Dickinson Independent School District

Louis G. Lobit Elementary

2022-2023 Campus Improvement Plan

PROUD TRADITIONS, EXCITING FUTURES

DICKINSON
INDEPENDENT SCHOOL DISTRICT

Mission Statement

It is the mission of the Dickinson Independent School District and Louis G. Lobit Elementary to ensure that all students have successful learning opportunities that help them to reach their full potential and add quality throughout their lives.

Vision

It is the vision of Louis G. Lobit Elementary School to add value to the lives of our students by creating a learning environment where the curriculum if focused on rigor and relevance, and the instruction is driven by positive student and teacher relationships.

Value Statement

Each student is unique and can learn more and at higher levels.

Students will give their attention and commitment when provided engaging experiences.

Each member of the school has the responsibility to ensure quality learning experiences for students.

We can achieve more by working together.

Every teacher is a leader and every leader a teacher.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Louis G. Lobit is one of thirteen Title IA schoolwide campuses in Dickinson Independent School District. Lobit Elementary opened its doors in August 2016.

Lobit Elementary School currently serves 653 students in grades PK-4. The campus serves the neighborhoods close to the school. The demographics served include 232 Economically Disadvantaged students (40.7%) and 250 At-Risk students (43.8%).

Lobit Elementary serves students in the following programs: English Language Learners, Gifted and Talented, 504 services, and Special Education services.

The student population is 20.7% African-American, 37.8% White, 2.1% Asian, 34.7% Hispanic, 57.2% male and 42.8% female with a low socioeconomic status of 40.7%. The staff population is 0.0% African-American, 82.5% Anglo, and 17.5% Hispanic, and 4.5% male and 95.5% female with an average of 6.4 years of experience.

The overall mobility rate for the campus is approximately 18.5%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.5%. The average daily attendance rate for staff is 94%. The district goal is 98%. There are a total of 2 discipline referrals this last year. This number of referrals accounts for students that were seen by the behavior coach for social skills lessons, as well as those who were serving ISS, OSS and time out. There were eight referrals that required formal removal to ISS and one that required OSS.

Lobit Elementary serves 15 English As A Second Language Learner students (2.6%), 28 students in the Gifted and Talented program (5%), 30 students identified for 504 services (4%), 70 students served through special education services (12.2%), and 17 Dyslexia students (2.9%). There are 112 students currently in the RTI process (19.6%).

Demographics Strengths

- LES serves a diverse population

- LES is a neighborhood school

- LES is connected to a Middle School

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus houses an economically disadvantaged population of 42% and SPED population of 12% which are students that need strategies effective with language development to ensure success with ELA TEKS. **Root Cause:** Students are coming to school lacking academic vocabulary.

Problem Statement 2: The lack of support necessary for SPED/504/RTI students to access the TIER 1 curriculum in the classroom setting greatly impacts instruction. **Root Cause:** We are currently only able to serve the students who are already in TIER 3 or identified as SPED or 504.

Student Achievement

Student Achievement Summary

Student achievement data is disaggregated in Skyward and Eduphoria Aware. There is a strong comparison between the data for local benchmarks and state assessments. In order to monitor for Index 3 Standards, we continue to focus on growth in our ELL and SPED subgroups. Our goal is for 100% of our ELL learners to achieve progress of 1 year or more, as well as focus on the ELPS. All students are making progress as we continue to close gaps with Special Education and ELL students. Our Special Education and inclusion programs have had an impact on student achievement as well. The data always keeps us focused on our areas of weakness and helps us to meet individual student needs. As we continue to learn more about the STAAR accountability system, we will strive to stay above the state average, and strive to meet all federal and state system safeguards.

Accountability Rating: MET STANDARD- 78% (C)

	Target	**Lobit**
Student Achievement	90	79
Student Progress	90	73
Closing Performance Gaps	90	75
Student Success Status	90	100

Lobit will continue to pursue the highest standards of academic performance in preparing our students to be college and career ready. We will focus on staff development that implements a rigorous curriculum and supports high achievement. We will also sustain a climate of accountability to improve student outcomes.

Student Achievement Strengths

- Implement Rigor/Relevance/Relationships in order to create solid foundations academic performance and instill in all students the ability to be critical thinkers and lifelong learners who are college and career ready.
- Create and maintain a learning environment that focuses on positive relationships and is inviting and supportive of high student achievement.
- Develop a culture of accountability for improved student outcomes through the use of PLC's.
- Implement focused, sustained, and comprehensive staff development to support continued improvement in student achievement and district performance.
- Recruit, train, and retain competent, effective staff in all positions
- Support all teacher through the Cognitive Coaching Model

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: ELL students are reading below grade level in English from 1st to 4th grades. **Root Cause:** Students are coming to school lacking academic vocabulary and phonetic skills that are prerequisites to readings.

Problem Statement 2: ELL and Special Education students need to increase their achievement in math, reading, and writing on state standards and math and reading on federal standards and improve PBMAS. **Root Cause:** Students require intervention and repeated review to access grade-level curriculum

Problem Statement 3: Too many students are reading below grade level in English from 1st to 4th grades.

