

LUFKIN H S

Campus Improvement Plan

2022/2024



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DMAC Solutions ®

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Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

CEIC Committee Members

Name	Position
McManus, Julie	Principal
Bickley, Dana	Associate Principal
Neal, Harlan	Associate Principal
Lamb, Anna	Teacher - CEIC Member
Williamson, Karen	Math Teacher - CEIC Member
CONCHA, ASUCENA	LOTE Teacher - CEIC Member
Gorham, John	Science Teacher - CEIC Member
Gonzales, Holly	English Teacher - CEIC Member
SIMMONS, WINFRED	PE/Health Teacher - CEIC Member
Soderquist, April	Digital Learning Specialist
Steinheil, Jennifer	Sped. Teacher - CEIC Member
Tarbutton, Christine	SS Teacher - CEIC Member
Venegas, Amanda	Assistance Principal - SPED.
McCarroll, Jennifer	Assistant Principal - 504/EB
Stanley, Angela	Math Instructional Coach
Usher, Daniel	SS Instructional Coach
Willis, David	Science Instructional Coach
Currie, Erin	English Instructional Coach
Hicks, Nathan	Fine Arts Teacher
Rose, Ricky	Business Member
Brown, Jessica	Community Member
Mejia, Araceli	Parent Member

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Diversity among student population
Unity and school spirit and Opportunities for all students
Celebrations of student success
Diverse clubs and organizations
Increased opportunities to meet needs of diverse learners-ECHS, STEM, CTE Dual Credit, Cosmetology, Dental Assistant, Barber and Patient Care Tech

Demographics Weaknesses

Staff demographics more in line with student demographics
Low participation in Hispanic community

Demographics Needs

To increase staff demographics more in line with student demographics
To increase participation in Hispanic community

Demographics Summary

Decrease student discipline out of classroom placement actions
Increase advanced course enrollment of minority students
Spanish speaking paraprofessionals to assist with parent contact of Spanish speaking students
Make all students marketable for college/career

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

- AP students 50% score 3 or better (state 50%)
- Student certifications in IC3, Strata, MTA, MOS, CNA, OSHA,
- Celebrations/parades for student achievement
- Increased percent performing at master's level on STAAR EOC
- Scale score of of an A for CCMR Rating and Scale Score of an A for Graduation Rate
- Increased opportunities for Spec Ed students-VET, Special Olympics
- ECHS year 6 opportunity for students
- 2nd graduation ECHS class in 2023
- Lunch and Learn Tutoring available in all subjects
- Tutorials available for all students after the school day
- Increased number of students taking dual credit courses

Student Achievement Weaknesses

- Areas of state assessment that fall below the state average
- Low participation in ACT
- Attendance has decreased since COVID

Student Achievement Needs

- All subpopulations obtaining high standards on state assessments
- Increase in AP, SAT, ACT, TSI participation and performance
- Student attendance and truancy concerns

Student Achievement Summary

- Consistent bell to bell learning
- Continue to increase number of students performing on STAAR assessments at the meet and masters standard
- Increase academic outcomes for subpopulations including AA, ELL, Special Education, and Economically disadvantaged students
- Increase the number of implicit classes to meet the needs of below-level students - due to teacher shortage, implicit classes are currently not active

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

- Strong school traditions
- Staff development focused on departmental needs and student needs
- Supportive campus administration
- Accepting of diverse ideas and people
- New Counseling Center and Gear Up websites
- Celebrations of staff and students-pep rallies, parades, student of the month, college photos, employee of the month
- Use of Remind by clubs and organizations

School Culture and Climate Weaknesses

- Low use of library services
- Interior of the building is not visibly pleasing
- Students out of class and instructional time
- Dress code consistency

School Culture and Climate Needs

- Extend Library hours and increase student utilization of library including computer availability
- Interior of the building is not visibly pleasing
- Students out of class and developing a system to keep them from roaming the halls - we implemented EHall Pass in 22-23
- Dress code consistency - we've addressed dress code with the support of STUCO who purchased LHS Stuco sweatshirts for alternatives when students are out of dress code.

