Willis Independent School District

Lucas Middle School

2023-2024 Improvement Plan

Accountability Rating: C

Mission Statement

At Lynn Lucas, we ensure all students will learn at high levels.

Vision

Witness GREATness in all students and staff everyday.

Value Statement

In order to achieve our shared vision, we commit to the following:

We will...

- Support all students, staff, and parents
- Maintain a Positive School Culture and provide outstanding customer service
- Fulfill our professional responsibilities
- Cultivate and maintain a Growth Mindset
- Utilize reflective practice and accept constructive feedback
- Be collectively responsible for all students' social-emotional and academic growth
- Hold each other accountable to the district SIG as a tool to ensure teacher and team growth.
- Sustain our ability to commit to backwards design to ensure high levels of learning for all students.
- Maintain intentional focus on the four essential PLC questions in every collaborative meeting.

- Utilize student reflection and goal setting to grow student self-efficacy.
- Intentionally share and utilize a variety of research-based instructional strategies.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Who We Are:

Lynn Lucas Middle School is located in Willis, Texas. We serve approximately 971 students. Although Willis is still considered a small town, the area is growing at extraordinary rates and enrollment continues to grow at Lynn Lucas.

Student Population	
6th Grade	311
7th Grade	346
8th Grade	314

Student Demographics:

Female: 45%

Male: 55%

Hispanic-Latino: 45%

American Indian: <1%

Alaskan Native: 0%

Black-African American: 9%

Native Hawaiian: 0%

White: 41%

Two or More Races: 4%

Students Served in Special Programs:

Dyslexia: 7%

Gifted and Talented (GT): 7%

Section 504: 10%

Special Education: 13%

Emergent Bilingual (EB): 26%

English as a Second Language (ESL): 13%

Alternative ESL Language Program: 11%

Student Indicators:

At-Risk: 50%

Intervention Indicator: 16%

Economically Disadvantaged: 74%

Free Meals: 66%

Reduced Price Meals: 7%

Staff Information:

Administrative: 14%

Teacher: 73%

Educational Aides: 14%

Demographics Strengths

Demographic Strengths of Lynn Lucas Middle School:

--Special programs aligned to student needs - CTE, Fine Arts, etc.

--Students with special needs also enrolled in special programs

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Currently, Lynn Lucas Middle School has 22 arrests due to THC Vapes. **Root Cause:** Students do not fully understand the effect of vaping and having THC vapes on campus.

Problem Statement 2 (Prioritized): Currently, Lynn Lucas attendance is 92%. **Root Cause:** There is a lack of proactive measures to ensure students understand the importance of being at school.

Student Learning

Student Learning Summary

Current Reality:

Student Growth Summary for Math:

		Comparison Periods							
		Fall 2022			Spring 2023			Growth	
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth SE	Observed Growth
6	273	211.4	14.2	33	214.9	16.6	20	4	0.5
7	301	215.7	13.7	30	217.5	15.5	17	2	0.4
8	239	214.0	13.5	13	215.7	16.4	8	2	0.7

Algebra		Comparison Periods					
		Fall 2022			Spring 2023			Growth	
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth SE	Observed Growth
8	41	236.6	9.2		250.0	11.4		13	1.9

Student Growth Summary for Reading:

		Comparison Periods							
		Fall 2022			Spring 2023			Growth	
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth SE	Observed Growth
6	271	206.3	16.6	29	205.2	17.9	8	-1	0.7

		Comparison Periods							
		Fall 2022			Spring 2023			Growth	
7	305	209.6	15.5	26	210.4	16.2	14	1	0.6
8	278	212.3	16.0	23	210.8	18.1	8	-1	0.7

Student Growth Summary for Language:

		Comparison Periods							
		Fall 2022			Spring 2023			Growth	
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth SE	Observed Growth
6	254	203.4	14.0	17	202.4	15.5	3	-1	0.6
7	284	205.0	14.0	13	205.0	15.5	5	0	0.5
8	258	207.5	15.4	12	208.7	16.1	7	1	0.5

Student Growth Summary for Science:

		Comparison Periods							
		Fall 2022			Spring 2023			Growth	
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth SE	Observed Growth
6	260	202.7	13.0	42	203.3	14.2	21	1	0.6
7	268	207.1	12.3	53	206.4	14.4	26	-1	0.5
8	243	206.1	13.3	29	207.4	15.0	18	1	0.5

