

Lackland Independent School District

Lackland Elementary

2020-2021 Campus Improvement Plan



LACKLAND
Independent School District

Mission Statement

Lackland ISD empowers students to construct successful futures.

Vision

The Premier leader in educational excellence.

Core Beliefs

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

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

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

We believe education is a shared partnership.

We believe in effective communication in a respectful environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Teacher Demographics

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

Student Demographics / Year	AA	H	W	Amer. Indian	Asian	Pacific Islander	2+	Eco. Dis	ELL	At-Risk		GT	CTE	SPED
2013	10.1	18.0	71.9	0	0	0	0	20.8	79.2					
Teacher Experience	Beg.	1-5	6-10	11-20	Over 20	AVG. Exp.	AVG. With District		No Degree	Bachelors	Masters		Doc.	
2020									0					
2019	4.0	19.9	24.9	33.3	20.2	12.4	6.5		0	61.3	38.7		0	
2018	1.2	17.5	25.3	29.	24.6	13.6	7.9		0	63.4	36.6		0	
2017	1.2	25.8	19.0	27.6	26.4	14.0	8.6		0	62.8	37.2		0	
2016	2.6	22.9	17.5	28.9	28.2	14.6	9.5		0	61.8	38.2		0	
2015	3.9	24.6	9.5	34.8	27.2	14.3	9.3		0	68.0	32.		0	
2014	2.7	23.1	16.6	29.2	28.4	14.0	9.1		0	69.5	30.5		0	
2013	6.3	17.7	22.7	28.7	24.6	13.4	8.3		0	68.4	31.6		0	

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

Drop Out Prevention Data

Class of 2019	State	District	AA	H	W	AI	A	PI	2 or More	Sp. Ed.	Eco. D	ELL
Graduated												
Received GED												
Continued HS												

Class of 2019	State	District	AA	H	W	AI	A	PI	2 or More	Sp. Ed.	Eco. D	ELL
Dropped Out												
Class of 2018	State	District	AA	H	W	AI	A	PI	2 or MORE	Sp. Ed	Eco. D	ELL
Graduated	90	97.5	100	100	100	-	-	*	80	*	100	*
Received GED	.4	.0	0	0	0	-	-	*	0	*	0	*
Continued HS	3.8	2.5	0	0	0	-	-	*	20	*	0	*
Dropped Out	5.7	0	0	0	0	-	-	*	0	*	0	*
Class of 2017	State	District	AA	H	W	AI	A	PI	2 OR MORE	SP. Ed.	Eco. D	ELL
Graduated	89.7	97.3	100	100	93.3	-	*	-	100	100	83.3	-
Received GED	.4	0	0	0	0	-	*	-	0	0	0	-
Continued HS	4.	0	0	0	0	-	*	-	0	0	0	-
Dropped Out	5.9	2.7	0	0	6.7	-	*	-	0	0	16.7	-
Class of 2016	State	District	AA	H	W	AI	A	PI	2 or More Races	Sp. Ed.	Eco. D	ELL
Graduated	89.10%	97.20%	100%	100%	93.30%	-	*	*	*	*	100%	-
Received GED	0.50%	0%	0%	0%	0%	-	*	*	*	*	0%	-
Continued HS	4.20%	2.80%	0%	0%	6.70%	-	*	*	*	*	0%	-
Dropped Out	6.20%	0.00%	0%	0%	0%	-	*	*	*	*	0%	-
Class of 2015	State	District	AA	H	W	AI	A	PI	2 or More Races	Sp. Ed.	Eco.D	ELL
Graduated	89.00%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%
Received GED	0.60%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Continued HS	4.10%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Dropped Out	6.30%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Class of 2014	State	District	AA	H	W	AI	A	PI	2 or More Races	Sp. Ed.	Eco.D	ELL
Graduated	88.30%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%
Received GED	0.80%	0%	0%	0%	0%	*	*	*	0%	*	*	*
Continued HS	4.30%	0%	0%	0%	0%	*	*	*	0%	*	*	*

Class of 2019	State	District	AA	H	W	AI	A	PI	2 or More	Sp. Ed.	Eco. D	ELL
Dropped Out	6.60%	0%	0%	0%	0%	*	*	*	0%	*	*	*

