

Willis Independent School District



Lynn Lucas Middle School

2025-2026 Campus Improvement Plan

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

Summary

1304 N Campbell St
 Willis, TX 77378-8668
 (936) 856-1274 Phone
 (936) 856-1065 Fax

Administration

Principal **Kelley Moore**
 Dean of Instruction Katelyn Owens
 Assistant Principal Ashley Soose
 Assistant Principal Tomell Walton

School Population	Count	Percent
Student Total	918	100%
6th Grade	307	33.19%
7th Grade	310	33.30%
8th Grade	301	33.52%
Student Demographics		
Gender		
Female	440	47.50%
Male	478	52.50%
Ethnicity		
Hispanic-Latino	435	47.39%
Race		
American Indian - Alaskan Native	4	0.44%
Asian	4	0.44%
Black - African American	77	8.39%
Native Hawaiian - Pacific Islander	0	0.00%
White	373	40.63%
Two-or-More	25	2.72%
Student Programs		
Count		
Dyslexia	75	8.32%
Gifted and Talented	70	7.47%
Regional Day School Program for the Deaf	1	0.11%
Section 504	96	10.25%

Special Education (SPED)	136	14.8%
Bilingual/ESL		
Emergent Bilingual (EB)	232	24.76%
Bilingual	0	0.00%
English as a Second Language (ESL)	130	13.87%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	98	10.46%
Student Indicators		
	Count	Percent
At-Risk	260	27.75%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	19	2.03%
Intervention Indicator	369	39.38%
Migrant	0	0.00%
Military Connected	8	0.85%
Transfer In Students	11	1.17%
Unschooling Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	650	72.14%
Free Meals	586	65.04%
Reduced-Price Meals	64	7.10%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.11%
Shelter	0	0.00%
Doubled Up	1	0.11%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	1	0.11%
Is Unaccompanied Youth	0	0.00%
Special Education Services		
	Count	Percent
Primary Disabilities		
No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	20	16.13%
Auditory impairment	3	2.42%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	12	9.68%
Emotional disturbance	12	9.68%
Learning disability	56	45.16%
Speech impairment	4	3.23%

Autism	17	13.71%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	4	3.23%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	60	48.39%
Resource Room	43	34.68%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	17	13.71%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%
Staff Information		
	Count	Percent
Administrative Support	11	14.29%
Teacher	58	75.32%
Educational Aide	8	10.39%
Auxiliary	0	0.00%

Campus Attendance for Years: 2023, 2024 for All Campuses

	Total Days Absent	Total Eligible Days Present	Total Ineligible Days Present	Membership (Abs + Pres)	Average Daily Attendance	Percent In Attendance	Total Days Absent	Total Eligible Days Present
Campus	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2022 - 2023	2023 - 2024	2023 - 2024
(170904042) - Lynn Lucas Middle	14,297.5	152,271.5	0.0	166,569.0	885.617	91.4%	10,640.0	145,700.0
Campus Total	14,297.5	152,271.5	0.0	166,569.0	885.617	91.4%	10,640.0	145,700.0

Discipline Action Group Summary 2024 for Lynn Lucas Middle School

Student Group	Number of Students	ISS Actions	ISS Students	ISS Percent	OSS Actions	OSS Students	OSS Percent	DAEP Actions	DAEP Students	DAEP Percent	JJA Actions
All	1,005	416	216	21.49%	160	114	11.34%	33	30	2.99%	2
Asian	2	0	0	0.00%	0	0	0.00%	0	0	0.00%	0

Black or African American	87	77	33	37.93%	23	19	21.84%	4	4	4.60%	0
Hispanic/Latino	463	137	84	18.14%	54	38	8.21%	11	10	2.16%	2
American Indian or Alaska Native	4	0	0	0.00%	0	0	0.00%	0	0	0.00%	0
Two or More Races	31	30	10	32.26%	12	8	25.81%	0	0	0.00%	0
White	418	172	89	21.29%	71	49	11.72%	18	16	3.83%	0
Female	472	122	69	14.62%	54	36	7.63%	19	16	3.39%	0
Male	533	294	147	27.58%	106	78	14.63%	14	14	2.63%	2
Special Education - Summer	141	95	44	31.21%	41	28	19.86%	4	4	2.84%	1
Economic Disadvantage - Fall	684	336	166	24.27%	140	97	14.18%	27	26	3.80%	1
Economic Disadvantage - Summer	751	364	178	23.70%	145	101	13.45%	31	29	3.86%	1
At Risk - Fall	260	73	44	16.92%	30	21	8.08%	4	4	1.54%	2
ESL - Fall	130	32	18	13.85%	14	10	7.69%	0	0	0.00%	0
CTE Attendance - Summer	227	165	73	32.16%	74	45	19.82%	16	14	6.17%	1
Section 504 - Summer	107	56	28	26.17%	20	15	14.02%	4	4	3.74%	0

Strengths

Strength 1- Attendance incentives: Grade level challenges continue the conversation about attendance
Strength 2- Family involvement nights encourage parent involvement
Strength 3- Open camping allowing parents to come on campus has encouraged people to feel welcome
Strength 4- Continued communication with families through email, newsletters, and phones in classrooms.
Strength 5- Staff mentor program to monitor students who struggle with attendance, behavior, or additional struggles to better identify students in danger of attendance troubles.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1



Lynn Lucas attendance has been consistently lower than other campuses in the district.

There is a need for proactive measures at Lynn Lucas that promote family awareness of how attendance impacts student achievement.

 = Priority

Student Achievement

Summary

6th Grade

Spring 2024

RLA

Spring 2025

	Total Students	Approaches	Meets	Master	Total Students	Approaches	Meets	Master
LLMS	281	64.77%	38.79%	12.1%	299	62.21%	34.11%	11.37%
Eco Dis	195	58.97%	31.79%	9.74%	224	55%	28.57%	10.27%
American Indian	2	50%	50%	0%	0			
Asian	0				3	33.33%	33.33%	0%
Black/African American	20	65%	45%	20%	22	68.18%	18.18%	9.09%
Hispanic	141	63.12%	33.33%	9.93%	138	54.35%	25.36%	7.25%
Two or More Races	6	50%	50%	0%	5	80%	80%	20%
White	112	67.86%	43.75%	14.29%	131	69.47%	44.27%	16.03%
Currently Emergent Bilingual	69	53.62%	26.09%	7.25%	70	52.86%	22.86%	4.29%
Special Ed Indicator	37	27.03%	5.41%	2.7%	45	26.67%	4.44%	0

Spring 2024

Spring 2025

Math

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	281	64.77%	38.79%	12.1%	294	67.69%	23.81%	4.08%
Eco Dis	196	35.79%	43.37%	10.71%	219	63.47%	19.63%	2.74%
American Indian	2	50%	50%	0%	0			
Asian	0				3	33.33%	0%	0%
Black/African American	20	65%	45%	20%	22	54.55%	13.64%	9.09%
Hispanic	141	63.12%	33.33%	9.93%	135	61.48%	17.04%	2.22%
Two or More Races	6	50%	50%	0%	5	100%	40%	0%
White	112	67.86%	43.75%	14.29%	129	75.97%	32.56%	5.43%
Currently Emergent Bilingual	69	53.62%	26.09%	7.25%	69	63.77%	17.39%	2.9%
Special Ed								

Indicator	37	27.03%	5.41%	2.7%	42	47.62%	9.52%	0%
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7th Grade

RLA	Spring 2024				Spring 2025			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	282	52.84%	34.4%	13.12%	303	63.7%	42.9%	14.92%
Eco Dis	204	48.53%	31.86%	10.78%	221	57.92%	34.84%	9.95%
American Indian	1	0%	0%	0%	3	33.33%	33.33%	0%
Asian	1	100%	100%	100%	0			
Black/African American	25	52%	32%	8%	27	66.67%	44.44%	11.11%
Hispanic	139	46.76%	28.78%	10.07%	147	61.9%	37.42%	12.93%
Two or More Races	10	20%	10%	0%	8	37.5%	37.5%	12.5%
White	106	64.15%	44.34%	18.87%	118	67.8%	50%	17.8%
Currently Emergent Bilingual	88	40.91%	23.86%	6.82%	69	49.28%	27.54%	8.7%
Special Ed Indicator	34	8.82%	5.88%	0%	37	10.81%	2.7%	0%

