

2020-21 School Improvement Plan

**Hackney Primary School
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Lufkin, TX 75901**

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Kelly Ford-Proutt, Principal

School Improvement Leadership Team

Kelly Ford-Proutt	Principal
Dolores Mills	Instructional Coach
Misty Deggs	Teacher
Barbara Holden	Teacher
Jennifer Oliphant	Lead Teacher
Griselle Perez	Parent
Cleondra Hale	Parent
Joyce Simmons	Community Member

A copy of each campus and the district improvement plans are available for review upon request. A copy of each campus plan is kept on each campus. A copy of each campus plan and the district plan is available for review at the LISD Administration Building. The plan will be translated into Spanish upon request.

Title I, Part A Schoolwide Program Program Implementation Statutory Requirements

ESSA TRANSITION: NCLB SWP-10 Components to 3 Elements

- Element 1 SWP Comprehensive Needs Assessment
- Element 2 SWP Campus Improvement Plan Requirements
- Element 3 Parent and Family Engagement Requirements

ELEMENT 1: Comprehensive Needs Assessment (CNA)

1.1 Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- The academic achievement of students
- The needs of students who are failing, or are at-risk of failing, to meet State standards
- Barriers for educators, students and parents

1.2 Needs to include date(s) that the CNA is developed/reviewed and/or revised

ELEMENT 2: Campus Improvement Plan (CIP)

An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan.

Campus Improvement Plan Requirements include:

2.1 involvement of: parents, community members, teachers, principal, other school leaders (as well as paraprofessionals, technology staff and special population representation) and includes a list of those individuals and their roles

2.2 Regular monitoring and revision (evaluation) as necessary based on student needs – provide dates and the list of those individuals and their roles

2.3 Available to the LEA, parents, and the public and the campus must include locations where the LEA will make the CIP available (central administration, post office, student handbook, parent meetings, and in an understandable and uniform format and, to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed.

The school shall develop a Campus Improvement Plan that includes reform strategies to address school needs, including a description of how such strategies WILL:

- Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
- Use methods and instructional strategies that strengthen the academic program in the school increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs activates, and course necessary to provide a well-rounded education
- Address the needs of ALL students in the school, but particularly the needs of those at risk or not meeting the challenging State academic standards.

ELEMENT 3: SWP School Parent and Family Engagement Requirements

3.1 School Parent and Family Engagement Policy:

Campuses served under this part shall jointly develop with parents and family members of participating children a written parent and family engagement policy agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy; If requested by parents, opportunities for regular meetings; and if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA
- The policy shall be made available to the local community on campuses, at central administration, and on the district website, and updated periodically to meet the changing needs of parents and the school.

- Offer a flexible number of meeting such as meetings in the morning or evening; may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement (with an indications of dates, times, and locations of the PFE meetings, and involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part;

3.2 Shared Responsibilities for High Student Academic Achievement

Each campus served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall

- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - o Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - o Frequent reports to parents on their children's progress;
 - o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - o Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3.3 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each campus and LEA assisted under this part shall:

- provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as, State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training, using technology, and how to foster parental involvement
- educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners
- how to implement and coordinate parent programs, and
- how to build ties between parents and the school and
- to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- provide such other reasonable support for parental involvement activities under this section as parents may request
- to the extent practicable, provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.

I. School Characteristics

Hackney Primary School was built in 1964 and was named after one of the first African American women educators in Lufkin, O.R. Hackney. It was first a neighborhood elementary school. The next phase for Hackney was becoming a self-contained special education campus. A Head Start program was also housed on the Hackney Primary Campus. In the late 1980's Lufkin's Pre-kindergarten Program was moved to Hackney as special education was moved to home campuses. Today it serves three year old pre-kindergarten students. In the years since first housing pre-kindergarten, it has built a solid reputation for serving students using appropriate practices. It has been first to offer multiage childcare for working parents. Hackney has a small, but close faculty who truly has children's best interests at heart.

There are many interesting and unique facts about Hackney.

