5) Positive Behavior Intervention Support:</p> <p>Lehman High School will model the expectations that are set in the different areas of the campus such as but not limited too: Cafeteria, Hallways, Assemblies, and Restrooms.</p> <p>Lehman High School will establish, communicate, and maintain clear expectations for all stakeholders behavior.</p> <p>Lehman High School Staff will work respectfully, individually, and collaboratively in managing behavioral systems.</p>	2.5	<p>District Support Provided by the Director of Student Services</p> <p>Campus Principal</p>	<p>DANA Report</p> <p>TTESS Dimension 3.2 Managing Student Behavior</p>				
<p>6) Health and Wellness: The district will implement the coordinated school health plan and encourage healthy and active lifestyle choices as advised by the Student Health Advisory Committee (SHAC). We will also make efforts to engage student in campus clubs/organizations designed to support an overall balanced lifestyle.</p>	2.5	<p>District Support Provided by the Director of Health Services</p> <p>Campus Nurse, assistant principal, campus faculty</p>	<p>All SHAC meeting notes, sign-in sheets and agendas reflect implementation of actionable items. We will also strive to be models for healthy life style choices for our students.</p> <p>TTESS Dimension 3.1 Classroom Environment, Routines, and Procedures</p>				
<p>7) Early Intervention: The district will provide counseling and guidance services to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention. The district will enter a Counseling/Social workers Intern Model with TX state. The district will continue to train staff in Suicide Prevention and update the Suicide Action Plan.</p>	2.6	<p>District Support Provided by Director of College and Career Readiness and Counseling</p> <p>Campus Counselor</p>	<p>100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse)</p> <p>TTESS Dimension 4.1 Professional Demeanor and Ethics</p>				

8) Addressing Abuse: The district will adhere to the district policy addressing sexual abuse and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of all campus personnel will complete the mandatory suite of state training (suicide awareness/prevention, bloodborne pathogens, AED, food allergies, sexual harassment, CPS, and Child Abuse) TTESS Dimension 4.1 Professional Demeanor and Ethics				
9) Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students will have access to the Hays Hope Line to report harassment, bullying and other personal issues.	2.6	District Support Provided by Director of College and Career Readiness and Counseling Campus Counselor	100% of counselors submit counseling logs and guidance lessons to the Director of College and Career and Guidance. TTESS Dimension 4.1 Professional Demeanor and Ethics				
10) Homelessness: Campus counselors will identify students that are homeless and utilize district resources (TI reservations and TEXSHEP funds), in coordination with the homeless liaison, to provide emergency instructional supplies, hygiene products and clothing as needed.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
11) Foster Care: The district will provide supplemental transportation and free lunch to ensure educational stability for children in foster care.	2.6	District Support Provided by the Director of Federal Programs, State Reports and Grants Campus Counselor	100% of students identified as a Foster student, will receive services to fit their individual needs. TTESS Dimension 1.3 Knowledge of Students				
12) Migrant Services: The district will utilize a shared service arrangement with Region 13, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform.	2.6	District Support Provided by the Coordinator of LPAC, Testing and Translation Campus Principal	The campus will provide services to 100% of migrant students identified through the utilization of Region 13 SSA. (See Priority for Services Addendum) TTESS Dimension 1.3 Knowledge of Students				

<p>13) DAEP: The district will monitor performance data of students served in the DAEP including: student groups served, attendance rates, pre- post- assessment results, dropout rates, graduation rates and recidivism rates.</p>	<p>2.6</p>	<p>Director of Student Services Campus Principal</p>	<p>The campus will provide the district with 100% of data in regards to students served in DAEP for 2018-2019 school year. LHS will record 100% of data regarding strategies, number of documented referrals for consequences and percent of red folders. TTESS Dimension 1.3 Knowledge of Students</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Hays CISD is dedicated to the safety, social and emotional well-being of students and staff.