Math	Spring 2024				Spring 2025			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	224	27.23%	8.04%	0%	250	31.6%	10.4%	0.4%
Eco Dis	165	35.93%	24.24%	7.27%	188	27.66%	9.04%	0.5%
American Indian	1	0%	0%	0%	2	0%	0%	0%
Asian	1	100%	100%	0%	0			
Black/African American	23	8.7%	0%	0%	23	34.7%	4.35%	0%
Hispanic	120	25%	6.67%	0%	119	33.61%	10.08%	0%
Two or More Races	9	11.11%	11.11%	0%	7	0%	0%	0%
White	70	38.57%	11.43%	0%	99	31.31%	13.13%	1.01%
Currently Emergent Bilingual	79	24.05%	2.53%	0%	57	24.56%	5.26%	0%
Special Ed Indicator	34	8.82%	2.94%	0%	36	2.78%	0%	0%

8th Grade

RLA	Spring 2024				Spring 2025			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters

LLMS	316	66.14%	34.81%	15.82%	291	72.85%	41.24%	17.18%
EcoDis	205	64.88%	33.66%	13.17%	212	68.87%	34.43%	13.21%
American Indian	0				1	0%	0%	0%
Asian	1	100%	100%	100%	1	100%	100%	100%
Black/African American	23	52.17%	21.74%	13.04%	25	72%	40%	20%
Hispanic	144	61.81%	31.94%	15.28%	144	67.36%	34.72%	14.58%
Two or More Races	8	50%	37.5%	0%	12	58.33%	33.33%	0%
White	140	73.57%	39.29%	17.14%	108	82.41%	50.93%	21.3%
Currently Emergent Bilingual	74	51.35%	20.27%	4.05%	87	59.77%	26.44%	8.05%
Special Ed Indicator	31	22.58%	3.23%	0%	37	35.14%	8.11%	0%

Math	Spring 2024				Spring 2025			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	337	50.74%	16.62%	3.56%	287	42.51%	13.59%	1.74%
EcoDis	225	52.44%	15.56%	2.22%	209	40.19%	11.96%	1.44%
American Indian	0				2	50%	0%	0%
Asian	0				1	100%	100%	0%
Black/African American	24	33.33%	12.5%	0%	27	29.63%	11.11%	3.7%
Hispanic	155	49.03%	13.55%	3.23%	154	41.56%	12.34%	0.65%
Two or More Races	9	44.44%	22.22%	0%	12	41.67%	8.33%	0%
White	149	55.7%	20.13%	4.7%	91	47.25%	16.48%	3.3%
Currently Emergent Bilingual	80	46.25%	12.5%	1.25%	91	32.97%	7.69%	0%
Special Ed Indicator	33	18.18%	6.06%	3.03%	37	16.22%	2.7%	0%

Science	Spring 2024				Spring 2025			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	336	45.84%	21.43%	3.87%	305	57.38%	28.2%	5.57%
Eco Dis	213	44.13%	19.25%	2.82%	226	51.33%	21.24%	4.42%
American Indian	0				2	0%	0%	0%
Asian	1	100%	100%	100%	1	100%	100%	100%
Black/African American	25	24%	12%	0%	27	44.44%	11.11%	3.7%
Hispanic	155	40.65%	16.77%	2.58%	150	53.33%	24%	4.67%
Two or More								

Races	8	25%	25%	0%	12	33.33%	25%	8.33%
White	147	55.78%	27.21%	5.44%	113	69.03%	38.05%	6.19%
Currently Emergent Bilingual	74	32.43%	9.46%	0%	88	38.64%	11.36%	2.27%
Special Ed Indicator	32	12.5%	6.25%	0%	39	23.08%	7.69%	0%

Social Studies	Spring 2024				Spring 2025			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	322	42.24%	17.7%	8.07%	295	44.41%	15.59%	5.76%
Eco Dis	207	38.65%	15.94%	5.31%	216	39.81%	13.43%	3.7%
American Indian	0				0			
Asian	1	100%	100%	100%	1	100%	100%	100%
Black/African American	24	29.17%	12.5%	8.33%	26	30.77%	3.85%	0%
Hispanic	148	35.81%	14.86%	4.73%	145	40%	13.79%	3.45%
Two or More Races	8	37.5%	12.5%	12.5%	12	33.33%	0%	0%
White	141	51.06%	21.28%	10.64%	111	54.05%	21.62%	9.91%
Currently Emergent Bilingual	74	25.68%	5.41%	1.35%	87	33.33%	8.05%	2.3%
Special Ed Indicator	31	6.45%	0%	0%	40	32.5%	7.5%	2.5%

MAP

6th Grade

RLA	Spring 2024				Spring 2025			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	280	26.07%	24.64%	8.57%	301	30.9%	22.92%	9.3%
Eco Dis	192	22.92%	20.31%	7.29%	225	28.89%	19.56%	8%
American Indian	2	0%	50%	0%	0			
Asian	0				3	66.67%	0%	0%
Black/African American	23	17.39%	30.43%	13.04%	22	45.45%	18.18%	4.55%
Hispanic	138	26.09%	20.29%	7.97%	139	31.65%	15.83%	6.47%
Two or More Races	6	50%	16.67%	0%	5	40%	60%	0%
White	111	27.03%	28.83%	9.01%	132	26.52%	30.3%	13.64%
Currently Emergent Bilingual	66	22.73%	16.67%	3.03%	70	34.29%	14.29%	4.29%

Special Ed Indicator	37	10.81%	5.41%	0%	45	26.67%	6.67%	0%
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Math

Spring 2024

Spring 2025

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	274	38.32%	17.52%	1.46%	301	36.54%	20.93%	5.32%
Eco Dis	188	3.51%	16.49%	0.53%	225	36%	18.67%	3.11%
American Indian	2	50%	0%	0%	0			
Asian	0				3	33.33%	0%	0%
Black/African American	23	30.43%	26.09%	0%	22	31.82%	18.18%	4.55%
Hispanic	130	36.92%	14.62%	0.77%	139	36.69%	15.83%	2.16%
Two or More Races	6	50%	16.67%	0%	5	80%	20%	0%
White	113	40.71%	19.47%	2.65%	132	35.61%	27.27%	9.09%
Currently Emergent Bilingual	62	30.65%	9.68%	0%	70	42.86%	14.29%	2.86%
Special Ed Indicator	37	10.81%	2.7%	0%	45	24.44%	6.67%	0%

7th Grade

RLA

Spring 2024

Spring 2025

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	287	22.3	21.95	11.5	301	24.92	26.58	16.61
Eco Dis	201	21.39	19.9	10.45	219	25.57	24.2	11.87
American Indian	1	0	0	0	3	33.33	33.33	0
Asian	1	0	0	0	0			
Black/African American	26	42.31	15.38	3.85	26	26.92	34.62	15.38
Hispanic	140	22.14	21.43	8.57	146	26.03	24.66	13.7
Two or More Races	10	30	0	0	8	12.5	12.5	12.5
White	109	17.43	26.61	17.43	118	23.73	27.97	21.19
Currently Emergent Bilingual	82	23.17	15.85	4.88	69	33.33	15.94	5.8
Special Ed Indicator	42	2.38	4.76	7.14	36	19.44	8.33	0

Math

Spring 2024

Spring 2025

Total

Total

	Students	Approaches	Meets	Masters	Students	Approaches	Meets	Masters
LLM	286	23.43%	20.28%	5.24%	301	27.24	22.59	3.65
Economic Disadvantage	200	22.5%	19.5%	3.5%	219	26.03	18.26	2.74
American Indian / Alaskan Native	1	0%	0%	0%	3	33.33	0	0
Asian	1	0%	100%	0%	0			
Black/African American	25	32%	4%	0%	26	15.38	26.92	3.85
Hispanic	143	18.88%	17.48%	3.5%	147	31.97	20.41	2.72
Two or More Races	9	22.22%	11.11%	0%	8	0	12.5	0
White	107	28.04%	28.04%	9.35%	117	25.64	25.64	5.13
Currently Emergent Bilingual	84	17.86%	13.1%	0%	69	27.54	15.94	1.45
Special Ed Indicator	40	15%	5%	2.5%	36	5.56	0	0

8th Grade

RLA

Spring 2024

Spring 2025

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	286	25.87	26.22	13.99	292	27.05	25.68	18.49
Economic Disadvantage	179	27.37	27.37	11.17	212	29.25	23.58	14.15
American Indian/ Alaskan Native	0				1	100	0	0
Asian	1	0	0	100	1	0	0	100
Black/African American	21	14.29	14.29	14.29	26	42.31	30.77	11.54
Hispanic	132	26.52	23.48	11.36	144	27.08	22.92	15.28
Two or More Races	7	28.57	28.57	0	12	16.67	33.33	0
White	125	27.2	31.2	16.8	108	24.07	27.78	25.93
Currently Emergent Bilingual	70	31.43	24.29	1.43	87	32.18	17.24	10.34
Special Ed Indicator	26	19.23	7.69	0	37	21.62	8.11	10.81

