

# **Dickinson Independent School District**

## **Elva C. Lobit Middle School**

### **2019-2020 Schoolwide 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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# Goals

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

**Performance Objective 1:** 100% of students, including those in specific student groups, will show individualized, measurable growth.

**Evaluation Data Source(s) 1:** 2020 STAAR results

**Summative Evaluation 1:**



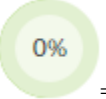

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>Targeted Support Strategy</b>  <b>TEA Priorities</b>                      Improve low-performing schools                      1) Administer and analyze district reading, math, writing, and science common assessments, CBAs and benchmarks                      *disaggregate results by teacher                      *disaggregate by student groups, specifically Hispanic, LEP, Eco Dis, and Special Education                      *discuss in team meetings and PLCs and plan for interventions and the spiraling of non mastered TEKS</p>		Principal, Assistant Principal, Classroom Teachers, Instructional Coaches	Increase in campus/district/state assessment				
<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 1</p> <p><b>Funding Sources:</b> No Funding Required - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 2) Provide staff development to 5th and 6th grade reading teachers to enhance the incorporation of TEKS and literacy *Literacy coach to train and plan with teachers *Fontas and Pinnell Guiding Readers and Writers *HMH training for new resources		District Curriculum Specialist, Literacy Academic Coach, Classroom teachers	Increase in campus/district/state assessment				
	<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 255-Title IIA - 0.00, 263-Title IIIA - 0.00, 211-Title IA - 0.00, Local Funding - 0.00						
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools Build a foundation of reading and math 3) Provide Balanced Literacy instruction in all ELA classrooms including: *mentor texts (read aloud) *guided reading books *Literacy Library *scaffold questioning		Classroom Teachers, Instructional Coaches	Increase in campus/district/state assessment				
	<b>Problem Statements:</b> Student Achievement 1, 2 - Student Academic Achievement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, 199-SCE - 0.00, Local Funding - 0.00						
<b>TEA Priorities</b> Build a foundation of reading and math 4) Increase math skills and problem solving by *providing guided math to ensure student mastery of new math TEKS *I do, We do, You do instruction *fact fluency practice *creating common, uniformed math vocabulary *Thinking Maps *providing uniformed daily warm-ups/LoneStar 2.0		Principal, Assistant Principal, Classroom Teachers, Academic Coaches	Increase in campus/district/state assessment				
	<b>Funding Sources:</b> Local Funding - 0.00, 199-SCE - 0.00, 211-Title IA - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Increase science skills by *incorporating science-based reading materials into science and reading classrooms *provide well supplied classrooms for labs *create non-negotiable lists of skills for feeder schools *Building Academic Vocabulary *Thinking Maps		Principal, Assistant Principal, Classroom Teachers, Academic Coaches	Lesson plans CBA/Benchmark results				
<b>Funding Sources:</b> Local Funding - 0.00, 199-SCE - 0.00, 211-Title IA - 0.00							
6) Incorporate the integration of SS TEKS into the literacy block *provide planning time to collaborate the integration of literacy and social studies skills *provide Jr Scholastic/SS Weekly as a reading resource		Teachers, Academic Coaches and Campus Administrators	Lesson Plans CBA/Benchmark				
<b>Comprehensive Support Strategy TEA Priorities</b> Build a foundation of reading and math 7) Provide specialized instruction to students identified as at-risk of failing and collaborate with teachers in the classroom *LLI pullout support *Literacy groups *FastForWord *Tutorials *access to technology for small group, individualized support		Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, LLI support	Increase in campus/district/state assessment				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> 199-SCE - 0.00, 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00							
<b>Targeted Support Strategy TEA Priorities</b> Improve low-performing schools 8) Monitor student progress by conducting grade level meeting to discuss student assessment results administered each nine weeks *DRA results *CBA/Benchmark test results *monitoring walls at all grade levels to chart progress *teacher input on test writing, evaluation and re-writes		Principal, Assistant Principal, Classroom Teachers, Instructionals Coaches	Increase in campus/district/state assessments				
<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1 <b>Funding Sources:</b> No Funding Required - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 9) 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	2.4	Principal, Assistant Principal, Classroom Teachers, SIT Team	Fewer students performing below grade level				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> No Funding Required - 0.00						
10) 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		Principal, Assistant Principal, Classroom Teachers, SIT Team	Fewer students performing below grade level				
	<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> No Funding Required - 0.00						
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 11) Utilizing benchmark data, past STAAR data and MAP data, intentional instruction is designed to address deficits for students projected to not meeting standard on 1st administration of 5th grade STAAR reading and/or math		Classroom teachers, Instructional Coaches	Increase in state assessment results				
	<b>Funding Sources:</b> 199-SCE - 0.00, Local Funding - 0.00, 211-Title IA - 0.00						
<b>Comprehensive Support Strategy</b> 12) Instructional Specialists will provide support and intervention for students at-risk of failing by pushing into classrooms and collaborating with classroom teachers.		Instructional Specialists, Classroom Teachers	Increase in students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, 199-SCE - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b>            Improve low-performing schools            Build a foundation of reading and math            13) Provide training opportunities for teachers and administrators throughout the school year which are intended to enhance instruction and improve student knowledge. Provide supplemental resources that support curriculum instruction.</p>		Teachers and Campus administrators	Increase in number of students performing on grade level and an increase of campus/district/state assessment				
<p><b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1  <b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, 263-Title IIIA - 0.00, 199-SCE - 0.00</p>							
<p><b>Comprehensive Support Strategy</b>            14) 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>		Teachers and Campus administrators	Increase in campus/district/state assessment				
<p><b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1</p>							
15) 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.	2.5	Principal	Increase in state test scores				
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            16) Instructional coaches will lead weekly content planning meetings and provide instructional support inside the classroom for classroom teachers.</p>	2.4	Principal Assistant Principal Instructional Coaches	Increase in campus/district assessments, state assessments				
<p><b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 1</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							



## Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 1:** Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. **Root Cause 1:** Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

**Problem Statement 2:** Math and Reading Safegurads were not met at the state or federal level. **Root Cause 2:** Not all students are on grade level in reading and math.

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** Planning and PLC time is not enough time for planning, collaboration, and peer observations. **Root Cause 1:** Teachers have a wide variety of responsibilities during their planning/PLC time.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** Struggling students remain in an RtI setting, with little to no progress for an extended period of time. **Root Cause 1:** Interventions are limited and are not meeting the needs of all struggling students.

### Student Academic Achievement

**Problem Statement 1:** Classroom instruction is not facillitating learning to the Meets or Masters learning level on STAAR **Root Cause 1:** Teachers do not have an understanding of the proficency levels of the TEKS.

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





**Performance Objective 2:** Students in reading and math will exceed the state and federal requirement for academic achievement in the meets grade level or above.

**Evaluation Data Source(s) 2:** 2020 STAAR Results

**Summative Evaluation 2:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools 1) Implement 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.	2.4, 2.5, 2.6	Principal Assistant Principal Classroom Teachers Instructional Coaches	Increase in the number of students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Achievement 2 - Student Academic Achievement 1						
<b>TEA Priorities</b> Build a foundation of reading and math 2) Provide focused professional development for WICOR strategies in all content areas: *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	2.4	Principal Assistant Principal AVID Instructional Team	Increase in the number of students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Academic Achievement 1						
3) Provide focused walkthroughs targeting implementation of WICOR strategies in all classrooms, by Instructional Coaches	2.4	Principal Assistant Principal Instructional Coaches	Increase in students performing on grade level and an increase in campus/district/state assessments				
	<b>Problem Statements:</b> Student Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> Math and Reading Safegurads were not met at the state or federal level. <b>Root Cause 2:</b> Not all students are on grade level in reading and math.
<b>Problem Statement 1:</b> Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. <b>Root Cause 1:</b> Classroom instruction and interventions have focused on students meeting standard, not depth of growth.
Student Academic Achievement
<b>Problem Statement 1:</b> Classroom instruction is not facillitating learning to the Meets or Masters learning level on STAAR <b>Root Cause 1:</b> Teachers do not have an understanding of the proficency levels of the TEKS.


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

**Performance Objective 3:** 100 % of LMS students in special education will make a year's worth of growth in reading and math.

**Evaluation Data Source(s) 3:** 2020 STAAR Results

**Summative Evaluation 3:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Improve low-performing schools 1) Instructional coaches will plan with RISE reading and math teachers to unpack the TEKS, understand the depth of TEKS and how the student expectations must be understood in order to plan for students in special education.	2.4	Principal Assistant Principal Instructional Coaches	Increase in growth of campus/district/state assessment				
<b>TEA Priorities</b> Improve low-performing schools 2) Provide training to classroom teachers on effective ways to accommodate classroom assignments and instructional strategies	2.4	Principal Assistant Principal Case Managers	Increase in campus/district/state assessment				
<b>Problem Statements:</b> Student Achievement 1							
							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. <b>Root Cause 1:</b> Classroom instruction and interventions have focused on students meeting standard, not depth of growth.