- We are proud to be a sister school to Garrett Primary - Early Childhood Education Center.
- Our staff focuses on maintaining a child-centered learning environment where our students learn through social emotional development, songs, hands-on activities, play, discovery, and exploration.

The faculty of Hackney has the best interest of the children in mind when preparing lessons and activities. The use of professional staff development and research is always a part of the planning and implementation of the lessons and activities.

The teachers are careful in remembering that children do not think in the same way as adults therefore they cannot be taught effectively in the same way as adults. We are implementing a district written, age appropriate curriculum, which is correlated to Bloom's Taxonomy to promote higher order thinking skills and using prior knowledge to build on higher levels of thinking. The teachers will be able to cover state guidelines while being able to individualize lessons, and to teach by using hands-on activities that are developmentally appropriate for pre-school aged children.

It is a practice of the faculty to provide active learning while motivating the children to be life long learners through exceptional learning experiences. Children are provided daily opportunities to discover, explore, and create individual activities to promote individual learning.

II. Community Characteristics

Lufkin is a peaceful, progressive, community-minded town located in the heart of the Texas Forest Country with a population approaching 37,000 and lies within Angelina County with a population of 87,000 residents and has an estimated daytime population of 100,000. The area offers opportunities for residents and visitors to enjoy museums, a national award winning zoo, parks, lakes, unique shops, rodeos, festivals, sports activities and year-round events. Major area employers span the fields of industry, education, healthcare, retail, forestry and government. Currently, new development in Lufkin is primarily commercial with minimal new residential growth. The average family size is 2.6. The average household income is approximately \$54,700 with a median income of \$37,775. The cost of living in Lufkin is 3% lower than the Texas average and 12% lower than the national average. The ethnic composition of the city is 46% Anglo, 27% African American, 24% Hispanic, and 3% other ethnic groups. Within the Lufkin Independent School District, 75.1% of our students are Economically Disadvantaged. Area students have access to two outstanding avenues of higher education, a community college in Lufkin, Angelina College, and a four year university, Stephen F. Austin State University, a short commute from our town. A bright future exists for the students and residents of Lufkin, Texas.

III. Student Demographics

Hackney Primary served approximately 184 students during the 2019-2020 school year. The campus provided services for 61 (26.9%) LEP students with the remaining students being served in a general education self-contained setting. The demographics include 43.5% African American, 43.5% Hispanic, 0.5% Native American, 0.0% Asian, 6.5% White, 0.0% other and 5.9% two or more races. Hackney's Low SES, at 99.2 percentage, is a few percentage points higher than last year and the Limited English Proficient (LEP), decreased by almost seven percent.

Lufkin ISD Student Demographics/student population consists of:

43.8% Hispanic
23.1% White

28.5% African American
1.0% Asian
3.5% Two or more races

Student Enrollment by Program:
21.92% are enrolled in Bilingual/ESL Education
26.25% are enrolled in Career and Technology Education
11.55% are enrolled in Gifted and Talented Education
11.55% receive Special Education services
84.18% Economically Disadvantaged
62.30% At Risk

IV. Beliefs and Mission

Mission

The mission, of Lufkin ISD and Hackney Primary, is to educate and equip All students for success through exceptional learning experiences.

Beliefs

We believe ALL students can learn.

We believe our community's involvement and diversity are essential for maximizing student learning.

We believe Lufkin ISD staff is our greatest asset.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD is the school of choice.

We believe Lufkin ISD must continually progress in everything we do.

V. Needs Assessment

Student Achievement

TARGETED NEEDS

- Systematic anecdotal record keeping
- Guidelines to effectively recording student informal academic growth.

SUMMARY OF NEEDS AND RECOMMENDATIONS

The Instructional Coach (IC) will work individually with teachers to ensure that anecdotal records are being kept and are systematic. Also, the IC can work with teachers on creating effective lessons for students based on their assessment data.

School Culture and Climate

TARGETED NEEDS

- Immediate positive feedback on instructional efforts
- Tangible monthly staff recognition/celebrations

SUMMARY OF NEEDS AND RECOMMENDATIONS

Teachers should be periodically recognized for their efforts to keep them encouraged along the way. Recognitions could be in the form of notes, quotes, or gestures. Also, teachers would like to know how their instructional performance is as a self-reflection for improvement.