Math

Spring 2024

Spring 2025

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	253	25.3%	21.74%	1.58%	288	23.26%	25.69%	6.6%
Eco Dis	167	20.36%	23.35%	2.4%	208	24.04%	21.15%	4.3%

American Indian	0				1	0%	0%	0%
Asian	0				1	0%	0%	100%
Black/African American	20	10%	15%	0%	25	20%	12%	4%
Hispanic	129	22.48%	20.16%	2.33%	144	24.31%	23.61%	2.08%
Two or More Races	6	0%	33.33%	0%	11	18.18%	9.09%	9.09%
White	98	33.67%	24.49%	1.02%	106	23.58%	33.96%	12.26%
Currently Emergent Bilingual	69	21.74%	18.84%	0%	87	28.74%	13.79%	0%
Special Ed Indicator	26	11.54%	7.69%	0%	38	18.42%	7.89%	0%

Science Spring 2024

Spring 2025

	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
LLMS	278	30.58%	16.91%	5.04%	276	28.26%	23.19%	6.88%
Eco Dis	183	32.79%	14.21%	4.37%	202	28.71%	19.8%	5.45%
American Indian	0				1	0%	0%	0%
Asian	1	0%	0%	100%	1	0%	0%	100
Black/African American	20	25%	5%	10%	25	48%	12%	0
Hispanic	137	26.28%	18.25%	2.19%	137	26.28%	21.17%	3.65
Two or More Races	7	57.14%	0%	0%	11	9.09%	27.27%	0
White	113	35.4%	18.58%	7.08%	101	28.71%	28.71%	12.87
Currently Emergent Bilingual	69	27.54%	10.14%	0%	83	26.51%	12.05%	1.2
Special Ed Indicator	29	17.24%	0%	0%	37	18.92%	8.11%	5.41

Strengths

Math

Strength 1 5th STAAR to 6th Interim (Window 3) Mastery Increased over 1%.

Strength 2 7th STAAR to 8th Interim was increased from 27% to 44% Approaches; 8% to 29% Meets; 0% to 15% in Masters.

7th to 8th Special Ed students went from 0%-3% Masters, 5%-11% Meets, 11%-20% Approaches

7th to 8th EB 0-7% Masters, 1%-20% Meets, 23%-38% Approaches.

5th-6th Grade: Sped Students grew in Reporting Category 1 by 6% and Category 2 increased by 4%.

5th-6th Grade: EB's maintained at 44.5%.

6th-7th Grade: SPED 13.51%-14.29% in Approaches.

6th-7th: Reporting Category 1: 30%-45%,

Algebra: Masters: 15%-44%, Meets 46%-63%.

RLA

8.6C growth from STAAR 2024 22% to Interim2025 74%

6.10B growth from STAAR 2024 46% to Interim 2025 51%

growth from STAAR 2024 to Interim 2025

7.7B growth from STAAR 2024 50% to Interim 2025 61%

Needs

Based on review of the 2015-16 STAAR data, the following areas of needed improvement were identified: Increase attendance rate, meet and exceed accountability standards in all areas with special attention in 8th grade science, AA performance in 6th, 7th, and 8th Math and reading, and ELL all tested areas, increase parent involvement, and increase educational opportunities for parental and community engagement.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	Although students are showing more growth this year, students are underperforming on STAAR and MAP.	Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.
2 ★	Our teachers struggle with providing complex text with higher level rigor to our students	Teachers and school leaders need more training and understanding on the available resources and how to appropriately use them.
3 ★	Teachers and campus administrators do not fully understand the components of our TEKS and how to apply them at higher levels in the classroom.	We need a deeper understanding of how to move the DOK higher and create higher level instruction; more training needed from coaches and district coaches to help guide teachers on moving the rigor

★ = Priority

School Culture and Climate

Summary

The overall climate of our school is positive. Teachers mostly feel supported and heard. However, they have concerns about behaviors. Parents have mixed emotions on safety. They feel the school is safer this year than it has been in the past, but we still see high levels of inappropriate student behaviors. While THC vape incidents are down by over 93%, our students are still bringing nicotine vapes on a regular basis as they become easier for kids to purchase. The culture around fighting on our campus has been minimized thanks to the support of district administrators who support our need to address the situation from multiple angles quickly.

Classroom management tips and tools have not been a priority this school year. We have seen a rise of teachers not being able to manage classrooms or reporting that there are significant behavior issues in their classroom preventing them from teaching. In 2 classrooms, we noticed that expectations were not clearly presented. In these 3 rooms, data is lower than the other classes as seen in the MAP report. In one science classroom, a teacher is seen actively moving through the room whereas another is sitting at a desk where students work on their own. The scores are significantly different for MAP.

Strengths

Expectations are consistent for staff and students across the campus
Communication in campus wide info is clear and easy to locate
Expectations Meetings need to continue - make ups for absent kids
Rewards for all students - Minga points, Field Day, and recess
Follow through and communication of follow through has improved

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>The student misbehaviors are impacting student learning.</p>	<p>Campus administration needs to be more proactive in coaching teachers and staff on how to handle disruptive behaviors in the classroom.</p>
<p>2 ★</p> <p>There is a need for improvement in effective communication regarding specific areas and needs within the organization that lead to misunderstandings, misalignment of goals, and a failure to address critical issues, ultimately hindering collaboration and the overall effectiveness of staff and programs.</p>	<p>Administration has not made it clear on how or when to disseminate information from the committee point person coming from the various committees and groups, such as CEIC, Behavior Coalition, or other campus wide committees.</p>

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

At Lynn Lucas, we have a 64% retention rate for the 2023-2024 school year. In the rehiring process, we hired 5 1st year teachers. 3 of which were hired under the DOI status without a certification. The number of teachers with 11+ years of experience has increased.

Teacher Years of Experience for Lynn Lucas Middle for Multiple Years

Years of Experience by Subject	2021 - 2022		2022 - 2023		2023 - 2024	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	1.8	3.5%	4.8	9.5%	5.0	9.2%
All Core Subjects	0.9	50.3%	0.8	16.5%	3.5	69.7%
Reading / ELA	0.0	0.0%	0.0	0.0%	0.2	4.8%
Mathematics	0.9	50.3%	0.0	0.0%	1.2	24.8%
Science	0.0	0.0%	0.0	0.0%	2.0	40.0%
Social Studies	0.0	0.0%	0.8	16.5%	0.0	0.0%
1 - 5 Years Experience	17.0	32.9%	11.5	22.8%	13.0	23.9%
All Core Subjects	9.9	58.5%	8.1	70.6%	7.9	60.6%
Reading / ELA	2.3	13.6%	2.1	18.5%	2.9	22.1%
Mathematics	3.2	19.0%	3.3	28.9%	2.0	15.4%
Science	2.6	15.5%	0.3	2.9%	1.0	7.7%
Social Studies	1.7	10.3%	2.3	20.3%	2.0	15.4%
6 - 10 Years Experience	15.0	29%	14.1	28%	14.7	27.1%
All Core Subjects	8.5	56.4%	9.5	67.3%	9.2	63.0%
Reading / ELA	3.2	21.5%	3.1	21.7%	2.4	16.2%

Mathematics	1.0	6.5%	1.9	13.3%	1.4	9.4%
Science	2.4	16.3%	2.9	20.9%	2.0	13.8%
Social Studies	1.8	12.1%	1.6	11.5%	3.5	23.5%
11 - 20 Years Experience	10.9	21.1%	8.9	17.7%	11.4	21%
All Core Subjects	7.4	68.2%	5.0	55.9%	7.3	64.5%
Reading / ELA	1.9	17.1%	1.4	15.6%	2.6	23.0%
Mathematics	3.6	32.7%	1.8	20.4%	3.1	27.6%
Science	1.0	9.2%	1.5	17.1%	1.3	11.3%
Social Studies	1.0	9.2%	0.3	2.8%	0.3	2.5%
Over 20 Years Experience	7.1	13.7%	11.1	22%	10.2	18.8%
All Core Subjects	3.3	46.5%	4.7	42.2%	6.0	58.8%
Reading / ELA	0.6	8.9%	1.4	12.6%	1.1	11.1%
Mathematics	0.0	0.0%	0.5	4.4%	1.2	12.0%
Science	1.0	14.1%	1.0	9.0%	1.2	11.5%
Social Studies	1.7	23.5%	1.8	16.2%	2.5	24.2%
Total Teacher FTEs	51.7	100%	50.4	100%	54.3	100%

