

Dickinson Independent School District

Louis G. Lobit Elementary

2019-2020 Schoolwide Plan



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 is 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.

Table of Contents

- Goals 4
 - Goal 1: LES will provide effective teaching and learning that results in student mastery for successful college and career readiness. 4
 - Goal 2: LES will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success. 19
 - Goal 3: LES will provide a safe, healthy, secure and orderly environment for students, staff, families and community. 21
 - Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance LES's educational and operational services. 27
 - Goal 5: LES personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals. 29
- 2019-2020 Campus Site-Based Committee 32

Goals

Revised/Approved: August 30, 2019

Goal 1: LES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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

Evaluation Data Source(s) 1: MAP


STAAR
TELPAS

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Teachers will follow the district's literacy plan in order to provide balanced literacy instruction in the classroom.</p>	2.4, 2.5	<p>ELA Curriculum Specialists Administrators Instructional Interventionist Instructional Coaches Teachers</p>	<p>MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 3 Funding Sources: 255-Title IIA - 0.00, 211-Title IA - 0.00, 199-SCE - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Administrators Instructional Interventionists Instructional Paraprofessional Dyslexia Specialist	MAP Growth STAAR Growth TELPAS Growth				
TEA Priorities Build a foundation of reading and math 3) PK-4 teachers will attend targeted professional development in Balanced Literacy implementation with ELA Curriculum Specialist and/or Instructional Coaches.	2.4, 2.5	ELAR Curriculum Specialist Instructional Coaches Administrators	MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction				
Comprehensive Support 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	2.4, 2.5	Principal Deputy Superintendent for Instructional Services Director of Federal Programs/ELL	MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction				
Comprehensive Support Strategy 5) Instructional Coaches will model and coach teachers as needed with the implementation of balanced literacy and reader's workshop.	2.4, 2.5	Administrators Instructional Coaches	MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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.	2.4, 2.5	Teachers Consultants Administrators Instructional Coaches ELAR Curriculum Specialist	MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction				
	Problem Statements: School Context and Organization 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00						
TEA Priorities Build a foundation of reading and math 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 Strand 2: Comprehension Strand 3: Response Skills Strand 4: Multi-Genres Strand 5: Literary Elements Strand 6: Authors' Purpose Strand 7: Writing Process	2.4, 2.5	ELA Curriculum Specialists Principal Assistant Principal Instructional Interventionists Instructional Coaches Teachers	MAP STAAR				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						
TEA Priorities Build a foundation of reading and math 8) Students will take the online MAP assessment three times per year in order to track proficiency and progress in Reading .	2.4, 2.5, 2.6	MAP Proctors Teachers Administrators	MAP Growth Improved data tools				
							

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

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

Curriculum, Instruction, and Assessment

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

Problem Statement 4: Tier 1 instruction needs to be differentiated to meet individual students needs.

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

School Context and Organization

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.

Goal 1: LES will provide effective teaching and learning that results in student mastery for successful college and career readiness.


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

Evaluation Data Source(s) 2: MAP
STAAR

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 1) Teachers will implement both whole and small group guided math instruction.	2.4, 2.5	Math Curriculum Specialist Instructional Coaches Administrators	MAP Growth STAAR Growth Improved TIER 1 instruction				
Comprehensive Support Strategy 2) Instructional Coaches will model and coach teachers as needed with the implementation of the math TEKS and guided math.	2.4, 2.5	Instructional Coaches Administrators	MAP Growth STAAR Growth Improved TIER 1 instruction				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5	Principal Instructional Coaches Classroom Teachers	MAP Growth STAAR Growth Improved TIER 1 instruction				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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).	2.4, 2.5	Teachers Academic Coaches Principals	MAP Growth STAAR Growth Improved TIER 1 instruction				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: 255-Title IIA - 0.00						
TEA Priorities Build a foundation of reading and math 5) Students will take the online MAP assessment three times per year in order to track proficiency and progress in Math.	2.4, 2.5, 2.6	MAP Proctors Teachers Administrators	MAP Growth Improved data tools				
	Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1						
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Administrators Instructional Interventionists Instructional Paraprofessional	MAP Growth STAAR Growth				
	Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, 199-SCE - 0.00						
							

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: 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.
Curriculum, Instruction, and Assessment
Problem Statement 4: Tier 1 instruction needs to be differentiated to meet individual students needs.
Problem Statement 2: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.
Technology
Problem Statement 1: 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 1: We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.

Goal 1: LES will provide effective teaching and learning that results in student mastery for successful college and career readiness.