Staff Quality and Professional Development

TARGETED NEEDS

- Continue to offer staff development and training to paraprofessionals

SUMMARY OF NEEDS AND RECOMMENDATIONS

Our paraprofessional staff is relied upon to assist with student instruction so it is important for them to know and be abreast of the curriculum and instructional strategies teachers use for student success.

Curriculum, Assessment and Instruction

TARGETED NEEDS

- Informal instructional performance dialogue with teachers about classroom performance
- Continuous review of the curriculum and guidelines

SUMMARY OF NEEDS AND RECOMMENDATIONS

Instructional performance dialogues will help teachers know how well they are performing instructionally and what immediate actions need their attention. The review of curriculum and guidelines ensure lesson plans continue to be aligned and teachers would be made aware of any changes.

Family and Community Involvement

TARGETED NEEDS

- Community stakeholders to have be willing to offer their time via electronic sources
- Parent access to technology for communicating with the school

SUMMARY OF NEEDS AND RECOMMENDATIONS

Due to the current guidelines handed down by TEA and the Governor, community involvement will be limited to technological means. It will be necessary for all stakeholders to have access to technology to continue interacting with our students while visitor restrictions are in place.

School Context and Organization

TARGETED NEEDS

- Counselor as an immediate source for parents, students, and staff
- Additional staff (floating paraprofessional)

SUMMARY OF NEEDS AND RECOMMENDATIONS

Hackney Primary does have access to a counselor housed at the sister campus. Having a counselor on campus would allow immediate access. A floating paraprofessional would fill in the gaps due to instructional staff absenteeism as a substitute, assist with P.E. and recess.

Technology

TARGETED NEEDS

- On-going professional development training for teachers
- On-going professional development training for paraprofessionals

SUMMARY OF NEEDS AND RECOMMENDATIONS

Our paraprofessional staff work with their teachers very closely in serving students. They conduct small group instruction and will need to be aware of any changes in curriculum to better understand what is going on in the classroom regarding instruction and curriculum.

1. Teaching and Learning

STRATEGIC OBJECTIVES AND STRATEGIES:

1. All learners in Lufkin ISD will achieve their full potential.

1.1 Implement and monitor a challenging curriculum focused on student achievement.

- Develop and implement a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured by student achievement.
- Monitor a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured and monitored by student achievement.

1.2 Design an engaging, quality instructional model for students and teachers.

- Research instructional models that encompass 21st Century learning skills and develop a framework for implementation.
- Develop a system to equip teachers with a 21st century mind set and provide appropriate training and skill development.

District Wide:

A (8) Teachers' Use of Academic Assessment
 HQ (3) Quality Instruction
 HQA (5) Strategies to Attract Highly Qualified Teachers
 PD (4) Professional Development
 PI (5) Parent Involvement
 R (2) Reform Strategy
 T (7) Transition
 TA (9) Timely Assistance for Students with Difficulty
 CNA (1) Comprehensive Needs Assessment
 CS (10) Coordination of Services

Special Populations (Sp. Pop.):

AR At Risk
 E Ethnicity
 ESL English as a Second Language
 LSES Economically Disadvantaged
 GT Gifted and Talented
 SE Special Education

Funding Sources:

B Bilingual
 GT Gifted and Talented
 GU Gear Up
 HSI High School Initiative
 L Local
 SCE State Compensatory Education
 CTE – Perkins