Life Science		Comparison Periods							
		Fall 2022			Spring 2023			Growth	
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE
8	38	220.3	8.8		226.1	10.4		6	1.0

2022-23 Interim Data-Reading

	2022-2023 Interim Reading Assessment, Grade 6 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	290	55.54%	27.86%	12.62%
Economic Disadvantage	223	51.30%	23.57%	10.21%
American Indian/Alaskan Native	2	54.50%	12%	1%
Black/African American	25	38.32%	11.04%	3.48%
Hispanic	141	50.76%	22.77%	10.40%
Two or More Races	9	45%	33.67%	9.78%
White	113	66.17%	37.74%	17.83%
Currently Emergent Bilingual	84	45.39%	15.25%	5.74%
Special Ed Indicator	42	24.67%	12.52%	6.64%

	2022-2023 Interim Reading Assessment, Grade 7 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	323	61.88%	31.49%	14.17%
Economic Disadvantage	228	57.60%	26.59%	11.14%
Black/African American	31	41.97%	20.58%	10.29%
Hispanic	136	60.72%	25.82%	10.99%
Two or More Races	16	60.63%	31.06%	15.50%
White	140	67.56%	39.46%	17.98%

	2022-2023 Interim Reading Assessment, Grade 7 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
Currently Emergent Bilingual	74	57.80%	21.59%	8.03%
Special Ed Indicator	30	23.57%	6.73%	1.70%

	2022-2023 Interim Reading Assessment, Grade 8 - Window 3 (Attempt 1)				
	Total Students	Scale Score	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	307	1608	57.19%	27.23%	11.55%
Economic Disadvantage	227	1587	51.97%	20.80%	7.40%
American Indian/ Alaskan Native	1	1450	1%	1%	1%
Black/African American	27	1579	52.74%	17.48%	4.30%
Hispanic	149	1595	52.95%	22.30%	9.90%
Two or More Races	13	1614	63.77%	24.92%	6.92%
White	117	1632	63.35%	36.26%	15.94%
Currently Emergent Bilingual	91	1547	38.99%	10.34%	2.91%
Special Ed Indicator	30	1485	16.73%	2.90%	1%

2022-23 Interim Data-Math

	2022-2023 Interim Math Assessment, Grade 6 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	281	70.41%	28.80%	8.39%
Economic Disadvantage	214	67.13%	23.44%	5.70%
American Indian/Alaskan Native	2	41%	1.50%	1%
Black/African American	26	60.27%	15%	9.92%

	2022-2023 Interim Math Assessment, Grade 6 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
Hispanic	133	69.56%	24.86%	6.08%
Two or More Races	9	58.89%	26.44%	14.44%
White	111	75.27%	37.45%	10.45%
Currently Emergent Bilingual	79	66.14%	20.11%	3.59%
Special Ed Indicator	43	49.67%	9.16%	4.14%

	2022-2023 Interim Math Assessment, Grade 7 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	261	38.36%	9.59%	1.70%
Economic Disadvantage	192	36.43%	10.04%	1.72%
Black/African American	23	16.52%	1.39%	1%
Hispanic	117	32.98%	7.62%	1.36%
Two or More Races	11	50.27%	28.64%	6.91%
White	110	47.46%	11.49%	1.68%
Currently Emergent Bilingual	62	28.98%	6.29%	1.27%
Special Ed Indicator	30	19.80%	1.97%	1%

	2022-2023 Interim Math Assessment, Grade 8 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	309	32.42%	8.01%	1.30%
Economic Disadvantage	230	26.77%	4.90%	1.02%
American Indian/Alaskan Native	1	1%	1%	1%
Black/African American	32	20.19%	7.56%	1.09%
Hispanic	146	30.96%	6.51%	1.25%
Two or More Races	12	29.42%	4.67%	1%
White	118	38.13%	10.39%	1.44%

	2022-2023 Interim Math Assessment, Grade 8 - Window 3 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
Currently Emergent Bilingual	95	26.22%	3.13%	1.03%
Special Ed Indicator	28	10%	1.25%	1%