Strengths

Admin support - staff feels supported when an admin is called, feels like they have their backs
Team/department bonds - strong bonds for teams or grade levels, support each other
Communication and expectations - campus wide expectations communicated clearly in the Smore, likes the HUB and access to the information
Admin visibility - admin in the hallway during class change and classes
Retention bonuses - perk for staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
<p>1</p> <p>Teacher recruitment and retention in high need areas.</p>	<p>There is a need for administration to be coached more in providing timely and specific feedback regarding disruptive behaviors.</p>
<p>2 ★</p> <p>New staff members and those new to the campus experience feelings of being overwhelmed due to the extensive information they must retain regarding systems and practices necessary for their success.</p>	<p>There is a need for strategic professional development with face-to-face or hands-on experiences offered continuously during the year to support new teachers and teachers new to Willis.</p>

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Collaborative Team Meetings

Core teachers meet at least once per week to unpack units and review high quality instructional materials aligned with our strategic frameworks to do the following:

- establish learning targets
- determine evidence of learning and success criteria
- Discuss and reflect on MOU and EOU assessments Data

Focus Intervention

- Teachers intervene on math and reading grade-level standards every day per week
- Students complete grade-level modules that correlate to their instructional learning level

Assessments

- MOUs and EOUs
 - Assess the mastery of essential standards per unit
- Essential Questions and Learning Targets
- Assess the mastery of daily learning targets

Strengths

MATH, Science	
Curriculum is aligned with State TEKS.	
The curriculum is scripted for new teachers and teachers in new grade levels.	
The curriculum provides DOK Level Questions for the teacher to implement.	
Student materials and instructional materials are provided.	
Intervention materials ar provided.	
RLA and Social Studies	
Teacher knowledge of unwrapping TEKS	
Teacher knowledge of unit planning	
HMH provides a high quality resource of material for RLA	
HMH has a variety of digital components for RLA	
Common MOU and EOU	
90 minute block for RLA classes	
Teachers using higher DOK leveled questions in class	
Student writing in response to text	
Grammar instruction	

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Teachers face challenges with planning and implementing tier 1 instruction in the classroom.</p>	<p>Tier 1 instruction needs to be a focus in our collaborative meetings.</p>
<p>2 ★</p> <p>Our administrative team lacks consistency with providing high quality observation and feedback.</p>	<p>Our administrative team needs more experience and guidance with coaching teachers.</p>
<p>3 ★</p> <p>We will need to ensure teachers are using the new math resource with fidelity and implementing the new scope and sequence.</p>	<p>We are being given a new curriculum that will require extra time for reviewing and planning.</p>
<p>4 ★</p> <p>Our RLA department requires more support in implementing effective instruction at high levels in the classroom.</p>	<p>Our current RLA resource does not align with the TEKS Resource System Curriculum unit pacing, creating confusion and inconsistency in instructional planning.</p>

★ = Priority

Family and Community Engagement

Summary

At Lynn Lucas, we strive to include parents in all that we do. We have started WatchDogs and Watch MOMs to try and get more parents in our building.

We send out a weekly newsletter to parents and students with information related to our campus. We send regular communication to parents on social media as well to ensure participation in school events.

We open our doors at lunch and allow parents to come in and be with their students.

Strengths

Formally, the campus hosts a schedule pick-up night that has multiple stations from the various departments throughout the district. Club and organization members, such as the Cheerleaders, Dance Team, and PTO help parents navigate the building and introduce parents and students to teachers, sponsors, and directors at the booths. This evening is followed after the start of the school year with an Open House night where parents can come see the building and classrooms, as well as meeting the teachers. Parents are welcome and regular visitors at lunch and can visit classrooms during the school day with proper notification. Spanish speaking families are invited to participate and communication assistance is readily facilitated with several bilingual staff members and dual-language flyers and letters home. Students with special needs are served through the ARD, LPAC, 504, and RtI Committee process and parents are extensively connected with these support teams.

Parents also have access to excellent resources that are updated regularly such as our campus webpage, teacher webpages, Parent Link messaging service, the WISD App that links to campus information, and the WISD App new function where grades, attendance, and lunch balances can be easily accessed. Teacher webpages have a subscribe function that informs parents any time that new material has been added to the teacher's page. The district also hosts a Facebook forum to get information out to parents and will include campus information upon request.

Parents and the community are active supporters of athletic programs on campus such as football, basketball, volleyball, tennis, track, and soccer. Clubs and organizations such as the Dance Team, Theater Arts Limelights, Cheerleaders, and National Junior Honor Society are all supported heavily by parents as well.

Parent conferences by phone and in person are a first line of action when dealing with academic and behavioral concerns. The majority of parents have been very responsive to this approach and have expressed genuine gratitude at having been well informed and included throughout the educational process.

Regularity of Communication with Families

Variety of Communication to Families (parents getting info from campus and from grade level teams)

Increase in Attendance in Title 1 Family Engagement Night

Student Work and Achievement is showcased at events and in communication

Lynn Lucas is welcoming and open to parents always

Lynn Lucas parents who attend events also participate in learning activities with their student

Our counselors are great at connecting students and families to practical services (laundromat, lunch bunch, Friday backpacks for weekend nutrition)

All communication we send is in English and Spanish, and we have translation devices on the way for next year. Our students are informed on how to advocate for themselves with online translation services

Our parents of students with highest needs are involved on a day to day level (STRIDE)

Minga sends home positive praise as well as negative, and this has increased parent awareness

Needs

A potential need for our campus is to increase the available parent volunteer opportunities and communicate this to our parent population. As such, a Parent and Community Involvement committee consisting of five teacher leaders will be continued and will work to expand on existing opportunities for parents to be more active. Parents often face time constraints with other children, work schedules, and other extra-curricular activities. With this in mind, searching for and creating potential volunteer positions that are outside of the regular school day might be more conducive to helping parents be able to be more active and connected to our campus. These might include Band concerts, Choir concerts, Theater performances, open meeting nights where parents could come voice concerns and ideas with administrators, career days that parents could participate in as part of their own job, increased parent input through surveys, including parents as members on various campus-based committees, food/toy/clothing drives during the holiday season to give to others, participation in the RISE Mentoring program, parent-led tutoring sessions, Special Olympics activities, and any other activities that the Parent and Community Involvement Committee might consider. A newsletter could also be established so that parents who might prefer or need print versions of information can be reached. Ensuring that all communication is in Spanish as well as English is essential to making these inviting to our Spanish-speaking parents.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>Parent and family engagement in low.</p>	<p>Lynn Lucas needs to provide more opportunities for parent and family engagement.</p>
<p>2 ★</p> <p>We have not established an effective feedback loop with the parents of students who would benefit most from family involvement.</p>	<p>Our current events are not meeting the needs of our parents or the timing is not right.</p>

★ = Priority

School Organization

Summary

We currently offer a Focus intervention time for students who struggle in reading and math.

We currently have well organized guiding coalition and CEIC who work together to determine the needs and areas of strength for our campus.

Strengths

Our Lynn Lucas Guiding Coalition consists of 10 members from the campus as well as a parent and community member. Our paraprofessionals do not attend as we meet after hours. This committee works diligently to discuss the needs of our campus and how we can make improvements to drive us.

In general teachers feel our organization is one that cares about students. Students feel heard in our student focus groups and ask to be able to participate.

Problem Statements Identifying School Organization Needs

Problem Statement

Root Cause

1

We need systematic processes in place to disseminate information between leadership and all staff.

Some staff have expressed concerns on lack of communication.

 = Priority

Technology

Summary

Currently, Lynn Lucas is technology rich. Every teacher has a laptop and an Ipad for instruction and planning.

Currently, we offer a Chromebook cart in every classroom. Students have regular access to these devices within that classroom. However, they do not take them home. We have started a process for students with excessive absences to check out a device to complete make up work, but that is not a frequent practice. The issue with carts is the need to do homework or assignments at home. They cannot be done without a device.

Additionally, Lynn Lucas has over 30 cameras to monitor most areas of the building for safety purposes. As we see blind spots, our district technology department adds additional cameras for us. Our newest cameras have better resolution and zoomed pictures can be seen more clearly.

Finally, every classroom has been given a phone in order to call throughout the building or call parents as necessary.

Strengths

Strength 1- Use of IXL and Exact Path during intervention periods
Strength 2- Chromebook carts in the classroom
Strength 3- Options for learning in the classroom (legends of learning, IXL, Exact Path)
Strength 4- Student access to attendance during flex time (Focus), tardies, conduct, and parent communication MINGA

Problem Statements Identifying Technology Needs

Problem Statement

Root Cause


1



Students struggle to complete assignments when given as homework without having access to computers or technology outside of the school. With expectations to complete various curriculum based programs (IXL, Exact Path, Etc) students need responsible access to technology.

