La Pryor Independent School District

La Pryor Secondary

2024-2025 Campus Improvement Plan

Accountability Rating: B

Public Presentation Date: November 20, 2024

Mission Statement

La Pryor Independent School District, a safe learning community dedicated to a high quality education, is committed to prepare students to be productive members of society.

Vision

To Become the Premier District in our Region

Core Beliefs

CORE BELIEFS

1.We will make creating a positive Culture and Climate a school priority

2.We will build capacity in our school by supporting employee professional growth

3.We will fulfill every aspect of our goals with a sense of urgency and accountability

4.We will make student centered data driven decisions

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the enrollment as of 11/13/24,

The total teachers and admin 26, including 1 principal, 1 counselor, 1 athletic director, and 1 Life Skills teacher.

The total paraprofessional staff is 6 which includes:

- 2 Clerical Support.
- 1 Counselor
- 1 Life Skills Aide.
- 2 Intructional Aides.

Plus a District Nurse is 0.5, as they are shared with the elementary. In summary,

- The TOTAL secondary staff listed is 32.5.

The composition of the student body is as follows:

- 6th Grade: 46
- 7th Grade: 35
- 8th Grade: 27
- 9th Grade: 48
- 10th Grade: 41
- 11th Grade: 24
- 12th Grade: 25

La Pryor Secondary School has a total student population of 246. We have 43 students receiving special education services. We have 14 students receiving 504 services. 5% of students are in ESL/Bilingual programs. The student population was reported to have Gender: Male: 50% Female: 50% and an Attendance Rate: 92.9%.

According to the 22-23 TAPR, Race/ethnicity is as follows: Hispanic: 96.4%, White: 3.6%, Black: 0%, Other: 0%

Graduation rate:100% Discipline data: Enrolled in CCMR: 100% Enrolled in Special Education: 12% ESL: 9% Teacher-student ratio: 1:11

86% of our students are economically disadvantaged. 59.8% of the student population is designated as At-Risk. The graduation rate reported for 2021-22 was 100% for the year with a 0% dropout rate. The CCMR reported for the 2021-22 year the district had a 76.7% rate vs the state and region being lower levels.

The high school is a 2A school in the Southwest area of Texas, a rural community with the challenges that come with this designation. Our teacher-student ratios are lower than the state and has been a strength of our district. Our teachers are supporting students with a variety of programs such as the Applied Agriculture Engineering, and Health Science Therapeutic, and Business Entrepreneurship programs of study. One of our strengths continues to be our low mobility rate as we are a community school district. We also are

continuing our TIA program in an effort to encourage teachers to remain in the district and retain the most effective teachers.

Demographics Strengths

La Pryor, Texas, is a close-knit community where people are highly supportive and involved, especially when they are informed about important concerns or events.

The majority of our STAAR scores exceed the state performance level, reflecting our students' strong achievements and our commitment to academic excellence.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): La Pryor Secondary faces a need to improve student performance and attendance, currently at 93%, below the 95% target. Students with poor attendance and low grades are particularly affected, facing challenges in engagement and achievement. These students are also at-risk to drop out as poor attendance results in losing credits and falling behind in their track for graduation. **Root Cause:** The root causes of low attendance and performance include limited parent involvement, student motivation issues, and unaddressed mental health challenges. These factors hinder student engagement, leading to inconsistent attendance and reduced academic focus. Increasing family engagement and providing mental health support are essential to improving student attendance and performance outcomes.

Student Learning

Student Learning Summary

According to TEA 2023-204 STAAR Performance for Spring 2024 Assessment Results were as follows:

7th Grade Reading: 83% Approaches, 48% Meets, 26% Masters

7th Grade Mathematics: 39% Approaches, 6% Meets, 0% Masters

8th Grade Reading: 64% Approaches, 25% Meets, 0% Masters

8th Grade Mathematics: 85% Approaches, 28% Meets, 5% Masters

8th Grade Social Studies: 27% Approaches, 5% Meets, 0% Masters

8th Grade Science: 18% Approaches, 2% Meets, 0% Masters

EOC Algebra 1: 93% Approaches, 49% Meets, 9% Masters

EOC Biology: 86% Approaches, 57% Meets, 5% Masters

EOC English 1: 73% Approaches, 59% Meets, 2% Masters

EOC English 2: 81% Approaches, 55% Meets, 0% Masters

EOC U.S. History: 96% Approaches, 74%Meets, 17% Masters

Student Learning Strengths

Our students' strengths are evident in U.S. History, where they achieved our highest STAAR scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 7th-8th grade STAAR scores are underperfoming compared to the other secondary STAAR EOC scores, particularly 7th grade Math, 8th grade Science, and 8th grade Social Studies. **Root Cause:** Inexperienced teachers, lack of curriculum, lack of foundational content skills.