2022-23 Interim Data-Science

	2022-2023 Interim Science Assessment, Grade 8 - Window 2 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	294	28.07%	9.03%	2.69%
Economic Disadvantage	218	22.09%	5.96%	1.72%
American Indian/Alaskan Native	1	15%	1%	1%
Black/African American	29	13.10%	6.34%	2.66%
Hispanic	141	19.83%	6.50%	2.21%
Two or More Races	12	44.17%	12.08%	1.75%
White	111	40.83%	12.68%	3.42%
Currently Emergent Bilingual	93	13.41%	4.39%	1.71%
Special Ed Indicator	29	3.48%	1%	1%

2022-23 Interim Data-Social Studies

	2022-2023 Interim Social Studies Assessment, Grade 8 - Window 2 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
LLM	308	24.33%	7.03%	2.99%
Economic Disadvantage	226	18.47%	5%	2.27%
American Indian/Alaskan Native	1	1%	1%	1%
Black/African American	27	11.67%	2.41%	1.19%
Hispanic	150	19.09%	5.17%	2.39%
Two or More Races	12	30.08%	7.42%	3.58%
White	118	33.52%	10.46%	4.12%

	2022-2023 Interim Social Studies Assessment, Grade 8 - Window 2 (Attempt 1)			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
Currently Emergent Bilingual	91	10.33%	2.33%	1.35%
Special Ed Indicator	30	4.33%	1.03%	1%

Student Learning Strengths

Strengths
Indicators available to suggest individual student growth in longitudinal data
Using formative assessment results to improve student learning/classroom Tier 1 Instruction.
Classroom observations reveal correlation between student success and teacher effectiveness

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades 6 and 8 showed negative growth in reading achievement based on MAP data. 7th grade only showed 1 point of growth. **Root Cause:** Teachers have not received adequate training on how to efficiently and effectively create and deliver tier 1 instructional strategies.

Problem Statement 2 (Prioritized): Lynn Lucas students did not meet projected growth in grades 6-8 on the end of the year MAP assessment. **Root Cause:** Teachers have not received adequate coaching from admin and leadership to provide specific tier 1 instruction focused on essential standards.

School Processes & Programs

School Processes & Programs Summary

The campus has continued to put a heavy focus on planning and research-based instructional practices. This includes PLCs where teachers plan and work together on the 4 critical questions of the PLC process: what do we expect students to learn, how will we know if they have learned it, what do we do if they didn't learn it, and what do we do if they already know it? Teachers make common formative and summative assessments utilizing the backwards design method. Teachers decide what interventions and how they will be implemented during this collaborative time.

This year the campus is continuing to improve on an intervention time built into the school day, called FOCUS Time for teachers to work with students at their level. The NWEA MAP data and the Exact Path programs will be utilized to assist teachers with where students are and the growth they have made.

We serve all students in Focus time based on their specific needs including but not limited to: students receiving special education services, students receiving ESL, students in the GT program, and students who may benefit from additional emotional intelligence opportunities.

School Processes & Programs Strengths

Strengths:

We have created a schoolwide multi-tiered system of support for students.

We have behavior systems that proactively teach campus-wide expected behaviors to all learners. Also, there is a process that identifies students who need additional behavior support.

We provide ongoing training and support (Behavior Briefs) for all teachers who may benefit from additional classroom management strategies.

Most teams understand the PLC process and have productive biweekly collaborative team meetings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff members at Lynn Lucas do not have a solid understanding of how to appropriately use data to guide instruction. **Root Cause:** Lack of communication on how to use the data or why we use data from campus administration.

Perceptions

Perceptions Summary

Lynn Lucas Middle School is a campus focused on student learning. However, there has been some misleading feedback. There are teachers who feel ignored or misunderstood due to a lack of communication.

Based on feedback from staff members in the last two weeks, there has been a lack of communication from campus administration on systems and processes that have been put into place. Many teachers on the Guiding Coalition did not understand the purpose of data collection or how to use it.

Based on feedback from the community, there is a need for stronger discipline management. Relationships with students will be a priority for all staff. We will implement a proactive approach to dealing with our current THC Vape crisis from the start of the year.

Our Guiding Coalition met to develop a new mission, vision, and collective commitments. They also chose are Lucas Core Values. During this meeting, we decided students would write student friendly definitions of those words and what it looks like in students. We will incorporate positive office referrals based on the core values. Additionally, staff members will be pulled to create what the core values should look like for staff. We will create Staff Excellence Awards based on these core values to celebrate teachers and staff more frequently.

Perceptions Strengths

Currently, we provide conflict resolution among students.

