

Dickinson Independent School District

Elva C. Lobit Middle School

2022-2023 Campus Improvement Plan



Mission Statement

The mission of Lobit Middle School is to foster an environment where students are respectful, kind, and self-reliant in their learning.

Vision

The students of Lobit Middle School will receive an education in which learning extends beyond the classroom, creating an atmosphere of integrity, perseverance, and pride.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Elva C. Lobit Middle School is one of fourteen Title IA schoolwide campuses in the Dickinson Independent School District. Lobit Middle School opened its doors in August 2016. Lobit Middle School serves 483 students in grades 5 and 6, with 52% economically disadvantaged. This is a Title I School-wide Campus.

The student population is 26% African-American, 31% White, 36% Hispanic, 2% Asian, 56% male and 42% female. The staff population is 1% African-American, 85% White, 14% Hispanic, 13% male and 87% female with an average of 8 years of experience. The current teacher/student ratio is 1:26.

The average daily attendance rate for students is 96%. Lobit Middle School recorded a total of 183 office referrals, with a total of 148 discipline incidences resulting in parts of day suspensions, in-school suspensions and out-of school suspensions this year.

Elva C. Lobit Middle School serves 39 English Language Learner students (8%), 16 students in the Gifted and Talented program (3%), 40 students identified for 504 services (8%), and 90 students served through special education services (19%).

Priority Problem Statements

Goals

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

Performance Objective 1: 60% of students, including those in specific student groups, will perform at Meets or Masters on STAAR math and reading.





High Priority

Evaluation Data Sources: 2022 STAAR results

Strategy 1 Details	Reviews			
<p>Strategy 1: Administer and analyze district reading, math, writing, and science assessments.</p> <p>*disaggregate results by teacher *disaggregate by student groups *discuss in content team team meetings and plan for interventions and the spiraling of non mastered TEKS, as guided by the four questions of the PLC process</p> <p>Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Using identified Essential Standards in Reading Language Arts, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.</p> <p>Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: District Curriculum Specialist, Literacy Academic Coach, Classroom teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: - 255-Title IIA, - 263-Title IIIA, - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Using identified Essential Standards in Math, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.</p> <p>Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Academic Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - Local Funding, - 199-SCE, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Using identified Essential Standards in Science, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.</p> <p>Strategy's Expected Result/Impact: Lesson plans Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Academic Coaches</p> <p>Funding Sources: - Local Funding, - 199-SCE, - 211-Title IA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Using identified Essential Standards in Social Studies, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Teachers, Academic Coaches and Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Monitor student progress through Content Team Time to discuss how will teachers know if students learn Essential Standards, how teachers will respond when mastery isn't achieved, and how teachers will extend learning when mastery is met.</p> <p>Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Adhere to district guidelines and training for Response to Intervention by: *conducting monthly grade level meeting to review Tier 1 strategies for students and determine if additional supports are needed</p> <p>Strategy's Expected Result/Impact: Fewer students performing below grade level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, SIT Team</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Conduct SIT meetings to develop Tier 2 plans of intervention for students struggling to master grade level TEKS and STAAR objectives after universal interventions have been tried</p> <p>Strategy's Expected Result/Impact: Fewer students performing below grade level</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, SIT Team</p> <p>Funding Sources: - No Funding Required</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Through We Learn Wednesdays, training opportunities for teachers will provide best practice tools to enhance instruction.</p> <p>*reading strategies for math, science, and social studies teachers</p> <p>* cross-curricular Lead4ward strategies</p> <p>Strategy's Expected Result/Impact: Increase in number of students performing on grade level and an increase of campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Teachers and Campus administrators</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - 263-Title IIIA, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Provide opportunities for general education teachers, special education teachers, fine arts teachers, pe teachers, and Instructional Coaches time to collaborate on individual student needs to ensure success to all students, in all settings.</p> <p>Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Teachers and Campus administrators</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: LMS will promote well-rounded educational opportunities by providing 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.</p> <p>Strategy's Expected Result/Impact: Increase in state test scores</p> <p>Staff Responsible for Monitoring: Principal, STEM Coordinator, STEM Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12 Details	Reviews			
<p>Strategy 12: Implement the PLC At Work process campus wide.</p> <p>*TEKS Tuesday and Content Team Time utilizing the four questions of the PLC process</p> <p>*Creating exemplars of student mastery</p> <p>*Analyzing student work and comparing to the exemplar</p> <p>*Using data to determine Just In Time Intervention</p> <p>*Begin the RtI at Work Process</p> <p>Strategy's Expected Result/Impact: Increase in campus/district assessments, state assessment scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





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

Performance Objective 2: 100% of students in reading and math will show one year's worth of growth on STAAR.