SE Special Education
 TI Title I-A
 TII A Title II-A
 TII D Title II-D
 TIII Title III
 TIV Title IV
 TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ PD R	1. Small group instruction will take place face to face and virtually: based on: Figure 19 (comprehension) strategies (11 to 1) Vocabulary Elements of Daily 5 (reading) strategies Esperanza Developing Talkers 11 to 1 Math bucket mini lessons Zone of Proximal Development (ZPD groups)	AR ESL LSES SE	Teachers Paraprofessionals	2020-2021	L, SCE, TI	Lesson plans, literacy block instruction, ZPD, math bucket instruction, Limited Center time, Zoom recording
HQ R	2. Teachers will use the District Curriculum to teach all state required guidelines; identify the Texas essential knowledge and skills within lesson plans and build instruction according to the Texas Pre-K guidelines, and district initiatives. TEA	ESL, AR, LSES SE	Teachers	2020-2021	L, TI, SCE	Formative: Lesson plans, district scope and Sequence Teacher Observations Summative: Formal & Informal assessments. Unit planning with Lead Teacher(s) Lesson plans, observations, walkthroughs
HQ CNA	3. The Hackney Staff will commit itself to provide all students with high-level and engaging activities in order to enhance students learning development. * life-like props for centers *SPARK (P.E. equipment) *small group instruction *Esperanza *technology program (iPads and student computers) * writing encouraged in centers	ESL AR, LSES SE	Principal, Teachers, Paraprofessional	2020-2021	L, SCE, TI	Formative:(1-3) Student Assessments Wave 1, 2, & 3 Feedback from various stakeholders. Parent Conferences, Anecdotal Records Implement PK guidelines aligned with TEKS

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
R, HQ,	4. Students will spend the majority of learning time engaged in age-appropriate activities that follow the LISD Pre-K Curriculum and State Guidelines including English Language Proficiency Standards (ELPS), Esperanza	ESL., AR, LSES	Teachers, Paraprofessionals Principal	2020-2021	L, SCE, TI	Formative: Walk through Lesson Plans Summative: Walk-throughs Checklists, anecdotal records data driven conversations with teachers after assessment
HQ,	5. Students will use written language to communicate their knowledge and experiences through representation: <ul style="list-style-type: none"> scribbling drawing and sketching journals center play will include telephone messages, grocery lists, <p>birthday and thank you cards, wish lists and other writing</p> <ul style="list-style-type: none"> interactive writing, shared writing 	ESL, AR, LSES SE	Teachers Paraprofessionals	2020-2021	L,SCE, TI	Formative: Teacher Observation, Anecdotal Records, Student Writing Samples Summative: 100% of Hackney students show command of written language Writing Checklists center materials
HQ	6. Students will use written language to develop literacy skills through: <ul style="list-style-type: none"> environmental print listening to stories, poems, chants, rhymes, and songs story retelling using sentence strips and felt boards <p>* word wall</p> <p>* using props</p>	ESL., AR, SE LSES	Teachers	2020-2021	L, SCE, TI, BI	Formative: Teacher Observation, Anecdotal Records Developmental Center Interactions Summative: Students show appropriate vocal skills Whole group student share