We consult with employees, business leaders, philanthropic organizations and individuals with expertise in engaging parents and family members in education.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is currently a lack of communication to staff, students, families, and stakeholders. **Root Cause:** Lack of understanding or desire to provide effective tools to communicate from administration

Priority Problem Statements

Problem Statement 1: Grades 6 and 8 showed negative growth in reading achievement based on MAP data. 7th grade only showed 1 point of growth.
Root Cause 1: Teachers have not received adequate training on how to efficiently and effectively create and deliver tier 1 instructional strategies.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is currently a lack of communication to staff, students, families, and stakeholders.
Root Cause 2: Lack of understanding or desire to provide effective tools to communicate from administration
Problem Statement 2 Areas: Perceptions

Problem Statement 3: Staff members at Lynn Lucas do not have a solid understanding of how to appropriately use data to guide instruction.
Root Cause 3: Lack of communication on how to use the data or why we use data from campus administration.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lynn Lucas students did not meet projected growth in grades 6-8 on the end of the year MAP assessment.
Root Cause 4: Teachers have not received adequate coaching from admin and leadership to provide specific tier 1 instruction focused on essential standards.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Currently, Lynn Lucas Middle School has 22 arrests due to THC Vapes.
Root Cause 5: Students do not fully understand the effect of vaping and having THC vapes on campus.
Problem Statement 5 Areas: Demographics

Problem Statement 6: Currently, Lynn Lucas attendance is 92%.
Root Cause 6: There is a lack of proactive measures to ensure students understand the importance of being at school.
Problem Statement 6 Areas: Demographics

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: For the 2023-2024 school year, each grade level will increase 5% of students performing at Meets or better on the Reading STAAR

Evaluation Data Sources: ES data tracker, benchmark assessments, BOY, MOY, EOY MAP data, and STAAR assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: During all CT data meetings, all core teachers will use the data protocol to analyze CFA's and CSA's to inform tier 1, 2, and 3 instruction in the classroom. **Strategy's Expected Result/Impact:** Improved scores on the state assessment Student projected growth met on EOY MAP assessment Effective intervention and enrichment **Staff Responsible for Monitoring:** Principal; Dean of Instruction; Assistant Principals; Literacy Instructional Coach; Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Literacy Instructional Coach - State Comp Ed - $65,000	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement, sustain, and monitor the RTI model through utilizing our dedicated intervention time called Focus. **Strategy's Expected Result/Impact:** Increased academic achievement **Staff Responsible for Monitoring:** Campus Administration; Dean of Instruction Literacy Instructional Coach Teachers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 1 **Funding Sources:** Literacy Instructional Coach - State Comp Ed - $65,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Collaborative teams will meet before beginning each unit to complete their essential standard unit planning which includes unwrapping district essential standards and creating assessments to drive instruction. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal, Literacy Instructional coach, curriculum coordinators, teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Literacy Instructional Coach - State Comp Ed - $65,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will participate in professional learning opportunities to improve reading and language instructional strategies. **Strategy's Expected Result/Impact:** Improved tier 1 instruction in all classrooms **Staff Responsible for Monitoring:** Principal Dean of Instruction Literacy Coach Assistant Principals **Title I:** 2.4 **Problem Statements:** Student Learning 1 **Funding Sources:** Literacy Instructional Coach - State Comp Ed - $65,000, Region 6 Training - 199 - General Fund - $300				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Grades 6 and 8 showed negative growth in reading achievement based on MAP data. 7th grade only showed 1 point of growth. **Root Cause**: Teachers have not received adequate training on how to efficiently and effectively create and deliver tier 1 instructional strategies.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 2: For the 2023-2024 school year, each grade level will increase 10% of students performing at Meets or better on the Math STAAR.