School Culture and Climate Summary

- Address facility needs - carpet removal, furniture needs
- Funds for teacher training-workshops and conferences of free choice

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- More training and accountability for the Panther Way and more Panther Way posters in halls/classrooms
- Campus signage for visitors
- Hall decorations/beautification
- Re-evaluate cell phone policy for the classroom - we've implemented a two step program, reducing the third step
- Re-evaluate dress code and enforcement

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Relevant training based on staff and student needs including beginning of the year conference
- Highly qualified teachers
- Support for new teachers-mentor program, new teacher academy
- 2023-2024 Calendar
- Region 7 Professional Development

Staff Quality, Recruitment and Retention Weaknesses

- Teacher pay
- Teacher retention and recruitment
 - Low stipend pay for teachers with masters degree
- Professional development in classroom management
- Campus organization, communication and morale
- School-wide pride and support for student needs

Staff Quality, Recruitment and Retention Needs

- To increase teacher pay to be competitive in the area
- To increase retention and recruit highly qualified teachers

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

- Sign on and retention bonus to address teacher pay
- Increase support for new teachers through New Teacher Academy and mentorships
- Maintain positive morale through positive teacher recognition and supportive relationships
- Provide needed training in classroom management for new teachers
- Provide support for teachers pursuing alternative certification and ESL certification

Staff Quality, Recruitment and Retention Summary

- Staff development focused on reading skills for all subjects
- Exploration of outside staff development resources for campus-wide trainings

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Teacher developed curriculum aligned with state TEKS
- Common lessons/assessments in core areas
- Curriculum and instruction is fluid and based on student needs
- Team Teaching
- Teacher knowledge of the academic history of each individual student
- Ongoing development of Teaching and Learning Framework
- Instructional Coach housed in each of the four core areas
- Course offerings in Dual Credit

Curriculum, Instruction and Assessment Weaknesses

- Due to additional dual credit courses, AP enrollment has decreased
- Due to teacher recruitment and hiring our class numbers have increased

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

- Decrease class sizes in core areas
- Increase enrollment of AP courses

Curriculum, Instruction and Assessment Summary

- Critical reading and writing skills in all classes
- Improve vertical alignment with middle school-focus area of language arts
- Utilize conference periods to maximize time and efficiency

Family and Community Involvement

Family and Community Involvement Strengths

- Use of social media such as Facebook, Twitter, website, Remind
- Booster club participation and support for activities and extracurricular
- Parent grade-level meetings, College Night, Meet the Teacher, !Educando y Celebrando!, Community Forums, STEM meetings, ECHS Induction Ceremony,PAAAS
- Acceptance of our growing diverse population

Family and Community Involvement Weaknesses

- Confusion between online calendar and school policies for students
- Address the need of a positive environment for teacher, parent, and student conferences

Family and Community Involvement Needs

- Update online calendar and school policies for parents to use
- Provide teacher training on how to cultivate a positive environment for teacher, parent, and student conferences

Comprehensive Needs Assessment

Family and Community Involvement Summary

- Increase community involvement at our campus
- Increase teacher to parent communication
- Updated and correct information in Skyward
- Increase Spanish speaking community attendance at events

School Context and Organization

School Context and Organization Strengths

- Increased input from CEIC committee
- Teachers are valued and involved in decision making
- Teaching and Learning Framework with consistent late work policy, dishonesty policy, expectations campus wide
- Utilization of google forms for organization
- CEIC Committee

School Context and Organization Weaknesses

- Inconsistent with classroom campus discipline plan
- Parent involvement with students' academic progress
- Lack of appeal in the building, flooring/carpeting, and painting

School Context and Organization Needs

- Consistency with discipline
- Tracking system for detention attendance
- Parent involvement with students' academic progress
- Maintenance and appeal of the building including replacement of furniture, handrails in stairwells, covered walk-way to Ag building, appealing decor

School Context and Organization Summary

Comprehensive Needs Assessment

- Facility needs addressed
- Resource Officers visibility
- Create campus personnel resources and contact list
- Create a stronger crisis management plan awareness and post in classrooms along with emergency operation plan

Technology

Technology Strengths

- Increased use of technology
- BYOD policy working well
- Digital Learning Specialist on campus
- Teacher laptops
- Updated google classrooms or blackboards
- Development of digital leadership team
- One Byte Newsletter with quick tips and pressing news/updates
- Go Guardian
- Technology
- Development of Technology team