School Culture and Climate

School Culture and Climate Summary

Students enjoy being on campus and feel that it is a fun place to learn. The staff also feels it is a friendly and positive place to work. We work hard to create positive and respectful relationships across all grade levels. The high academic requirements and behavior expectations that we have set up with the Lobit Essentials will hopefully decrease the discipline problems that we saw last year. Faculty and students feel a strong sense of security in the building. The staff has high expectations and students rise to meet those expectations. All students seem satisfied and student attendance is out of student control at this age. Attendance is low at 96.4%. The district goal of 98% was not met. Teacher attendance was 94% last year. The teachers do an excellent job of forming relationships and providing rigorous instruction which keeps students in the classrooms and successfully learning. Lobit Elementary School is a new and safe facility that provides a place where students feel safe and happy learning.

School Culture and Climate Strengths

- Create a safe, friendly, supportive and positive environment
- Work to establish a relationship of trust and respect between teachers, students, and parents
- Provide character education classes
- Provide career presentation focus and planning
- Provide anti-bullying presentations
- Establish a common planning time for grade levels
- Develop and organize a Student Council
- Lobit Essential 20 for Positive Behavior Support

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student attendance has not reached the target goal of 98%. **Root Cause:** COVID-19 has greatly impacted attendance rates.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and staff on campus meet the highly qualified standards. All teachers are fully certified and teaching within their certification limits. Routine walkthroughs as well as formal DTAS observations will be conducted. Feedback is immediately shared with teachers through Eduphoria Strive. As student achievement data is received, teacher strengths are matched with student needs. We strive to have a very low turnover rate which will show that the district inductee programs and campus mentoring are working to ensure that teachers are well trained and supported. There will be three new teachers at Lobit for next year. In order to support the notion of continuous improvement, trade days and rigor and relevance training will be provided. Walkthroughs and evaluations also provide ongoing feedback for growth. Professional development surveys will be conducted annually by the district upon completion of specific professional development events. Staff will attend Rigor and Relevance, TBSI, GT, Special Education, and ELPS, and Restorative Discipline training provided and monitored by administrative walkthroughs and campus staff development.

Staff Quality, Recruitment, and Retention Strengths

- Utilize the Human Resources Department, online application resources to find qualified applicants
- Campus interview committee involved in hiring
- New teacher mentor program
- District New Teacher Academy Program
- Professional development programs provided by district-time for new teachers to observe senior teachers
- 2nd Year teacher's Navigator program for those that need additional support
- Bi-monthly Assistant Principal's Academy

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Statement Providing new teachers and experienced teachers in need of assistance support to improve their teaching skills.

Problem Statement 2: Tier I instruction needs to provide higher rigor and relevance to ensure increased student success.

Problem Statement 3: Provide tiered assistance to teachers based on need using the instructional coaching model.

Problem Statement 4 (Prioritized): The quality of TIER 1 instruction is not consistant across the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district curriculum is clearly linked to the state standards through the place mats which are monitored by the grade level common assessments and nine-week benchmarks. We disaggregate data from the benchmarks and use the information to drive instruction and meet individual student needs. We are aligning the curriculum with the 21st century learning skills through rigor and relevance and using technology to integrate in all areas. We use many research based instructional strategies along with fluid grouping in order to meet individual needs. Some of the supports provided beyond primary instruction include academic coaches, behavior coach, and 504 plans. Multiple Intelligences are addressed through various learning styles, critical thinking, open ended questioning, and individual student projects. Our benchmark data shows that our instruction is closely aligned with the state assessments and our mock testing environments ensure that each child is given the opportunity to be successful. Our SBDM will decide which professional developments are funded based on our student achievement data as well as our curriculum and instruction needs. Instruction is designed to meet the needs of all learners in a balanced literacy and math program.

Campus Program Descriptions:

ELL

Lobit Elementary is no longer a bilingual campus. We have one classroom at each grade level that serves our ESL students where the teacher is a certified ESL teacher. We have an LPAC representative that monitors the progress of all of our ELL learners, along with the assistant principal. Our ELL students participate in TELPAS, Woodcock-Munoz, and ITBS testing each year.

GT

Dickinson ISD's Gifted and Talented Program serves approximately 3-5% of the students in the district. These students are able to perform academically several levels above their enrolled grade level, are able to work independently on projects, and are motivated to learn at advanced levels. Identified students in grades 1-6 are served in designated cluster classes by teachers with thirty-hours of training in gifted and talented education. In addition, gifted elementary students are pulled once a week to work with other gifted students on enrichment activities in the four core curriculum areas during Genius Hour.

504

Section 504 is a part of the Federal Civil Rights Anti-Discrimination legislation 1973. Discrimination is defined as "No qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination, under any program or activity receiving federal financial assistance."

Section 504 covers any person who has a physical or mental impairment which substantially limits one or more major life activities, or has had a record of such impairment, or is regarded as having such impairment. Major life activities include hearing, speaking, learning, working, performing manual tasks, caring for one's self, walking, seeing or breathing.

Once students qualify for section 504 they will receive accommodations in the least restrictive environment (general education classroom) that the committee has agreed upon. The committee consists of an administrator, campus 504 coordinator, classroom teacher, parent and other possible candidates. The committee meets once a year to discuss progress and monitor student's growth. The student continues to qualify as a student under 504 until he no longer needs the services or until it is decided further assistance is necessary.