Demographics Strengths

Demographic data reflects the following strengths:

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

Lackland ISD District Summary TAPR Data - Approaches and Above

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

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

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

District Equity Analysis

Student Progress Measures

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

2018-19 District Progress and 2017

At Expected or Accelerated level	2019	55%	53%	51%	45%	50%	52%	40%
	2018	59%	57%	57%	50%	57%	56%	55%
Grade 4 Mathematics								
At Expected or Accelerated level	2019	59%	56%	71%	82%	50%	77%	67%
	2018	59%	56%	83%	50%	93%	88%	82%
Grade 5 ELA/Reading								
At Expected or Accelerated level	2019	77%	77%	85%	86%	87%	84%	70%
	2018	76%	76%	64%	50%	79%	61%	56%
Grade 5 Mathematics								
At Expected or Accelerated level	2019	79%	80%	74%	57%	74%	79%	60%
	2018	76%	79%	57%	60%	64%	54%	67%
Grade 6 ELA/Reading								
At Expected or Accelerated level	2019	36%	34%	39%	56%	25%	48%	57%
	2018	41%	41%	57%	40%	53%	67%	50%
Grade 6 Mathematics								
At Expected or Accelerated level	2019	47%	43%	82%	67%	70%	93%	71%
	2018	48%	44%	63%	50%	75%	50%	75%
Grade 7 ELA/Reading								
At Expected or Accelerated level	2019	73%	72%	63%	45%	50%	79%	33%
	2018	72%	71%	67%	54%	92%	67%	60%
Grade 7 Mathematics								
At Expected or Accelerated level	2019	55%	54%	48%	50%	42%	50%	67%
	2018	61%	62%	65%	38%	77%	72%	67%
Grade 8 ELA/Reading								
At Expected or Accelerated level	2019	72%	72%	67%	67%	38%	73%	67%
	2018	74%	74%	76%	75%	85%	72%	71%

2018-19 District Progress and 2017

Grade 8 Mathematics

At Expected or Accelerated level	2019	80%	77%	76%	67%	79%	81%	58%
	2018	76%	75%	89%	92%	91%	83%	85%

End of Course English II

At Expected or Accelerated level	2019	60%	59%	54%	80%	36%	64%	*
	2018	58%	56%	90%	60%	91%	100%	89%

End of Course Algebra I

At Expected or Accelerated level	2019	67%	65%	83%	50%	100%	93%	88%
	2018	62%	60%	76%	*	100%	82%	100%

All Grades Both Subjects

At Expected or Accelerated level	2019	63%	62%	66%	62%	59%	72%	60%
	2018	63%	63%	69%	56%	77%	69%	68%
	2017	61	60	63	62	60	66	63

All Grades ELA/Reading

At Expected or Accelerated level	2019	62%	61%	60%	60%	51%	64%	53%
	2018	63%	63%	67%	55%	74%	67%	62%
	2017	59	59	65	66	55	70	68
	2017-E	59	65	77	95	62	80	84
	2017-S	59	65	58	53	49	64	57

All Grades Mathematics

At Expected or Accelerated level	2019	64%	62%	73%	64%	67%	81%	67%
	2018	63%	62%	71%	56%	81%	71%	76%
	2017	64	61	62	58	65	62	59
	2017-E	64	62	85	85	86	82	89
	2017-S	64	62	49	46	52	49	43

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

Instructional

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

Curricular

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

Co-curricular

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

Transitional Supports

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

- Fifth-grade students participated in transition activities.

Discipline

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

Personnel

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

Organizational

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

Administrative

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

School Processes & Programs Strengths

Instructional

- Overall student outcomes are significantly above the state average.
- Instructional and technology coaches support curriculum alignment and the implementation of best practices.
- Teachers provide opportunities for students to receive extra support during before and after school tutoring sessions.

Curricular

- Over 85% of teachers are scoring at proficient or above on the T-TESS evaluation dimensions.
- Teachers incorporate a variety of strategies to support student success.

