Sanger Independent School District

Linda Tutt High School

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of Linda Tutt High School, a learning community, is to engage, challenge, and inspire all students through innovative learning experiences.

Vision

Linda Tutt High School will be an exceptional campus focused on innovative learning where students are prepared to create their future in an everchanging world.

Educate - Inspire - Elevate

Value Statement

Pride & Tradition

Trust & Integrity

Faith & Community

Exploration & Ownership

Diversity & Uniqueness

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Background Information

Linda Tutt High School (LTHS) is an alternative school of CHOICE located in Sanger, TX. Students from Sanger ISD can apply to attend LTHS if they are encountering challenges and/or barriers to succeed at the Sanger High School campus.

LTHS qualifies to be evaluated using the state's "Alternative Education Accountability" (AEA), which is used statewide by approximately 765 campuses. The AEA system is set up to take into account the variety of challenges that "At-Risk/At-Promise students," face in completing their High School Diploma. In order to qualify to be evaluated under AEA, a campus must have at least 75% of their students qualifying as "At Risk," according to state criterion and 90% of their student enrollment must be in grades 6-12.

As an alternative education campus LTHS is permitted to offer students a shorter school day. Students at LTHS attend school from 9:00 AM to 1:30PM daily. Students have the opportunity to come as early as 7:45am and to stay as late as 3:25pm, but are required to attend the minimum 4.5 hours daily.

Students apply to attend LTHS for a variety of reasons. Most of the students meet one or more of the state's 14 at-risk criteria. These at-risk criteria include: being a parent, not performing satisfactorily on state assessments, not advancing to the next grade level, failing two or more core classes, attendance in a JJAEP/DAEP program, being expelled from school, on parole/probation, is limitied English proficient, is homeless, in the care of Child Protective Services/Foster Care system, having a parent who is or has been incarcerated at some point in their lifetime, and overall in danger of not graduating.

On receiving applications from Sanger high school, LTHS administration reviews these applications, a meeting is set up with applicants and their parents/guardians to discuss student's educational needs; review their current transcripts, state assessment results, and post-school goals. Next, an orientation is held for students and parents/guardians to explain expectations. Students and parents/guardians learn about the attendance, behavior, and credit requirements: the A,B,C's. Once this process is complete and the student, parent/guardian, Sanger HS, and LTHS staff are in agreement, the student withdraws from Sanger HS high school and enrolls in LTHS.

DEMOGRAPHICS

Students

The table below breaks down the number of students by the following demographic factors: socio-economic status (free & reduced lunch); special education enrollment; and English Language Learners. The mobility rate for the last two school years is also provided. A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks at a particular school).

Accountability Ratings Overall Summary

STAAR Performance Rating					
Approaches		Meets		Masters	
2019	2021	2019	2021	2019	2021

STAAR Performance Rating						
English 1	*	*	*	*	*	*
English 2	43%%	*	14%%	*	0%%	*
Algebra 1	*	*	*	*	*	*
Biology	*	*	*	*	*	*
US History	80%	100%	40%	50%	20%	0%%
	2015- 2016	**2016 - 2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Total Students Served	30 Students	18 Students	29 Students	27 students	20 student	18 student
Free & Reduced Lunch %	53.30%	50%	60%	41%	30%	38.90%
English Language Learners	0	0	0	3%	0%	0%
Special Education Enrollment	0%	5.60%	6.89%	7%	5%	0%
Mobility Rates	58.5% Mobility	76.1% Mobility	82.2% Mobility	55.6% Mobility	N/A	90% Mobility

Attendance Rate

2019-20 (86.4%)

2018-19 (83.9%)

Demographics Strengths

- LTHS student enrollment numbers began the year at approximately 20 students.

- LTHS teachers have multiple certifications in a variety of different areas.

- 42.1% of LTHS teachers have 5 or more years teaching experience.

- LTHS is able to offer all five HB5 Diploma Endorsements recognized by the Texas Education Agency (TEA).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): LTHS students have a very high mobility rate, which impacts student learning. **Root Cause:** At-risk students are not staying enrolled in school consistently.