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ, R	<p>7. Students will learn to use their voices through the development of:</p> <ul style="list-style-type: none"> voice control (tone, speed, and volume supported by Developing Talkers) appropriate turn-taking skills music, chanting reading skills listening/comprehension skills center time conversations (social interactions) - Developing Talkers <p>recess/physical education</p> <p>conflict resolution skills (conscious discipline)</p> <p>teacher / paraprofessional modeling</p> <p>sharing time - show and tell of writer's workshop</p>	ESL., AR, LSES, SE	Teachers	2020-2021	L	<p>Formative: Teacher Observation, Anecdotal Records Developmental Center Interactions Developing Talkers supplemental materials</p> <p>Summative: Students show appropriate vocal skills walk-throughs</p>
HQ, A, TA, R, CNA	<p>8. Teachers will meet the diverse learning needs of students without compromising the guidelines that dictate what our students are expected to achieve via district initiatives and Pre-K guidelines. Modified materials and strategies will be used and will include computer software, one-on-one instruction, manipulatives, tiered center activities and small group instruction, strategies and lessons supported by CLI - Engage, Developing Talkers, Frog Street, and Esparanza.</p>	ESL., AR, LSES, SE	Teachers, Paraprofessionals, Support Staff	2020-2021	L, TI, SCE, BI	<p>Formative: Benchmarks/Formal test, Teacher Observation, Anecdotal records Curriculum (PK Guidelines)</p> <p>Summative: 100% of Hackney students are successful and demonstrate age appropriate skills. Center Manipulatives</p>
A, HQ, CS	<p>9. Teachers will administer assessments, using laptops, according to guidelines (CLI Engage); data will be analyzed to examine the effectiveness of teacher instruction based on the curriculum.</p>	ESL., AR, LSES	Teachers, Principal, District Inst. Specialist/DOI	2020-2021	L	<p>Formative: Data obtained from Assessments Data driven conversations and data analysis with Teacher Leader Teacher observations, Samples of student work</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A HQ R TA	<p>10. Teachers and administrative staff will provide a variety of opportunities for students, who experience difficulty in learning, to receive additional assistance to improve learning as determined by the RTI Team.</p> <ul style="list-style-type: none"> Special education support: OT, PT, VI, speech, counseling, in-home trainers, special seating, computer-assisted instruction, health services, specialized equipment for OT, PT, and VI; Foster Grandparent (FGP) (The Hackney Staff will continue to utilize the Foster Grandparent Program to support the needs of student learning). 	ESL., AR, SE, LSES	Support Staff (speech therapist) Principal Teachers Counselor State Assisted Living Center Volunteers	2020-2021	TI, L, SCE, BI	<p>Formative: Special Education IEP assessments Student progress on assessments, Anecdotal notes, teacher observations, Curriculum Guidelines</p> <p>Summative: Special Education records of service Campus Visits by diagnostician(s) and speech therapists Rtl notes Observations/informal assessments/portfolios Evaluation of FGP</p>
HQ R	11. Teachers will integrate age-appropriate materials to meet the state guidelines of child-centered education. and enhance early literacy and math instruction including the use of technologies (i.e. iPad minis).	ESL., AR, LSES SE	Teachers, Principal Technology Staff	2020-2021	L,SCE, TI, BI	<p>Research based, manipulative supported instruction Lesson plans (literacy buckets) SmartBoard lessons Computer programs CD players in Library listening and music centers</p>
HQ R	12. Students will learn stewardship through a campus wide program to include responsibility, respect, following rules, self-respect, helping others, sharing, and friendship. (core essential values, conscious discipline, PBIS) As an intervention to minimize violence, we will use Conscious Discipline - giving students voice to speak up for themselves	ESL., AR, LSES SE	All Staff	2020-2021	L	<p>Formative: Teacher observation Discipline referrals Monthly Core Essential Value words Summative: Decrease in the number of students Who need behavior interventions from The teacher and/or principal</p>
R	13. The school will offer a balanced nutritional diet at no cost to every student in an effort to promote health and awareness.	All	Nutrition Staff	2020-2021	L	<p>Menus that are in accordance with USDA Monthly Newsletter Free breakfast provided for every student</p>
PI, TA	14. Teachers will hold scheduled parent conferences to inform parents of student progress and to encourage them to participate in student learning.	ESL., AR, SE, LSES	Teachers	2020-2021		<p>Formative: (1-3) Sign-in sheets, student portfolios Absence reason codes</p>

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ R	16. Students will develop acceptable levels of physical activity to promote healthy lifestyles and development of social and personal skills (Healthy & Wise, Spark, recess, P.E., music and gross motor movement)	ESL., AR, SE, LSES	Teachers Paraprofessionals	2020-2021	L, SCE, TI	Formative: Teacher observations and anecdotal records Walk-throughs Informal assessments/benchmarks - observables lesson plans Summative: develop body coordination and a sense of personal space, sharing, and cooperating with others in group activities - based on district guidelines
HQ PD	17. Improve student comprehension of math vocabulary/language through a literacy approach.	All	Teachers Paraprofessionals Principal	2020-2021	SCE, TI	Student assessments - formal and informal Book content Lesson plans

2. Human Capital

STRATEGIC OBJECTIVES AND STRATEGIES:

2. Design a system to attract and retain highly qualified diverse staff.

2.1 Develop and implement an exceptional recruiting and hiring process for all staff positions.

- Develop and implement a comprehensive plan to effectively screen, interview and select highly qualified individuals to meet the needs of available positions.
- Continue current recruiting strategies and develop partnerships with post-secondary and other certifying agencies.