- The secondary campus offers more opportunities for advanced academic learning through pre-advanced placement course offerings.
- Course offerings at both campuses have been expanded to support campus needs. These include pre-advanced placement courses, technology applications, advanced placement courses, CTE culinary arts and robotics courses, and counseling rotations.

Co-Curricular

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

Transitional Supports

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

Discipline

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

Personnel

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

Organizational

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

Administrative

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

Priority Problem Statements

Problem Statement 1: Equity Analysis: Recognized gap in student progress for and between demographic sub-populations is increasing and inconsistent.

Root Cause 1: Greater focus on measures related to student progress for the individual student and collective demographic is needed.

Problem Statement 1 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PESS data










Goals








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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop and implement a comprehensive professional development plan to strengthen approaches to the use of the LMS. Strategy's Expected Result/Impact: Teachers prove to be more competent in using Canvas. Staff Responsible for Monitoring: Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and implement professional development to support teacher proficiency with asynchronous instruction. Strategy's Expected Result/Impact: Increase teacher ability to engage students and maximize student progress on curriculum activities. Staff Responsible for Monitoring: Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	Formative		
	Jan	May	Sept
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Evaluate participant feedback to redesign professional development offerings as appropriate. Strategy's Expected Result/Impact: Improved professional development and student outcomes. Staff Responsible for Monitoring: Asst. Superintendent for Curriculum and Instruction Director of Technology Principals	Formative		
	Jan	May	Sept
			











Strategy 4 Details	Formative Reviews		
Strategy 4: Support teacher development in the science of teaching reading through Kindergarten - Third-grade teachers and administrator completion of required reading academies. Strategy's Expected Result/Impact: Improved student reading performance and 100% completion by 2023. Staff Responsible for Monitoring: Assistant Superintendent Administrators	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Artifacts of communications such as the e-newsletter, publications, public forums, etc.

Summative Evaluation: Significant progress made toward meeting Objective

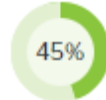






Strategy 1 Details	Formative Reviews		
Strategy 1: Continue the use of the e-newsletter, digital signage, and school messenger to keep members of the learning organization informed. Strategy's Expected Result/Impact: Members of the learning organization remain informed of current and future events. Communication concerns evident in surveys are mitigated. Staff Responsible for Monitoring: Superintendent Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to use town hall meetings and messages from the superintendent to communicate district updates. Strategy's Expected Result/Impact: Parent surveys and other feedback indicate increased awareness of district happenings and plans to address concerns. Staff Responsible for Monitoring: Cabinet Members	Formative		
	Jan	May	Sept
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: Documentation (PD plans, calendars, attendance reports) related to collaboration, design, and construction of authentic assessments using the LMS.

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development opportunities to support the use of authentic assessments embedded within the LMS and to evaluate assessment alignment with the taught curriculum. Strategy's Expected Result/Impact: Improved alignment and varied methods for evaluating student learning. Staff Responsible for Monitoring: Asst. Superintendent for Curriculum & Instruction Director of Technology Principals	Formative		
	Jan	May	Sept
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: Accountability ratings

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Use interim performance data to inform district-wide instructional focus to ensure we meet or exceed grade level and mastery performance bands for all state accountability domains. Strategy's Expected Result/Impact: Information gained from interim performance assessments and college readiness assessments will be used to support core curriculum and intervention strategies. Staff Responsible for Monitoring: Assistant Superintendent for Curr. & Inst. Principals Facilitators	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use summative performance data to assess the effectiveness of instructional programs. (Effective Teaching definition includes being proficient and above in all dimensions and closing the achievement gap among sub-populations). Strategy's Expected Result/Impact: Assessment data and annual needs assessments will inform program structure. Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction Principals Special Program Facilitators	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Quarterly data analysis

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Use interim performance data to inform district-wide instructional strategies to support special populations' performance and progress. Strategy's Expected Result/Impact: Program revisions will occur to support student needs throughout the year. Staff Responsible for Monitoring: Asst. Superintendent for Curriculum & Instruction Principals Comprehensive Support Strategy	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze student benchmark performance to monitor progress and existing achievement gaps between sub-populations (White and Hispanic and African American and White and economically and non-economically disadvantaged). Strategy's Expected Result/Impact: Increased awareness by instructional staff of supports required for student success, how to implement them, and monitor progress. Staff Responsible for Monitoring: Asst. Superintendent for Curriculum & Instruction Principals Comprehensive Support Strategy	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Overall District STAAR performance will sustain or increase for approaches, meets, and masters for all student groups to support an increase in the overall domain score. (SP G3 SR 5)