Problem Statement 2 (Prioritized): LTHS students do not have consistent attendance. **Root Cause:** At-risk students do not value school attendance.

School Processes & Programs

School Processes & Programs Summary

SCHOOL PROCESSES & PROGRAMS

As an alternative school of CHOICE, LTHS students earn credits at their own pace. They earn course credit when they complete a course and demonstrate mastery of the concepts covered in the course. This makes LTHS different from a traditional high school where students must have "seat time," to earn credits and are awarded credits only at the conclusion of each semester.

Approximately 90%% of course content is provided through the Edgenuity Online Instructional Program. The remaining ten percent is completed through offline activities including science experiments, English essays, and responses to literature stories, etc. Post-tests for each unit studied in each course, mastery tests at the end of each unit and semester tests are used as formative assessments of student progress and mastery of concepts.

In addition to completion of course credits, LTHS students have access to intensive tutorials to prepare them for their End of Course (EOC) STAAR tests. Many of the students who enroll in LTHS have attempted one or more EOC tests and have been or have not been successful in passing the tests. Many students show "gaps in their learning and skills," due in large part to their high mobility rate and low attendance rate. Intensive EOC tutorials are provided approximately ten weeks prior to the December and May administrations of EOC tests.

Students at LTHS have access to a Chromebook to complete their coursework. Student progress is measured based on a weekly review of the A, B & C measures.

Attendance is a challenge for LTHS students. Several different incentive programs (e.g. earning a trip to a local restaurant; gas gift cards; and food gift cards) have been used in efforts to increase the average daily attendance rate.

Behavior is evaluated by looking at the number of student write-ups, and monitoring when, where and with whom these incidents occur.

Completion of assignments is monitored and evaluated by looking at student course completions, participation in End of Course intensive tutorials and time on task as measured in Edgenuity program.

The campus administrative team meets every three weeks with each student to review their A, B, Cs and to help set short-term and long-term goals. Students have daily/weekly goal sheets that they complete each morning and at the end of each day to document their goals and achievements in the areas of attendance, behavior and counseling.

LTHS is able to offer students courses that lead to completing and earning one of the five endorsement areas for high school diplomas that the state recognizes. LTHS staff continue to work to expand their Career & Technology Education course offerings and to assist students in taking specific steps to plan for transitioning from high school to the workforce, trade school, college or university, and/or military.

School Processes & Programs Strengths

- A variety of instructional approaches are available to support students in earning credits at their own pace and catching up on credits needed for graduation (e.g. Edgenuity courses; offline instructional activities; intensive, individualized and/or small group End of Course STAAR tutorials).

- Students have 1:1 access to a Chromebook.

- Students set daily and weekly goals and self-monitori/self-evaluate whether or not they meet these goals. Each student meets individually every three weeks with the counselor or administrator to review goal attainment.

- Students are graduating who otherwise would not do so.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): LTHS logistical deficits diminish programming opportunities. **Root Cause:** Lack of funding leads to program deficits (i.e. one foreign language class, fine arts teacher, CTE teacher equals lack of course offerings).

Problem Statement 2 (Prioritized): LTHS is limited in size, course offerings, and availability to outside districts. **Root Cause:** Lack of facilities, staff, funding, and opportunities keep LTHS at a limited capacity.

Problem Statement 3 (Prioritized): LTHS is not meeting college, career, and military readiness standards. **Root Cause:** Lack of opportunities for LTHS students makes meeting standards difficult.

Perceptions

Perceptions Summary

LTHS's public perception and public image is mixed. Students and parents involved in CHOICE indicate that they are very pleased with the program and what it provides. Several mention that without the CHOICE program, "my child would never have graduated." The community perception of LTHS seems to be largely based on whether or not they or someone in their family or neighborhood has direct experience with LTHS.

Community members who have not had direct experience with LTHS tend to have many misperceptions about the school and the programs it offers. Comments by outside stakeholders include: "Oh, that is the school for the bad/troubled kids, the drug users etc.."

Negative public perception continues to be an area of concern for LTHS staff.