High Priority

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize TEKS Tuesdays to collaborate in content teams to unpack the TEKS, understand the depth of TEKS and how the student expectations must be understood to teach to the mastery level expected.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Instructional Coaches</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide focused professional development for AVID WICOR strategies in all content areas:</p> <p>*Introduction to WICOR *One-Pagers, Quick writes, sentence stems, and focused note-taking *Essential questions, levels of thinking *Whip around, Stand/Talk/Sit, WICOR Buddies Collaboratively marking the text, writing in margins</p> <p>Strategy's Expected Result/Impact: Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal AVID Instructional Team</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<p>Strategy 3: Provide focused walkthroughs targeting implementation of AVID WICOR strategies and best practice tools in all classrooms, by Instructional Coaches</p> <p>Strategy's Expected Result/Impact: Increase in students performing on grade level and an increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: 100% of students in special education will show one year's worth of growth on reading and math STAAR.

High Priority

Evaluation Data Sources: 2022 STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional coaches will plan with RISE reading and math teachers to unpack the TEKS, understand the depth of TEKS, connect scaffolding ideas and how the student expectations must be understood in order to plan for students in special education.</p> <p>Strategy's Expected Result/Impact: Increase in growth of campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches RISE Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training to classroom teachers on effective ways to accommodate classroom assignments and instructional strategies</p> <p>Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Case Managers</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: 100% of EL students will show one year's worth of growth on TELPAS.

High Priority

Evaluation Data Sources: 2022 TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will demonstrate consistent use of ELPS 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</p> <p>*academic vocabulary, brick and mortar words</p> <p>*7 Steps to a Language Rich Classroom</p> <p>Strategy's Expected Result/Impact: Increase campus/district/state assessment score</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide instruction using research based supplemental materials, consistent use of word walls with pictures and other vocabulary strategies in all classrooms to support academic language development</p> <p>Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches</p> <p>Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - Special Programs, - 199-SCE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will plan and deliver instruction using TELPAS rating outcomes, PLDs, and TELPAS listening and speaking rubrics</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS rating levels</p>	Formative			Summative
	Nov	Jan	Mar	June

Increase in campus/district/state assessment scores

Staff Responsible for Monitoring: Principal


Assistant Principal


Instructional Coaches

- TEA Priorities:

Improve low-performing schools

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 5: 100% of LMS core content teachers will be ESL certified





Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam</p> <p>Strategy's Expected Result/Impact: Increase in TELPAS results Increase in campus/district/state assessment scores</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Funding Sources: - Local Funding, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: 100% of LMS staff will show their college accomplishments in their classrooms.

Evaluation Data Sources: 100% of staff display college accomplishments in their classrooms.





Strategy 1 Details	Reviews			
Strategy 1: Display college plaques in the classroom Strategy's Expected Result/Impact: Increase in college awareness Staff Responsible for Monitoring: Counselor, Classroom Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote higher level education by incorporating conversations during morning meeting, promotion of wearing college shirts, AVID bulletin boards Strategy's Expected Result/Impact: Increase in college awareness Staff Responsible for Monitoring: Counselor, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: School discipline referrals resulting in in-school or out-of-school suspension will be reduced by 25%.

Evaluation Data Sources: Monthly/Yearly Discipline incident reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a tiered system of code of conduct violation classifications with suggested teacher responses. Strategy's Expected Result/Impact: Increase in on-task behavior increases opportunity to learn in the classroom Increase in student performance Staff Responsible for Monitoring: SIT Committee, Behavior Coach, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Participate and implement district-wide training and strategies in Restorative Practices *Treatment Agreements in every classroom *Planned 60 Second Relate Breaks, 90 Second Sparks, and 2 Minute Connections Strategy's Expected Result/Impact: Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Leadership Team</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct classroom guidance lessons linked to character trait of the month Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Participate in activities that promote good choices, bully prevention, and conflict resolution, such as: Rachel's Challenge Red Ribbon Week Kelso's Choice No Place for Hate Finding Kind</p> <p>Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.</p> <p>Staff Responsible for Monitoring: Counselor CIS</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate Project Wisdom into daily messages for students</p> <p>Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Provide Weekly Character Strong lesson</p> <p>Strategy's Expected Result/Impact: Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance</p> <p>Staff Responsible for Monitoring: Counselor, Classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 1: Student attendance will meet or exceed 97%