Evaluation Data Sources: Interim benchmarks and STAAR.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Interim benchmarks and STAAR to measure student performance on these bands. Strategy's Expected Result/Impact: Increase in student performance. Staff Responsible for Monitoring: Principals	Formative		
	Jan	May	Sept
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			








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

Performance Objective 4: NEW: Overall District STAAR performance will sustain or increase student progress measures to decrease equity gaps between sub-populations (African American and White, Hispanic and White, and Economically disadvantaged and non-economically disadvantaged) to less than 10%. (SP G3 SR 6)

Targeted or ESF High Priority

Evaluation Data Sources: Increase in the number of students who make progress and decrease in identified equity gaps (African American and White, Hispanic and White, and Economically disadvantaged and non-economically disadvantaged) to less than 10%.

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Disaggregate benchmark and interim assessment data to determine student progress indicators as on, below, or beyond targeted progress. Strategy's Expected Result/Impact: Increased student annual progress and diminished progress gaps between sub-populations. Staff Responsible for Monitoring: Instructional Coaches Administrators	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Implement a supportive system that encourages teacher leadership and innovative teaching and learning. (SP G4, SR 2)

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

Summative Evaluation: Some progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Continue available stipends for teacher leadership activities and the development of asynchronous teaching videos. Strategy's Expected Result/Impact: Promote teacher engagement in leadership opportunities and increase resource bank of teaching videos. Staff Responsible for Monitoring: Cabinet Instructional Coaches.	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide guidelines and opportunities to receive district-level innovation grants. Strategy's Expected Result/Impact: Teachers will create new experiences for students and each other. Increased opportunities for student engagement in innovative practices. Staff Responsible for Monitoring: Cabinet	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Calendar of morale boosting activities and staff feedback.

Summative Evaluation: Exceeded Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Evaluate strengths and weaknesses from climate surveys and mitigate negative trends. Strategy's Expected Result/Impact: Climate survey to inform learning organization activities. Improved survey results. Staff Responsible for Monitoring: Superintendent Cabinet	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement morale-boosting activities quarterly and identify ways to mitigate social-emotional deficits related to the pandemic. Strategy's Expected Result/Impact: Activities implemented to increase staff sense of belonging. Staff Responsible for Monitoring: Cabinet	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Promote engaging, relevant, and meaningful learning opportunities. (SP G5, SR 3)

Evaluation Data Sources: Teacher performance on dimensions 2.4 and Domain 3 of T-TESS. Student endorsements and certifications.

Summative Evaluation: Significant progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize available technological resources such as social media and the learning management system to share accolades related to engaging teaching and learning. Strategy's Expected Result/Impact: Teachers engage more deeply with each other to try and celebrate new instructional strategies. Staff Responsible for Monitoring: Instructional Staff Technology Department Funding Sources: Continued Training - DOD Supp (195)	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Increase the percentage of students participating in at least one extracurricular activity by increasing the number of available opportunities.

Evaluation Data Sources: Baseline participation data to increase by 10%. Student participation logs. Continue to record baseline data due to virtual instruction.

Summative Evaluation: Met Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the number of student participants in each extra-curricular activity either face to face or virtual. Strategy's Expected Result/Impact: Increase in the number of student participants. Increased reports of a sense of belonging. Staff Responsible for Monitoring: Campus Principals	Formative		
	Jan	May	Sept
	 0%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Enhance community awareness across the district by informing families about educational and cultural events and opportunities in the extended area. (SP G6, SR 3)

Evaluation Data Sources: Information for families is evident on the district website.

Summative Evaluation: Some progress made toward meeting Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Inform families of educational opportunities through the e-newsletter and district website. Strategy's Expected Result/Impact: eNewsletter Staff Responsible for Monitoring: Principals	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Revise and implement parent engagement strategies using special program's toolkits.	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: Statistical analysis of utilization reports.

