Dickinson Independent School District

Elva C. Lobit Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

The mission of Lobit Middle School is to guarantee an inclusive environment in which ALL students learn at HIGH levels every day through a culture of collaboration focused on social and emotional learning and academic achievement.

Vision

The staff at Lobit Middle School believe that ALL students are valued and capable of learning at high levels. We ensure that we will hold ourselves and our students accountable to our collective commitments. We are committed to continuing our own professional learning because our learning becomes the catalyst to student learning. We will develop strong relationships and provide relevant resources, support, and opportunities for continual growth academically, socially, and emotionally.

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2024

Demographics

Demographics Summary

Elva C. Lobit Middle School is one of three middle school campuses in the Dickinson Independent School District. Lobit Middle School opened its doors in August 2016. Lobit Middle School serves 625 students in grades 4 and 5, with 51% economically disadvantaged.

The student population is 21% African-American, 34% White, 38% Hispanic, 5% two or more, 3% Asian, 51% male and 49% female. The staff population is 11% African-American, 64% White, 20% Hispanic, with an average of 7 years of teaching experience.

The average daily attendance rate for the 2023-24 school year is 95.3%.

Elva C. Lobit Middle School serves 55 Emergent Bilingual students (9%), 24 students served through the English as a Second Language program (4%), 98 students in the Gifted and Talented program (16%), 39 students identified for 504 services (6%), 132 students served through intervention (21%) and 133 students served through special education services (22%).

Demographics Strengths

Our campus strength as a whole is our diversity, high attendance rates, and our PBIS attendance incentives. A concern for our campus is how fast our student enrollment is increasing and our ability to provide excellent education for each student due to overcrowded classes and resources. An area of growth for our campus could be to begin preparing for future overcrowded classes and not enough staff. Another area for growth should be that our campus prepares to ensure every student that is present is prepared to learn: behaviorally, academically, and with adequate sped support.

Although attendance is under 98% ADA, we increased from 94.45% in 21-22 to 95.3% in 23-24

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance is still under 98% on average   **Root Cause:** Parents are still struggling with adjustments after COVID and school attendance is not a priority

Student Achievement

Student Achievement Summary

Lobit Middle School, which recently transitioned from serving grades 5-6 to grades 4-5, has displayed notable academic achievements and areas for improvement based on the analysis of 5th-grade data. The school has demonstrated a strong performance in math, outperforming other middle schools in the district with a higher percentage of students achieving masters level on the pre-STAAR benchmark.

Specifically, in reading, there was an improvement from 17% mastery on last year's STAAR to 20% mastery on this year's pre-STAAR. For demographic-specific data, African American students in math saw an increase of 2.25% in mastery from the STAAR to the pre-STAAR, Hispanic students in reading improved from 12% mastery on STAAR to 25% on pre-STAAR, and Caucasian students saw an increase from 21% to 28.41% from last's years STAAR to pre-STAAR.

STAAR 2024

- 3 point increase in Overall Score (2023 Overall 70)
- 5 point increase in Domain 2A Academic Growth
- 17 point increase in Domain 3 Closing the GAPS
- 67% of students made growth on TELPAS (Received all 4 points for reaching the 2038 target) compared to 41% in 2023 and 21% in 2022
- 17 EB students reclassified
- At state level for approaches in 4th grade Math (2% below in meets and 4% below in masters)
- At state level for approaches in 5th Science
- Within 5 points of the state in meets and masters for all assessments

Student Achievement Strengths

- Strong initial tier 1 instruction.
- Identifying students who need additional support by "Kid Talks" with RTI personnel, and RTI pull out/push in groups with co- teachers.
- Identifying individual student needs by formative assessment during instruction and confirmed during independent practice.

- Conversations with students regarding their individual data trackers has had a positive outcome on student achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): WIN time is not planned to maximize intervention time.   **Root Cause:** The implementation of WIN time switches are problematic due to logistical challenges, particularly when team teachers are absent. Time needed for switches, gathering materials, etc. also frequently decreases the amount of actual classroom instruction time for the students.

Problem Statement 2 (Prioritized): Tier 2 instruction is not effective in every classroom.   **Root Cause:** Tier 2 instruction suffers from inadequate materials and an understanding of scaffold levels of instruction (vertical alignment)

Problem Statement 3 (Prioritized): Reading teachers are not adequately trained to implement guided reading in their classrooms.   **Root Cause:** Lacks leveled reading within small groups. Classroom RLA teachers do not have the necessary materials or training to determine individual student reading levels.

School Culture and Climate

School Culture and Climate Summary

The committee agrees that this year has been a great year and the proof is in our attendance. Students and staff want to come to work. We have procedures in place so students can feel heard and are safe. We enjoy professional development and find it useful. Character Strong, Second Step, and Conflict Resolution are used to teach students right versus wrong. We would like to have more communication shared on discipline and events on campus. We need time to organize WIN time so we can use that time appropriately. We also need time to help students achieve the growth needed. Overall school culture and climate is positive.

Student Attendance is at an all time high. Students enjoy coming to school. Students understand behavior expectations in classrooms as well as campus-wide.

Professional learning is effective in growing every teacher. Character Strong is taught during WIN time. Second Step is taught during Character Education class. Conflict Resolution is used to resolve issues where students are given the chance to talk things out and come to a resolution. Students and staff feel safe on campus.

