

Lexington Independent School District



Lexington High School

Campus
Education
Improvement
Committee

2007-2008

Campus Plan

Our Shared District Vision

Students

Individual students are fully prepared both academically and socially to meet the challenges in a changing world filled with endless opportunities. They are life long learners, who as individuals, respect other people's cultures, ethics, and values. Our graduates are successful, confident, creative, and critical thinkers who contribute to their global communities.

Learning

Our well maintained campuses are fully equipped, safe and meet the developmental needs of all students. Our professional, caring and dedicated staff provides positive leadership. Our aligned and implemented curriculum challenges students so that all develop their full potential. Our open communication and trusting relationship between home and school ensure a positive learning environment so that all students are proud of their school and community. They leave Lexington Independent School District prepared for success.

Supporting

The communities served by Lexington ISD are totally committed to supporting public education. Effective community planning allows us to efficiently use all of our resources. Our citizens, as positive role models, business leaders and mentors, do everything necessary to promote a mutually beneficial partnership for educational excellence throughout our district.

Purpose of the Campus Improvement Plan

The purpose of the Campus Improvement Plan is to guide the campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under Section 39.051 of the Texas Education Code. The Campus Education Improvement Committee (CEIC) meets on a monthly basis and reviews and/or updates the plan as needed.

Campus Education Improvement Committee Members

Business Member:	Kim Dowdy	Paraprofessionals Members:	Donna Lee and Connie Ward
Community Member:	Lucy Torn	Parent Member:	Keri Green
Dean of Students:	Steven Coston	Principal:	Rebecca French
District Member:	Debbie Johnson	Teachers Members:	Donna Holt, Michele Kylberg, and Barbara Mostyn

Resources

PBMAS
TAKS Scores
AEIS
Instructional Needs

Review Current District Plan
Star Charts
PEIMS
Facility Needs

Program Evaluations: Special Education, ESL, CATE, GT, State Compensatory Education, Accelerated Reading, Student Success Initiative, Dyslexia, AYP, NCLB Staff Development Needs, Title I Parent & Community Involvement, and Safe & Drug Free School Report

District Goal: # 1

The district will provide a safe and orderly school climate, conducive to learning.

Campus Goal#1

The high school campus will provide a positive, safe, and orderly school climate, conducive to learning.

Performance Objectives:

- Develop an updated EOP and coordinate drills with First Responders
- 10% reduction in incidents of Tobacco, Alcohol and Other Drugs (TAOD)
- Incidents of violence will decrease by 10%
- Improve Security Measures
- Provide Staff Development to target Bullying and Sexual Harassment

Summative Evaluation:

PEIMS, Safe and Drug Free School Reports

Strategy	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Coordinate Training for Instructional Staff in Capturing Kids Hearts with the Superintendent	Principal	Title 1 funds	January & June 08	Training Records
Continue Character Education Programs	Counselor	Local funds	All Year	Program Records
Establish Teen Leadership/mentor programs at appropriate grades	Principal, Counselor	Local funds	All Year	Training Schedules
Address TAOD, Dating Violence Education, Bus Safety where appropriate	Principal, Counselor, Transportation Director	Local	All Year	Lesson Plans
Develop and implement strategies targeted at reducing violence, substance abuse, suicide prevention, and conflict resolution.	Counselor	Title IV	All Year	CIP
Expand Security Camera System to monitor building exteriors	Tech Director Counselor	Local Funds	March	EOP

Implement Safe Ambassador Program to build student support for safety and positive climate	Advisory Committee, Counselor, Health Teachers	Local, Grant	Spring 08	Training Records
Establish Dating Violence Educational Program including instructional materials, awareness week and student resources	Principal, Dean, Counselor	Local	Fall	Lesson Plans, Programs, Counselor Records
Participate in the Region XIII Safe and Drug Free Schools Co-op to provide services concerning safety and drug use prevention.	Principal, Maintenance Director	Title IV funds	All Year	SDFSCA documentation
Assist with the evaluation of security for all campus buildings and implement improvements.	Principal, Maintenance Director	Local funds	Fall '06	Campus Improvement Plan
Recruit Highly Qualified Teachers	Principal	Local funds	All Year	Employment Records
Update Emergency Operations Plan with the assistance of the Superintendent and School Safety Center	Principal, Campus Safety Team	Local, Grant	December	Finished Plans
Provide NIMS/ICS training to Campus Safety Teams with the assistance of the Superintendent	Principal	Grant funds	Nov – Jan	Training Records
Provide School Bus Evacuation Training to all Campus Staff and Students	Dean, Social Studies Teachers	Local	Dec - Feb	Training Records

District Goal: # 2

All district campuses will meet or exceed student performance standards to achieve a campus rating of no less than “Acceptable”. Campuses at “Recognized” status will maintain or improve to “Exemplary” status.