Summative Evaluation: Significant progress made toward meeting Objective











Strategy 1 Details	Formative Reviews		
Strategy 1: Engage students in developing videos and instructional tools to support academic growth. Strategy's Expected Result/Impact: Increased bank of instructional supports for students and their peers. Staff Responsible for Monitoring: Instructional technologists	Formative		
	Jan	May	Sept
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

Evaluation Data Sources: Documentation of offerings related to technology use.

Summative Evaluation: Met Objective








Strategy 1 Details	Formative Reviews		
Strategy 1: Provide Let's Talk Events to share information. Strategy's Expected Result/Impact: Increased parent engagement Staff Responsible for Monitoring: Technology Department and Instructional Technologist	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase opportunities for parents to learn how to utilize technologies in the remote teaching environment. Strategy's Expected Result/Impact: Increased student engagement. Staff Responsible for Monitoring: Technology Department and Instructional Technologist.	Formative		
	Jan	May	Sept
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective













Strategy 1 Details	Formative Reviews		
Strategy 1: Redesign plan to build teacher expertise in the use of the Learning Management System to increase student engagement and progress. Strategy's Expected Result/Impact: Increased parent use and communication. Staff Responsible for Monitoring: Director of technology.	Formative		
	Jan	May	Sept
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			














Goal 8: We will comply with state and federal requirements.

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

Evaluation Data Sources: The district will have met 100% of compliance standards.

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide intervention services for all student groups through RtI. (At-Risk, Title I, Dyslexia, SSI) Strategy's Expected Result/Impact: RtI scheduled within master schedule Staff Responsible for Monitoring: Principals	Formative		
	Jan	May	Sept
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Engage teachers and staff in trauma-informed care training to support mental health needs. Strategy's Expected Result/Impact: Professional Development Plan. Staff Responsible for Monitoring: Social-Emotional Support Team Asst. Superintendent	Formative		
	Jan	May	Sept
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide drug and violence prevention training to students and provide information on reporting procedures. Strategy's Expected Result/Impact: Training and procedures implemented Staff Responsible for Monitoring: Principals	Formative		
	Jan	May	Sept
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Monitor and intervene with students in at-risk situations including homelessness. Strategy's Expected Result/Impact: Support services provided as appropriate Staff Responsible for Monitoring: Counselors, Homeless Liaison	Formative		
	Jan	May	Sept
			

Strategy 5 Details	Formative Reviews		
Strategy 5: Monitor and evaluate student attendance and progress quarterly. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Principals	Formative		
	Jan	May	Sept
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Implement and inform students and staff of procedures for the prevention, identification, and response to harassment, aggression, bullying, abuse, and dating violence. Strategy's Expected Result/Impact: Procedures implemented Staff Responsible for Monitoring: Principals, Counselors	Formative		
	Jan	May	Sept
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide training to staff when appropriate on behavior support strategies for students with disabilities. Strategy's Expected Result/Impact: Training provided as appropriate Staff Responsible for Monitoring: Special Education Coordinator	Formative		
	Jan	May	Sept
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Lackland Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119-00-101-1-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$39,762.53
199-11-6119-00-101-1-34-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$140,956.46
211-11-6119-00-101-1-24-0-00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$59,318.70
199-11-6141-00-101-1-24-0-00	6141 Social Security/Medicare	\$3,327.77
199-11-6141-00-101-1-34-0-00	6141 Social Security/Medicare	\$10,559.75
211-11-6141-00-101-1-24-0-00	6141 Social Security/Medicare	\$4,503.99
199-11-6142-00-101-1-24-0-00	6142 Group Health and Life Insurance	\$3,882.64
199-11-6142-00-101-1-34-0-00	6142 Group Health and Life Insurance	\$12,986.88
211-11-6142-00-101-1-24-0-00	6142 Group Health and Life Insurance	\$6,449.28
199-11-6143-00-101-1-24-0-00	6143 Workers' Compensation	\$200.76
199-11-6143-00-101-1-34-0-00	6143 Workers' Compensation	\$721.80
211-11-6143-00-101-1-24-0-00	6143 Workers' Compensation	\$334.80
199-11-6144-00-101-1-24-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,401.96
199-11-6144-00-101-1-34-0-00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$12,236.70
199-11-6146-00-101-1-24-0-00	6146 Teacher Retirement/TRS Care	\$1,447.99
199-11-6146-00-101-1-34-0-00	6146 Teacher Retirement/TRS Care	\$3,291.04
211-11-6146-00-101-1-24-0-00	6146 Teacher Retirement/TRS Care	\$5,635.23
6100 Subtotal:		\$309,018.28