**Goal 1:** DISD 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 make a year's progress on STAARR reading, math, and science and make a year's progress on TELPAS

**Evaluation Data Source(s) 4:** STAAR results  
TELPAS results

**Summative Evaluation 4:**

**High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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 *academic vocabulary, brick and mortar words		Principal, Assistant Principal	Increase campus/district/state assessment				
<b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, 263-Title IIIA - 0.00							
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		Classroom teachers, Instructional Coaches	Increase in campus/district/state assessment				
<b>Funding Sources:</b> 211-Title IA - 0.00, 255-Title IIA - 0.00, Local Funding - 0.00, Special Programs - 0.00, 199-SCE - 0.00							
<b>TEA Priorities</b> Improve low-performing schools 3) Teachers will plan and deliver instruction using TELPAS rating outcomes, PLDs, and TELPAS listening and speaking rubrics	2.4	Principal Assistant Principal Instructional Coaches	Increase in TELPAS rating levels Increase in campus/district/state assessment				
<b>Problem Statements:</b> Student Achievement 1 - Student Academic Achievement 1							
							

**Performance Objective 4 Problem Statements:**

### Student Achievement

**Problem Statement 1:** Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. **Root Cause 1:** Classroom instruction and interventions have focused on students meeting standard, not depth of growth.

### Student Academic Achievement


**Problem Statement 1:** Classroom instruction is not facillitating learning to the Meets or Masters learning level on STAAR **Root Cause 1:** Teachers do not have an understanding of the proficiency levels of the TEKS.

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

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

**Evaluation Data Source(s) 5:** Teacher certifications

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam		Classroom teachers	Increase in TELPAS results Increase in campus/district/state assessments				
<b>Funding Sources:</b> Local Funding - 0.00, 255-Title IIA - 0.00							
							


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

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


**Evaluation Data Source(s) 6:** 100% of staff display college accomplishments in their classrooms.

**Summative Evaluation 6:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Display college plaques in the classroom		Counselor, Classroom Teacher	Increase in college awareness				
2) Promote higher level education by incorporating conversations during morning meeting, promotion of wearing college shirts, AVID bulletin boards		Counselor, Classroom Teachers	Increase in college awareness				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




## Goal 2: DISD will employ, recruit, develop, and retain highly qualified staff to maximize learning for all students and proactively engage students for success.

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

**Evaluation Data Source(s) 1:** Number of teachers retained at the end of the school year.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Assist new teachers in acquiring an understanding of the district curriculum as well as lesson planning through: *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	2.4, 2.5	Principal Assistant Principal, Counselor, Mentor Teachers	Increase in understanding of grade level expectations Increase in student performance				
				<b>Problem Statements:</b> Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Local Funding - 0.00			
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 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.	2.4, 2.5	Director of Professional Development	Teacher understanding of campus and district procedures Lower teacher turnover rate				
				<b>Funding Sources:</b> 255-Title IIA - 0.00, Local Funding - 0.00			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) Offer a network of support to new teachers and mentors by: *informal meetings with principal and assistant principal *meeting with mentor to discuss various topics *grade level meetings *campus PLCs *district and campus professional development		Principal, Assistant Principal, Classroom Teachers	Teacher understanding of campus and district procedures Lower teacher turnover rate				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 <b>Funding Sources:</b> Local Funding - 0.00, 255-Title IIA - 0.00						
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		Principal, Assistant Principal	Staff development will be relevant to the needs of the teachers				
							

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> Classroom instructions and interventions are not meeting the needs of all students in acquiring a full years growth on STAAR reading and math. <b>Root Cause 1:</b> Classroom instruction and interventions have focused on students meeting standard, not depth of growth.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Planning and PLC time is not enough time for planning, collaboration, and peer observations. <b>Root Cause 1:</b> Teachers have a wide variety of responsibilities during their planning/PLC time.