Campus Goals:

Lexington High School will meet or exceed student performance standards to achieve a campus rating of no less than “Acceptable”.

All Lexington High School students will achieve their full academic potential.

Lexington High School will provide staff development to improve instruction, enhance learning, and provide for individual professional development.

Performance Objective:

- All students and each accountability group will meet or exceed TAKS passing rates for each test taken (AEIS).
- The campus will meet or exceed the state standard for all special programs evaluated by the Performance Based Monitoring Assessment System (PBMAS).
- All students will achieve adequate yearly progress.
- TAKS performance objectives by test.
- Investigate curriculum options.
- Investigate outside credit options.
- Provide information to students and parents about recommended testing.
- Provide information to students and parents about career choices and career investigation.
- Special Education students will receive improved services and support necessary to become successful.
- Special Education students will meet their IEP goals and ARD expectations.
- Students will increase their knowledge and application of technology resources in all subject areas.
- Lexington High School will achieve a 96% or better attendance rate for all students and all student groups.

Summative Evaluation:

- 2007-2008 TAKS
- PBMAS
- AEIS

Strategy	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Develop and implement strategies to promote the success of all students and student groups on TAKS, TAKS M, TAKS A and TAKS Alt	Principal, Counselor, Student Assistance Teams	Local, Federal and SCE funds	Six Weeks	Benchmark Tests, INOVA Data
Undertake a complete review of the curriculum and devise recommendations to the board.	Principal, Dean, Curriculum Director	Local funds	March	Board Recommendation
Utilize the INOVA process to set student goals and evaluate instruction	Principal, Dean, Curriculum Director	Local funds Title II funds	Summer '07 and all year	Lesson Plans
Apply for High School Redesign and Restructure Grant to fund School Enhancement Process	Principal, Campus FAC	Local, Grant	November	Grant Documents
Implement Standardized Benchmark Testing	Principal, Dean, Curriculum Director	Local	Sept and Jan	Test Analysis
Expand Technology Resources to include: Video conferencing and Data Projection Additional computer labs Updated classroom computers Student email Software – student acceleration	Tech director	Local, SCE, Grants	Oct February February Sept November	Star Charts
Expand Opportunities for Advanced and Dual Credit Coursework	Counselor, Principal	Local	January	Enrollment
Assist the Superintendent in attaining a full complement of highly qualified, certified staff to meet student needs.	Principal, Dean, Campus FAC	Local, Title II	May	Employment Records
Develop an individualized professional development plan with each faculty member insuring comp. day training to address district needs.	Principal, Dean, Curriculum Director	Local, Title II	January	Professional development records

<p>Assist the Superintendent in establishing a position for Curriculum Director and develop a profile for campus assistance.</p> <p>Disaggregate TAKS data for each testing area and focus on objective weaknesses below 80% mastery for all students, to include all populations.</p> <p>Utilize vertical curriculum teams for each core content area</p> <p>Utilize AEIS-IT and INOVA to identify objective deficiencies for each student and develop accelerated programs including software to target those deficiencies.</p> <p>Identify District TEKS Strengths and Weaknesses and reassess instruction.</p>	<p>Principal, Dean, Campus FAC</p> <p>Dean, Principal, Department Heads</p> <p>Curriculum Director</p> <p>Principal, Dean, Curriculum Director</p> <p>Department Heads</p>	<p>Local</p> <p>SCE, Title 1</p> <p>Title 1</p> <p>SCE, Title 1</p> <p>Local funds</p>	<p>January</p> <p>Fall</p> <p>All – Year</p> <p>Year long</p> <p>Fall</p>	<p>Employment</p> <p>AEIS-IT reports</p> <p>Reports</p> <p>Lesson Plans, Schedules</p> <p>Lesson Plans</p>
<p>Special Populations:</p> <p>Implement strategies to coordinate and integrate services for all special population students including Career &Tech, Special Ed, ESL, and NCLB utilizing the PBMAS document as an assessment.</p>	<p>Principal</p>	<p>Local and Special Ed. funds</p>	<p>All Year</p>	<p>PBMAS, Student Assistance Team documents, CTE enrollment</p>
<p>English as a Second Language (ESL)</p> <p>Continue to review and coordinate curriculum closely with regular curriculum.</p> <p>Provide ESL parent involvement activities.</p>	<p>ESL Teacher, Special Programs Director</p> <p>LPAC Committee, ESL Teacher</p>	<p>Local funds ESL funds</p> <p>ESL funds</p>	<p>All Year</p> <p>All Year</p>	<p>Program records Parent evaluations</p> <p>Program records</p>
<p>At Risk Students</p> <p>Implement programs to ensure the academic success of at-risk students, including Reading/Math labs, etc.</p> <p>Provide Pregnancy Related Services (PRS) as needed.</p> <p>Support the designated homeless liaison in</p>	<p>Principal</p> <p>Counselors, Student Assistance Teams</p> <p>Principal, Dean</p>	<p>SCE funds</p> <p>Local funds</p> <p>Local</p>	<p>All Year</p> <p>All Year</p> <p>All Year</p>	<p>Campus Plan, SAT meetings</p> <p>PRS program review</p> <p>Program records</p>