There is a need for additional access to chromebooks as well as monitoring systems to ensure students are responsible during their technology use.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

2
★

Teachers face challenges with planning and implementing tier 1 instruction in the classroom.

Tier 1 instruction needs to be a focus in our collaborative meetings.

3
★

The student misbehaviors are impacting student learning.

Campus administration needs to be more proactive in coaching teachers and staff on how to handle disruptive behaviors in the classroom.

4
★

Our administrative team lacks consistency with providing high quality observation and feedback.

Our administrative team needs more experience and guidance with coaching teachers.

5
★

Parent and family engagement in low.

Lynn Lucas needs to provide more opportunities for parent and family engagement.

6
★

Lynn Lucas attendance has been consistently lower than other campuses in the district.

There is a need for proactive measures at Lynn Lucas that promote family awareness of how attendance impacts student achievement.

7
★

Our teachers struggle with providing complex text with higher level rigor to our students

Teachers and school leaders need more training and understanding on the available resources and how to appropriately use them.

8
★

Teachers and campus administrators do not fully understand the components of our TEKS and how to apply them at higher levels in the classroom.

We need a deeper understanding of how to move the DOK higher and create higher level instruction; more training needed from coaches and district coaches to help guide teachers on moving the rigor

9
★

There is a need for improvement in effective communication regarding specific areas and needs within the organization that lead to misunderstandings, misalignment of goals, and a failure to address critical issues, ultimately hindering collaboration and the overall effectiveness of staff and programs.

Administration has not made it clear on how or when to disseminate information from the committee point person coming from the various committees and groups, such as CEIC, Behavior Coalition, or other campus wide committees.

10
★

New staff members and those new to the campus experience feelings of being overwhelmed due to the extensive information they must retain regarding systems and practices necessary for their success.

There is a need for strategic professional development with face-to-face or hands-on experiences offered continuously during the year to support new teachers and teachers new to Willis.

11
★

Our RLA department requires more support in implementing effective instruction at high levels in the classroom.

Our current RLA resource does not align with the TEKS Resource System Curriculum unit pacing, creating confusion and inconsistency in instructional planning.

12
★

We will need to ensure teachers are using the new math resource with fidelity and implementing the new scope and sequence.

We are being given a new curriculum that will require extra time for reviewing and planning.

13



We have not established an effective feedback loop with the parents of students who would benefit most from family involvement.

Our current events are not meeting the needs of our parents or the timing is not right.

14



Students struggle to complete assignments when given as homework without having access to computers or technology outside of the school. With expectations to complete various curriculum based programs (IXL, Exact Path, Etc) students need responsible access to technology.

There is a need for additional access to chromebooks as well as monitoring systems to ensure students are responsible during their technology use.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



Goals

Goal 1

We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1

Lynn Lucas students will reach high academic standards with at least 90% attaining Approaches, 60% attaining Meets, and 30% attaining Masters or better on all state assessments for the 2025 - 2026 accountability year.

Evaluation Data Source: Improved student achievement

Strategy 1 Additional Targeted Support Strategy

At Lynn Lucas, our administrators and coaches will implement and utilize the Effective School Framework observation and feedback cycle to grow teachers in all tiers through regular calibration walks in classrooms.

Strategy's Expected Result/Impact: Improved student achievement
Improved instruction in classroom
Teacher growth

Staff Responsible for Monitoring: Administration
Coaches

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2

Funding Sources: ESC 6 Observation and Feedback LASO 3, \$14,000

Title I: 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

We will incorporate data driven instructional practices into our PLC process after every EOU to ensure teachers are utilizing the data for professional and student growth.

Strategy's Expected Result/Impact: Improved teacher growth
Improved student growth and achievement

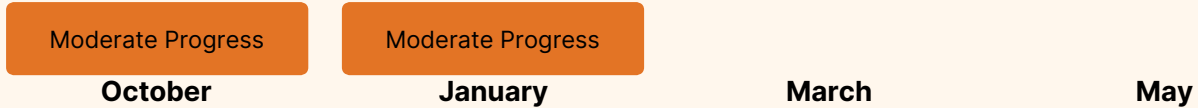
Staff Responsible for Monitoring: Administration
Guiding Coalition Members

Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 4

Title I:

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

We will incorporate engaging reading and pacing into social studies to improve STAAR Scores

Strategy's Expected Result/Impact: STAAR academic achievement

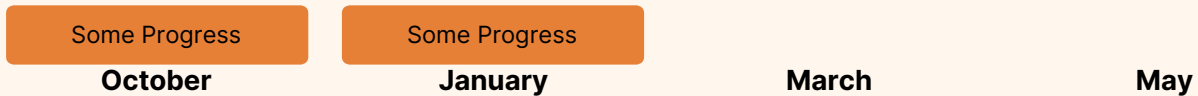
Staff Responsible for Monitoring: Coaches
Admin

Problem Statements: Student Achievement 1, 2, 3

Funding Sources: NewsELA Interactive Online Learning Grant, \$21,357, Lowman 211 - Title 1-A, \$2,000

Title I:

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Although students are showing more growth this year, students are underperforming on STAAR and MAP.	Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.
2	Our teachers struggle with providing complex text with higher level rigor to our students	Teachers and school leaders need more training and understanding on the available resources and how to appropriately use them.
3	Teachers and campus administrators do not fully understand the components of our TEKS and how to apply them at higher levels in the classroom.	We need a deeper understanding of how to move the DOK higher and create higher level instruction; more training needed from coaches and district coaches to help guide teachers on moving the rigor

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	Teachers face challenges with planning and implementing tier 1 instruction in the classroom.	Tier 1 instruction needs to be a focus in our collaborative meetings.
2	Our administrative team lacks consistency with providing high quality observation and feedback.	Our administrative team needs more experience and guidance with coaching teachers.
4	Our RLA department requires more support in implementing effective instruction at high levels in the classroom.	Our current RLA resource does not align with the TEKS Resource System Curriculum unit pacing, creating confusion and inconsistency in instructional planning.

Performance Objective 2

At Lynn Lucas, students receiving special education services will improve their STAAR scores by 5% overall on the STAAR assessments.

Strategy 1

We will implement and utilize a tracking document to track progress and growth of all students receiving special education.

Strategy's Expected Result/Impact: Improved student achievement and growth in our special education population

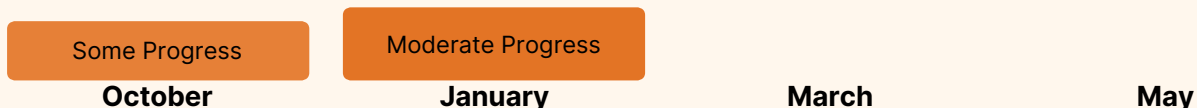
Staff Responsible for Monitoring: Administration
Instructional Coaches

Problem Statements: Student Achievement 1

Title I: 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

We will strengthen collaboration between general and special education staff through our PLC process in order to fully internalize tier 1 grade level instruction.

Strategy's Expected Result/Impact: Improved collaboration will positively impact student achievement

Staff Responsible for Monitoring: Administration
Special Education Department Chair

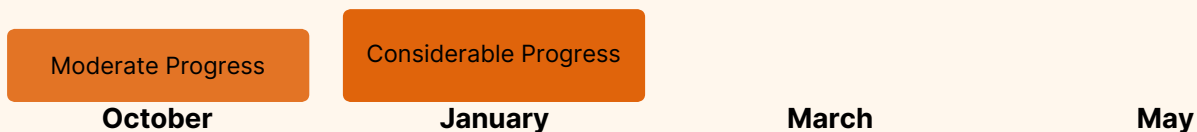
Problem Statements: Student Achievement 1 - School Culture and Climate 2

Funding Sources: General Supplies such as sticky notes, poster paper, etc 199 - General Fund, \$10,000

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

There is a need for improvement in effective communication regarding specific areas and needs within the organization that lead to misunderstandings, misalignment of goals, and a failure to address critical issues, ultimately hindering collaboration and the overall effectiveness of staff and programs.

Administration has not made it clear on how or when to disseminate information from the committee point person coming from the various committees and groups, such as CEIC, Behavior Coalition, or other campus wide committees.

Performance Objective 3 High Priority

By the end of the 2025-2026 school year, students served in the Emergent Bilingual program will increase their scores on the end of year MAP, STAAR, and TELPAS by 5%.

Evaluation Data Source: STAAR
TELPAS
EOY MAP

Strategy 1

We will implement intentional, linguistically accommodated instruction and progress monitoring tailored to the needs of Emergent Bilingual students across all content areas.