Special Education Services

Special programs services that are provided at Lobit Elementary are SAILS, PASS and ABCD as well as several high needs mainstreamed students with needs pertaining to fine and gross motor as well as restroom and health services from the nurse on campus. The SAILS program primarily focuses on students with Autism spectrum disorder and the specific needs of those students to better be able to integrate socially and behaviorally in the general education population and society. This program also services our students with Intellectual Disabilities and/or low to severe intellectual functioning. The SAILS Program focuses on daily and functional living skills to be as independent as possible once completing educational requirements and learning a job skill. The PASS and ABCD programs provide a continuum of services for those students with significant behavior issues that need to be addressed outside of the general education classroom.

Campus administration and staff will:

- Ensure that all students needing special services are appropriately identified and served

- Ensure that all students referred for special services are assessed in a timely manner

- Ensure that students receiving special services are appropriately placed in discretionary placement to ISS at a rate commensurate with their non-disabled peers

- Ensure that all students IEP's are followed/documented and updated within time lines set by the ARD committee

At Risk Students

We will serve our at-risk students by properly implementing the RTI process.

Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence and planned units
- Data from STAR, STAAR, and CBA's, DRA and Woodcock-Munoz testing.
- Weekly PLCs with eacdh grade level
- Power PLCs
- Implementation and instruction provided to teachers on Balanced Literacy
- Prime Time
- Balanced Literacy
- Data monitored on the Dgital Data Wall
- FastForWord will be used by all ELL/SPED/RTI students in Grades K-4
- Active SIT Committee

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Planning, instruction, and assessment need to be a cyclical process where each component drives the others. **Root Cause:** PLC process needs to be reset with a focus on the 4 essential questions.

Problem Statement 2 (Prioritized): All students are not reading at or above grade level at the end of second grade.

Problem Statement 3: Tier 1 instruction needs to be differentiated to meet individual students needs.

Problem Statement 4 (Prioritized): Students do not have automaticity with the foundational numeracy and skills.

Problem Statement 5: We have a growing number of dyslexia students that are being underserved.

Problem Statement 6 (Prioritized): The RTI program lacks structure and organization. **Root Cause:** Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.

Parent and Community Engagement

Parent and Community Engagement Summary

Lobit Elementary School always welcomes parents and community members in to our school. The community has played a major role in establishing our new school as the heart of the community. We do many events such as book fairs, award ceremonies, music programs, PTO carnivals, and community resource events. Families are involved in campus and district improvement committees. If families speak languages other than English, all communication is available in Spanish and Vietnamese with additional support from bilingual staff members. There are many services available to support students in special programs such as PST, speech, dyslexia, and academic coaches. There are also many community partnerships formed to support families and students such as:

* M. I. Lewis

* Galveston County Social Services

* The Safe Place

* Child Advocacy Center

* De Pelchin

* Telepsychiatric Clinic

* Interfaith Caring Ministries

* Lion's Club

* ELK's Club

* Dickinson Rotary Club

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

- Participation in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker
- Active PTO
- Monthly music programs
- Family Fun Nights
- Awards Ceremonies
- Book Fairs
- Parent Orientation
- Parent-Teacher Conferences
- Parents are involved in SIT, ARD, CIC, and LPAC meetings
- Career Day
- Thanksgiving Luncheon

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We need to continue to improve and expand parent academic learning opportunities.

Problem Statement 2: Social Media is underutilized for parent communication.

Problem Statement 3 (Prioritized): We need to continue to explore ways to ensure consistent parent communication.

School Context and Organization

School Context and Organization Summary

The district supports the school to a great extent through the budget process, hiring and retention of staff, and curriculum alignment. The district data shows that with smaller class size and academic support our students are showing academic growth. Our teachers have a voice in the decision making process through problem solving team meetings, faculty meetings, team meetings, and benchmark conferences, and PLC. Teachers have limited influence on students assessment because they are based on state TEKS, but they are involved in curriculum development and have input on local assessments. The organization is made up of many smaller teams such as vertical teams, PTO, SIT, and parent conferences where all parties have input into solving identified problems. The students, parents, and community seemed to share our mission and vision.

School Context and Organization Strengths

- Active PLCs
- School-wide discipline program
- Interventions based on student need
- Effective home-school connections
- Ongoing professional development through academic coach model
- Active SIT Committee

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Continue to find ways to provide the teachers with staff development that allows them to meet their personal and student growth goals.

Problem Statement 2: District Instructional Specialists need to be utilized to provide clarification and guidance of TEKS/curriculum being taught each nine weeks so instruction delivered is focused and on target for student success.

Technology

Technology Summary

The campus is equipped with interactive projectors, white boards, document cameras, tablets, computers, and Chrome books. We have a variety of technology available for teachers to use and all students have access to technology. The teachers like having technology to enhance their instruction and increase collaboration. One of the pitfalls of technology is the time and money involved in repairing broken/outdated equipment. The district provides ongoing technology training incorporated in core curriculum areas. Technology is used to support rigor and relevance in the curriculum for the 21st century learner. We will continue to add technology in order to stay current and keep technology updated in order to support current programming needs.