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

Evaluation Data Source(s) 3: STAAR
TELPAS

Summative Evaluation 3:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Lesson plans and classroom instruction will reflect the most up to date district curriculum documents and required resources for Writer's Workshop.	2.4, 2.5	Administrators, Instructional Coaches Classroom Teachers	STAAR Growth TELPAS Growth Improved TIER 1 instruction				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Comprehensive Support Strategy 2) Instructional coaches will model and coach teachers as needed with the implementation of writer's workshop.	2.4, 2.5	Instructional Coaches Administrators	STAAR Growth TELPAS Growth Improved TIER 1 instruction				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211-Title IA - 0.00, 199-SCE - 0.00						
Comprehensive Support Strategy 3) Students will create Writing Portfolio's to document growth in writing.	2.4, 2.5	Teachers Instructional Coaches Administrators	STAAR Growth TELPAS Growth				
Comprehensive Support 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.	2.4, 2.5	Teachers Consultant Administrators Instructional Coaches	STAAR Growth TELPAS Growth Improved TIER 1 instruction				
	Problem Statements: School Context and Organization 1, 2 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, Local Funding - 0.00, IDEA A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) All K-4 teachers will use Lucy Calkins Units of Study to support the curriculum in Writing (including all necessary training/travel).	2.4, 2.5	ELAR Curriculum Specialist Instructional Coaches Administrators	STAAR Growth TELPAS Growth				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 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.	2.4, 2.5, 2.6	Administrators Instructional Interventionists Instructional Paraprofessional	STAAR Growth TELPAS Growth				
Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00, 199-SCE - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Providing new teachers and experienced teachers in need of assistance support to improve their teaching skills.
Curriculum, Instruction, and Assessment
Problem Statement 2: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.
School Context and Organization
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.

Goal 1: LES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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

Evaluation Data Source(s) 4: TELPAS

Summative Evaluation 4:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) All teachers of ELL students will work to increase language mastery and academic vocabulary acquisition through sheltered instruction.	2.4, 2.5, 2.6	ELL Teachers Instructional Coaches Administrators	MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction				
	Problem Statements: Student Achievement 1, 2						
Comprehensive Support 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.	2.4, 2.5, 2.6	Instructional Coaches Administrators LPAC Coordinator ELL teachers	TELPAS Growth				
	Problem Statements: Student Achievement 2						
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.	2.4, 2.5, 2.6	Administrators LPAC Coordinators ELL Teachers Instructional Coaches	STAAR Growth TELPAS Growth				
	Problem Statements: Student Achievement 2						

Performance Objective 4 Problem Statements:

Student Achievement

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

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.

Goal 1: LES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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

Evaluation Data Source(s) 5: IEP Goals

STAAR

STAAR Alternate

Summative Evaluation 5:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will utilize specially designed instruction to plan and implement differentiated instruction for special education students.	2.4, 2.5, 2.6	Administrators Teachers Instructional Interventionists SPED Teachers	IEP Progress STAAR Growth STAAR ALT Growth				
Problem Statements: Demographics 1 - Student Achievement 2							
2) Case managers will routinely track the accommodations and modifications that students are required to receive and document their effectiveness.	2.4, 2.5, 2.6	Instructional Interventionists Dyslexia Specialists Behavior Coach ARDCF Administrators	IEP Progress MAP Growth STAAR Growth STAAR ALT Growth				
Problem Statements: Demographics 1							

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The lack of support necessary for SPED/504/RTI students to access the TIER 1 curriculum in the classroom setting greatly impacts instruction

Student Achievement

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.

Goal 1: LES will provide effective teaching and learning that results in student mastery for successful college and career readiness.

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 Source(s) 6: PLC

RTI/MTSS

GT Services

Counseling



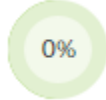

Restorative Practices

Robotics

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Principal and leadership team will attend professional development and train staff on best practices to be used in the classroom.	2.4, 2.5	Administrators Counselor Instructional Coaches	Enhanced PLC Improved TIER 1 instruction				
				Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00			
Comprehensive Support Strategy 2) Teachers will actively participate in PLC meetings that are focused on instruction and student improvement.	2.4, 2.5	Administrators Instructional Coaches Classroom Teachers	Enhanced PLC Improved TIER 1 instruction				
				Problem Statements: Curriculum, Instruction, and Assessment 2			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support 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.	2.4, 2.5	Principal Dir. of Prof Development Dir. Fed Programs/ELL Administrators Asst. Supt. Ed. Services Contracted Services Instructional Coaches	Enhanced PLC Improved TIER 1 instruction				
Comprehensive Support Strategy 4) Teachers will collaborate for team planning utilizing data analysis in order to help all students meet state and federal standards.	2.4, 2.5	Instructional Coaches Classroom Teachers Administrators	Enhanced PLC and planning of TIER 1 instruction				
Comprehensive Support Strategy Additional Targeted Support Strategy 5) Students will have direct access to district approved online reading and math programs which support classroom instruction.	2.4, 2.5	Teachers Administrators Director of Technology Director of Educational Services	MAP Growth STAAR Growth Increased differentiation				
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.	2.4, 2.5, 2.6	Principal Robotics Coaches	Increased extracurricular activities				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) GT enrichment will be provided to identified students through the utilization of cluster classes and pullout opportunities.	2.4, 2.5	Instructional Coaches Administrators GT Teachers	Increased enrichment opportunities				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 6 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Providing new teachers and experienced teachers in need of assistance support to improve their teaching skills.
Curriculum, Instruction, and Assessment
Problem Statement 2: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.
Problem Statement 4: Tier 1 instruction needs to be differentiated to meet individual students needs.
Technology
Problem Statement 1: 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 1: We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.