Strategy's Expected Result/Impact: Improved EB student performance

Staff Responsible for Monitoring: Administration
ESL Coordinator

Problem Statements: Curriculum, Instruction, and Assessment 1, 4

Funding Sources: HMH Language Edition Renewal Title III - Bilingual/ESL, \$500

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Strategy 2

All teachers will utilize Canvas specifically for the purpose of providing students the opportunity to practice their recorded speaking to improve speaking and TELPAS performance.

Strategy's Expected Result/Impact: Improved results on Speaking domain on TELPAS
Improved student growth

Staff Responsible for Monitoring: Administration
ESL Coordinator

Problem Statements: Student Achievement 1, 3

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Moderate Progress

January

March

May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Although students are showing more growth this year, students are underperforming on STAAR and MAP.	Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.
3 Teachers and campus administrators do not fully understand the components of our TEKS and how to apply them at higher levels in the classroom.	We need a deeper understanding of how to move the DOK higher and create higher level instruction; more training needed from coaches and district coaches to help guide teachers on moving the rigor

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Teachers face challenges with planning and implementing tier 1 instruction in the classroom.	Tier 1 instruction needs to be a focus in our collaborative meetings.
4 Our RLA department requires more support in implementing effective instruction at high levels in the classroom.	Our current RLA resource does not align with the TEKS Resource System Curriculum unit pacing, creating confusion and inconsistency in instructional planning.

Performance Objective 4

By the end of the 2025- 2026 school year, Lynn Lucas Middle School will use the MTSS model to identify students in need of Tier 2 and Tier 3 interventions and enrichment.

Evaluation Data Source: MTSS tracking system, Minga data, data trackers, MAP data

Strategy 1

Lynn Lucas administration will utilize Minga data and teacher feedback in MTSS meetings to track student behavior trends and identify students that are not meeting the secondary code of conduct with a goal of reducing the number of students needing targeted intervention and referrals.

Strategy's Expected Result/Impact: Improve student behaviors for academic success; Maintaining classroom attendance by not being pulled out for behavior related issues

Staff Responsible for Monitoring: Campus administration, Dean of Instruction

Problem Statements: School Culture and Climate 1

Funding Sources: Minga 211 - Title 1-A, \$9,100

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

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Strategy 2

The Dean of Instruction will hold monthly MTSS meetings with staff to identify and track students needing additional academic support and determine referrals for next steps in order to decrease the amount of referrals by 5%.

Strategy's Expected Result/Impact: Decrease the number of special education referrals and intervene on struggling students sooner

Staff Responsible for Monitoring: Dean of Instruction, Campus Administration

Problem Statements: Student Achievement 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

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Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

Performance Objective 4 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

The student misbehaviors are impacting student learning.

Campus administration needs to be more proactive in coaching teachers and staff on how to handle disruptive behaviors in the classroom.

Performance Objective 5 High Priority

Lynn Lucas Middle School will achieve 96% attendance rate for all students during the 2025-2026 school year.

Evaluation Data Source: PEIMS Attendance Data

Strategy 1

Lynn Lucas will have an attendance committee that will meet once per month to review attendance data and determine attendance trends to determine which kids need mentoring and intervention in order to prevent the attendance decline during the year.

Strategy's Expected Result/Impact: Improved attendance

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 1

Funding Sources: Attendance Incentives 199 - General Fund, \$2,000

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

We will celebrate and incentivize excellent attendance with a focus on reducing chronic absenteeism and intentionally targeting our historically low attendance periods.

Strategy's Expected Result/Impact: Improved student attendance and achievement

Staff Responsible for Monitoring: Assistant Principal
Campus Attendance Clerk

Problem Statements: Demographics 1

Title I: 2.5.2, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Moderate Progress

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Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Lynn Lucas attendance has been consistently lower than other campuses in the district.

There is a need for proactive measures at Lynn Lucas that promote family awareness of how attendance impacts student achievement.

Performance Objective 6

By the end of the 2025-2026 school year, we will increase the percentage of students in Art 1, Fundamentals of Computer Science, 3D Modeling and Animation, BIM, College and Career Exploration, and Spanish 1 with a focus on Algebra 1 from 21% to 25%.

Evaluation Data Source: Percentage of students in the named courses

Strategy 1

By the end of the school year our counselors will plan and facilitate a career readiness fair for students to explore post secondary options while partnering with community members and utilizing Major Clarity data.

Strategy's Expected Result/Impact: Students will learn more about future careers to engage more with school and improve student achievement

Staff Responsible for Monitoring: Counselors
Administrators

Problem Statements: School Culture and Climate 1, 2

Funding Sources: Career Day 199 - General Fund, \$500

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Moderate Progress

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May

Strategy 2

7th grade students will have the opportunity to attend an expo fair to gain knowledge of community career opportunities and trade schools aligned with our CCMR curriculum.

Strategy's Expected Result/Impact: Increased enrollment in CCMR courses at Lynn Lucas

Staff Responsible for Monitoring: Counselors Administration

Problem Statements: Student Achievement 1

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

January

March

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Strategy 3

Instructional coaches, leadership members, and accelerated math and algebra teams will participate in data meetings after MOU/EOUs to disaggregate data to determine small groups, spiral review, and reteach lessons to ensure 90% mastery of the tier 1 material.

Strategy's Expected Result/Impact: Improved algebra and accelerated math scores.

Staff Responsible for Monitoring: Principal and administration

Problem Statements: Student Achievement 1, 3

Funding Sources: Step Up to TEKS 211 - Title 1-A, \$5,000

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

Moderate Progress

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

3

Teachers and campus administrators do not fully understand the components of our TEKS and how to apply them at higher levels in the classroom.

We need a deeper understanding of how to move the DOK higher and create higher level instruction; more training needed from coaches and district coaches to help guide teachers on moving the rigor

Performance Objective 6 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

The student misbehaviors are impacting student learning.

Campus administration needs to be more proactive in coaching teachers and staff on how to handle disruptive behaviors in the classroom.

2

There is a need for improvement in effective communication regarding specific areas and needs within the organization that lead to misunderstandings, misalignment of goals, and a failure to address critical issues, ultimately hindering collaboration and the overall effectiveness of staff and programs.

Administration has not made it clear on how or when to disseminate information from the committee point person coming from the various committees and groups, such as CEIC, Behavior Coalition, or other campus wide committees.

Performance Objective 7

Throughout the school year, Lynn Lucas will create and implement safe learning environments with clear safety and maintenance protocols in which staff will comply 100% of the time.

Evaluation Data Source: Walkthrough data

Door checks

Trainings, Drills

Strategy 1

Create and implement and ongoing cybersecurity safety plan in compliance with the Texas Safety Center Guidelines by September 30, 2025.

Strategy's Expected Result/Impact: Improved safety in regards to cyberbullying

Staff Responsible for Monitoring: Administrators
Counselors

Problem Statements: School Culture and Climate 1, 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

May

Strategy 2

Provide comprehensive support to 100% of students, families and staff to address substance use awareness, bullying, violence prevention, mental health awareness and suicide awareness and intervention.

Strategy's Expected Result/Impact: Reduced instances of the listed actions

Staff Responsible for Monitoring: Administration
Counselors

Problem Statements: School Culture and Climate 1, 2 - Family and Community Engagement 2

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 3

Encourage WatchDOG, WatchMOM parent involvement to assist with campus safety during transitions, door checks, and classroom monitoring.

Strategy's Expected Result/Impact: Students will feel safer in the school.

Staff Responsible for Monitoring: Administrators
Counselors

Problem Statements: School Culture and Climate 1 - Family and Community Engagement 1, 2

Funding Sources: Family Engagement Snacks: Coffee and pastries 199 - General Fund, \$800

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 7 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

The student misbehaviors are impacting student learning.

Campus administration needs to be more proactive in coaching teachers and staff on how to handle disruptive behaviors in the classroom.

2

There is a need for improvement in effective communication regarding specific areas and needs within the organization that lead to misunderstandings, misalignment of goals, and a failure to address critical issues, ultimately hindering collaboration and the overall effectiveness of staff and programs.

Administration has not made it clear on how or when to disseminate information from the committee point person coming from the various committees and groups, such as CEIC, Behavior Coalition, or other campus wide committees.

Performance Objective 7 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Parent and family engagement in low.

Lynn Lucas needs to provide more opportunities for parent and family engagement.

2

We have not established an effective feedback loop with the parents of students who would benefit most from family involvement.

Our current events are not meeting the needs of our parents or the timing is not right.

Performance Objective 8

By August 18, 2025, 100% of classrooms at Lynn Lucas will have established classroom norms, routines, and procedures that are conducive to an environment in which students can engage in an academic, productive struggle in a safe and organized manner.