Evaluation Data Sources: Monthly reports/End of year reports of student attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide parent education on communication tools during Meet the Teacher Night, first day packets, Parent Orientation, and teacher web pages</p> <p>Strategy's Expected Result/Impact: Increase in parent engagement Increase in student attendance Increase in student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff, Classroom Teachers</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote parent involvement through</p> <ul style="list-style-type: none"> *Title I Parent Meeting *Parent Orientation *Parent University sessions *Leviacon *Open House *Monthly "Upcoming Events" newsletters *Teacher Web Pages *Sunshine calls - BOY, MOY, and EOY *timely information delivered on child's assessment results <p>Strategy's Expected Result/Impact: Increase in parent involvement Increase in student performance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Promote parent involvement through parent-teacher conferences that create a compact between the school and the parent to ensure student success and there the school provides information in a language parents can understand</p> <p>Strategy's Expected Result/Impact: Increase in parent involvement Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increase in parent involmnet</p> <p>Staff Responsible for Monitoring: Principal, Terri Bruce Assistant Principal, Nancy Segura Counselor, Patrice Carhart Teacher, Christy Littleton Teacher, LaWanda Williams Parent, Larissa Alvarado Business Partner, Mary Bass</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide transition plans for students entering LMS from private schools or home school environements</p> <p>*incorporate buddy system for new enrollees</p> <p>*Public School 101 protocol</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 6 Details	Reviews			
<p>Strategy 6: Provide opportunities for Junior High counselors to discuss junior high expectations and courses available to students and parents.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance</p> <p>Staff Responsible for Monitoring: Counselor, JH Counselor</p> <p>Funding Sources: - 211-Title IA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Maintain a teacher turnover rate under 5%

Evaluation Data Sources: Number of teachers retained at the end of the school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: Assist new teachers in acquiring an understanding of the district curriculum as well as lesson planning through:</p> <ul style="list-style-type: none"> *introduction to grade level curriculum, scope and sequence, TEKS and STAAR objectives *in-depth look at curriculum, curriculum calendars, TEKS and STAAR objectives *discussion on differentiation teaching of GT, IEP modifications, and 504 accommodations *learning walks *peer observations <p>Strategy's Expected Result/Impact: Increase in understanding of grade level expectations Increase in student performance</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal, Counselor, Mentor Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Any new teacher will participate in the "Protege" program provided by the district with support from a mentor teacher located on that campus. Second year teachers still in need of a mentor will join the district's NaviGator program for additional support.</p> <p>Strategy's Expected Result/Impact: Teacher understanding of campus and district procedures Lower teacher turnover rate</p> <p>Staff Responsible for Monitoring: Director of Professional Development</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: - 255-Title IIA, - Local Funding</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Offer a network of support to new teachers and mentors by:</p> <ul style="list-style-type: none"> *informal meetings with principal *meeting with mentor to discuss various topics *grade level meetings *campus PLCs *district and campus professional development <p>Strategy's Expected Result/Impact: Teacher understanding of campus and district procedures Lower teacher turnover rate</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers</p> <p>Funding Sources: - Local Funding, - 255-Title IIA</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Survey staff at mid year to determine areas of interest for summer staff development and at the end of the year to determine fall staff development</p> <p>Strategy's Expected Result/Impact: Staff development will be relevant to the needs of the teachers</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide staff shout-outs throughout the school year, Holiday Fun Events, and Team Bonding Experiences</p> <ul style="list-style-type: none"> *birthday shout-outs *pass a smile notebook *perfect attendance shout-out *employee of the month shout out *holiday planned fun *quarterly pot luck <p>Strategy's Expected Result/Impact: Teacher feelings of worth lower staff turnover</p> <p>Staff Responsible for Monitoring: Hospitality Committee of Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Through efficient and effective management of resources and operations, campus support will be maximized.

Evaluation Data Sources: Balanced budget maintained for 2020-2021 to provide the resources and personnel necessary to assist campuses as they strive to meet State and Federal standards of achievement for all students.