Technology Strengths

- All instructional staff will have training in the use of collaborative technology teaching tools
- The technology proficiency level of staff is appropriate
- Teachers are able to connect technology to support the TEKS
- Technology utilized in all subjects
- Technology utilized in all subjects to introduce, reinforce, extend, enrich, and assess student mastery of curriculum targets
- The auxiliary schedule allows student to rotate through the lab at least once a week
- Fast Forward program for all students
- MAP tesing for all students
- Online Interim Assessments

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): We need to continue to add mobile devices so that all students can have computer access to supplemental online reading and math programs, as well as applicable online assessments. **Root Cause:** We need to have the infastructure to support the additional devices, as well as funds to purchase additional devices.

Priority Problem Statements

Problem Statement 2: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.

Root Cause 2: PLC process needs to be reset with a focus on the 4 essential questions.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: We need to continue to add mobile devices so that all students can have computer access to supplemental online reading and math programs, as well as applicable online assessments.

Root Cause 7: We need to have the infastructure to support the additional devices, as well as funds to purchase additional devices.

Problem Statement 7 Areas: Technology

Problem Statement 3: All students are not reading at or above grade level at the end of second grade.

Root Cause 3:

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: We need to continue to explore ways to ensure consistent parent communication.

Root Cause 6:

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 1: The quality of TIER 1 instruction is not consistant across the campus.

Root Cause 1:

Problem Statement 1 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Students do not have automaticity with the foundational numeracy and skills.

Root Cause 4:

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: The RTI program lacks structure and organization.

Root Cause 5: Tier 1 instruction is not always at the proper level, making the need for TIER 2 and 3 interventions disproportionate.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Goals

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: 100% of students will make at least one year's growth in Reading.

High Priority

Evaluation Data Sources: M CLASS
MAP
STAAR
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will follow the district's literacy plan in order to provide balanced literacy instruction in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: MCLASS Growth	**Nov**	**Jan**	**Mar**	**June**
MAP Growth				
STAAR Growth				
TELPAS Growth				
Improved TIER 1 instruction				
Staff Responsible for Monitoring: ELA Curriculum Specialists				
Administrators				
Instructional Interventionist				
Instructional Coaches				
Teachers				
- TEA Priorities:				
Build a foundation of reading and math				
Funding Sources: - 255-Title IIA, - 211-Title IA, - 199-SCE, - Local Funding, - 263-Title IIIA				

Strategy 2 Details	Reviews			
Strategy 2: LES will utilize Instructional Interventionists, Dyslexia Specialists and Instructional Paraprofessionals to provide intervention, dyslexia services, and/or inclusion support for at-risk students in TIER 2 and 3.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth **Staff Responsible for Monitoring:** Administrators Instructional Interventionists Instructional Paraprofessional Dyslexia Specialist **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE				

Strategy 3 Details	Reviews			
Strategy 3: PK-4 teachers will attend targeted professional development in Balanced Literacy implementation with ELA Curriculum Specialist and/or Instructional Coaches.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** ELAR Curriculum Specialist Instructional Coaches Administrators **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding, - 255-Title IIA				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use supplemental instructional materials that support professional development in the following areas in order to improve TIER 1 instruction: Comprehension Fluency Phonics Guiding Reading **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Principal Deputy Superintendent for Instructional Services Director of Federal Programs/ELL	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Instructional Coaches will model and coach teachers as needed with the implementation of balanced literacy and reader's workshop. **Strategy's Expected Result/Impact:** MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Instructional Coaches **Funding Sources:** - 211-Title IA, - 199-SCE	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Contracted Services providers will be utilized throughout the year to provide professional development and instructional direction to support early literacy development for staff on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Teachers Consultants Administrators Instructional Coaches ELAR Curriculum Specialist **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 7 Details	Reviews			
Strategy 7: ELA Curriculum Leadership Team members will actively participate and accurately disseminate information regarding the following district non-negotiable standards and proficiency levels of the standards: Strand 1: Vocabulary	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strand 2: Comprehension Strand 3: Response Skills Strand 4: Multi-Genres Strand 5: Literary Elements Strand 6: Authors' Purpose Strand 7: Writing Process **Strategy's Expected Result/Impact:** MCLASS MAP STAAR **Staff Responsible for Monitoring:** ELA Curriculum Specialists Principal Assistant Principal Instructional Interventionists Instructional Coaches Teachers - **TEA Priorities:** Build a foundation of reading and math				

Strategy 8 Details	Reviews			
Strategy 8: Students will take the online MAP assessment three times per year in order to track proficiency and progress in Reading .	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth Improved data tools **Staff Responsible for Monitoring:** MCLASS Proctors MAP Proctors Teachers Administrators **- TEA Priorities:** Build a foundation of reading and math				

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

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: 100% of students will make at least one year's growth in Math.