Perceptions Strengths

- Positive feedback about program from students, staff & families of students involved.

- Large numbers of graduated LTHS students come by campus on a regular basis to thank staff and are gainfully employed and/or attending college.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Information about LTHS is not widespread through the stakeholder community. **Root Cause:** Lack of community involvement from campus to community and vice versa.

Priority Problem Statements

Problem Statement 1: LTHS students have a very high mobility rate, which impacts student learning.
Root Cause 1: At-risk students are not staying enrolled in school consistently.
Problem Statement 1 Areas: Demographics

Problem Statement 3: LTHS dropout rate is higher than the state percentage.
Root Cause 3: LTHS students are not motivated to graduate. Some feel overwhelmed, some feel defeated, and some lack confidence.
Problem Statement 3 Areas: Student Learning

Problem Statement 5: LTHS logistical deficits diminish programming opportunities.
Root Cause 5: Lack of funding leads to program deficits (i.e. one foreign language class, fine arts teacher, CTE teacher equals lack of course offerings).
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 8: Information about LTHS is not widespread through the stakeholder community.
Root Cause 8: Lack of community involvement from campus to community and vice versa.
Problem Statement 8 Areas: Perceptions

Problem Statement 2: LTHS students do not have consistent attendance.
Root Cause 2: At-risk students do not value school attendance.
Problem Statement 2 Areas: Demographics

Problem Statement 4: LTHS students need a variety of educational resources available to them to be successful in program.
Root Cause 4: LTHS students lack ownership in academics, lack relevance in finishing coursework, and lack knowledge in using multiple resources.
Problem Statement 4 Areas: Student Learning

Problem Statement 6: LTHS is limited in size, course offerings, and availability to outside districts.
Root Cause 6: Lack of facilities, staff, funding, and opportunities keep LTHS at a limited capacity.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: LTHS is not meeting college, career, and military readiness standards.
Root Cause 7: Lack of opportunities for LTHS students makes meeting standards difficult.
Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

Goals

Goal 1: We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 1: Provide students with the opportunity for career exploration, industry certification, and other post-secondary options while obtaining a high school diploma.

> **Evaluation Data Sources:** Students in grades 9-12 will have an increase in the number of career and college exploration opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide all students with hands on post-secondary opportunities and career explorations through college and tech-school field trips, guest speakers and informational packets.	**Formative**		

Strategy's Expected Result/Impact: Administrators and the counselor will invite guest speakers to speak to our students regarding post-secondary opportunities. We will also provide opportunities for all students to go visit post-secondary campuses and tech-school campuses.
    Staff Responsible for Monitoring: Administrators and Counselor
 	
    Title I:
    2.5, 2.6
    - **TEA Priorities:**
    Connect high school to career and college
	Jan	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Promote an atmosphere that encourages a pursuit for secondary education by designating days where all staff wear college shirts, hanging college banners in the offices and throughout the hallways as well as placing the college the teacher attended outside their classroom door.	**Formative**		
	Jan	**Mar**	**May**

Strategy's Expected Result/Impact: Administrators will walk through to ensure all staff are participating and that college/tech-school banners are hanging on the walls throughout the office and hallways.

Staff Responsible for Monitoring: Administrator

Title I:
2.6
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture

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

Goal 1: We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 2: Improve the reading/ELA student performance of all student sub-groups as measured by state, district and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: Providing an educational program that meets the reading needs of all students through Edgenuity, Learning Ally, and the Sora computer program with online books and through the use of our campus library.	**Formative**		
Strategy's Expected Result/Impact: Administrators and teachers will use progress reports to ensure the Edgenuity program is meeting the needs of all students who may need reading assistance so that all students are able to meet their graduate date. **Staff Responsible for Monitoring:** Administrators and teachers	**Jan**	**Mar**	**May**
Title I: 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
Strategy 2: All students will be provided extensive individualized STAAR English tutorials prior to taking their STAAR EOC test.	**Formative**		
Strategy's Expected Result/Impact: Administrators will monitor the English STAAR tutorials to ensure that ALL students needing to take the English 1 and/or English 2 EOC are attending and participating. **Staff Responsible for Monitoring:** Administrators and teachers	**Jan**	**Mar**	**May**
TEA Priorities: Build a foundation of reading and math			

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

Goal 1: We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 3: Improve the math student performance of all students and student subgroups as measured by state, district, and classroom assessments.

    Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will be provided extensive individualized STAAR math tutorials prior to taking their STAAR EOC test and through individualized instruction for students as an additional support as needed.	**Formative**		
	Jan	Mar	May

Strategy's Expected Result/Impact: Administrators will monitor the math STAAR tutorials to ensure that ALL students needing to take the Algebra 1 EOC are attending and participating.
    Staff Responsible for Monitoring: Administrator
 	
    Title I:
2.4, 2.6
  - **TEA Priorities:**
Build a foundation of reading and math
  - **ESF Levers:**
Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: LTHS will provide an effective educational program within Edgenuity to prepare students for the Algebra 1 STAAR EOC.	**Formative**		
	Jan	Mar	May

Strategy's Expected Result/Impact: Increase student achievement on State Assessment.
    Staff Responsible for Monitoring: Administrators, Teachers and Counselor
 	
    Title I:
2.4, 2.5, 2.6
  - **TEA Priorities:**
Build a foundation of reading and math
  - **ESF Levers:**
Lever 5: Effective Instruction			

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

Goal 1: We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 4: Improve the science student performance of all students and student subgroups as measured by state, district and classroom assessments.

Evaluation Data Sources: Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will be provided extensive individualized STAAR Biology tutorials prior to taking their STAAR EOC test.	Formative		
Strategy's Expected Result/Impact: Administrators and teachers will monitor the Biology STAAR tutorials to ensure that ALL students needing to take the Biology EOC are attending and participating. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	Jan	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: All students who are taking the Biology STAAR EOC will be given an individualized course on Edgenuity to help the students be successful and through individualized instruction for students as an additional support, as needed.	Formative		
	Jan	Mar	May
Strategy's Expected Result/Impact: Increase student achievement on the State Assessment. **Staff Responsible for Monitoring:** Administrators, Teachers and Counselor **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction			

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

Goal 1: We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 5: Improve the social studies student performance of all students and student subgroups as measured by state, district and classroom assessments.

> **Evaluation Data Sources:** Evidence of increased performance on state, district, and classroom assessments.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will be provided extensive individualized STAAR US History tutorials prior to taking their STAAR EOC test.	Formative		
Strategy's Expected Result/Impact: Administrators and teachers will monitor the US History STAAR tutorials to ensure that ALL students needing to take the US History EOC are attending and participating. **Staff Responsible for Monitoring:** Administrators and teachers **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	Jan	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: All students who are taking the US History STAAR EOC will be given an individualized course on Edgenuity targeting their needs for the students to be successful and through individualized instruction for students as an additional support, as needed.	Formative		
Strategy's Expected Result/Impact: Increase student achievement on state assessment. **Staff Responsible for Monitoring:** Administrators, Teachers, and Counselor **Title I:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	Jan	Mar	May

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

Goal 1: We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 6: Provide students identified as needing support through the Limited English Proficient (LEP), At-Risk and Gifted and Talented with research-based instructional strategies, interventions, programs and services that are designed to accelerate their language acquisition and or improve their academic achievement.

    Evaluation Data Sources: Student performance in the aforementioned special populations will improve in all four core areas.

Strategy 1 Details	Formative Reviews		
Strategy 1: All student progress will be monitored every grading period to ensure students stay on target for graduation.	**Formative**		
Strategy's Expected Result/Impact: All students will meet or exceed their credit goals for the school year.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, Counselors, Teachers and the campus CSI **Title I:** 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: All students who fall behind their targeted progress within a grading period, will attend a SIT meeting (with a parent) to address concerns and needs in order to make an individualized plan for their success.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: All students will successfully graduate on or before their graduation expected date. **Staff Responsible for Monitoring:** Administrators, Counselor and Campus CSI **Title I:** 2.5, 2.6			

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

Goal 1: We will provide rigorous learning opportunities and curricula that will meet state and national standards to improve the achievement of each student while meeting their individual needs and aspirations.