Problem Statement 2: Ninth-grade attendance is underperforming compared to other secondary grade levels, currently at 89%, making it the only grade below 90%. Due to their larger class size, this percentage represents a higher number of students with poor attendance. **Root Cause:** Lack of understanding about the importance of attendance for earning course credit, regardless of passing grades.

School Processes & Programs

School Processes & Programs Summary

Our school calendar was designed with built in Professional Development days and times built in to the calendar every end of 6 weeks. Leadership meets on a bi-weekly basis to discuss school progress. We have a full time Instructional Coach that provides teachers with assistance regarding curriculum. Teachers receive frequent Walk-Through feedback regarding instruction. Teachers meet for PLCs every month on early release Fridays. Every student has a smart device or laptop computer in the core classes. Teachers have class set of laptops inside a Computers on wheels (COW) storage and each teacher has an elmo and Projection screen.

School Processes & Programs Strengths

Our school principal requires that teachers document every parent contact in her parent contact log that is located inside the staff resources folder in our school shared drive. This is a program strength that provides information and can be used as a TTESS accountability evidence piece ensuring that teachers do their due diligence in reaching out to parents.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to improve in our ability to create an effective master schedule that will support student learning and performance. **Root Cause:** We are a small district with a small amount of teachers per subject, restricting the number of classes we offer per subject and limiting the ability for schedule changes.

Perceptions

Perceptions Summary

We do staff climate surveys twice a year. Parents are invited to participate in events such as Fall Festival, Community Pep Rallys, and Community Send Offs.

Students are given a wellness survey on their perception of attending La Pryor Secondary.

Perceptions Strengths

La Pryor, Texas, is a close-knit community where people are highly supportive and involved, especially when they are informed about important concerns or events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are times that staff members fail to uphold FERPA confidentiality. **Root Cause:** We are a small district and community in which many staff members, students, and community members are related and tend to blur their personal and professional boundaries.

Priority Problem Statements

Problem Statement 1: La Pryor Secondary faces a need to improve student performance and attendance, currently at 93%, below the 95% target. Students with poor attendance and low grades are particularly affected, facing challenges in engagement and achievement. These students are also at-risk to drop out as poor attendance results in losing credits and falling behind in their track for graduation.

Root Cause 1: The root causes of low attendance and performance include limited parent involvement, student motivation issues, and unaddressed mental health challenges. These factors hinder student engagement, leading to inconsistent attendance and reduced academic focus. Increasing family engagement and providing mental health support are essential to improving student attendance and performance outcomes.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 7th-8th grade STAAR scores are underperfoming compared to the other secondary STAAR EOC scores, particularly 7th grade Math, 8th grade Science, and 8th grade Social Studies.

Root Cause 2: Inexperienced teachers, lack of curriculum, lack of foundational content skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: We need to improve in our ability to create an effective master schedule that will support student learning and performance.

Root Cause 3: We are a small district with a small amount of teachers per subject, restricting the number of classes we offer per subject and limiting the ability for schedule changes.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are times that staff members fail to uphold FERPA confidentiality.

Root Cause 4: We are a small district and community in which many staff members, students, and community members are related and tend to blur their personal and professional boundaries.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: During the 2024-25 school year, each teacher of La Pryor Secondary will reach out to parents of students at risk of failing by the third week of every six-week period. By collaborating with parents, we aim to decrease our students who have failed at least one class from 10% to 7% by the end of the 2024-25 school year.

Performance Objective 1: During the 2024-25 school year, each teacher will reach out to parents of students at risk of failing by the third week of every six-week period. By collaborating with parents, we aim to decrease our students who have failed at least one class from 10% to 7% by the end of the 2024-25 school year.