High Priority

Evaluation Data Sources: M CLASS
MAP
STAAR

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement both whole and small group guided math instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Math Curriculum Specialist Instructional Coaches Administrators **- TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Instructional Coaches will model and coach teachers as needed with the implementation of the math TEKS and guided math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Instructional Coaches Administrators **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 199-SCE	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Continue to use Lone Star Problem Solving, Countdown to STAAR, Engaging Mathematics, Number Talks in order to provide teachers with a resource that embed the Process Standards with Readiness/Supporting Standards and increases rigor and provides ongoing spiraling of the TEKS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Principal Instructional Coaches Classroom Teachers **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will attend high quality training both in and out of the district based on research based best practices for math (travel expenses included when necessary).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Teachers Academic Coaches Principals **Funding Sources:** Title Funds to pay for training - 255-Title IIA				

Strategy 5 Details				Reviews			
Strategy 5: Students will take the online MAP assessment three times per year in order to track proficiency and progress in Math.				Formative			Summative
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth Improved data tools **Staff Responsible for Monitoring:** MCLASS Proctors MAP Proctors Teachers Administrators **- TEA Priorities:** Build a foundation of reading and math							

Strategy 6 Details				Reviews			
Strategy 6: LES will utilize Instructional Interventionists and Instructional Paraprofessionals to provide intervention, and/or inclusion support to at-risk students in TIER 2 and 3.				Formative			Summative
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth **Staff Responsible for Monitoring:** Administrators Instructional Interventionists Instructional Paraprofessional **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE							

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

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: 100% of students will make at least one year's growth in Writing.

High Priority

Evaluation Data Sources: STAAR
TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Lesson plans and classroom instruction will reflect the most up to date district curriculum documents and required resources for Writer's Workshop.	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR Growth	**Nov**	**Jan**	**Mar**	**June**
TELPAS Growth				
Improved TIER 1 instruction				
Staff Responsible for Monitoring: Administrators, Instructional Coaches				
Classroom Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Instructional coaches will model and coach teachers as needed with the implementation of writer's workshop.	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR Growth	**Nov**	**Jan**	**Mar**	**June**
TELPAS Growth				
Improved TIER 1 instruction				
Staff Responsible for Monitoring: Instructional Coaches				
Administrators				
Funding Sources: - 211-Title IA, - 199-SCE				

Strategy 3 Details	Reviews			
Strategy 3: Students will create Writing Portfolio's to document growth in writing.	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR Growth	**Nov**	**Jan**	**Mar**	**June**
TELPAS Growth				
Staff Responsible for Monitoring: Teachers				
Instructional Coaches				
Administrators				

Strategy 4 Details		**Reviews**			
Strategy 4: Through the practice of writing calibration, teachers will work with highly qualified consultants and other teachers to help them in perfecting the teaching of the writing craft, as well as revising and editing.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** Teachers Consultant Administrators Instructional Coaches **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - Local Funding, - IDEA A					

Strategy 5 Details		**Reviews**			
Strategy 5: All K-4 teachers will use research-based resources/materials to support the curriculum in Writing (including all necessary training/travel).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth **Staff Responsible for Monitoring:** ELAR Curriculum Specialist Instructional Coaches Administrators					

Strategy 6 Details		**Reviews**			
Strategy 6: LES will utilize Instructional Interventionists and Instructional Paraprofessionals to provide intervention, and/or inclusion support to at-risk students in TIER 2 and 3.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth **Staff Responsible for Monitoring:** Administrators Instructional Interventionists Instructional Paraprofessional - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA, - 199-SCE					

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

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 4: 100% of ELL students will advance at least one TELPAS proficiency level in the areas of listening, speaking, reading and writing.

    High Priority

    Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction **Staff Responsible for Monitoring:** ELL Teachers Instructional Coaches Administrators	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Teachers will review TELPAS proficiency levels from previous year in Reading, Listening and Speaking and monitor ELL progress throughout the year in all areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: TELPAS Growth **Staff Responsible for Monitoring:** Instructional Coaches Administrators LPAC Coordinator ELL teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Teachers will demonstrate consistent use of Language Acquisition strategies in all classrooms which follows the District 3-year Plan for improved performance on PBMAS, which is supported by participation in planned district and campus professional development.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: STAAR Growth TELPAS Growth **Staff Responsible for Monitoring:** Administrators LPAC Coordinators ELL Teachers Instructional Coaches				

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

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 5: 100% of Special Education students will make at least one year's growth.

High Priority

Evaluation Data Sources: IEP Goals
STAAR
STAAR Alternate

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize specially designed instruction to plan and implement differentiated instruction for special education students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IEP Progress STAAR Growth STAAR ALT Growth **Staff Responsible for Monitoring:** Administrators Teachers Instructional Interventionists SPED Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Case managers will routinely track the accommodations and modifications that students are required to receive and document their effectiveness.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: IEP Progress MAP Growth STAAR Growth STAAR ALT Growth **Staff Responsible for Monitoring:** Instructional Interventionists Dyslexia Specialists Behavior Coach ARDCF Administrators				

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

Goal 1: LES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 6: 100% of LES students will receive a well rounded education through the utilization of instructional best practices, enrichment opportunities, multi-tiered support systems, and social/emotional support programs.