High Priority

Evaluation Data Sources: 2023-2024 Academic Growth Report
STAAR Data
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will have the opportunity to participate in professional development presented on and off-campus. **Strategy's Expected Result/Impact:** Improve TI initial instruction. Ensure that teachers have support and coaching for practical instruction and student assessment **Staff Responsible for Monitoring:** Dean of Instruction Math Instructional Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Learning 2 **Funding Sources:** Math Instructional Coach - State Comp Ed - $65,000	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborative teams will meet before beginning each unit to complete their essential standard unit planning which includes unwrapping district essential standards and creating assessments to drive instruction. **Strategy's Expected Result/Impact:** Improved student achievement **Staff Responsible for Monitoring:** Principal Dean of Instruction Math Instructional Coach **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Math Instructional Coach - State Comp Ed - $65,000	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: During all CT data meetings, all core teachers will use the data protocol to analyze CFA's and CSA's to inform tier 1, 2, and 3 instruction in the classroom. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Coaches Admin Teachers **Problem Statements:** Student Learning 2 - School Processes & Programs 1 **Funding Sources:** Coaches - Title I Part A				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Lynn Lucas students did not meet projected growth in grades 6-8 on the end of the year MAP assessment. **Root Cause**: Teachers have not received adequate coaching from admin and leadership to provide specific tier 1 instruction focused on essential standards.
School Processes & Programs
Problem Statement 1: Staff members at Lynn Lucas do not have a solid understanding of how to appropriately use data to guide instruction. **Root Cause**: Lack of communication on how to use the data or why we use data from campus administration.

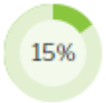
Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 3: For the 2023-2024 school year, each grade level will increase 10% of students performing at Meets or better on the Science and Social Studies STAAR.

Evaluation Data Sources: STAAR Data
MAP Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will have the opportunity to participate in professional learning presented on and off-campus. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals All Instructional Coach **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Math and Science Instructional Coach - State Comp Ed - $65,000, Reading and SS Instructional Coach - State Comp Ed - $65,000	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborative teams will meet before beginning each unit to complete their essential standard unit planning which includes unwrapping district essential standards and creating assessments to drive instruction. **Strategy's Expected Result/Impact:** Improved teaching and student achievement **Staff Responsible for Monitoring:** Coaches Admin **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Coaches - Title I Part A	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: During all CT data meetings, all core teachers will use the data protocol to analyze CFA's and CSA's to inform tier 1, 2, and 3 instruction in the classroom. **Strategy's Expected Result/Impact:** Increased student achievement **Staff Responsible for Monitoring:** Coaches Admin **Problem Statements:** Student Learning 2 **Funding Sources:** Instructional Coaches - Title I Part A				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Lynn Lucas students did not meet projected growth in grades 6-8 on the end of the year MAP assessment. **Root Cause**: Teachers have not received adequate coaching from admin and leadership to provide specific tier 1 instruction focused on essential standards.
School Processes & Programs
Problem Statement 1: Staff members at Lynn Lucas do not have a solid understanding of how to appropriately use data to guide instruction. **Root Cause**: Lack of communication on how to use the data or why we use data from campus administration.

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: By the end of the 2023-2024 school year, we will positively increase parent and family engagement on campus as measured by family and engagement surveys.

Evaluation Data Sources: Increase in mentors who are a part of campus mentor program
Increase in parent involvement on campus

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will create a Lynn Lucas PTO focused on building the staff, student, and community rapport. **Strategy's Expected Result/Impact:** Positive Family Engagement survey Keep parents informed with school-related business, guidelines, protocols. **Staff Responsible for Monitoring:** Principal Dean Assistant Principals Counselors Guiding Coalition Members **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue campus-based community mentoring programs such as RISE Mentoring and Watch DOGS **Strategy's Expected Result/Impact:** Mentors attending lunch and other mentoring sessions with students, mentors attending specialty functions at school with student and family, decreased behavioral incidents with mentored students, increased academic engagement of mentored students **Staff Responsible for Monitoring:** Principal RISE Mentor **Problem Statements:** Perceptions 1 **Funding Sources:** Watch Dog - 199 - General Fund - $482				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: By August 2023, we will have a Principal Meet and Greet with a sign up table to assist with parent and family engagement on campus. **Strategy's Expected Result/Impact:** Improved parental input and engagement on campus **Staff Responsible for Monitoring:** Principal Dean Assistant Principals Guiding Coalition Members **Problem Statements:** Perceptions 1 **Funding Sources:** Coffee and pastries - 199 - General Fund - $200				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is currently a lack of communication to staff, students, families, and stakeholders. **Root Cause**: Lack of understanding or desire to provide effective tools to communicate from administration

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 2: Consistently communicate with all LLMS parents regarding student academic progress and monthly campus events.