Technology Weaknesses

- Low internet access in parts of the building
- Departments with a low number of computer carts/devices

Technology Needs

- To increase access in all parts of the building
- Need additional carts for all departments
- Offer community/parent training to help communication, common tech tools, and safety/strong digital citizenship practices

Comprehensive Needs Assessment

Technology Summary

- Computer carts for every core teacher to house set of laptops to a 1:1 on campus
- Designated time to address online safety and digital citizenship with students

Other

Resources

Resource	Source
Perkins	Federal
Title III Bilingual / ESL	Federal
Local Funds	Local
Activity Funds	Other
State Compensatory	State

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Goal 1. Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders will provide support and training to teachers to build capacity for implementing content-specific best practices that are research-based and increase the delivery of rigorous instruction. (Target Group: All)	Instructional Coach, Principal, Teacher(s)	May 22, 2024	(F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Professional development and PLC agendas and sign in sheets, lesson plans, coaching notes and student assessment data
2. Campus instructional leaders will provide training, resources and strategies to teachers to enhance the inclusion and support of students in special population groups. (Target Group: All)	Directors, Instructional Coach, Special Ed Teachers, Teacher(s)	May 22, 2024	(F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: Lesson plans, student data tracking documentation, professional development training agendas and sign in sheets
3. Campus instructional leaders will build teacher capacity through observation and feedback cycles which include student data analysis, focused goal-setting, modeling and follow-up. (Target Group: All)	Assistant Principal(s), Directors, Instructional Coach, Teacher(s)	May 22, 2024	(O)N/A	Criteria: Team planning meeting agendas and sign in sheets, coaching feedback logs, TTESS goals and evidence
4. Campus instructional leaders will support data-driven instructional practices through the disaggregation and analysis of student data, campus PLCs to address learning needs, goal-setting conversations and the creation of plans to address student misunderstandings. (Target Group: All)	Assistant Principal(s), Directors, Instructional Coach, Teacher(s)	May 22, 2024	(O)N/A	Criteria: student data profile sheets, PLC agendas and sign in sheets, teacher, team and campus data meetings
5. High-quality, aligned and research-based instructional materials will be selected, developed and utilized by teachers and campus instructional leaders. (Target Group: All)	Directors, Instructional Coach, Principal, Teacher(s)	May 22, 2024	(F)Title III Bilingual / ESL, (L)Local Funds, (S)State Compensatory	Criteria: classroom curriculum and instructional materials, lesson plans, student performance data, textbook committee feedback and documentation, vertical alignment team agenda
6. Demonstrate sustained growth in student academic achievement. (Target Group: All)	Assistant Principal(s), Counselor(s), Directors, GEAR	May 22, 2024	(F)GEAR UP Funding, (F)Perkins, (F)Title III Bilingual /	Criteria: Local and state assessment data and student

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Goal 1. Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
	UP Staff, Instructional Coach, Paraprofessional(s), Principal, Social Worker, Teacher(s)		ESL, (L)Local Funds, (O)Activity Funds, (S)State Compensatory	growth trends.

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Goal 1. Demonstrate sustained growth in student academic achievement

Objective 2. Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance will be monitored daily and messages to parents will be sent home via Remind and/or phone to notify parents of missed classes. (Target Group: All)	Assistant Principal(s), Social Worker	May 22, 2024	(O)N/A	Criteria: Student attendance rate, grades and documentation of calls/home visits
2. Provide incentives for student achievement and attendance to motivate student success. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	May 22, 2024	(L)Local Funds, (O)Activity Funds	Criteria: student incentive lists, student attendance records, grades
3. Use a "wraparound" approach to support students and families with attendance concerns with assistance and communication from the campus at risk coordinator, counselors, district social worker, grade level principals and instructional leaders. (Target Group: All)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Principal, School Nurse, Social Worker, Teacher(s)	May 22, 2024	(O)N/A	Criteria: student attendance records, grades, discipline referrals, parent communication logs

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Goal 1. Demonstrate sustained growth in student academic achievement