2.2 Design and implement a quality induction and career development plan which enhances loyalty and dedication to Lufkin ISD.

- Immerse new employees in the district/campus culture by providing an in-depth training program that enables them to become valuable members of the LISD team.
- Develop and implement a comprehensive retention plan to keep and foster a highly effective staff in all areas and at all levels in the district.

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R	1. Mentor/mentee, staff, and paraprofessional meetings Team meetings	AR ESL LSES GT SE	Instructional Coach Teachers Principal, and/or Lead Teacher	2020-2021	LM TI, SCE	Sign-in sheets Agenda outline
HQ PD CNA	2. The school will provide ongoing and comprehensive support (professional development and LP training days) for the work of teachers and other individuals responsible for implementing the student performance component of the action plan to meet goals set by the district.	ESL, AR, LSES SE	Instructional Coach Principal, Teachers including Lead Teachers	2020-2021	L, SCE, TI, BI	Cross reference with curriculum guidelines; review content of staff development records and committee meeting records campus planning Recognition Mentors for new teachers
HQA	3. In search of the best staff to continue success of students, certified/qualified applicants will be contacted for an interview based on-line recruiting trip data and the employment application system (Applitrack); interviewed by the campus interview committee, and recommended for hired by the principal.	All Students	Principal Interview committee	2020-2021	L	Formative: Applications received interview process references Summative: personnel records indicate highly qualified status (for those with experience) interview committee notes/records
HQ R	4. All Instructional Paraprofessionals will receive professional development and training to assist with the delivery of classroom instruction.	ESL AR, LSES SE	Principal, District Instructional Specialist Lead Teacher(s)	2020-2021	L	Summative: Meeting agendas, sign-in sheets, structured record review, Observation(s)
R, HQ	5. Strategic, curriculum and instructional planning - IC meeting with teachers to discuss new and innovative ideas for lesson plans for each unit of instruction (T-TESS) and strategies to maintain classroom management -- PBIS (including brain-based strategies)	AR ESL LSES GT SE	Principal Lead Teachers District Specialists/Coaches	2020-2021	L	Lesson plans from planning meetings (per curr. unit) Sign-in sheets Observations/Walk-throughs Planning agenda

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQA	6. Applicants will be recommended for employment based on: application content experience (longevity) confidence in demeanor ethics in team work	All students	Interview Committee	2020-2021	B, L, SCE	applications interview notes committee debriefing
HQA	7. Lufkin ISD will have representatives to join virtual job fairs throughout the year in search of applicants as well as host an annual district job fair.	All Students	Recruiting team	2020-2021	L, SCE	Recruiting notes Job fair invitation and flyers

3. Funding and Finance

STRATEGIC OBJECTIVES AND STRATEGIES:

3. Create a long-range financial plan to ensure student success.

3.1 Pursue additional sources of revenue.

- Develop a comprehensive plan to allow LISD to investigate and identify key sources of additional revenue.

3.2 Analyze and adjust expenditures for maximum efficiency.

- Analyze current utility use for inefficiencies and create a district-wide plan to lower our utility costs.
- Evaluate current payroll expenditures and locate areas where costs can be reduced.

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
T R CNA	1. The school's budget will include funding to support implementation of the action plan to improve student performance in all content areas including developing fine and gross motor skills. Supplies and equipment purchases to enhance instruction, music and movement, and social/emotional development for use inside and outside of the classroom.	ESL, AR, LSES SE	Principal DOI Central Office	2020-2021	L, SCE, TI, BI	Summative: (1-4) All Hackney students demonstrate Continued progress and performance. Purchase Order (P.O.s) invoices Budget Reports Inventory
T, R	2. The campus budget will allow for updating and replacing hardware and software to meet the campus goals. <ul style="list-style-type: none"> • update Slimwise thin clients - virtual desktops • replace projectors as needed • campus information monitor • registration kiosk • mini iPads • teacher laptops 	ESL., AR, SE, LSES	CEIC, Principal, Technology staff	2020-2021	L, TI, SCE, BI	Formative: Student assessment data, benchmarks, Teacher observations, Anecdotal records
R	3. Use Title and Comp Ed Funds to purchase items needed for instruction and student academic achievement.	All	Campus committee	2020-2021	TI, SCE	Invoices Purchase orders

4. Facilities/Safety and Security

STRATEGIC OBJECTIVES AND STRATEGIES:

4. Transform the perception of LISD by creating a safe environment and facilities conducive to producing exceptional learning experiences.