Performance Objective 1: Cultivating great community and staff relations requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

Evaluation Data Source(s) 1: Staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and these strategies will be shared with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.







TPESS Standard 3 - Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

TPESS Standard 5 - Strategic Operations: The principal is responsible for implementing systems that align with the school's vision and mission and improve the quality of instruction.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Feb	Apr	June
1) Customer Service:	3.2	District Support Provided by the Communication Specialists and the Director of Community Relations Campus Principal	S.M.A.R.T Goal Here TTESS Dimension 2.3 Communication				
2) School Community Involvement:	3.2	District Support Provided by the Director of Student Services Campus Principal	S.M.A.R.T Goal Here TTESS Dimension 4.4 School Community Involvement				

<p>3) Goal Setting (CNA/CIP/DIP): The campus utilizes their CLT to guide budget decisions, designing the PD plan, and recommending needs to be addressed.</p>	3.2	<p>District Support Provided by the Director of Federal Programs, State Reports and Grants</p> <p>Campus Principal</p>	<p>100% of meetings are documented through agendas, minutes, presentations, and sign in sheets.</p> <p>TTESS Dimension 4.2: Goal Setting</p>				
<p>4) Communicating Student Achievement to Parents:</p> <p>The campus will communicate a student's mastery of the curriculum in a timely manner by ensuring teachers are entering grades and following the district grading policy.</p>	3.2	<p>District Support Provided by Coordinator of Accountability and Testing</p> <p>Campus Principal</p>	<p>100% of teachers update their grade book each Tuesday so parents and students can be up to date on student mastery.</p> <p>Extra-Curricular Grade Checks will take place weekly.</p> <p>Failing grade reports will be reviewed every grading period.</p> <p>Failure reports will be generated and reviewed every three weeks.</p> <p>TTESS Dimension 2.3 Communication</p>				
<p>5) Professional Development:</p> <p>A professional development timeline has been created. Teachers will experience a variety of learning experiences: face-to-face sessions, Twitter chats, PLC meetings, monthly faculty instructional sessions, and district planning days. First year teachers will meet monthly for a "Breakfast Club" in order to receive additional assistance. The most powerful form of professional development comes in the form of Instructional Coaching. ICs attend all PLC meetings and coach the team through the PLC process. Individual teachers may enroll in the coaching cycle outlined by Jim Knight.</p>	2.4	<p>District Support Provided by the Coordinator of Professional Development and Special Projects</p> <p>Campus Principal</p>	<p>We will have a 93% retention rate as a result of effective professional learning.</p> <p>TTESS Dimension 4.3 Professional Development</p>				
<p>6) Professional Learning Communities:</p> <p>Alg I, Bio, ELA I, and ELA II teachers are expected to meet every day to work as a PLC. All other subjects meet once a week. Teams are expected to complete an agenda which guides the team through answers PLC questions 1-4. Team members must adopt roles and establish a social contract.</p>	2.5	<p>District Support Provided by the Coordinator of Professional Development and Special Projects</p> <p>Campus Principal</p>	<p>Performing as a PLC will result in student mastery of content as evidenced by the goals listed in areas 1-5 in goal 1 above.</p> <p>TTESS Dimension 4.3 Professional Development</p>				

<p>7) Attract/Retain high quality staff:</p> <p>The campus will attract and retain highly qualified teachers who are aligned to the campus vision by providing new teacher support, the "Lobo Love" group, and creating an academic culture of collaboration and support.</p>	2.4	<p>District Support Provided by the Director of Human Resources</p> <p>Campus Principal</p>	<p>Teacher attrition rates will be less than 15% following the 18-19 school year.</p> <p>TTESS Dimension 4.3 Professional Development</p>				
<p>8) Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p>	2.4	<p>District Support Provided by the Director of Federal Programs, State Reports and Grants and the Chief Financial Officer</p> <p>Campus Principal</p>	<p>Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes.</p> <p>TTESS Dimension 4.1 Professional Demeanor and Ethics</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							