Strategy 1 Details	Reviews			
Strategy 1: Principal and secretary will work with the district business office to ensure all monies are appropriately spent. Strategy's Expected Result/Impact: Teachers will have appropriate resources Increase in student performance Staff Responsible for Monitoring: Principal, Secretary	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Elva C. Lobit Middle School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.42

Brief Description of SCE Services and/or Programs

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Personnel for Elva C. Lobit Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, J	Social Worker	0.08
Arredondo, N	Paraprofessional	0.17
Jenkins, J	Paraprofessional	0.17
Landolt, J.	Instructional Support	1
Schumann, M.	Instructional Support Paraprofessional	1
Vanaken, D	Instructional Support	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Schumann, L	Instructional Coach		1

Campus Funding Summary

211-Title IA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
Sub-Total					\$0.00
255-Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	9			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00
1	4	2			\$0.00

199-SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Local Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	9			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
Sub-Total					\$0.00
263-Title IIIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	9			\$0.00
1	4	1			\$0.00
Sub-Total					\$0.00
Special Programs					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			\$0.00
Sub-Total					\$0.00

No Funding Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
Sub-Total					\$0.00

Addendums

Student Demographics	Count	Percent
Female	203	42.03%
Male	280	57.97%
Hispanic-Latino	175	36.23%
American Indian - Alaskan Native	2	0.41%
Asian	10	2.07%
Black - African American	125	25.88%
Native Hawaiian - Pacific Islander	0	0.00%
White	152	31.47%
Two-or-More	19	3.93%

Campus Prorams	Count	Percentage
Economically Disadvantaged	<u>252</u>	52.17%
Limited English Proficient (LEP)	<u>39</u>	8.07%
Section 504	<u>40</u>	8.28%
Gifted and Talented	<u>16</u>	3.31%
Special Education (SPED)	<u>90</u>	18.63%
Title I Participation	<u>483</u>	100.00%
Homeless	<u>10</u>	2.07%

	May 2019 STAAR Mathematics, Grade 4						19-20 Grade 5 Math PSBM					
	Students	Raw Score	Percent Score	App GL	Meets	Masters	Students	Raw Score	Percent Score	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	213	24	69.40%	84.04%	60.56%	34.74%	225	20	55.74%	67.11%	29.78%	13.78%
Economic Disadvantage	100	23	66.98%	81%	57%	34%	110	19	51.39%	60%	25.45%	7.27%
American Indian/Alaskan Native	1	25	74%	100%	100%	0%	1	27	75%	100%	100%	0%
Asian	5	31	91%	100%	100%	80%	5	30	82.20%	100%	80%	60%
Black/African American	46	20	58.67%	65.22%	36.96%	21.74%	53	17	46.55%	49.06%	20.75%	3.77%
Hispanic	83	24	69.83%	90.36%	63.86%	30.12%	82	20	54.68%	67.07%	24.39%	8.54%
Two or More Races	9	25	74.67%	100%	66.67%	44.44%	10	23	64.60%	80%	40%	30%
White	69	25	73.72%	85.51%	68.12%	44.93%	74	22	60.26%	75.68%	36.49%	21.62%
Female	85	23	67.21%	83.53%	55.29%	23.53%	86	20	55.43%	67.44%	25.58%	10.47%
Male	128	24	70.86%	84.38%	64.06%	42.19%	139	20	55.94%	66.91%	32.37%	15.83%
LEP	17	25	72%	94.12%	58.82%	41.18%	19	19	53.84%	52.63%	31.58%	15.79%
Second Year of Monitoring	1	29	85%	100%	100%	100%	1	28	78%	100%	100%	0%
Special Ed Indicator	37	19	56.22%	62.16%	37.84%	16.22%	38	15	40.71%	34.21%	10.53%	2.63%

	May 2019 STAAR Reading, Grade 4						19-20 GR5 ELA PSBM					
	Total Students	Raw Score	Percent Score	App GL	Meets	Masters	Total Students	Raw Score	Percent Score	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	214	24	65.83%	78.50%	40.65%	17.29%	227	24	63.63%	63.88%	37.44%	15.86%
Economic Disadvantage	101	23	64.11%	76.24%	35.64%	15.84%	112	23	61.57%	59.82%	34.82%	13.39%
American Indian/Alaskan Native	1	24	67%	100%	0%	0%	1	31	82%	100%	100%	0%
Asian	5	26	72.80%	80%	60%	40%	5	30	80%	100%	80%	60%
Black/African American	46	21	57.26%	58.70%	23.91%	6.52%	52	22	57.69%	50%	21.15%	7.69%
Hispanic	84	23	64.62%	79.76%	35.71%	11.90%	84	23	60.45%	60.71%	32.14%	9.52%
Two or More Races	9	25	70.44%	77.78%	55.56%	33.33%	10	25	66.90%	70%	40%	10%
White	69	26	71.90%	89.86%	55.07%	27.54%	75	26	69.55%	73.33%	50.67%	26.67%
Female	85	24	67.81%	84.71%	41.18%	20%	88	25	65.19%	65.91%	35.23%	17.05%
Male	129	23	64.53%	74.42%	40.31%	15.50%	139	24	62.65%	62.59%	38.85%	15.11%
LEP	18	23	63.94%	83.33%	27.78%	5.56%	20	22	57.30%	50%	35%	20%
Special Ed Indicator	38	19	53.42%	50%	18.42%	10.53%	39	18	47.79%	30.77%	20.51%	5.13%