Objective 3. Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. State and federal accountability requirements will be met, with a minimum of 95% of all students completed within five years of beginning high school and a drop out rate of less than 1%. (Target Group: All)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	May 22, 2024	(O)N/A	Criteria: Graduation rate, CCMR data, grades, student achievement data
2. Increase the percentage of students taking advanced/advanced placement/university prep and dual credit courses. (Target Group: All)	Counselor(s), Teacher(s)	May 22, 2024	(O)N/A	Criteria: student course registration data, DC enrollment, grades, student achievement data
3. Increase the percentage of students achieving college readiness through SAT/ACT average, advanced placement participation and performance, dual credit and articulated credit enrolled and credit earned, and performance on state assessments. (Target Group: All)	Assistant Principal(s), Counselor(s), Directors, GEAR UP Staff, Principal, Teacher(s)	May 22, 2024	(F)GEAR UP Funding, (L)Local Funds, (S)State Compensatory	Criteria: student achievement data, dual credit enrollment and credit earned reports, SAT/ACT scores

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Goal 2. Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor comprehensive security measures including locked exterior doors, secured access points, camera surveillance systems and continuous communication between campus administrators and LISD police. (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	May 22, 2024	(O)N/A	Criteria: Door sweep logs, threat assessments, security audits etc.
2. Develop, practice and monitor emergency protocols including monthly safety drills, emergency procedures and contacts and campus emergency operations plan. (Target Group: All)	Assistant Principal(s), Principal, SRO Officer, Teacher(s)	May 22, 2024	(O)N/A	Criteria: Documentation of completed safety drills, emergency operations meeting agendas and training logs

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Goal 2. Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish clear behavioral expectations for all areas of the campus through the development and implementation of The Panther Way, which emphasize positive behavior. (Target Group: All)	Assistant Principal(s), Behavior Paraprofessional, Paraprofessional(s), Principal, Teacher(s)	May 22, 2024	(O)Activity Funds	Criteria: student discipline data, threat assessments, teacher walk through data, student achievement data
2. Establish and ensure that all staff and students understand the system of incentives for positive school behavior (i.e. The Panther Way) and consequences (7-Step Discipline Plan) and implement these systems with consistency and fidelity (Target Group: All)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Principal, Teacher(s)	May 22, 2024	(L)Local Funds, (O)Activity Funds	Criteria: Discipline referrals, tardy and e-hall pass reports, ISS, OSS and ACE placement records, student incentive reports, detention lists

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Goal 2. Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School counselors and success coaches will work with students individually and through classroom guidance lessons to teach social-emotional learning. Mental health resources will be made available and support will be provided through school counseling and referrals to outside mental health supports. (Target Group: All)	Counselor(s), Teacher(s)	May 22, 2024	(L)Local Funds, (S)State Compensatory	Criteria: student discipline data, threat assessments, counseling logs, counselor referrals, classroom guidance schedule and lesson plans

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Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for student participation in extra-curricular activities and student organizations including clubs and student council. (Target Group: All)	Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)	May 22, 2024	(F)Perkins, (L)Local Funds	Criteria: Enrichment schedule, club rosters, student grades and discipline referrals, sign in sheets, student engagement

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Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Consistent communication will be established with all students and parents via multiple media outlets including email, Skyward, Remind, social media groups, Rise Vision TVs around campus, Panther Growls newsletter, daily announcements, phone, Panther News videos and the LHS/LISD website. (Target Group: All)	Principal, Teacher(s)	May 22, 2024	(O)N/A	Criteria: communication records, phone logs, remind messages, skyward messages, emails and website records
2. Family and parent engagement events will be held throughout the year to encourage involvement in education including Meet the Teacher, College Night, sporting events, award and presentation ceremonies, transition meetings, Gear Up opportunities and extracurricular parent meetings. (Target Group: All)	GEAR UP Staff, Principal, Teacher(s)	May 22, 2024	(F)GEAR UP Funding, (L)Local Funds, (O)Activity Funds, (S)State Compensatory	Criteria: LHS campus calendar, sign in sheets, agendas, parent meeting records, digital and print communication