Evaluation Data Sources: PLC
RTI/MTSS
GT Services
Counseling
Restorative Practices
Robotics

Strategy 1 Details	Reviews			
Strategy 1: Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Counselor Instructional Coaches **Funding Sources:** - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will actively participate in PLC meetings that are focused on instruction and student improvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Administrators Instructional Coaches Classroom Teachers				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will receive sustained support for trainings in the classroom with modeled practices being demonstrated for the teacher by Instructional coaches or outside experts in the field.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced PLC Improved TIER 1 instruction **Staff Responsible for Monitoring:** Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services Contracted Services Instructional Coaches					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Enhanced PLC and planning of TIER 1 instruction **Staff Responsible for Monitoring:** Instructional Coaches Classroom Teachers Administrators					

Strategy 5 Details		Reviews			
Strategy 5: Students will have direct access to district approved online reading and math programs which support classroom instruction.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: MCLASS Growth MAP Growth STAAR Growth Increased differentiation **Staff Responsible for Monitoring:** Teachers Administrators Director of Technology Director of Educational Services - **Additional Targeted Support Strategy** **Funding Sources:** - 211-Title IA, - Local Funding					

Strategy 6 Details		**Reviews**			
Strategy 6: LES will provide ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEM/Robotics related field trips), and supporting of non-profit competitions related to STEM/Robotics in order to provide an enriched and accelerated curriculum.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased extracurricular activities **Staff Responsible for Monitoring:** Principal Robotics Coaches					

Strategy 7 Details		**Reviews**			
Strategy 7: GT enrichment will be provided to identified students through the utilization of cluster classes and pullout opportunities.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased enrichment opportunities **Staff Responsible for Monitoring:** Instructional Coaches Administrators GT Teachers					

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Student attendance will increase to 98% for the school year.

    Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: Attendance incentives will be offered each nine weeks and rewards giving to students who meet the campus goal.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Attendance Clerk Teachers Principal				

Strategy 2 Details	Reviews			
Strategy 2: Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Social Worker				

Strategy 3 Details	Reviews			
Strategy 3: We will continue to monitor student attendance through parent phone calls, home visits, and incentive programs to increase our ADA to 98%. We will also discuss with students the importance of being at school each day so that learning can occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Attendance Clerk Receptionist Administrators				

Strategy 4 Details	Reviews			
Strategy 4: We will utilize the District Attendance Intervention Specialists to help us with students that have chronic attendance issues that cannot be resolved at the campus level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance	**Nov**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: District Attendance Intervention Specialists
Principal

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

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: 100% of staff and students will receive required training and instruction in areas such as emergency response, bullying prevention, conflict resolution, drug and violence prevention, character building, etc. Some staff will get additional training in each of these areas by outside trainers.

Evaluation Data Sources: Restorative Practices
No Place For Hate
Red Ribbon Week
Project Wisdom
Standard Response Protocol
SEL Training

Strategy 1 Details	Reviews			
Strategy 1: Promote "No Place for Hate" program campus wide. Along with our current Character Education programs we will address the following: Violence Prevention Bullying Character Traits	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased safety Increased citizenship **Staff Responsible for Monitoring:** Counselor **Funding Sources:** - Local Funding				
Strategy 2 Details	Reviews			
Strategy 2: Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased awareness Increased safety **Staff Responsible for Monitoring:** Teachers Administrators				
Strategy 3 Details	Reviews			
Strategy 3: 2) Campus will participate in Red Ribbon Week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased awareness Increased coping skills Increased decision making skills **Staff Responsible for Monitoring:** Counselor	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Promote a safe and secure school environment by utilizing the Standard Response Protocol to respond to emergency situations.	Formative			Summative
Strategy's Expected Result/Impact: Increased awareness Decreased confusion and response time in emergency situations. **Staff Responsible for Monitoring:** Administrators Campus Staff	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment.	Formative			Summative
Strategy's Expected Result/Impact: Increased student and teacher relationships Decreased discipline referrals **Staff Responsible for Monitoring:** Counselors Administrators Behavior Coach Classroom Teachers **Funding Sources:** - Local Funding	Nov	Jan	Mar	June

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

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 3: 100% of students will participate in physical fitness activities.

    Evaluation Data Sources: Fitness Gram data
    Daily Mile
    SHAC participation

Strategy 1 Details	Reviews			
Strategy 1: 2) All PK-4 students will participate in daily recess.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased opportunities for movement	**Nov**	**Jan**	**Mar**	**June**
Increased focus in the classrooms.				
Staff Responsible for Monitoring: Teachers				

Strategy 2 Details	Reviews			
Strategy 2: We will implement the Daily Mile to encourage movement while also building self-esteem and relationships.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased opportunities for movement	**Nov**	**Jan**	**Mar**	**June**
Increased self-esteem				
Increased relationships				
Staff Responsible for Monitoring: Teacher				
Principal				

Strategy 3 Details	Reviews			
Strategy 3: Through our master schedule, we will make sure that each student participates in vigorous physical activity during the PE classes for the required minutes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased physical fitness opportunities	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE Teachers				
Principal				

Strategy 4 Details	Reviews			
Strategy 4: We will have campus participation on the district's SHAC Committee as well as the FitnessGram.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased physical fitness opportunities	**Nov**	**Jan**	**Mar**	**June**
Increased healthy choices				

Staff Responsible for Monitoring: PE Coaches
Administrators
SHAC Representative

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

Goal 2: LES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 4: Discipline referrals for noncompliance, disrespect and class disruptions will stay below 5%.