	Fall 2019 NWEA Growth: Math 2-5 TX 2012, Grade 5							Winter 2019 NWEA Growth: Math 2-5 TX 2012, Grade 5						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	230	210.2	48.33	20.43%	36.96%	33.48%	9.13%	236	211.7	41.3	25%	45.76%	22.03%	7.20%
Economic Disadvantage	111	207.1	42.62	27.03%	37.84%	29.73%	5.41%	119	208.46	35.76	32.77%	46.22%	18.49%	2.52%
American Indian/Alaskan Native	1	222	75	0%	0%	100%	0%	1	222	62	0%	0%	100%	0%
Asian	5	223.8	75.6	0%	20%	20%	60%	5	224.4	64.8	0%	40%	20%	40%
Black/African American	53	203.09	37.25	43.40%	22.64%	30.19%	3.77%	54	205.76	29.81	40.74%	44.44%	14.81%	0%
Hispanic	85	208.19	43.25	22.35%	45.88%	29.41%	2.35%	87	209.86	36.59	25.29%	55.17%	18.39%	1.15%
Two or More Races	10	217.5	62.8	0%	20%	60%	20%	11	216.27	49	18.18%	45.45%	18.18%	18.18%
White	76	215.39	57.68	6.58%	40.79%	36.84%	15.79%	78	216.27	51.65	16.67%	37.18%	30.77%	15.38%
Female	92	209.87	47.93	16.30%	46.74%	32.61%	4.35%	94	212.44	40.91	20.21%	55.32%	21.28%	3.19%
Male	138	210.42	48.59	23.19%	30.43%	34.06%	12.32%	142	211.21	41.56	28.17%	39.44%	22.54%	9.86%
LEP	18	207	40	33.33%	38.89%	16.67%	11.11%	20	209.75	35.3	35%	50%	5%	10%
Second Year of Monitoring	1	225	81	0%	0%	100%	0%	1	230	80	0%	0%	100%	0%
Special Ed Indicator	43	197.16	25.23	62.79%	23.26%	11.63%	2.33%	46	197.43	20.74	58.70%	34.78%	4.35%	2.17%

	Fall 2019 NWEA Growth: Reading 2-5 TX 2017, Grade 5							Winter 2019 NWEA Growth: Reading 2-5 TX 2017, Grade 5						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	232	204.41	48.69	24.57%	42.24%	21.12%	12.07%	237	205	42.6	32.91%	42.19%	16.46%	8.44%
Economic Disadvantage	113	203.27	46.83	29.20%	38.05%	21.24%	11.50%	121	203.03	40.31	35.54%	40.50%	17.36%	6.61%
American Indian/Alaskan	1	202	39	0%	100%	0%	0%	1	210	50	0%	100%	0%	0%
Asian	5	217	74	0%	20%	40%	40%	5	218.4	70.4	0%	20%	40%	40%
Black/African American	52	198.63	38.06	38.46%	40.38%	13.46%	7.69%	55	199.36	31.84	52.73%	36.36%	7.27%	3.64%
Hispanic	84	203.19	45.18	27.38%	50%	14.29%	8.33%	86	203.41	38.57	33.72%	48.84%	13.95%	3.49%
Two or More Races	10	211	61.1	10%	30%	40%	20%	11	209.64	49.27	18.18%	54.55%	18.18%	9.09%
White	80	207.85	56.26	16.25%	37.50%	30%	16.25%	79	209.09	51.7	22.78%	37.97%	24.05%	15.19%
Female	92	208.01	54.87	19.57%	39.13%	23.91%	17.39%	93	207.95	46.98	25.81%	45.16%	21.51%	7.53%
Male	140	202.04	44.62	27.86%	44.29%	19.29%	8.57%	144	203.09	39.77	37.50%	40.28%	13.19%	9.03%
LEP	17	200.24	40.06	41.18%	29.41%	23.53%	5.88%	19	200.89	34	47.37%	31.58%	15.79%	5.26%
Special Ed Indicator	45	190.33	26.07	66.67%	20%	11.11%	2.22%	45	191.76	23.04	68.89%	20%	6.67%	4.44%