<p>coordinating activities with other agencies.</p> <p>Develop and implement plans to identify and accelerate students who are at risk for failing to show adequate yearly progress. District staff will work to reduce and ultimately eliminate retentions.</p> <p>Monitor the progress of economically disadvantaged and at-risk students and arrange for support as needed.</p> <p>Implement a personal graduation plan for each Junior High and High School student who does not perform satisfactorily on state assessments.</p> <p>Provide Wilson dyslexia training to specific teachers to improve services to students with Dyslexic tendencies.</p> <p>Closely monitor attendance of each student and provide intervention for students with excessive absences.</p>	<p>Principal, SAT, Counselor</p> <p>Principal, Counselor</p> <p>Counselor</p> <p>Principal, Counselor</p> <p>SAT</p>	<p>Local funds</p> <p>SCE, Title Funds</p> <p>Local funds</p> <p>Local funds</p> <p>Local funds</p>	<p>All Year</p> <p>All Year</p> <p>Fall</p> <p>All Year</p> <p>Six Weeks</p>	<p>TAKS, INOVA, Promotion records, TPRI</p> <p>Previous proficiency level, TAKS results, TPRI, Six weeks grades</p> <p>Recorded Plans</p> <p>Training records</p> <p>PEIMS</p>
<p>Special Education Students</p> <p>Monitor TAKS M, TAKS A and TAKS ALT to assess instruction for Special Education Students</p> <p>Provide training and support to fully implement Response to Intervention (RTI)</p>	<p>Principal, Counselor</p> <p>Principal, Counselor, Special Ed Director</p>	<p>Local funds</p> <p>Special Ed funds</p>	<p>Each Six Weeks or as needed</p> <p>August and January</p>	<p>Benchmark Tests</p> <p>Special Ed records</p>

G/T Students

Monitor revisions in G/T services for effectiveness.

GT Teacher

Local funds,
GT funds

All year

Program Records

Review all Teacher certifications for G/T and provide needed training

Curriculum Director

Local funds

As
Available

Staff development records

District Goal: # 3

The Lexington Community and Parents will become full partner in educational improvement.

Campus Goal:

The high school staff will become full partners in the educational improvement with the Lexington Community and Parents.

Performance Objective:

Establish Volunteer program

Establish Teacher/Parent relationships that foster effective communications.

Increase participation in Open House and Title programs.

Summative Evaluation:

Volunteer records, communication documentation

Strategy	Person(s) Responsible	Resource Allocation	Timeline	Formative Evaluation
Develop effective methods of communicating with parents and increasing parental involvement.	Principal, Teachers, Campus Committees	Local funds, Title funds	All Year	Campus Improvement Committee meeting minutes
Communicate effectively with Title I parents utilizing two planning meetings per year.	Special Programs Director	Local funds	Fall, Spring	Parental contact records
Expand Parent Volunteer Program – including training with the district volunteer coordinator	Principal	Local funds	On-Going	Meeting Records Participation Records
Each campus will provide transition information meetings for parents of children transitioning into Kindergarten, sixth, and ninth grade.	Principal, Teachers, Counselors	Local funds	Summer and Spring	Sign-in Sheets
Closely monitor attendance of each student and provide intervention for students with excessive absences.	Principal	Local	Daily	Attendance Records

APPENDIX A
Lexington ISD SCE
High School
2007-2008

Appropriations

Salaries	\$ 41,620
Contracted Services	0
Supplies	500
Other Operating Expenses	16,900
Capital Assets	0
Total	\$59,020

Assignments (Full Time Equivalents)

Teachers	
Aides	
Counselor	
Nurse	
Total	

State Board of Education Mission, Goals, and Objectives

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

The goals of public education are:

1. The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.
4. The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The objectives of public education are:

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

Lexington ISD
COMPREHENSIVE NEEDS ASSESSMENT

2007 – 2008

The Lexington Independent School District and Lexington High School conducted a comprehensive needs assessment based on AEIS data such as TAKS performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area, and objectives.