    Evaluation Data Sources: Discipline Referral Data

Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased student and teacher relationships Decreased discipline referrals **Staff Responsible for Monitoring:** Counselors Administrators Behavior Coach Classroom Teachers **Funding Sources:** - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Teachers and students will utilize the school wide discipline plan and the Lobit Essential 20 in order to teach and reinforce campus behavior expectations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased citizenship Increased awareness of expectations Decreased discipline referrals **Staff Responsible for Monitoring:** Teachers Administrators				

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

Goal 3: LES will make family and community partnerships a priority.

Performance Objective 1: Increase the home to school connection by communicating important school/district information and parent engagement activities to 100% of all stakeholders.

    Evaluation Data Sources: Parent Survey Results
    Community/Business Partnerships
    Parent Engagement activity attendance

Strategy 1 Details	Reviews			

Strategy 1: The campus will make available the English version of the Campus Needs Assessment and Campus Improvement Plan by posting it on our district and campus websites, as well as the campus libraries in an effort to build parent engagement. A Spanish translation will be available upon request.
    Strategy's Expected Result/Impact: Increased transparency in planning
    Staff Responsible for Monitoring: Principal
School Secretary
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			

Strategy 2: The campus will make available the English version of the Parent and Family Engagement Policy by posting it in the Student Handbook and making it available in the Campus Library. The campus needs assessment and campus improvement plan can be found on the campus website, as well as the campus library, and the District Administration Building in an effort to build parent engagement. Spanish translation of all documents are available upon request.
 	
The Parent and Family Engagement Policy was developed by the CIC with input from the following parents:
Shelley Remedis-PTO President
    Strategy's Expected Result/Impact: Increased Parent Engagement
    Staff Responsible for Monitoring: Principal
CIC Committee
PTO
School Secretary
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			

Strategy 3: Recruit teachers, parents, community and business members to be a part of the CIC.
    Strategy's Expected Result/Impact: Increased input from all stakeholders
    Staff Responsible for Monitoring: Principal
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Increase the home/school connection by providing parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities through social media and web pages, teacher communication logs, and flyers.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased communication Increased parent and community engagement **Staff Responsible for Monitoring:** Principal Campus Staff				

Strategy 5 Details	Reviews			
Strategy 5: Provide high quality and timely customer service addressing community and parental questions at the campus level.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased positive community and parent communication **Staff Responsible for Monitoring:** Principal Campus Staff				

Strategy 6 Details	Reviews			
Strategy 6: Provide opportunities for potential Kindergarten students and their families to pre-register, visit the campus and meet with staff to assist with transition into school for the coming year. We will follow the same plan with our 4th Graders as they move to Lobit Middle School.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased number of Kindergarten students registered prior to August Decreased transition anxiety for student and parents **Staff Responsible for Monitoring:** Principal Counselor Teachers Lobit Middle School Staff **Funding Sources:** - 211-Title IA				

Strategy 7 Details	Reviews			
Strategy 7: The campus will participate in ongoing events such as college days and career fairs in order to promote career and college readiness. We will discuss with students and parents the importance of staying in school in order to be prepared for a future career or college path.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased exposure to various careers and colleges **Staff Responsible for Monitoring:** Teachers Counselor Administrators **TEA Priorities:** Connect high school to career and college				

Strategy 8 Details	Reviews			
Strategy 8: At our Parent Universities, we will provide families with instructional materials and tips that parents can easily use at home in order to provide both intervention and enrichment to all of our students, but especially those that are low achieving.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parent involvement Increased student achievement **Staff Responsible for Monitoring:** Teachers Instructional Coaches Administrators				

Strategy 9 Details	Reviews			
Strategy 9: In November, we will provide individual parent- teacher conferences. We will share with parents the grade level standards and how their child is performing in comparison to those grade level standards.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased parent involvement Increased student achievement **Staff Responsible for Monitoring:** Teachers Instructional Interventionists				

Strategy 10 Details	Reviews			
Strategy 10: The campus will offer a variety of parent and family engagement meeting during the school year in order to strengthen involvement between home and school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

1. Registration-8/2-8/11
2. Meet the Teacher-8/20 @ 8-11
4. Parent Orientations-9/14 @ 5
7. 5 Monthly Music Programs @ 6
8. Open House-3/5 @ 6
9. PK/K Roundup-5/5 @ 6
10. Book Fair Family Nights in October and March
11. LEV Parent University on 10/15, 1/14, and 3/24 @ 5
    Strategy's Expected Result/Impact: Increased parent engagement
    Staff Responsible for Monitoring: All staff				

Strategy 11 Details	Reviews			
Strategy 11: LES will have a Parent Engagement Coordinator that will coordinate/document all parent engagement activities on campus throughout the year.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased parent engagement Proper documentation of parent engagement activities **Staff Responsible for Monitoring:** Principal Parent Engagement Coordinator				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 4: LES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Keep the turnover rate to below 5% through the use of mentoring, instructional coaching, staff development, teacher feedback and an increased focus on hiring highly qualified personnel.