Performance Objective 7: Linda Tutt High School will implement strategies to support the enrollment, attendance, and success of homeless children and youth.

    Evaluation Data Sources: Evidence of support of enrollment, attendance, and success of homeless children and youth.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will be closely monitored as to their place of residence to ensure they have their basic needs being met.	**Formative**		
Strategy's Expected Result/Impact: Once a student is suspected or thought to be "homeless", LTHS will contact the Sanger ISD homeless liaison.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, PEIMS secretary, Counselor and Teachers			
Title I: 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Confirmation from district homeless liaison will be done for all students who are or are presumed to be homeless.	**Formative**		
Strategy's Expected Result/Impact: All students who are homeless are identified appropriately in PIEMS.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, PIEMS secretary and Counselor			
Title I: 2.6			

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

Goal 2: We will focus district resources strategically to maximize learning for all students and eliminate the achievement gap.

Performance Objective 1: Base all resource allocations on thorough analysis of student performance data annually.

    Evaluation Data Sources: Evidence documented through classroom observations and local and state assessments results.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students who have 90%+ attendance and have met their lesson completion goals by the end of the grading period will earn a lunch of their choice provided by LTHS.	**Formative**		

Strategy's Expected Result/Impact: Increase student achievement and attendance.
    Staff Responsible for Monitoring: Administrators, Teachers, Counselor and PIEMS secretary
 	
    Title I:
2.6
 - ESF Levers:
Lever 3: Positive School Culture
	Jan	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: LTHS will implement research based strategies for intense, accelerated instruction to include before and after school tutorials, designated intervention times within the school day, pull out intervention, small group and/or summer interventions.	**Formative**		

Strategy's Expected Result/Impact: Available resources will be utilized in documented high needs areas.
    Staff Responsible for Monitoring: Administrators
 	
    Title I:
2.4, 2.5, 2.6
	Jan	Mar	May

Strategy 3 Details	Formative Reviews		
Strategy 3: LTHS annually evaluate and report the student achievement results of student intervention programs and determine whether the programs should be continued, modified, or discontinued.	**Formative**		

Strategy's Expected Result/Impact: Available resources will be utilized in documented high needs areas.
    Staff Responsible for Monitoring: Administrators
 	
    Title I:
2.4, 2.5, 2.6
	Jan	Mar	May

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

Goal 3: We will enhance the character and personal soft-skills development of each student.

Performance Objective 1: Provide opportunities for all students to develop character and soft-skills.

    Evaluation Data Sources: Documentation will be monitored through campus counselor schedules and activities and/or progress monitored through the Ripple Effects program.

Strategy 1 Details	Formative Reviews		
Strategy 1: All students will be given an opportunity to attend/participate in community based projects.	**Formative**		
Strategy's Expected Result/Impact: Increase student involvement in service and volunteer opportunities.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, Counselor and Teachers **Title I:** 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: All students will be given an opportunity to participate in three 5k Fun runs in and around the community.	**Formative**		
Strategy's Expected Result/Impact: Increase in student participation and student since of belonging to LTHS.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators, Teachers and Counselor **Title I:** 2.6			

Strategy 3 Details	Formative Reviews		
Strategy 3: All LTHS will have opportunities to work with the district Director of Student Intervention to strengthen their knowledge base/strategies in working with students that have behavioral needs.	**Formative**		
Strategy's Expected Result/Impact: Reduction in behavioral referrals, less student time out of the classroom	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselor, Administrators **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction			

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

Goal 4: We will recruit, develop, and retain compassionate, effective, innovative, and highly motivated staff.

Performance Objective 1: Ensure that all teachers are certified in the area they are teaching to meet ESSA requirements.

  Evaluation Data Sources: Evidence will be documented through certification records.