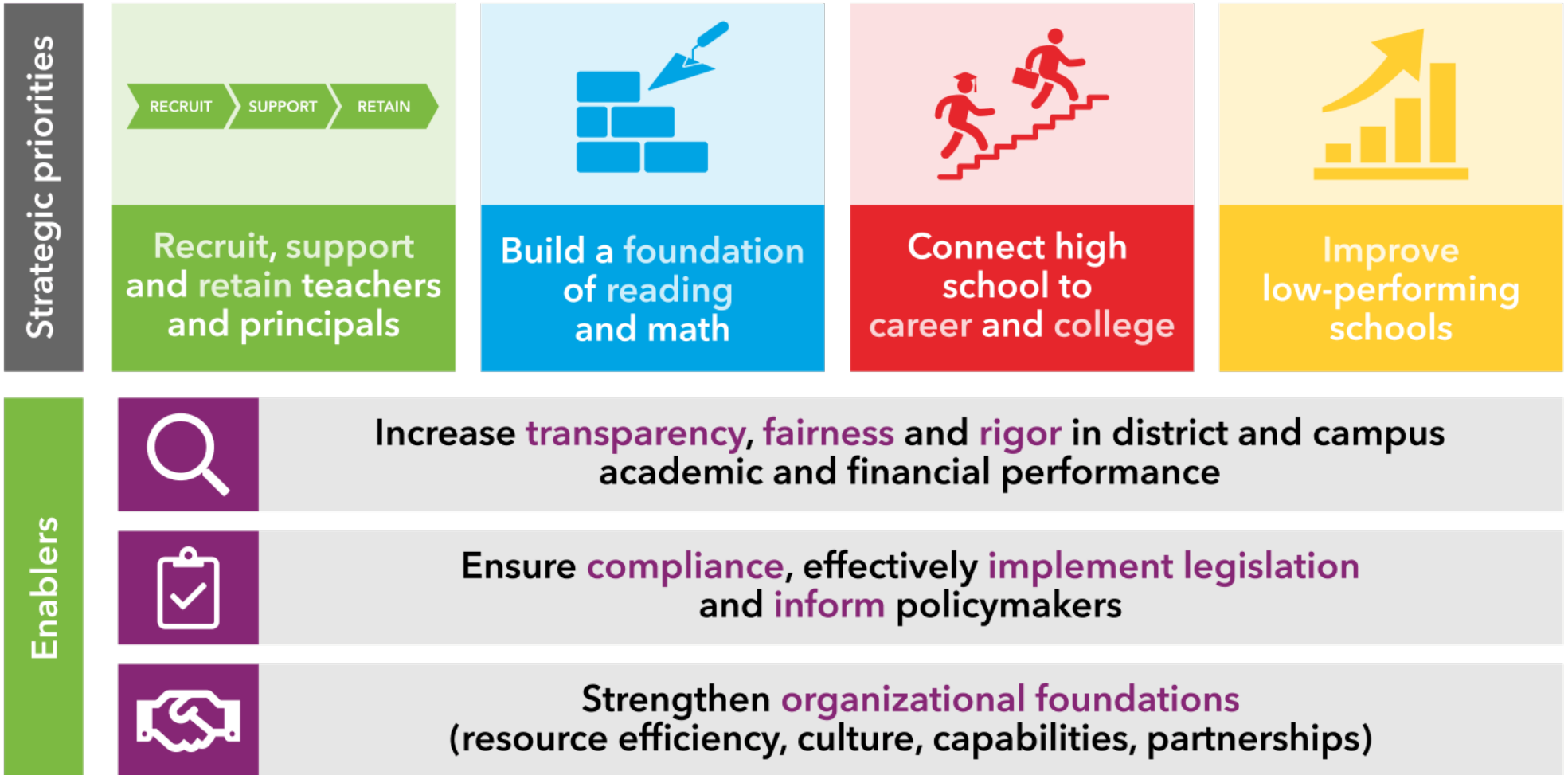
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Goal 3. Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will participate in team planning and collaboration as well as PLCs that are pertinent to their area of instruction. (Target Group: All)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	May 22, 2024	(O)N/A	Criteria: professional development agendas and sign in sheets, PLC and department meeting agendas and sign in sheets, student instruction
2. New teachers will be partnered with experienced teachers who will serve as mentors to provide coaching and assistance with campus expectations. New teachers will also participate in a New Teacher Academy which will provide pertinent information and staff development. (Target Group: All)	Instructional Coach, Principal, Teacher(s)	May 22, 2024	(O)N/A	Criteria: New teacher training agendas and sign in sheets, mentor rosters and coaching notes, teacher retention data

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*