Evaluation Data Sources: Monthly Newsletters
MOY and EOY Parent Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Beginning in August, we will establish and send the Lynx Link to all parents on Sunday afternoon every week. **Strategy's Expected Result/Impact:** To provide transparent and predictable communication regarding all campus recognitions, celebrations, and upcoming events. **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Establish a variety of ways to celebrate students, staff, and families. **Strategy's Expected Result/Impact:** Increased participation of all stakeholders **Staff Responsible for Monitoring:** Principal Lynx United Leadership Team **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Design and implement opportunities to celebrate school spirit and unity such as campus Pep Rallies, Lunch time affirmations, positive announcements, and other suggestions from the Positive Behavior Support Committee. **Strategy's Expected Result/Impact:** To increase campus morale **Staff Responsible for Monitoring:** Principal Assistant Principals Committee Chair Behavior Coalition **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	70%			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is currently a lack of communication to staff, students, families, and stakeholders. **Root Cause**: Lack of understanding or desire to provide effective tools to communicate from administration

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Design and implement professional learning focused on essential standards that are identified as needing additional targeted support through the data review and walkthroughs.

Evaluation Data Sources: Sign in sheets
Increased Proficiency on walkthrough data for tier 1 and 2 instruction

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide teachers with monthly Professional Learning (Academic Briefs) on effectively using every minute of instructional time. **Strategy's Expected Result/Impact:** Improve TI instruction More teacher-student conference Students aware of their data and academic progress Goal Setting **Staff Responsible for Monitoring:** Design team Dean of Instruction Academic Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will participate in 2 collaborative meetings each week in which they will focus on unwrapping standards, creating learning targets and assessments, and reviewing data to inform instruction. **Strategy's Expected Result/Impact:** Improve TI instruction Teacher retention **Staff Responsible for Monitoring:** Principal Dean of Instruction Teachers Academic Coaches Instructional Coordinators **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math/Science Instructional Coach - State Comp Ed - $65,000, RLA/SS Instructional Coach - State Comp Ed - $65,000, Technology Instructional Coach - State Comp Ed - $65,000	75%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: LLMS faculty will use the TEKS Resource System as the Willis ISD district guide to teaching the State of Texas Mandated curriculum. Teachers will follow the district approved pacing guide. **Strategy's Expected Result/Impact:** Guaranteed and viable curriculum resource to successfully plan solid Tier 1 instruction for all students. **Staff Responsible for Monitoring:** Administration, Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Math/Science Instructional Coach - State Comp Ed - $65,000, RLA/SS Instructional Coach - State Comp Ed - $65,000, Technology Instructional Coach - State Comp Ed - $65,000	60%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Grades 6 and 8 showed negative growth in reading achievement based on MAP data. 7th grade only showed 1 point of growth. **Root Cause**: Teachers have not received adequate training on how to efficiently and effectively create and deliver tier 1 instructional strategies.

Problem Statement 2: Lynn Lucas students did not meet projected growth in grades 6-8 on the end of the year MAP assessment. **Root Cause**: Teachers have not received adequate coaching from admin and leadership to provide specific tier 1 instruction focused on essential standards.

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 2: Increase campus morale and create regular, two-way communication between teachers and the campus principal.

Evaluation Data Sources: BOY and EOY staff feedback

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Starting in September, the campus principal will begin implementing morale boosters such as pumpkin hiding, random call in games, and forming a PTO to assist with fun activities like the coffee cart. **Strategy's Expected Result/Impact:** Increased teacher morale and teacher retention **Problem Statements:** Perceptions 1 **Funding Sources:** Lynx United Dues - Campus Activity Fund - $300, Campus Awards and Incentives - 199 - General Fund - $500	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: By mid year, the principal will do a temperature check to see how teachers want two way communication. The principal currently offers an open door policy or setting appointments with the secretary. **Strategy's Expected Result/Impact:** Improved teacher morale and communication **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1	30%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is currently a lack of communication to staff, students, families, and stakeholders. **Root Cause**: Lack of understanding or desire to provide effective tools to communicate from administration

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of campus funds will be allocated to improve all campus programs for the 2023-2024 school year.

Evaluation Data Sources: All campus funds will be utilized for programs that ensure the success of every student.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Review expenditures and make recommendations for future planning. **Strategy's Expected Result/Impact:** Campus financial records **Staff Responsible for Monitoring:** Principals Assistant Principals Campus Improvement Committee **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

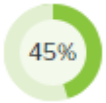
Student Learning
Problem Statement 1: Grades 6 and 8 showed negative growth in reading achievement based on MAP data. 7th grade only showed 1 point of growth. **Root Cause**: Teachers have not received adequate training on how to efficiently and effectively create and deliver tier 1 instructional strategies.
Problem Statement 2: Lynn Lucas students did not meet projected growth in grades 6-8 on the end of the year MAP assessment. **Root Cause**: Teachers have not received adequate coaching from admin and leadership to provide specific tier 1 instruction focused on essential standards.