Goal 2: LES will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for 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 Source(s) 1: Staff Retention Rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrators will provide tiered interventions designed to assist teachers in meeting district and state standards in the classroom.		Administrators Instructional Coaches	Improved TIER 1 instruction Decreased turnover rate				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Local Funding - 0.00						
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.		Dir. of Prof Development Principal	Improved TIER 1 instruction Decreased turnover rate				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 255-Title IIA - 0.00, Local Funding - 0.00						
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.		Principal Teachers Human Resources	Increased # of teachers with ESL and SPED certifications.				
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.		Administrators Instructional Coaches Director of Professional Development	Increased retention of highly qualified staff				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211-Title IA - 0.00, Local Funding - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) The campus will use DTAS as our teacher observation tool. DTAS will allow for teachers to set both professional practice and student growth goals that relate to campus and district goals.		Administrators Teachers Director of HR	Increased Teacher Effectiveness Increased retention of highly qualified staff				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: Local Funding - 0.00						
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.		Campus Staff Principal	Increased staff input Increased staff satisfaction				

Performance Objective 1 Problem Statements:


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

Goal 3: LES will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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

Evaluation Data Source(s) 1: Attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attendance incentives will be offered each nine weeks and rewards given to students who meet the campus goal.		Attendance Clerk Teachers Principal	Increased student attendance				
Problem Statements: School Culture and Climate 1							
2) Provide essential materials, clothing, and transportation to identified homeless students in order for them to attend school on a daily basis.		Counselor Social Worker	Increased student attendance				
Problem Statements: School Culture and Climate 1							
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.		Teachers Attendance Clerk Receptionist Administrators	Increased student attendance				
Problem Statements: School Culture and Climate 1							
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.		District Attendance Intervention Specialists Principal	Increased student attendance				
Problem Statements: School Culture and Climate 1							
							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Student attendance has not reached the target goal of 98%.

Goal 3: LES will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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.

Evaluation Data Source(s) 2: Restorative Practices

- No Place For Hate
- Red Ribbon Week
- Project Wisdom
- Standard Response Protocol

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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		Counselor	Increased safety Increased citizenship				
	Funding Sources: Local Funding - 0.00						
2) Through a variety of required online trainings, the teachers will meet the drug and violence prevention requirements.		Teachers Administrators	Increased awareness Increased safety				
3) 2) Campus will participate in Red Ribbon Week.		Counselor	Increased awareness Increased coping skills Increased decision making skills				
4) Through the implementation of the WatchD.O.G.S program, we will increase parental support and provide our students with positive male role models during the school day. This will also serve as an additional layer to our safety protocols already in place.		Counselor Principal PTO Board Members	Increased safety Increased citizenship Increased parent engagement				
	Problem Statements: Parent and Community Engagement 2						
5) Promote a safe and secure school environment by utilizing the Standard Response Protocol and the Panic Button app to respond to emergency situations.		Administrators Campus Staff	Increased awareness Decreased confusion and response time in emergency situations.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment.		Counselors Administrators Behavior Coach Classroom Teachers	Increased student and teacher relationships Decreased discipline referrals				
Funding Sources: Local Funding - 0.00							

Performance Objective 2 Problem Statements:

Parent and Community Engagement
Problem Statement 2: We need to continue to improve and expand parent academic learning opportunities.

Goal 3: LES will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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


Evaluation Data Source(s) 3: Fitness Gram data

Daily Mile

SHAC participation

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 2) All PK-4 students will participate in daily recess.		Teachers	Increased opportunities for movement Increased focus in the classrooms.				
2) We will implement the Daily Mile to encourage movement while also building self-esteem and relationships.		Teacher Principal	Increased opportunities for movement Increased self-esteem Increased relationships				
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.		PE Teachers Principal	Increased physical fitness opportunities				
4) We will have campus participation on the district's SHAC Committee as well as the FitnessGram.		PE Coaches Administrators SHAC Representative	Increased physical fitness opportunities Increased healthy choices				




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

Goal 3: LES will provide a safe, healthy, secure and orderly environment for students, staff, families and community.