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

**Performance Objective 1:** School discipline referrals will be less than 200 referrals

**Evaluation Data Source(s) 1:** Monthly/Yearly Discipline incident reports.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide behavior RtI through the campus SIT process	2.5	SIT Committee, Behavior Coach, Classroom Teachers	Increase in on-task behavior increases opportunity to learn in the classroom Increase in student performance				
				<b>Problem Statements:</b> School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1			
2) Participate and implement district-wide training and strategies in Restorative Practices	2.5	Principal Assistant Principal Instructional Leadership Team	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.				
				<b>Problem Statements:</b> School Culture and Climate 1			
3) Conduct classroom guidance lessons linked to character trait of the month	2.5	Counselor	Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.				
				<b>Problem Statements:</b> School Culture and Climate 1			
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	2.5	Counselor CIS	Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.				
				<b>Problem Statements:</b> School Culture and Climate 1			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Incorporate Project Wisdom into daily messages for students	2.5	Principal, Assistant Principal	Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance.				
<b>Problem Statements:</b> School Culture and Climate 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Misbehavior in classrooms make instruction difficult, especially when classes have substitutes. <b>Root Cause 1:</b> Procedures in classrooms are sometimes inconsistent and we need to re-evaluate our school-wide expectations.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> Struggling students remain in an RtI setting, with little to no progress for an extended period of time. <b>Root Cause 1:</b> Interventions are limited and are not meeting the needs of all struggling students.

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

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

**Evaluation Data Source(s) 1:** Balanced budget maintained for 2019-2020 to provide the resources and personnel necessary to assist campuses as they strive to meet State and Federal standards of achievement for all students.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal and secretary will work with the district business office to ensure all monies are appropriately spent.		Principal, Secretary	Teachers will have appropriate resources Increase in student performance				





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

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

**Evaluation Data Source(s) 1:** Monthly reports/End of year reports of student attendance.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parent education on communication tools during Meet the Teacher Night, first day packets, Parent Orientation, and teacher web pages		Principal, Assistant Principal, Counselor, Office Staff, Classroom Teachers	Increase in parent engagement Increase in student attendance Increase in student performance				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00							
2) Promote parent involvement through *Title 1 Parent Meeting, September 12, 2019, 5:15 *Parent Orientation, September 12, 2019, 5:30-6:45 *Parent University sessions, October 15, 2019, January 14, 2020, and March 24, 2020 *Leviacon, February 1, 2020, 10-2 *Open House, March 5, 2020, 5:30-6:30 *Campus Volunteers *Monthly "Upcoming Events" newsletters *Teacher Web Pages *timely information delivered on child's DRA, CBA, and STAAR test results	3.1, 3.2	Principal, Assistant Principal, Classroom Teachers	Increase in parent involvement Increase in student performance				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 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
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	3.2	Principal, Assistant Principal, Classroom Teachers	Increase in parent involvement Increase in student attendance				
<b>Funding Sources:</b> Local Funding - 0.00							
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.	3.1	Principal, Terri Bruce Assistant Principal, Nancy Segura Counselor, Patrice Carhart Teacher, Christy Littleton Teacher, LaWanda Williams Parent, Larissa Alvarado Business Partner, Mary Bass	Increase in parent involmment				
5) Provide transition plans for students entering LMS from private schools or home school environments *incorporate buddy system for new enrollees		Principal, Assistant Principal, Counselor	Increase in student attendance				
<b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00							
6) Provide opportunities for Junior High counselors to discuss junior high expectations and courses available to students and parents.		Counselor, JH Counselor	Increase in student attendance				
<b>Funding Sources:</b> 211-Title IA - 0.00, Local Funding - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 1 Problem Statements:**

## Parent and Community Engagement

**Problem Statement 1:** Additional avenues of communication from school to home need to be investigated and implented. **Root Cause 1:** Not all families have functional internet acess and phones.



# 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Terri Bruce	Principal
Administrator	Nancy Segura	Assistant Principal
Non-classroom Professional	LaWanda Williams	Academic Coach
Non-classroom Professional	Traci Lowe	Academic Coach
Classroom Teacher	Christy Littleton	5th Grade Teacher
Classroom Teacher	Krissy Strickhausen	5th Grade Teacher
Classroom Teacher	Ryan Petersen	6th Grade Teacher
Classroom Teacher	Logan Corbin	5th Grade Teacher
Classroom Teacher	Deb Wiedemann	6th Grade Teacher
Non-classroom Professional	Nikki Scimeca	Instructional Specialist