

Dickinson Independent School District

Louis G. Lobit Elementary

2019-2020 CIP



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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Lobit Elementary School currently serves 620 students in grades PK-4. The campus serves the neighborhoods close to the school. The demographics served include 232 Economically Disadvantaged students (40.7%) and 250 At-Risk students (43.8%).

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

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

The overall mobility rate for the campus is approximately 18.5%, with a drop-out rate of 0%. The average daily attendance rate for students is 96.4%. The average daily attendance rate for staff is 94%. The district goal is 98%. There are a total of 11 discipline referrals this last year. This number of referrals accounts for students that were seen by the behavior coach for social skills lessons, as well as those who were serving ISS, OSS and time out. There were eight referrals that required formal removal to ISS and one that required OSS.

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

Demographics Strengths

- LES serves a diverse population
- LES is a neighborhood school

- LES is connected to a Middle School

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: The campus houses a large economically disadvantaged (42%) and SPED (12%) population that need strategies effective with language development to ensure success with ELA TEKS .

Student Achievement

Student Achievement Summary

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

Accountability Rating: MET STANDARD- 78% (C)

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

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

Student Achievement Strengths

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

- Support all teacher through the Cognitive Coaching Model

Problem Statements Identifying Student Achievement Needs

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

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.

Problem Statement 3: No federal safeguards were met in any student group.

Problem Statement 4: Lesson plans need to have increased rigor and relevance for instruction to improve student success in all core subjects as measured by DRA data, CBAs, and STAAR data.

Problem Statement 5: Only 59% of 4th Grade students approached grade level on the STAAR Writing test. **Root Cause:** Students are not reading critically in order to understand the editing and revising portion of the STAAR test.

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

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

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

Problem Statement 4: The quality of TIER 1 instruction is not consistent across the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Campus Program Descriptions:

ELL

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

GT

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

504

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

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

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

Special Education Services

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

Campus administration and staff will:

- Ensure that all students needing special services are appropriately identified and served
- Ensure that all students referred for special services are assessed in a timely manner
- Ensure that students receiving special services are appropriately placed in discretionary placement to ISS at a rate commensurate with their non-disabled peers
- Ensure that all students IEP's are followed/documented and updated within time lines set by the ARD committee

At Risk Students

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

Curriculum, Instruction, and Assessment Strengths

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a need to implement an online reading program for students who are struggling to learn the basic phonics needed to read.

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

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 5: Students do not have automaticity with the foundational numeracy and skills.

Problem Statement 6: Students do not have automaticity with the foundational phonemic awareness and phonics skills.

Problem Statement 7: We have a growing number of dyslexia students that are being underserved. **Root Cause:** We only have 2 certified dyslexia teachers, one of which also serves as an Academic Coach.

Problem Statement 8: The RTI program lacks structure and organization. **Root Cause:** There is an unclear RTI guide and all teachers are not fully trained in interventions, differentiation, and progress monitoring.

Parent and Community Engagement

Parent and Community Engagement Summary

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

- M. I. Lewis
- Galveston County Social Services
- The Safe Place
- Child Advocacy Center
- De Pelchin
- Telepsychiatric Clinic
- Interfaith Caring Ministries
- Lion's Club
- ELK's Club
- Dickinson Rotary Club

DISD maintains a district website as well as campus websites for all campuses. The DISD Educational Services Building (ESC) is where the community comes when they need assistance. Since the ESC is a known location throughout the community, we store documents such as the District Improvement Plan, Campus Improvement Plans, District and Campus Parent Engagement Policies and any other pertinent documents at this location. We have translation services available at each campus, as well as the ESC for Spanish Speaking parents in the community since approximately 12% of our population speaks Spanish. We also offer translations services in other languages if a

community member requests a district document to be translated. Those translation services are outsourced to a third party. Parents can also access their child's grades through Skyward Family and Student Access that is set up in the parents preferred language.

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Campus website is not updated regularly.

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

Problem Statement 3: Social Media is underutilized for parent communication.

Problem Statement 4: We need to continue to explore ways to ensure consistent parent communication.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

Problem Statements Identifying School Context and Organization Needs

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

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

Technology

Technology Summary

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

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:** We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.

Priority Problem Statements

Problem Statement 1: All students are not reading at or above grade level at the end of second grade.

Root Cause 1:

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: The lack of support necessary for SPED/504/RTI students to access the TIER 1 curriculum in the classroom setting greatly impacts instruction

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Tier I instruction needs to provide higher rigor and relevance to ensure increased student success.

Root Cause 3:

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: ELL and Special Education students need to increase their achievement in math, reading, and writing on state standards and math and reading on federal standards and improve PBMAS.

Root Cause 4:

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: ELL students are reading below grade level in English from 1st to 4th grades.