Strategy 1 Details	Formative Reviews		
Strategy 1: LTHS teachers will utilize the LTHS Educational Coach and the LTHS Instructional Technology Specialist to build up their teaching strategies and incorporate enrichment opportunities in the teacher's academic lessons.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: LTHS will recruit and retain teaching professionals who are appropriately certified for their assigned teaching assignment. **Staff Responsible for Monitoring:** Administrators **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers			

Strategy 2 Details	Formative Reviews		
Strategy 2: LTHS will provide multiple opportunities for staff social relationship building gathers to celebrate our staff as much as possible while following all CDC guidelines.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: Increase Staff moral. **Staff Responsible for Monitoring:** Administrators and secretaries **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: LTHS will provide a weekly newsletter to all staff with next weeks important events along with a section designated for good news and affirmations to the staff at LTHS.	**Formative**		
	Jan	**Mar**	**May**

Strategy's Expected Result/Impact: Increase Staff moral
   Staff Responsible for Monitoring: Administrators
 	
   Title I:
2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

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

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 1: Ensure that all district facilities are safe and maintained.

    Evaluation Data Sources: Evidence will be documented in the security audit.

Strategy 1 Details	Formative Reviews		
Strategy 1: LTHS will conduct an annual review of the building and facilities to ensure security measures are met.	**Formative**		
Strategy's Expected Result/Impact: Completed safety review.	Jan	Mar	May
Staff Responsible for Monitoring: Administrators and Director of Maintenance and Operations			
Title I: 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Safety audits will be conducted throughout the year and updates completed as necessary.	**Formative**		
	Jan	Mar	May
Strategy's Expected Result/Impact: Completed audits documented **Staff Responsible for Monitoring:** Principal Asst. Principal **Title I:** 2.4, 2.6			

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

Goal 5: We will provide learning environments that are physically safe and emotionally secure for all students, faculty, and staff.

Performance Objective 2: Implement programs that enhance student safety and student relationships.

    Evaluation Data Sources: Documentation records will monitor and record all strategies were completed.

Strategy 1 Details	Formative Reviews		
Strategy 1: All state required safety drills are performed appropriately.	**Formative**		
Strategy's Expected Result/Impact: Documentation of safety drills.	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Administrators
 	
    Title I:
    2.6
    - **ESF Levers:**
    Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: 1) All students will be given an opportunity to attend/participate in community based projects, mentor programs and family 5k fun runs.	**Formative**		
Strategy's Expected Result/Impact: Increase student relationship with the school and to build a since of belonging.	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Administrators and Counselor
 	
    Title I:
    2.6
    - **ESF Levers:**
    Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will provide Safety Care training annually to staff working with students in special education.	**Formative**		
Strategy's Expected Result/Impact: Certifications of completion of Safety Care training by staff.	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Principal
Asst. Principal
 	
    Title I:
    2.4, 2.5, 2.6			

Strategy 4 Details	Formative Reviews

Strategy 4: LTHS will implement strategies to address prevention, identification, reporting to and reporting of bullying and cyber-bullying.

Strategy's Expected Result/Impact: Documentation of strategy/training, discipline referrals, less incidents of bullying.

Staff Responsible for Monitoring: Administrators

Title I:
2.6

	Formative		
	Jan	Mar	May

Strategy 5 Details	Formative Reviews

Strategy 5: LTHS will implement strategies to increase awareness and prevention of sexual abuse of children.

Strategy's Expected Result/Impact: Documentation of strategy/training, discipline referrals, less incidents of abuse.

Staff Responsible for Monitoring: Administrators

Title I:
2.6

	Formative		
	Jan	Mar	May

Strategy 6 Details	Formative Reviews

Strategy 6: LTHS will implement strategies to ensure safe and drug-free schools.

Strategy's Expected Result/Impact: Documentation of strategy/training, discipline referrals, less drug related incidents.

Staff Responsible for Monitoring: Administrators

Title I:
2.4, 2.6
 - **TEA Priorities:**
Improve low-performing schools

	Formative		
	Jan	Mar	May

Strategy 7 Details	Formative Reviews

Strategy 7: LTHS will reduce the over use of discipline practices that remove students from the classroom.