4.1 Develop a continuous improvement plan to address safety and security issues.

- Create standardized safety policies and procedures to be utilized on all campuses in Lufkin ISO.
- Create a school safety infrastructure for Lufkin ISD.

4.2 Analyze facilities on an ongoing basis to assure they support exceptional learning experiences.

- Use existing media to facilitate a positive image of safety in Lufkin ISD schools.
- Create a district-level "Facilities Review Committee" made up of campus, district, parent and community stakeholders.

District Wide:

A (8) Teachers' Use of Academic Assessment
 HQ (3) Quality Instruction
 HQA (5) Strategies to Attract Highly Qualified Teachers
 PD (4) Professional Development
 PI (5) Parent Involvement
 R (2) Reform Strategy
 T (7) Transition
 TA (9) Timely Assistance for Students with Difficulty
 CNA (1) Comprehensive Needs Assessment
 CS (10) Coordination of Services

Special Populations (Sp. Pop.):

AR At Risk
 E Ethnicity
 ESL English as a Second Language
 LSES Economically Disadvantaged
 GT Gifted and Talented
 SE Special Education

Funding Sources:

B Bilingual
 GT Gifted and Talented
 GU Gear Up
 HSI High School Initiative
 L Local
 SCE State Compensatory Education
 CTE – Perkins

SE Special Education
 TI Title I-A
 TII A Title II-A
 TII D Title II-D
 TIII Title III
 TIV Title IV
 TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ PD	1. The staff will provide a safe environment for learning by implementing elements of Conscious Discipline procedures which assist in increasing student learning, age appropriate strategies found in the district discipline policy, as well as maintaining the student code of conduct supported through our Positive Behavior Intervention System (PBIS).	ESL, AR, LSES, SE	Teachers, Principal, Teacher Assistants (paraprofessionals)	2020-2021	SCE	Book Study, conversation, trainings/workshops
PD	2. The staff will receive (compliance) training on: *how to identify, respond, and report suspected child and sexual abuse. * Avoid Deny & Defend (ADD) - intruder training *Blood borne pathogens *how to identify signs and symptoms of mental health and suicide prevention tactics.. Trauma Informed training Cyber Security Awareness	All Students	Teachers, Paraprofessionals, Nurse, Receptionist, Secretary, Principal	2020-2021	L	Sign-in sheets Eduhero Certificates of completion
R CNA	3. The campus will continue to work with District Personnel and community stakeholders to maintain and update facilities to provide an environment that is safe and conducive to student learning. Follow the Governor's executive orders for safety against Covid-19	ESL., AR, LSES SE	Central Office, Principal, Maintenance Department Custodial Department	2020-2021	L	Formative: District Security Audit Summative: Completion of facility upgrades Completed Work orders communicated through School Dude Message Center

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
R T	4. The Hackney Staff will be familiar with and able to implement the campus/district Emergency Operations Plan as developed by the district including conducting drills: fire shelter lock down lock-out site evacuation (emergency needs bucket) maintain Emergency Operations Plan use of district radios Safety meetings as well as protocols for responding to safety measures regarding Covid-19 in the school house	All Students	All Staff Safety Committee Nurse (Covid Coordinator)	2020-2021	L	Formative: Record of Evacuation Drills meeting minutes Summative: 100% of Hackney staff participate in executing the Crisis Management Plan

5. Technology

STRATEGIC OBJECTIVES AND STRATEGIES:

5. Create a state-of-the-art technology infrastructure that maximizes student learning opportunities.
 - 5.1 Evaluate technology needs of the district.
 - Develop a process to evaluate and determine technology plans of the district.
 - 5.2 Develop a plan that allows the district to acquire and maintain a premier technology environment for the future.
 - Develop and execute a detailed plan to equip the district with current technology standards.
 - Develop a plan that allows the district to maintain a premier technology environment.