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

Evaluation Data Source(s) 4: Discipline Referral Data

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers and staff will be trained in and utilize Restorative Practices in order to promote a safe and healthy learning environment.		Counselors Administrators Behavior Coach Classroom Teachers	Increased student and teacher relationships Decreased discipline referrals				
Funding Sources: Local Funding - 0.00							
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.		Teachers Administrators	Increased citizenship Increased awareness of expectations Decreased discipline referrals				
							

Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance LES's educational and operational services.

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

Evaluation Data Source(s) 1: Student products that incorporate technology
Technology usage demonstrated in observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All K-4 students will participate in a weekly technology class as part of the specials rotation.		Master schedule Computer Lab Paraprofessional	Increased computer literacy				
2) Technology will be added at the campus in order to move towards our goal of having a 1-1 technology to student ratio.		Technology Department Principal	Increased access to technology				
Problem Statements: Technology 1							
							

Performance Objective 1 Problem Statements:

Technology
<p>Problem Statement 1: 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 1: We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.</p>

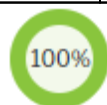
Goal 4: DISD systems, services, infrastructures and facilities planning, implementation and maintenance will support and enhance LES's educational and operational services.

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 Source(s) 2: Campus work orders
Campus budget

Summative Evaluation 2:

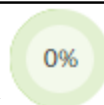
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Staff will report any maintenance items to front office personnel in a timely manner.		School Secretary Campus Staff	Increased building maintenance				
2) Administration and custodial staff will do quarterly walkthroughs of the campus to list structural and classroom maintenance needs.		Administrators Custodial Staff	Increased building maintenance				
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.		Campus Principal	Increased building maintenance Improved access to supplies and materials				
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.		Campus Administrators District Energy Administrators	Decreased energy costs				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: LES personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

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 Source(s) 1: Parent Survey Results
Community/Business Partnerships
Parent Engagement activity attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	3.1	Principal School Secretary	Increased transparency in planning				
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	3.1	Principal CIC Committee PTO School Secretary	Increased Parent Engagement				
3) Recruit teachers, parents, community and business members to be a part of the CIC.		Principal	Increased input from all stakeholders				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	3.2	Principal Campus Staff	Increased communication Increased parent and community engagement				
5) Provide high quality and timely customer service addressing community and parental questions at the campus level.		Principal Campus Staff	Increased positive community and parent communication				
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.		Principal Counselor Teachers Lobit Middle School Staff	Increased number of Kindergarten students registered prior to August Decreased transition anxiety for student and parents				
Funding Sources: 211-Title IA - 0.00							
TEA Priorities Connect high school to career and college 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.		Teachers Counselor Administrators	Increased exposure to various careers and colleges				
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.	3.2	Teachers Instructional Coaches Administrators	Increased parent involvement Increased student achievement				
Problem Statements: Parent and Community Engagement 2							
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.	3.2	Teachers Instructional Interventionists	Increased parent involvement Increased student achievement				
Problem Statements: Parent and Community Engagement 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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. 1. Registration-8/6 & 8/7 (all day) 2. PreK/K Playdate-8/14 @ 5:30 3. Meet the Teacher-8/13 @ 5:30 4. Parent Orientations-9/12 @ 5 5. Dr. Pepper with Dads/WatchD.O.G. Orientation September 28 @ 2:00 pm 6. Thanksgiving Lunch-11/8 @ 11 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	3.1, 3.2	All staff	Increased parent engagement				
Problem Statements: Parent and Community Engagement 2, 4							
11) LES will have a Parent Engagement Coordinator that will coordinate/document all parent engagement activities on campus throughout the year.	3.1, 3.2	Principal Parent Engagement Coordinator	Increased parent engagement Proper documentation of parent engagement activities				
Problem Statements: Parent and Community Engagement 4							

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 2: We need to continue to improve and expand parent academic learning opportunities.
Problem Statement 4: We need to continue to explore ways to ensure consistent parent communication.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Stephanie Williams	Principal
Administrator	Stacie Muras	Assistant Principal
District-level Professional	Debby Noffsinger	Math Curriculum Specialist
Non-classroom Professional	Jennifer Kilpatrick	Counselor
Paraprofessional	Sarah Nappier	ABCD Para
Paraprofessional	Rebecca Yarbrough	PreK Para
Non-classroom Professional	Meghan O'Neal	Academic Coach
Classroom Teacher	Sharon Hopkins	3rd Grade Teacher
Classroom Teacher	Travis Arbuckle	4th Grade Teacher
Classroom Teacher	Chelsie Badger	Kindergarten Teacher
Parent	Shelley Remedis	Parent
Community Representative	Cheryl Swint	Community Member
Parent	Denise Garrett	Parent
Business Representative	Steve Garrett	Business Member
Business Representative	Donato Marquez	Business Member
Community Representative	Margaret Carney	Community Member