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Teachers will participate in safety awareness training once a month.

Evaluation Data Sources: Create and promote school safety awareness for staff to know what to do in times of crisis.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers and staff will participate in beginning of the year EduHero videos on school and student safety. **Strategy's Expected Result/Impact:** Increased sense of safety on campus **Staff Responsible for Monitoring:** Principal CPI trainers Behavior support staff **Problem Statements:** Demographics 1, 2 - Perceptions 1 **Funding Sources:** EduHero - State Comp Ed - $9,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize effective strategies from the Behavior Coalition to provide monthly support that will improve classroom management. **Strategy's Expected Result/Impact:** Utilize effective strategies from the Behavior Coalition to provide monthly support to grade-level teachers that will improve classroom management. **Staff Responsible for Monitoring:** Administrators Behavior Coalition **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will collaborate on specific behaviors seen in class and how to assist students with behavior supports based on feedback from colleagues. **Strategy's Expected Result/Impact:** Improved student behavior strategies **Staff Responsible for Monitoring:** Admin Counselors Behavior Coalition				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Currently, Lynn Lucas Middle School has 22 arrests due to THC Vapes. **Root Cause**: Students do not fully understand the effect of vaping and having THC vapes on campus.
Problem Statement 2: Currently, Lynn Lucas attendance is 92%. **Root Cause**: There is a lack of proactive measures to ensure students understand the importance of being at school.
Perceptions
Problem Statement 1: There is currently a lack of communication to staff, students, families, and stakeholders. **Root Cause**: Lack of understanding or desire to provide effective tools to communicate from administration

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 2: Through the 2023-2024 school year, teachers will implement and teach tier 1 behavior essential standards in class to decrease office referrals by 10%.

Evaluation Data Sources: TEAM Discipline Report
Increased learning time in classrooms

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By September 1st, teachers will have received emotional intelligence (EQ) lessons that include campus expectations and consequences as they relate to the Code of Conduct for Willis ISD and begin implementing them in class during their scheduled EQ time. **Strategy's Expected Result/Impact:** Increased learning time in classroom due to less office referrals or searches due to illegal substances **Staff Responsible for Monitoring:** Behavior coalition School Counselors AP's **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2 - Perceptions 1	75%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Currently, Lynn Lucas Middle School has 22 arrests due to THC Vapes. **Root Cause**: Students do not fully understand the effect of vaping and having THC vapes on campus.
Problem Statement 2: Currently, Lynn Lucas attendance is 92%. **Root Cause**: There is a lack of proactive measures to ensure students understand the importance of being at school.

Perceptions
Problem Statement 1: There is currently a lack of communication to staff, students, families, and stakeholders. **Root Cause**: Lack of understanding or desire to provide effective tools to communicate from administration

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 3: Through the 2023-2024 school year, the total number of tardies will decrease by 50%,

Evaluation Data Sources: Attendance Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Using Student Conductor, leadership will conduct daily tardy sweeps to limit students missing instruction. **Strategy's Expected Result/Impact:** Increased learning time and less issues in restrooms **Staff Responsible for Monitoring:** Principal Assistant principals Leadership Team **Problem Statements:** Demographics 1, 2 **Funding Sources:** Student Conductor - 199 - General Fund - $2,400	90%			

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Currently, Lynn Lucas Middle School has 22 arrests due to THC Vapes. **Root Cause**: Students do not fully understand the effect of vaping and having THC vapes on campus.
Problem Statement 2: Currently, Lynn Lucas attendance is 92%. **Root Cause**: There is a lack of proactive measures to ensure students understand the importance of being at school.

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 4: We will increase the opportunities for students to discuss the impact and consequences of vaping, drugs, smoking, etc including THC vapes as well as other illegal substances.