The needs assessment also consisted of identifying needs for all subject areas, grade levels, and each special program considering the six areas of decision making (planning, curriculum/instruction, staffing, staff development, school organization, budgeting) and through the Effective Schools Correlates (Instructional Leadership, Instructional Focus, High Expectations, School Climate, and Parental Involvement). District needs identified through surveys and PBMAS analysis were also considered.

District and campus improvement plans from the 2006-07 school year were reviewed and revised based on the achievement of specific goals and objectives. As a result, the 2007-08 district and campus improvement plans include all identified priority needs.

Summary:

1. Close the testing achievement gap between all groups accountable in the student populations.
2. Improve academic achievement of Special Education and At-Risk populations.
3. Implement RTI model for all campuses.
4. Update EOP, establish campus safety teams and provide safety training to each campus.
5. Continue the district's vertical alignment plan to ensure alignment among the written, taught, and tested curriculum.
6. Review/evaluate existing curriculum and make recommendations to the board.
7. Implement a structured benchmark- testing program to facilitate accelerated instruction efforts and pedagogical adjustments.
8. Establish a new job description for Curriculum Director and develop a profile for campus assistance.
9. Review staffing guidelines with the school board.

High School Data Indicators:

Reading/ELA

- There is a 26% achievement gap between African American and White Students.
- There is a 24% achievement gap between African American and White Students in Commended Achievement.
- There is a 29% achievement gap between Hispanic and White Students.
- There is a 29% achievement gap between Hispanic and White Students in Commended Achievement.
- There is a 17% achievement gap between Economically Disadvantaged and White Students.
- There is an 18% achievement gap between Economically Disadvantaged and White Students in Commended Achievement.
- Scores in all populations decreased from 2006 to 2007 except White Students in Commended Achievement.

Social Studies

- There is a 14% achievement gap between African American and White Students.
- There is a 12% achievement gap between African American and White Students in Commended Achievement.
- There is a 33% achievement gap between Hispanic and White Students.
- There is 37% achievement gap between Hispanic and White Students in Commended Achievement.
- There is a 16% achievement gap between Economically Disadvantaged and White Students.
- There is 17% achievement gap between Economically Disadvantaged and White Students in Commended Achievement.
- Scores decreased from 2006 to 2007 in Hispanic Students passing the test and in Commended Achievement.

Mathematics

- There is a 37% achievement gap between African American and White Students.
- There is a 13% achievement gap between African American and White Students in Commended Achievement.
- There is 28% achievement gap between Hispanic and White Students.
- There is a 13% achievement gap between Hispanic and White Students in Commended Achievement.
- There is a 32% achievement gap between Economically Disadvantaged and White Students.
- There is a 10% achievement gap between Economically Disadvantaged and White Students in Commended Achievement.
- Scores decreased from 2006 to 2007 in Hispanic and Economically Disadvantaged Students.

Science

- There is a 17% achievement gap between African American and White Students.
- There is a 11% achievement gap between African American and White Students in Commended Achievement.
- There is 47% achievement gap between Hispanic and White Students.
- There is a 11% achievement gap between Hispanic and White Students in Commended Achievement.
- There is a 29% achievement gap between Economically Disadvantaged and White Students.
- There is a 8% achievement gap between Economically Disadvantaged and White Students in Commended Achievement.
- Scores decreased from 2006 to 2007 for Hispanic and Economically Disadvantaged Students and for Commended Achievement in Hispanic and White Students.

Special Education

- 93% of all students met ARD expectations

Appendix B

Campus Improvement Plan on a Title I School wide Campus

The campus improvement plan of a school wide campus addresses the 10 components of a school wide program. PL 107-110 §1114(b)(2)

Title I, Part A – Ten Components	High School Campus Improvement Plan Page Number for Each of the Ten Components	Verified By High School Principal Date of Verification
(1) Comprehensive needs assessment of the entire school based on information that includes the achievement of children	Pages:	
(2) School wide reform strategies	Pages:	
(3) Instruction by highly qualified staff	Pages:	
(4) Opportunities for professional development	Pages:	
(5) Strategies for attracting highly qualified teachers	Pages:	
(6) Strategies to increase parental involvement	Pages:	
(7) Plans for assisting preschool children in the transition from early childhood programs	Pages:	
(8) Measures to include teachers in the decisions regarding the use of assessments	Pages:	
(10) Coordination of federal, state, and local services and programs and integration with the school wide program	Pages:	