Personnel for Lackland Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Archibald	Prekindergarten Teacher	State Compensatory Education	.50
A. Winter	Elementary Special Education	State Compensatory Education	.10
J. Sewell	Elementary Special Education	State Compensatory Education	.10
M. Compton	Elementary Special Education	State Compensatory Education	.10
M. Friday	Elementary Special Education	State Compensatory Education	.10
M. Thompson	Elementary Special Education	State Compensatory Education	.10
P. Morris	Elementary Special Education	State Compensatory Education	.10
R. Lozano	Kindergarten Teacher	State Compensatory Education	.10
S. Boyd	Title I Intervention/Instructional Coach	State Compensatory Education	1.0
T. Heineman	Prekindergarten	State Compensatory Education	.50

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Boyd, S.	Teacher	Title I	1.

Campus Funding Summary

DOD Supp (195)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Continued Training		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

LACKLAND ELEMENTARY TITLE I MEETING - FALL

School Year 2020-2021

AGENDA

- ✖ What is Title I?
- ✖ Supplement vs Supplant
- ✖ Targeted Assistance Program & Goals
- ✖ Military Student Transition Consultant
- ✖ Questions

WHAT IS TITLE I?

- ✖ Title I is a federally-funded program that provides resources to help improve education quality.
- ✖ Title I funds and services are meant to supplement, not supplant, services already in place.

SUPPLEMENT VS SUPPLANT

- ✘ Federal funds must supplement – add to, enhance, expand, increase, extend – the programs and services offered with state and local funds.
- ✘ Federal funds are not to be used to supplant – take the place of, replace – the state and local funds used to offer those programs and services.

TARGETED ASSISTANCE PROGRAM

- ✖ Utilizes effective instructional strategies that are research-based.
- ✖ Services students who are failing, or most at risk of failing.
- ✖ Supports students' achievement toward meeting the state's student academic performance standards.

WHAT DOES IT LOOK LIKE?

- ✘ Majority of services are rendered through “push-in”.
- ✘ Supplements the intervention program already in place.
- ✘ Continuing the 2019-2020 goals in place.

MSTC

Military Student Transition Consultant- helps Lackland ISD military connected students in different ways:

- ✘ Assist with enrollment and registration
- ✘ Coordination of resources and support for all students
- ✘ Disseminating information to parents, teachers, students, and community members through a S'mores newsletter weekly

MSTC

- ✖ Support College and Career Readiness
- ✖ Available for military parents to contact for guidance and support
- ✖ Provide direct interaction with military connected students, for example through groups and guidance lessons.

QUESTIONS?

CONTACT INFORMATION

- ✘ Dr. Tonya Hyde, Assistant Superintendent
hyde.t@lacklandisd.net
(210)357-5003
- ✘ Mrs. Terry Leija, Elementary Principal
leija.t@lacklandisd.net
(210)357-5051
- ✘ Dr. Salma Boyd, Elementary Campus Interventionist
boyd.s@lacklandisd.net
(210) 357-5157
- ✘ Mrs. Juazzelyn Barrera, Military Student Transition Consultant
barrera.j@lacklandisd.net
(210)357-5113

Information in the presentation is summarized from the *Texas Education Agency* or TEA



LACKLAND
Independent School District

Dr. Burnie L. Roper, Superintendent
Office: 210-357-5002

Dr. Tonya Hyde, Assistant Superintendent for C&I
Office: 210-357-5003

Mrs. Rebecca Estrada, Chief Financial Officer
Office: 210-357-5005

Mr. Alfredo Concha, Director of Operations
Office: 210-357-5019

Dr. R. Kyle Jones, Director of Technology
Office: 210-357-5004

**STATEMENT OF EXEMPTION
2020-2021**

**Lackland Independent School District
Every Student Succeeds Act (ESSA)
Title I Supplement/Not Supplant Compliance Requirement**

Under ESSA Title I, Part A, the LEA must either demonstrate a Supplement/Not Supplant Methodology used to allocate State and Local funds to campuses and that the allocation process is equitable, or have a Statement of Exemption.