Evaluation Data Sources: Parent Communication Logs, Six Weeks Grading Averages

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Teachers will communicate with parents through phone calls, Remind/Class Dojo, and/or email, when students are having academic issues in class. Teachers will document the name of the student of concern, the form of communication, and the reason for reaching out in the Parent Contact Log. **Strategy's Expected Result/Impact:** Parents will be aware that their children are failing by the end of the third week of every six-week grading period and can then provide support to their children before they fail their classes when the grading period ends. **Staff Responsible for Monitoring:** Principal, Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	15%	40%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: Teachers will offer after school tutoring once a week to their students **Strategy's Expected Result/Impact:** Students who need extra help will be aware of the opportunity to receive it, allowing them to improve both their understanding and performance grades. **Staff Responsible for Monitoring:** Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	15%	40%	60%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: By the end of the 2024-2025 school year, La Pryor Secondary will increase the weekly student attendance rate to meet or exceed 95%.

Performance Objective 1: By the end of the 2024-2025 school year, La Pryor Secondary will increase the weekly student attendance rate to meet or exceed 95%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Attendance parent liaison will conduct home visits, send letters, or meet with parents of students who have attendance issues. **Strategy's Expected Result/Impact:** Increase parent and student awareness and understanding of significance of student attendance **Staff Responsible for Monitoring:** Principal, Parent Liaison **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	90%	95%	100%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: Students will be rewarded for attending school regularly through motivational incentives once a semester. **Strategy's Expected Result/Impact:** Increase student attendance **Staff Responsible for Monitoring:** Principal, Teacher **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	N/A	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: We aim to retain 80% of La Pryor Secondary Campus Staff from the 2024-25 academic year to the 2025-26 academic year and ensure that our teaching staff is highly qualified and effective, achieving a 5% growth in each proficiency standard as assessed by student data by the end of the 2024-25 academic year.

Performance Objective 1: We aim to retain 80% of La Pryor Secondary Campus Staff from the 2024-25 academic year to the 2025-26 academic year

Evaluation Data Sources: TAPR Staff Retention Data, State-of-the-Campus Google Survey Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Increase staff morale by recognizing teachers through programs like Teacher of the Month and Teacher of the Year, while fostering a positive work environment through luncheons, door decorating contests, and team-building exercises. **Strategy's Expected Result/Impact:** Staff morale will increase in positivity **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	60%	70%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: Implement an anonymous State-of-the-Campus Google Survey twice a year. **Strategy's Expected Result/Impact:** Assess opinions and morale of employees and climate and culture of staff. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	75%	80%	85%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 3: Utilize TIA to attract and retain highly qualified and effective teachers to the district. **Strategy's Expected Result/Impact:** Attract teachers to the district, incentivize teachers to give quality instruction, and to remain at the district. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture	N/A		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: We aim to retain 80% of La Pryor Secondary Campus Staff from the 2024-25 academic year to the 2025-26 academic year and ensure that our teaching staff is highly qualified and effective, achieving a 5% growth in each proficiency standard as assessed by student data by the end of the 2024-25 academic year.

Performance Objective 2: Ensure that the teaching staff are highly qualified educators, achieving a 5% growth in each proficiency standard as assessed by student data by the end of the 2024-25 academic year..

Evaluation Data Sources: T-TESS, STAAR EOC, NWEA MAP Growth Scores, Eduphoria Benchmark Assessments

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Train all staff during in-service and professional development days on strategies to teach effectively. **Strategy's Expected Result/Impact:** Staff will be better prepared to teach a higher level quality of instruction and implement rigorous curriculum. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction	90%	90%	90%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: Implement walkthrough observations and provide feedback sessions to improve teacher effectiveness and impact student progress. **Strategy's Expected Result/Impact:** T-TESS Walkhthroughs, STAAR EOC data, NWEA MAP Growth Data **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction	70%	95%	95%

Strategy 3 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 3: Utilize TIA to attract and reward highly qualified and effective teachers to the district. **Strategy's Expected Result/Impact:** Incentivize teachers to give quality instruction. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 5: Effective Instruction	40%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: For the 2024-2025 school year, La Pryor Secondary will improve and show positive growth in science performance across all grade levels.

Performance Objective 1: Increase the percentage of students meeting or exceeding grade-level science standards by 5% by the end of the 2024-2025 school year through focused interventions, hands-on learning activities, and regular progress assessments.