Strategy 1

During our August professional learning week, Lynn Lucas teachers will be provided coaching and opportunity to create their own minute by minute plan for classroom procedures, norms, and expectations that promote a safe learning environment.

Strategy's Expected Result/Impact: Increased engaging learning for student success
Decreased behavior incidents

Staff Responsible for Monitoring: Classroom teachers
Administration
Counselors
Instructional coaches

Problem Statements: Student Achievement 1 - School Culture and Climate 1, 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Considerable Progress

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Strategy 2

Lynn Lucas will continue our Behavior Coalition with monthly established meetings to review school safety and discipline to identify targeted areas of intervention and growth.

Strategy's Expected Result/Impact: Improved teacher morale
Improved student success
Decreased discipline incidents

Staff Responsible for Monitoring: Administration
Counselors

Problem Statements: School Culture and Climate 1, 2

Funding Sources: Minga 211 - Title 1-A, \$9,100

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Moderate Progress

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Performance Objective 8 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

Performance Objective 8 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

The student misbehaviors are impacting student learning.

Campus administration needs to be more proactive in coaching teachers and staff on how to handle disruptive behaviors in the classroom.

2

There is a need for improvement in effective communication regarding specific areas and needs within the organization that lead to misunderstandings, misalignment of goals, and a failure to address critical issues, ultimately hindering collaboration and the overall effectiveness of staff and programs.

Administration has not made it clear on how or when to disseminate information from the committee point person coming from the various committees and groups, such as CEIC, Behavior Coalition, or other campus wide committees.

Goal 2

We will ensure transparent communication on campus financial resources to drive community knowledge, approval, growth, and student success.

Performance Objective 1

Lynn Lucas Middle School will implement a plan to recruit, attract, and retain highly qualified and effective staff as measured by 85% of teachers choosing to stay at Lynn Lucas.

Evaluation Data Source: End of year retention

Strategy 1

Through special activities such as treat carts, coffee cart, national celebration days, we will create, foster, and maintain positive school climate.

Strategy's Expected Result/Impact: Increased teacher moral
Higher retention of staff

Staff Responsible for Monitoring: Administrators

Problem Statements: Staff Quality, Recruitment, and Retention 2

Funding Sources: Snacks and treats Campus Activity Fund, \$1,000

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

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Strategy 2

Lynn Lucas administration will choose a Lucas Difference Maker each month from all staff.

Strategy's Expected Result/Impact: Increased teacher morale

Staff Responsible for Monitoring: Administration
Counselors

Problem Statements: Staff Quality, Recruitment, and Retention 2

Funding Sources: Treat such as favorite snack Donations, \$100

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

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Performance Objective 1 Problem Statements Identifying Staff Quality, Recruitment, and Retention

Problem Statement

Root Cause

2

New staff members and those new to the campus experience feelings of being overwhelmed due to the extensive information they must retain regarding systems and practices necessary for their success.

There is a need for strategic professional development with face-to-face or hands-on experiences offered continuously during the year to support new teachers and teachers new to Willis.

Development

Goal 3

We will enhance instructional effectiveness and student success by providing targeted professional development, fostering a positive and productive campus culture, and promoting staff and student growth.

Performance Objective 1

At Lynn Lucas, we will align all professional development for staff with our high quality instructional materials, research based instructional strategies, Effective Schools Framework, and Texas Instructional Leadership.

Evaluation Data Source: Data and student achievement, teacher growth

Strategy 1

We will design a year long campus calendar of our professional development sessions focused on HQIM, RBIS, ESF, and TIL based on our current pacing guide.

Strategy's Expected Result/Impact: Improved student achievement
Teacher growth in each tier of instruction

Staff Responsible for Monitoring: Administration
Instructional Coaches

Problem Statements: Student Achievement 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4

Funding Sources: Instructional Coaches 211 - Title 1-A, \$157,000

Title I: 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Strategy 2

Our leadership team will ensure alignment and accountability through calibration and weekly progress monitoring.

Strategy's Expected Result/Impact: Improved teacher growth leading to improved student achievement and growth.

Staff Responsible for Monitoring: Administration

Instructional Coaches
Counselors
All leadership members

Problem Statements: School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

October

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Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

2

Our teachers struggle with providing complex text with higher level rigor to our students

Teachers and school leaders need more training and understanding on the available resources and how to appropriately use them.

3

Teachers and campus administrators do not fully understand the components of our TEKS and how to apply them at higher levels in the classroom.

We need a deeper understanding of how to move the DOK higher and create higher level instruction; more training needed from coaches and district coaches to help guide teachers on moving the rigor

Performance Objective 1 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

2

There is a need for improvement in effective communication regarding specific areas and needs within the organization that lead to misunderstandings, misalignment of goals, and a failure to address critical issues, ultimately hindering collaboration and the overall effectiveness of staff and programs.

Administration has not made it clear on how or when to disseminate information from the committee point person coming from the various committees and groups, such as CEIC, Behavior Coalition, or other campus wide committees.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 Teachers face challenges with planning and implementing tier 1 instruction in the classroom.	Tier 1 instruction needs to be a focus in our collaborative meetings.
2 Our administrative team lacks consistency with providing high quality observation and feedback.	Our administrative team needs more experience and guidance with coaching teachers.
3 We will need to ensure teachers are using the new math resource with fidelity and implementing the new scope and sequence.	We are being given a new curriculum that will require extra time for reviewing and planning.
4 Our RLA department requires more support in implementing effective instruction at high levels in the classroom.	Our current RLA resource does not align with the TEKS Resource System Curriculum unit pacing, creating confusion and inconsistency in instructional planning.

Performance Objective 2

At Lynn Lucas, we will develop individualized pathways and trackers to obtain social, personal, and/or career goals for all students.

Evaluation Data Source: Student achievement data
Attendance records
Discipline records

Strategy 1

Campus counselors will work with administration and staff to ensure all students participate in the Major Clarity assessment to identify their areas of strengths and weaknesses to align with career and college readiness.

Strategy's Expected Result/Impact: Assist students to identify a career that would best suit their areas of strength.

Staff Responsible for Monitoring: Counselor

Problem Statements: Family and Community Engagement 2

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

Considerable Progress

October

January

March

May

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

2

We have not established an effective feedback loop with the parents of students who would benefit most from family involvement.

Our current events are not meeting the needs of our parents or the timing is not right.

Performance Objective 3

At Lynn Lucas, we will track and utilize data to determine needs for enrichment, intervention, and remediation based on student individualized needs 100% of the time.

Evaluation Data Source: Student data
Progress monitoring documentation
Goal setting documentation

Strategy 1 Targeted Support Strategy

Instructional coaches, leadership members, and grade level content teams will participate in data meetings after MOU/EOUs to disaggregate data to determine small groups, spiral review, and reteach lessons to ensure 75% mastery of the tier 1 material.

Strategy's Expected Result/Impact: To close the gaps for tier 2 and tier 3 students in the moment.

Staff Responsible for Monitoring: Instructional coaches, admin

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Step Up to TEKS 211 - Title 1-A, \$5,000, IXL Title IV - Innovative Grant, \$19,700

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

October

Some Progress

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May

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

Teachers face challenges with planning and implementing tier 1 instruction in the classroom.

Tier 1 instruction needs to be a focus in our collaborative meetings.

Performance Objective 4

At Lynn Lucas Middle School, we will leverage the expertise of all stakeholders to create a career mentor program utilizing staff, parents, and community members to encourage students to explore and master secondary and post-secondary readiness skills.

Evaluation Data Source: student data
school-wide surveys
parent feedback
High school CTE feedback and enrollment in the 9th grade
CTE field trip feedback

Strategy 1

We intentionally scheduled students with high needs to have a strong teacher as their mentor.

Strategy's Expected Result/Impact: improved student achievement and attendance

Staff Responsible for Monitoring: Admin, Counselors

Problem Statements: Demographics 1 - Student Achievement 1 - Family and Community Engagement 1

Title I:

Formative Reviews

Some Progress

October

Some Progress

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Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Lynn Lucas attendance has been consistently lower than other campuses in the district.

There is a need for proactive measures at Lynn Lucas that promote family awareness of how attendance impacts student achievement.

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Although students are showing more growth this year, students are underperforming on STAAR and MAP.

Intentional tier 1 and 2 instruction is not occurring in the classroom with fidelity.

Performance Objective 4 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

Parent and family engagement is low.

Lynn Lucas needs to provide more opportunities for parent and family engagement.

Goal 4

We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

Performance Objective 1

By the end of the school year, campus leadership will build and maintain trust-based relationships by consistently modeling clear expectations, delivering bi-weekly constructive feedback, and facilitating monthly opportunities for open communication to support mutual growth and understanding.