Root Cause 5:

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Student attendance has not reached the target goal of 98%.

Root Cause 6:

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Providing new teachers and experienced teachers in need of assistance support to improve their teaching skills.

Root Cause 7:

Problem Statement 7 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 8: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.

Root Cause 8:

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Tier 1 instruction needs to be differentiated to meet individual students needs.

Root Cause 9:

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: We need to continue to improve and expand parent academic learning opportunities.

Root Cause 10:

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Social Media is underutilized for parent communication.

Root Cause 11:

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: We need to continue to explore ways to ensure consistent parent communication.

Root Cause 12:

Problem Statement 12 Areas: Parent and Community Engagement

Problem Statement 13: Continue to find ways to provide the teachers with staff development that allows them to meet their personal and student growth goals.

Root Cause 13:

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: 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.

Root Cause 14:

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: 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 15: We need to have the infrastructure to support the additional devices, as well as funds to purchase additional devices.

Problem Statement 15 Areas: Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

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:

Targeted or ESF 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 follow the district's literacy plan in order to provide balanced literacy instruction in the classroom.	2.4, 2.5	ELA Curriculum Specialists Administrators Instructional Interventionist Instructional Coaches Teachers	MAP Growth STAAR Growth TELPAS Growth Improved TIER 1 instruction				
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							

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
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Problem Statement 3: All students are not reading at or above grade level at the end of second grade.
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Problem Statement 4: Tier 1 instruction needs to be differentiated to meet individual students needs.
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Problem Statement 2: Planning, instruction, and assessment need to be a cyclical process where each component drives the others.

School Context and Organization
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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.
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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:

Targeted or ESF 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				
				Problem Statements: Curriculum, Instruction, and Assessment 4			
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				
				Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211-Title IA - 0.00, 255-Title IIA - 0.00, 199-SCE - 0.00			
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				
				Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: Local Funding - 0.00			

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						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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:

Targeted or ESF 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:

Targeted or ESF 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:

Targeted or ESF 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				

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 X = 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							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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.

State Compensatory

Personnel for Louis G. Lobit Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Butler, S.	Instructional Coach		1.0
Lopez, C.	Instructional Support Paraprofessional		1.0
Matranga, M.	Instructional Support		.80
O'Neal, M.	Instructional Support		.75
Rolla, A.	Instructional Support Paraprofessional		1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The staff in DISD use data-driven processes to analyze and develop a comprehensive needs assessment (CNA) of the entire school which includes:

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

The information drives the creation of our campus's plan of action known as the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) follows the goals set by the DISD Board of Trustees which are aligned to the TEA priorities. The CIP is developed jointly with the CEIC committee. The committees meet a minimum of 4 times a year and additional meetings are added on an "as needed" basis. The CIP includes:

1. A description of the strategies that the school will be implementing to address the campus school needs, including a description of how the strategies will:
 - * provide opportunities for all children to meet the challenging State academic standards
 - * use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

* address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

2.2: Regular monitoring and revision

The CNA and CIP are regularly monitored and revised (when necessary). CEIC meetings are held between the months of March and May to develop the campus needs assessment for the following school year. In addition, CEIC meetings are also held a minimum of 4 times years to conduct 3 formative reviews and 1 summative review of the CIP.

2.3: Available to parents and community in an understandable format and language

Documents are made available to parents and community members in English and Spanish. The DISD language access plan listing the documents that are translated is available on the DISD website.

2.4: Opportunities for all children to meet State standards

Opportunities are provided for all students to meet state standards. The following items are provided: tutorials, pull-outs, push-in's, academic coaches, and interventionists. Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, special service, and English Learners.

2.5: Increased learning time and well-rounded education

Well-rounded educational opportunities are provided to target not only at-risk students, but also GT, STEM, special service, and English Learners in order to ensure all students are academically prepared and active outside the classroom. Clubs, participation in athletics, extra-curricular activities, volunteer activities, and field experiences are offered to develop well-rounded students.

2.6: Address needs of all students, particularly at-risk

At-risk students are provided with a Multi-Tiered System of Support (MTSS) in order to systematically document the performance of students as evidence of the need for additional services, whether it is academic or emotional.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy and the parent compact was developed in conjunction with a team of parents and staff members during the spring semester of the prior year. The policy was again reviewed and agreed upon during the Fall Semester of the new school year. The PFE was presented to parents at the Title I Parent Meeting held prior to October of every year. The PFE is available in English and Spanish and is made available in the campus front office, the campus website, and the district office.

3.2: Offer flexible number of parent involvement meetings

A list of parent engagement activities for the year can be found in the parent and family engagement sections of the CIP and CNA.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Schneider, D.	Instructional Coach		1.0

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