**Title I Part Statute:
Section 1118(b) (1)**

All LEA shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

TEA Guidance on Supplement/Not Supplant

Based on TEA guidance, districts that have one campus per campus category with no duplication of grades, will not be required to demonstrate a methodology for Supplement/Not Supplant.

Statement of Exemption

Lackland ISD will not be required to demonstrate a methodology for Supplement/Not Supplant because the district has two campuses with no duplication of grades or campus categories.

- Lackland Elementary School Grades PK - 5
- Stacey Jr./Sr. High School Grades 6-12

Burnie L. Roper

Printed Name of Authorized Official

Burnie Roper

Signature of Authorized Official

Superintendent

Title

7-1-2021

Date

The LEA must maintain this completed Statement of Exemption on file, subject to request by an auditor or by TEA staff.

Lackland ISD – Lackland Elementary

Parent-School Compact

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

This Parent-School Compact is in effect during the 2020-2021 school year.

****Some events have been noted as virtual, other face-to-face events were cancelled due to the COVID-19 global pandemic and precautions in place to prevent the spread of the virus.****

Opportunities for Home and School to Work Together

- Parent Teacher Student Organization (PTSO) – Everyone is invited to participate in all PTSO activities. The PTSO helps by supporting teachers and providing opportunities to earn incentives to all students.
- *Virtual* Meet the Teacher Night – Allows time for students, parents, and teachers to meet and make a connection prior to the start of the school year.
- Community Engagement – Students and families are encouraged to participate in events organized to enhance involvement through partnerships with campus staff, district personnel, and vendors (, *Virtual* *Let's Talk* and other events sponsored by MCEC (Military Child Education Coalition), Region 20 Education Service Center ESC-20 *Virtual* Parent Trainings, and local parent workshops.
- Communication – A variety of means utilized to communicate between home and school, including weekly district newsletters, classroom newsletters, monthly campus calendar of events, and opportunities for real-time feedback.
- *Virtual* Mandatory Parent-Teacher Conferences – Early Release Days are incorporated into the calendar to provide parents and teachers time to meet to discuss student progress.
- Texas Performance Standards Projects (TPSP) – Student-led lessons about real-world challenges based on inquiry, exploration, and product display for an authentic audience.
- Progress Reports and Report Cards – Progress reports and report cards are sent home once each grading period and at the end of each grading cycle respectively to convey information about students' educational progress. Currently, progress reports and report cards are electronic only due to the pandemic.
- Multiple Extracurricular Activities – Various opportunities exist for parents to observe and/or support their child's participation in events/activities such as: musical performances, UIL

(University Interscholastic League), Art Club, Yoga Club, Chess Club, , Production Club, Robotics, Hearts Apart, Mentors, Elementary Student-to-Student (eS2S), Student Council (StuCo), and LEGO Club. Due to the pandemic-we have a closed campus and observational opportunities are currently not available.

- Parent Portal – Provides parents with the option to monitor their child's grades and/or attendance online.

Responsibilities of School

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

Responsibility of Students

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

- Support extracurricular activities

Responsibility of Parents

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

Extracurricular Activities Provided by Lackland Elementary

- Art Club
- Chess Club
- Elementary Student-to-Student (eS2S)
- Hearts Apart
- Mentors
- Production Club
- Robotics
- Student Council (StuCo)
- UIL (University Interscholastic League)
- Yoga Club
- LEGO Club

Homeroom Teacher: _____

Grade: _____

Student Name (print): _____

Parent Name: _____

Phone: _____

Parent/Guardian Signature: _____

Date: _____

Teacher Signature: _____

Date: _____