Evaluation Data Source: Survey data
Teacher feedback

Strategy 1

Administration and coaches will conduct bi-weekly classroom walkthroughs and check-ins with staff using a consistent feedback form for calibration.

Strategy's Expected Result/Impact: Increased instructional consistency and staff confidence through timely, actionable feedback, leading to improved classroom practices and positive trends in staff culture and climate survey results by the end of the school year.

Staff Responsible for Monitoring: Administration and coaches

Problem Statements: Curriculum, Instruction, and Assessment 2, 3, 4

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

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Moderate Progress

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Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
2	Our administrative team lacks consistency with providing high quality observation and feedback.	Our administrative team needs more experience and guidance with coaching teachers.
3	We will need to ensure teachers are using the new math resource with fidelity and implementing the new scope and sequence.	We are being given a new curriculum that will require extra time for reviewing and planning.
4	Our RLA department requires more support in implementing effective instruction at high levels in the classroom.	Our current RLA resource does not align with the TEKS Resource System Curriculum unit pacing, creating confusion and inconsistency in instructional planning.

Performance Objective 2

By May 2026, campus leadership will strengthen educators' skills in building genuine relationships and effective mentorship by providing targeted professional development and collaboration opportunities, resulting in measurable improvements in student engagement and a 10% increase in staff survey responses related to school culture and mentorship effectiveness.

Evaluation Data Source: Staff survey

Strategy 1

We will establish a campus wide teacher mentorship to establish strategies and routines to assist all teachers in growing students.

Strategy's Expected Result/Impact: Improved teacher student relationships

Staff Responsible for Monitoring: Administration
Mentor Coordinator

Problem Statements: Demographics 1 - School Culture and Climate 1

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

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Moderate Progress

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Strategy 2

Implement relationship-building connections by assigning peer mentorship pairings, and hold monthly PLC discussions that highlight practical strategies for fostering trust, empathy, and student connection.

Strategy's Expected Result/Impact: Improved teacher student relationships

Staff Responsible for Monitoring: Administration
Counselors

Problem Statements: Demographics 1 - School Culture and Climate 1

Funding Sources: Regular Snacks for the PLC room Campus Activity Fund, \$1,000

Formative Reviews

Some Progress

October

Moderate Progress

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May

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Lynn Lucas attendance has been consistently lower than other campuses in the district.

There is a need for proactive measures at Lynn Lucas that promote family awareness of how attendance impacts student achievement.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

The student misbehaviors are impacting student learning.

Campus administration needs to be more proactive in coaching teachers and staff on how to handle disruptive behaviors in the classroom.

Goal 5

We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

At Lynn Lucas, we will utilize multiple platforms including our newsletter, social media, and website to ensure transparent communication with all stakeholders.

Evaluation Data Source: Community involvement sign in.

Strategy 1

Our lead for each platform will incorporate visuals, videos, and student highlights to make communication more engaging and authentic as well as ensure it is audience aligned.

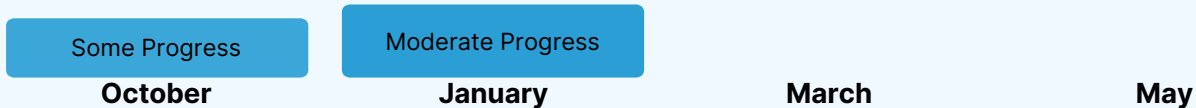
Strategy's Expected Result/Impact: Improved community relations
Improved student success

Staff Responsible for Monitoring: Administration
Counselors
Coaches

Problem Statements: Family and Community Engagement 1, 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

We will leverage student voice to strengthen adult practices through activities such as pizza with the principal.

Strategy's Expected Result/Impact: Improved student achievement and attendance
Improved teacher student relationships

Staff Responsible for Monitoring: Administration
Instructional leaders
Department chairs

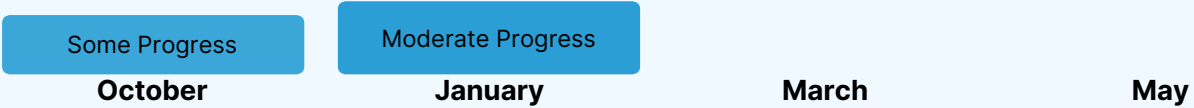
Problem Statements: Demographics 1

Funding Sources: Pizza Campus Activity Fund, \$1,000

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lynn Lucas attendance has been consistently lower than other campuses in the district.	There is a need for proactive measures at Lynn Lucas that promote family awareness of how attendance impacts student achievement.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	Parent and family engagement in low.	Lynn Lucas needs to provide more opportunities for parent and family engagement.
2	We have not established an effective feedback loop with the parents of students who would benefit most from family involvement.	Our current events are not meeting the needs of our parents or the timing is not right.



Committees

Committees

2025 - 2026 Campus Improvement Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
January 5, 2026 @ 3:30 PM	LLMS Library	--	2025-2026 LLMS Guiding Coalition Agenda - 1.5.26.pdf
October 22, 2025 @ 4:15 PM	LLMS Library	--	2025-2026 LLMS Guiding Coalition Agenda - 10.22.26.pdf

Members

First Name	Last Name	Position	Committee Role
Shae	Robinson	Technology Instructional Coach	District-Level Professional
Hunter	Berry	Math Teacher	Classroom Teacher
Angela	Bowman	RLA Teacher	Classroom Teacher
Meghan	Ballard	Safety Coordinator	District-Level Professional
Penny	Jones	Mathematics Instructional Coach	District-Level Professional
Amber	Ruiz	RLA Instructional Coach	District-Level Professional
Desiree	DeFrance	RLA Instructional Coach	District-Level Professional
Jocelyn	Aventurado	Electives Department Chair	Classroom Teacher
Katherine	Harper	ESL Coordinator	Non-classroom professional
Jenny	Elliff	Athletics Coordinator	Classroom Teacher
Kyrie	O'Loughlin	RLA Instructional Coach	District-Level Professional
Marcos	Garza	Special Education Department Head	Classroom Teacher
Rebekah	Mapston	Mathematics Instructional Coach	District-Level Professional
Sherray	Hawthorne	RLA Department Head	Classroom Teacher
Michelle	Wilson	Parent	Parent
Amy	Rogers	Social Studies Coordinator	District-Level Professional
Travis	Elkins	Athletic Coordinator	Classroom Teacher

Noah	Hollander	Executive Director	District- Level Professional
Michelle	Maddox	Social Studies Department Chair	Classroom Teacher
Monica	Harrell	Science Department Chair	Classroom Teacher
Jason	Merik	Science Coordinator	District-Level Professional
Joseph	Abreu	Mathematics Department Chair	Classroom Teacher
Heather	Cicchillo	Fine Arts Department Chair	Classroom Teacher
Bailey	Nelson	Mathematics Instructional Coach	District-Level Professional
Amy	Mayronne	Parent	Parent
Kathleen	Daily	Counselor	Non-classroom professional
Amanda	Cheatham	Counselor	Non-classroom professional
Tomell	Walton	Assistant Principal	Administrator
Ashley	Soose	Dean	Administrator
Kelley	Moore	Principal	Administrator

2024-2025 Campus Improvement Team

Members

First Name	Last Name	Position	Committee Role
Shawn	Rhoden	Librarian	Non Classroom Professional
Ambrea	Sikes	Special Education Department Chair	Classroom Teacher
Michelle	Maddox	History Department Chair	Classroom Teacher
Katherine	Harper	LPAC Coordinator	Non classroom professional
Katelyn	Owens	Dean of Instruction	Administrator
Heather	Cicchillo	Fine Arts Department Chair	Classroom Teacher
Bennie	McHenry	PE Teacher/Athletics Coach	Classroom Teacher
Monica	Harrell	Science Department Chair	Classroom Teacher
Sherone	Jordan	Counselor	Non classroom professional
Shae	Robinson	Technology Coach	District Level Professional
Tomell	Walton	Assistant Principal	Administrator
Shamari	Torres	Parent	Parent

Beth	Fleming	Community Representative	Community Representative
Kelley	Moore	Principal	Administrator
Ashley	Soose	Assistant Principal	Administrator
Sherray	Hawthorne	RLA Department Chair	Classroom Teacher
Rebekah	Mapston	Math Department Team Leader	Classroom Teacher
Penny	Jones	Math/Science Instructional Coach	District-level Professional
Amber	Ruiz	ELA/SS Instructional Coach	District-level Professional
Amanda	Cheatham	Counselor	Non-classroom Professional
James	Wilcox	Assistant Principal	Administrator