Evaluation Data Sources: STAAR EOC, NWEA MAP Growth Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Increase rigor of content ensuring alignment of TEKs to lessons, and implement a STAAR review in the month leading to the 8th Grade Science EOC **Strategy's Expected Result/Impact:** Increase of student understanding of content and performance on 8th Grade Science EOC **Staff Responsible for Monitoring:** Principal, Science Teachers **TEA Priorities:** Improve low-performing schools	15%	50%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: New Science Teachers will be trained during in-service and professional development days as well as assigned an experienced mentor science teacher. **Strategy's Expected Result/Impact:** New science teachers will have the tools and capability to improve and teach effectively **Staff Responsible for Monitoring:** Principal, Instructional Coach, Science Lead **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing	20%	40%	55%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: For the 2024-2025 school year, La Pryor Secondary will improve and show positive growth in science performance across all grade levels.

Performance Objective 2: Maintain Meets and increase Mastery 2 or more students of the Biology STAAR EOC

Evaluation Data Sources: Biology STAAR EOC

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Increase rigor of content ensuring alignment of TEKs to lessons and implementing a Biology review in the month April leading up to the Biology STAAR EOC. **Strategy's Expected Result/Impact:** Increase student comprehension of content and performance on state exams. **Staff Responsible for Monitoring:** Principal and science teacher **TEA Priorities:** Improve low-performing schools	N/A	65%	85%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: For the 2024-2025 school year, La Pryor Secondary will improve and show positive growth in math performance across all grade levels.

Performance Objective 1: Increase the percentage of students meeting or exceeding grade-level math standards by 5% by the end of the 2024-2025 school year through focused interventions, hands-on learning activities, and regular progress assessments.

Evaluation Data Sources: STAAR EOC, NWEA MAP Growth Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Increase rigor of content ensuring alignment of TEKs to lessons, and implement a STAAR review in the month leading to Math STAAR EOC's **Strategy's Expected Result/Impact:** Increase of student understanding of content and performance on 6th, 7th, 8th Grade Math, and Algebra 1 EOC **Staff Responsible for Monitoring:** Principal, Math Teachers **TEA Priorities:** Improve low-performing schools	15%	50%	75%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: Math Teachers will be trained during in-service and professional development days as well as work together during Math PLC's. **Strategy's Expected Result/Impact:** Math teachers will have the tools and capability to improve and teach effectively **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools	20%	40%	60%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: For the 2024-2025 school year, La Pryor Secondary will improve and show positive growth in English performance across all grade levels.

Performance Objective 1: Increase the percentage of students meeting or exceeding grade-level English standards by 5% by the end of the 2024-2025 school year through focused interventions, hands-on learning activities, and regular progress assessments.

Evaluation Data Sources: STAAR EOC

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Increase rigor of content ensuring alignment of TEKs to lessons, and implement a STAAR review in the month leading to English STAAR EOC's **Strategy's Expected Result/Impact:** Increase of student understanding of content and performance on 6th, 7th, 8th Grade English, and English 1 & 2 EOC **Staff Responsible for Monitoring:** Principal, English Teachers	50%	70%	85%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: English Teachers will be trained during in-service and professional development days as well as work together during English PLC's. **Strategy's Expected Result/Impact:** English teachers will have the tools and capability to improve and teach effectively **Staff Responsible for Monitoring:** Principal	80%	90%	95%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: For the 2024-2025 school year, La Pryor Secondary will improve and show positive growth in the 7th grade and 8th grade Social Studies performance.

Performance Objective 1: Increase the percentage of students meeting or exceeding grade-level for 7th and 8th grade Social Studies standards by 5% by the end of the 2024-2025 school year through focused interventions, hands-on learning activities, and regular progress assessments.

Evaluation Data Sources: STAAR EOC

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 1: Increase rigor of content ensuring alignment of TEKs to lessons for 7th and 8th grade Social Studies, and implement a STAAR review in the month leading to 8th grade Social Studies STAAR EOC's **Strategy's Expected Result/Impact:** Increase of student understanding of content for 7th and 8th grade Social Studies and higher performance scores on 8th Grade Social Studies STAAR EOC **Staff Responsible for Monitoring:** Principal, Social Studies Teachers	15%	40%	60%

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	Apr
Strategy 2: Social Studies Teachers will be trained during in-service and professional development days as well as be assigned an experienced social studies mentor teacher **Strategy's Expected Result/Impact:** Social Studies teachers will have the tools and capability to improve and teach effectively **Staff Responsible for Monitoring:** Principal, Instructional Coach, Social Studies Lead	20%	40%	55%

0% No Progress 100% Accomplished Continue/Modify Discontinue