    Evaluation Data Sources: Staff Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Administrators will provide tiered interventions designed to assist teachers in meeting district and state standards in the classroom.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved TIER 1 instruction	Nov	Jan	Mar	June
Decreased turnover rate				
Staff Responsible for Monitoring: Administrators				
Instructional Coaches				
Funding Sources: - Local Funding				

Strategy 2 Details	Reviews			
Strategy 2: Any teacher new to the profession will participate in the mentor/protege program provided by the district. Second year teachers will join the district's Navigator program for additional support.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved TIER 1 instruction	Nov	Jan	Mar	June
Decreased turnover rate				
Staff Responsible for Monitoring: Dir. of Prof Development				
Principal				
Funding Sources: - 255-Title IIA, - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Principal will encourage 100% of certified teachers to apply for ESL and SPED certification so that all teachers are trained to meet the needs of diverse learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased # of teachers with ESL and SPED certifications.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal				
Teachers				
Human Resources				

Strategy 4 Details		Reviews		
Strategy 4: Campus will continue to interview and hire highly qualified teachers for our campus. Through the use of our Instructional Coaches, we will work to make sure that no teacher goes unsupported.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased retention of highly qualified staff **Staff Responsible for Monitoring:** Administrators Instructional Coaches Director of Professional Development **Funding Sources:** - 211-Title IA, - Local Funding					

Strategy 5 Details		Reviews		
Strategy 5: The campus will use T-TESS as our teacher observation tool. T-TESS will allow for teachers to set both professional practice and student growth goals that relate to campus and district goals.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased Teacher Effectiveness Increased retention of highly qualified staff **Staff Responsible for Monitoring:** Administrators Teachers Director of HR **Funding Sources:** - Local Funding					

Strategy 6 Details		Reviews		
Strategy 6: In the spring, 100% of the staff will have an opportunity to complete an anonymous survey to give their views on school climate and the level of support they feel from mentor teachers, team members, department members and administration.		Formative		Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased staff input Increased staff satisfaction **Staff Responsible for Monitoring:** Campus Staff Principal					

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

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Technology will be incorporated into instruction in 100% of the classrooms at LES.

    Evaluation Data Sources: Student products that incorporate technology
Technology usage demonstrated in observations

Strategy 1 Details		Reviews			
Strategy 1: All K-4 students will participate in a weekly technology class as part of the specials rotation.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased computer literacy **Staff Responsible for Monitoring:** Master schedule Computer Lab Paraprofessional		Nov	Jan	Mar	June
Strategy 2 Details		**Reviews**			
Strategy 2: Technology will be added at the campus in order to move towards our goal of having a 1-1 technology to student ratio.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increased access to technology **Staff Responsible for Monitoring:** Technology Department Principal					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 2: Through the combined efforts of campus staff, district operations and facilities, and district business services, LES will be well maintained and have all necessary resources.

   Evaluation Data Sources: Campus work orders
   Campus budget

Strategy 1 Details	Reviews			
Strategy 1: Staff will report any maintenance items to front office personnel in a timely manner.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased building maintenance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Secretary Campus Staff				

Strategy 2 Details	Reviews			
Strategy 2: Administration and custodial staff will do quarterly walkthroughs of the campus to list structural and classroom maintenance needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased building maintenance **Staff Responsible for Monitoring:** Administrators Custodial Staff				

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will collaborate with district business office and grant managers to plan and coordinate campus funds in order to provide improved academic and extracurricular experiences for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased building maintenance Improved access to supplies and materials **Staff Responsible for Monitoring:** Campus Principal				

Strategy 4 Details	Reviews			
Strategy 4: LES will focus on energy management and conservation to help reduce energy costs for the district by follow the daily and holiday shut down procedures.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Decreased energy costs
Staff Responsible for Monitoring: Campus Administrators
District Energy Administrators

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

State Compensatory

Budget for Louis G. Lobit Elementary

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 4.98
Brief Description of SCE Services and/or Programs

Personnel for Louis G. Lobit Elementary

Name	Position	FTE
Allen, J	Social Worker	0.08
Butler, S.	Instructional Coach	1
Demunbrun, C	Instructional Support	1
Dunham, A	Instructional Support	1
Lopez, C.	Instructional Support Paraprofessional	1
Matranga, M.	Instructional Support	0.9

Title I Personnel

Name	Position	Program	FTE
Rolla, A	Instructional Coach		1.0

Campus Funding Summary

211-Title IA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	5			$0.00
1	1	6			$0.00
1	2	2			$0.00
1	2	6			$0.00
1	3	2			$0.00
1	3	4			$0.00
1	3	6			$0.00
1	6	1			$0.00
1	6	5			$0.00
3	1	6			$0.00
4	1	4			$0.00
				Sub-Total	$0.00

255-Title IIA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	6			$0.00
1	2	2			$0.00
1	2	4	Title Funds to pay for training		$0.00
1	2	6			$0.00
1	3	4			$0.00
1	3	6			$0.00
1	6	1			$0.00
4	1	2			$0.00

255-Title IIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00

199-SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	5			$0.00
1	2	2			$0.00
1	2	6			$0.00
1	3	2			$0.00
1	3	6			$0.00
				Sub-Total	$0.00

Local Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	2	3			$0.00
1	3	4			$0.00
1	6	5			$0.00
2	2	1			$0.00
2	2	5			$0.00
2	4	1			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	4			$0.00
4	1	5			$0.00
				Sub-Total	$0.00

263-Title IIIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00

263-Title IIIA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	2	6			$0.00
1	3	4			$0.00
1	3	6			$0.00
1	6	1			$0.00
				Sub-Total	$0.00
IDEA A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$0.00
				Sub-Total	$0.00