	Fall 2019 NWEA Growth: Math 6+ TX 2012, Grade 6							Winter 2019 NWEA Growth: Math 6+ TX 2012, Grade 6						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	210	210.6	36.97	34.29%	41.90%	21.43%	2.38%	217	213.62	36.15	33.18%	44.24%	19.35%	3.23%
Economic Disadvantage	110	208.03	32.96	41.82%	40%	15.45%	2.73%	115	211.12	32.03	42.61%	38.26%	16.52%	2.61%
American Indian/Alaskan Native	1	225	67	0%	0%	100%	0%	1	223	52	0%	100%	0%	0%
Asian	4	197.5	25.25	75%	0%	25%	0%	5	202	20.2	80%	0%	20%	0%
Black/African American	62	206.37	29.77	43.55%	43.55%	11.29%	1.61%	61	209.36	28.64	45.90%	40.98%	9.84%	3.28%
Hispanic	75	212.64	39.71	28%	46.67%	22.67%	2.67%	80	215.1	38.46	27.50%	51.25%	18.75%	2.50%
Two or More Races	5	215	46.4	20%	40%	40%	0%	7	219	47	14.29%	42.86%	42.86%	0%
White	63	212.59	40.3	31.75%	38.10%	26.98%	3.17%	63	216.05	40.29	26.98%	41.27%	26.98%	4.76%
Female	92	213.17	41.37	23.91%	50%	25%	1.09%	96	215.51	39.09	27.08%	45.83%	25%	2.08%
Male	118	208.59	33.53	42.37%	35.59%	18.64%	3.39%	121	212.12	33.81	38.02%	42.98%	14.88%	4.13%
LEP	14	202.29	20.43	64.29%	28.57%	7.14%	0%	18	208.11	23.22	50%	44.44%	5.56%	0%
Special Ed Indicator	36	196.92	17.42	77.78%	11.11%	11.11%	0%	41	199.61	17.68	75.61%	14.63%	7.32%	2.44%

	Fall 2019 NWEA Growth: Reading 6+ TX 2017, Grade 6							Winter 2019 NWEA Growth: Reading 6+ TX 2017, Grade 6						
	Total Students	RIT Score	%	STAAR Projected Proficiency				Total Students	RIT Score	%	STAAR Projected Proficiency			
				Did Not Meet	App GL	Meets	Masters				Did Not Meet	App GL	Meets	Masters
ELVA C. LOBIT MIDDLE SCHOOL	204	206.59	42.99	38.24%	35.78%	17.16%	8.82%	211	206.26	38.02	45.97%	33.65%	13.74%	6.64%
Economic Disadvantage	105	204.31	39.86	43.81%	34.29%	15.24%	6.67%	110	203.1	33.13	56.36%	26.36%	9.09%	8.18%
American Indian/Alaskan Native	1	223	78	0%	0%	100%	0%	1	219	63	0%	100%	0%	0%
Asian	4	183	24.75	75%	0%	25%	0%	5	193.4	26.4	80%	0%	0%	20%
Black/African American	56	202.98	37.38	50%	25%	19.64%	5.36%	59	202.03	31.68	55.93%	27.12%	15.25%	1.69%
Hispanic	74	207.11	42.68	33.78%	47.30%	10.81%	8.11%	79	207.8	38.71	43.04%	40.51%	10.13%	6.33%
Two or More Races	6	220.17	68.67	0%	33.33%	33.33%	33.33%	6	220.17	63.17	16.67%	33.33%	16.67%	33.33%
White	63	209.14	46.51	34.92%	34.92%	19.05%	11.11%	61	207.84	41.33	40.98%	32.79%	18.03%	8.20%
Female	88	210.09	49.26	28.41%	39.77%	21.59%	10.23%	91	209.57	43.6	35.16%	39.56%	20.88%	4.40%
Male	116	203.94	38.23	45.69%	32.76%	13.79%	7.76%	120	203.75	33.78	54.17%	29.17%	8.33%	8.33%
LEP	16	194.94	22.56	56.25%	43.75%	0%	0%	18	197.22	20.67	72.22%	27.78%	0%	0%
Special Ed Indicator	38	192.5	23.39	71.05%	18.42%	10.53%	0%	41	191.56	18.34	82.93%	9.76%	4.88%	2.44%