Evaluation Data Sources: Increased time in the classroom
Less referrals
Decreased number of felony arrests due to THC Vapes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administration will hang up QR codes for restroom checks that will allow us to document times of clean restrooms or when graffiti is seen in order to identify students skipping or adding graffiti to restrooms. **Strategy's Expected Result/Impact:** Improved student attendance and less graffiti **Staff Responsible for Monitoring:** Admin Counselors **Problem Statements:** Demographics 2	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Parent-Family engagement meeting in which vaping is discussed as well as informing parents of non-negotiables in consequences related to vaping including THC Vapes **Strategy's Expected Result/Impact:** Decreased arrets of THC vapes on campus **Staff Responsible for Monitoring:** Principal Dean Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** Demographics 1 **Funding Sources:** Coffee and snacks - 199 - General Fund - $200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increased drug sweeps using the district approved drug dog. **Strategy's Expected Result/Impact:** Increased awareness of the consequences of vaping and less vapes on campus Less arrests **Staff Responsible for Monitoring:** Principal Dean of Instruction SRO Assistant Principals **Problem Statements:** Demographics 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increased monitoring system of restrooms and restroom sweeps before and during classes to ensure students are not in restrooms including active monitoring by administration. **Strategy's Expected Result/Impact:** Increased time in classroom **Staff Responsible for Monitoring:** Principal Assistant Principals Dean of Instruction SRO Campus Leadership team **Problem Statements:** Demographics 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Student focus groups discussing the issues of illegal substances and vapes. **Strategy's Expected Result/Impact:** Increased time in classrooms Less arrests for THC Vapes Increased student awareness **Staff Responsible for Monitoring:** Principal Dean APs **Problem Statements:** Demographics 1, 2 - Perceptions 1 **Funding Sources:** Snacks and Sodas - 199 - General Fund - $500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: Currently, Lynn Lucas Middle School has 22 arrests due to THC Vapes. **Root Cause**: Students do not fully understand the effect of vaping and having THC vapes on campus.

Problem Statement 2: Currently, Lynn Lucas attendance is 92%. **Root Cause**: There is a lack of proactive measures to ensure students understand the importance of being at school.

Perceptions

Problem Statement 1: There is currently a lack of communication to staff, students, families, and stakeholders. **Root Cause**: Lack of understanding or desire to provide effective tools to communicate from administration

Goal 6: As per HB3, the percent of graduates that met the college, career, or military readiness (CCMR) requirements will maintain/increase from 47 % to 57% by August 2024.

Performance Objective 1: The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college-ready will increase from 47% to 57% by August 2023.

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Through classroom observations and data discussions, student progress will be monitored. **Strategy's Expected Result/Impact:** Increased CCMR threshold				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Personnel for Lucas Middle School

Name	Position	FTE
Amber Ruiz	Instructional Coach	0
Brenda Schultz	Instructional Coach	0
LeighAnne Elmore	Mentor Coordinator	0
McKenzie Nicks	Technology Innovation Coach	0
Melanie Underwood	Dyslexia Specialist	0

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Region 6 Training		$300.00
2	1	2	Watch Dog		$482.00
2	1	3	Coffee and pastries		$200.00
3	2	1	Campus Awards and Incentives		$500.00
5	3	1	Student Conductor		$2,400.00
5	4	2	Coffee and snacks		$200.00
5	4	5	Snacks and Sodas		$500.00
				Sub-Total	$4,582.00

State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Literacy Instructional Coach		$65,000.00
1	1	2	Literacy Instructional Coach		$65,000.00
1	1	3	Literacy Instructional Coach		$65,000.00
1	1	4	Literacy Instructional Coach		$65,000.00
1	2	1	Math Instructional Coach		$65,000.00
1	2	2	Math Instructional Coach		$65,000.00
1	3	1	Math and Science Instructional Coach		$65,000.00
1	3	1	Reading and SS Instructional Coach		$65,000.00
3	1	2	Technology Instructional Coach		$65,000.00
3	1	2	Math/Science Instructional Coach		$65,000.00
3	1	2	RLA/SS Instructional Coach		$65,000.00
3	1	3	Technology Instructional Coach		$65,000.00
3	1	3	Math/Science Instructional Coach		$65,000.00
3	1	3	RLA/SS Instructional Coach		$65,000.00
5	1	1	EduHero		$9,000.00
				Sub-Total	$919,000.00

Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Coaches		$0.00
1	3	2	Instructional Coaches		$0.00
1	3	3	Instructional Coaches		$0.00
				Sub-Total	$0.00

Campus Activity Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1	Lynx United Dues		$300.00
				Sub-Total	$300.00