Strategy's Expected Result/Impact: Student discipline referrals will be lower/ Classroom engagement will increase

Staff Responsible for Monitoring: Administrators

Title I:
2.4, 2.5
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction

	Formative		
	Jan	Mar	May

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

Goal 6: We will develop and implement an active parent and community involvement program to achieve the district mission and objectives.

Performance Objective 1: Provide opportunities that will increase parent involvement and allow them to partner in their child's education involvement survey.

   Evaluation Data Sources: Documentation records will include parent participation numbers at campus events along with event opportunities for parents to attend.

Strategy 1 Details	Formative Reviews		
Strategy 1: LTHS will use the school webpage, fliers sent home, email, Remind 101 and through the school Facebook page as tools for communication with parents and students.	**Formative**		
Strategy's Expected Result/Impact: Increase communication with students and their families. **Staff Responsible for Monitoring:** Administrators and webpage master. **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	Jan	Mar	May

Strategy 2 Details	Formative Reviews		
Strategy 2: LTHS staff will communicate at least 3 times per semester with parents for:	**Formative**		
1) Update on student progress 2)Update on up coming events 3)Provide volunteer opportunities 4)Positive Office Referrals	Jan	Mar	May
Strategy's Expected Result/Impact: Increase parent involvement with LTHS. **Staff Responsible for Monitoring:** Administrators and Teachers **Title I:** 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: LTHS will provide resources and Parent Education nights where parents can attend to seek out resources that can better their family needs.	**Formative**		
	Jan	**Mar**	**May**
Strategy's Expected Result/Impact: Ensure to our students' families that LTHS is dedicated to supporting each families needs and doing everything for their child's success. **Staff Responsible for Monitoring:** Administrators, Counselor **Title I:** 2.6, 4.1, 4.2			

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

Goal 7: We will align professional development opportunities with the needs of students.

Performance Objective 1: Participate in professional development activities that will provide opportunities to become more effective and improve student performance.

    Evaluation Data Sources: Evidence will be documented from campus wide professional development sessions and teacher professional development records.

Strategy 1 Details	Formative Reviews		
Strategy 1: Each teacher will attend a professional development training targeted at supporting their T-TESS goals.	**Formative**		

Strategy's Expected Result/Impact: Increase teacher education and classroom strategies.
    Staff Responsible for Monitoring: Administrators and Teachers
 	
    Title I:
2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 2: Effective, Well-Supported Teachers
	Jan	**Mar**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: All LTHS staff will attend a MHMR training annually.	**Formative**		

Strategy's Expected Result/Impact: LTHS staff will be better equipped to handle serious student mental illnesses.
    Staff Responsible for Monitoring: Administrators
 	
    Title I:
2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 3: Positive School Culture
	Jan	**Mar**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: All LTHS teaching staff will attend a Safety Care training class.	**Formative**		
Strategy's Expected Result/Impact: Teachers will be better equipped to handle student behaviors in the classroom.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Administrators			
Title I: 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			

Strategy 4 Details	Formative Reviews		
Strategy 4: LTHS will survey staff on professional development needs for their uniques student population.	**Formative**		
Strategy's Expected Result/Impact: An increase in staff participation in Professional Development to help their professional growth in education.	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Assistant Principal and Principal			
Title I: 2.4, 2.6			

Strategy 5 Details	Formative Reviews		
Strategy 5: All teachers will have multiple opportunities to attend in district staff development (ex. WeLearnWednesdays) to strengthen their classroom strategies.	**Formative**		
Strategy's Expected Result/Impact: Teachers will strengthen/build on their classroom engagement strategies	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administrators			
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum			

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

2022-2023 CBLT

Committee Role	Name	Position
Administrator	Anthony Love	Principal
Classroom Teacher	William Wimmer	Choice/ DAEP Teacher
Non-classroom Professional	Gina Lea	Counselor
Community Representative	Will Brown	Community Member
Parent	Amanda Keck	Parent
Student	Dillon Crow	Student
Business Representative	Izell Bennet	First Refuge
District-level Professional	Brooke Garnett	Sanger ISD District Dyslexia Coordinator
Paraprofessional	Betsy Morales	Choice/DAEP Paraprofessional
Administrator	Kali Wood	Assistant Principal