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
R	1. The campus budget will allow for updating and replacing hardware and software to meet the campus goals - safety and instructional (i.e. Ready Rosie, Rosetta Stone licenses, iPads).	All students	Principal Technology staff	2020-2021	L, SCE, TI, BI	Summative: (6-7) 100% of Hackney staff use technology to enhance instruction (computers, SmartBoards) Updated technology and programs
A HQ	2. Laptops will be used to administer benchmark testing (CLI Engage) iPads will be used to supplement ZPD instruction and other small group lessons	ESL., AR, LSES SE	Teachers	2020-2021	L	Assessment program Data collection sent to the state- records
HQ R	3. Teachers will focus on a variety of technologies that may be used to support child-centered education including Coordinated School Health Initiatives, to be used for Virtual, Hybrid, and face to face learning. Lesson plans will include the use of technology when appropriate	ESL., AR, LSES SE	Teachers, Technology Staff Nurse Instructional Staff	2020-2021	L, TI, BI, SCE	Lesson plans (including tech. devices)Summative-Lesson plans show appropriate technology use License and registration for BrainPop; Code.org Zoom recorded lessons
HQ R PD	4. The teachers will access district technology staff to aid in the integration of technology, via training - SmartBoard Google classroom Good Sheets Class Dojo Zoom	ESL., AR, LSES SE	Technology Staff, Teachers, Principal Instructional Coach	2020-2021	L, TI, BI SCE	Formative: (6-7)Student assessment data, benchmarks,Teacher observations, Anecdotal Records Curriculum technology training for SmartBoards Zoom recordings
HQ CNA	5. Teachers have access to technological means for instruction: SmartBoards w/mounted projectors Touch screen laptops iPads CD players	All students	Teachers Paraprofessionals	2020-2021	L, SCE, B	Classroom inventory Log-ins

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
R, PI	6. All teachers and staff will use technology to communicate with staff, the community/parents and produce professional school and school-to-home communication - e-mails, text messages, phone calls, Remind 101, Blackboard Connect, Dojo, Zoom Instruction	ESL., AR, SE, LSES	Principal Teachers Secretary Instructional Coach	2020-2021	L	Formative: Newsletters, letters home, web pages Blackboard call out system
PI	8. District and Campus have a website administrator to keep parents abreast of campus and district events (parent outreach)	All students	Website administrator Principa	2020-2021		website postings

6. Communications/Community Partnership

STRATEGIC OBJECTIVES AND STRATEGIES:

6. All stakeholders will engage in consistent authentic communication that improves the perception of LISD.

6.1 Celebrate and communicate the achievements of all students and staff through all media.

- Develop a comprehensive communications plan to engage the community.

6.2 Welcome community dialogue and participation in order to instill pride in our district.

- Create an openness that allows for two-way dialogue and that ensures all stakeholders have a voice and a venue for participation.
- Develop district-wide communication standards to create a uniform and cohesive approach to community dialogue.

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
PI, TA	1. Teachers will hold parent conferences via Zoom to inform parents of student progress four times a year and as needed.	ESL., AR, SE, LSES	Teacher	2020-2021		Formative: (1-3) Sign-in, Zoom recordings student portfolios Absence reason codes
PI	2. The Hackney Staff will commit to communicating the vision and mission of the school with all stakeholders to promote continuous student performance and school readiness	ESL AR LSES	All Staff	2020-2021		Parent letters Community correspondence
R PI	3. Staff will use technology to communicate with one another and produce professional, school, and school-to-home communication.	ESL., AR, SE, LSES	Principal Teachers/Lead Teachers Secretary	2020-2021		Formative: Newsletters, letters home, web pages Summative: 100% of Hackney staff communicate Effectively
PI	Teachers will provide parents with take-home activities to promote language development, academic, and interpersonal skills	ESL, AR, SE, LSES	Teachers	2020-2021	L	Formative: Parent signature sheets, improved Student performance of assessments. Summative: 100% of at home activities support language development and interpersonal skills Literacy Night, Math & Science Night