School Culture and Climate Strengths

- Character strong is completed during WIN time on a weekly basis
- Restorative practices are referred back to throughout the school year and reinforced by staff
- Student events such as dances and performance are frequent and enjoyed by staff and students
- Positive reinforcement has increased this school year and it has improved student behavior from previous school year

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Communication from admin is lacking when responding to village violations/referrals. **Root Cause:** Lack of system to ensure appropriate communication in regards to discipline.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

For this committee meeting, we referenced the professional learning that has been provided throughout the year each week, professional development that will be provided this summer, our campus-wide systems and procedures, as well as our number of highly qualified teachers. Staff is required to have 24 mandated PD hours obtained each summer to ensure best practices are being used. New teachers receive a mentor that does weekly check-ins and walk-thorughs throughout the year to provide feedback and support. There is a district teacher incentive program to encourage teacher retention that some of our staff have earned, as well as weekly teacher attendance incentives at the campus level. Coaches are available to observe, model-teach, and provide feedback to teachers to maintain quality teachers on campus. Some of the favored professional learnings provided are learning walks, as well as SDI and RTI kids talks. Staff are able to observe their peers to learn new practices to incorporate into their classroom, and meet with interventionist and inclusion support to determine what each student needs to grow. A more rigorous interview process was suggested, including allowing a team member to sit in on the interviews for the position on the team being filled and paraprofessionals.

Staff Quality, Recruitment, and Retention Strengths

- Lobit Middle School has a strong culture of collaboration.
- Staff have a growth mindset and are willing to adjust to new teaching methods.
- All teachers and staff members are willing to go the extra mile to ensure ALL students are growing in their academics and social skills.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Increase in turnover of paraprofessional staff this school year. **Root Cause:** Increase hiring panel to hopefully select more qualified candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers have access to district curriculum through Schoology. While teachers feel that the district scope and sequence may need changes in certain subject areas, they are pleased with the overall format. Common Formative Assessments are used as checkpoints to gauge student achievement and make adjustments for Tier 2 instruction. All students have access to Tier 2 instruction during daily WIN time and the CFA data drives this time. Teachers look forward to improving upon this system next year and become even more intentional with our grouping. STEAM and GT programs provide extension and enrichment through Brainiac block, field trips, and cross-curricular units.

Curriculum, Instruction, and Assessment Strengths

- WIN Time
- Content collaboration during weekly CTT
- School culture regarding learning and high expectations

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Teachers are not adequately prepared for the RLA curriculum.   **Root Cause:** The district scope and sequence does not align with the district provided HMH curriculum.

Problem Statement 2 (Prioritized): Science teachers are still learning the new standards.   **Root Cause:** A district scope and sequences with the newly adopted TEKS has not been provided and teachers are not sure when to expect the new curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

During the spring semester, a parent survey was conducted. The results of that survey were that parents feel like their child is cared for while at school and they like the communication that they receive. Parents have been given multiple opportunities to be involved with the school. However, some parents did wish to see a more cohesive way that teachers communicate with parents, especially with teachers on the same team. It was mentioned that one teacher communicates quite a bit, while the other does not. They also mentioned that they hope for better communication regarding what is going on in the classroom, especially individually regarding their students. Parents are invited to volunteer on campus at multiple events during the year. A few mentioned that they would like to come and volunteer or observe in the classroom.

Parent and Community Engagement Strengths

- Communication from principal through monthly newsletters
- The majority of parents responded to the spring survey that they felt like the communication that they received was effective
- With our campus having all new students, the parents have felt supported by the campus and feel like their children were well cared for at school
- Parents are very involved in the activities that we have on campus and look for opportunities to volunteer
- Many teachers had grants funded by community members and parents

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is inconsistent communication from teachers to parents. **Root Cause:** There has not been cohesive decision making regarding communication between teaching teams and/or school-wide cohesive communication method.

School Context and Organization

School Context and Organization Summary

Lobit Middle School is a safe learning environment that sets high expectations and realizes the benefit of collaboration with parents, community, students and staff. We align the goals of the campus based on the TEKS, which are vertically aligned and allow teachers to reinforce learning across multiple subject areas. Daily operations and schedules are in place to ensure all students are receiving maximum instructional time. Collectively, as a staff, we discuss needs, changes, or modifications which can be made in order to promote success for all students. The principal communicates campus academic and staffing needs throughout the school year by attending bi-weekly A-Teams with district administration and with superintendent and district offices during individual campus staffings for the next school year in early spring. We believe in the value of professional learning communities and ensure that all collaborative planning is surrounding the 4 questions of the PLC. We are ensuring that all students can learn at high levels every day.

School Context and Organization Strengths

- Teachers have the ability to communicate digitally with parents through Skyward and Outlook.
- The perception of students, teachers, parents and community members is that Lobit Middle School is a safe, positive learning environment that meets the needs of all students.
- Vertical alignment of the curriculum links our campus and district goals.
- Teacher believe that ALL means ALL

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): 100% of the students at Lobit Middle School do not make at least one year of academic progress. **Root Cause:** Teachers lack the knowledge and resources to effectively respond to student mastery through tier 2 intervention.

Technology

Technology Summary

Our campus boasts an array of strengths in technology integration. With an established protocol for Chrome carts, we ensure consistent and efficient use of technology resources. Periodic Professional Learning (PL) sessions empower educators to integrate district-promoted technology effectively. Expert teachers contribute extensive knowledge of technological tools, while students benefit from comprehensive year-round training, enhancing digital literacy. Our robust infrastructure ensures reliable internet connectivity, supported by collaborative partnerships with industry experts. Engagement with parents and guardians fosters support for technology-enhanced learning. Flexible policies accommodate diverse teaching styles, fostering innovation. Ongoing assessment allows us to gauge effectiveness and identify areas for improvement, ensuring continual growth in technology integration efforts.

Technology Strengths

- Established technology protocol for Chrome carts, ensuring consistent and efficient utilization of technology resources.
- Periodic Professional Learning (PL) sessions conducted throughout the year, facilitating discussions and demonstrations on integrating specific apps and district-promoted technology into teaching practices.
- A dedicated group of expert teachers possessing extensive knowledge about various technological tools available on campus.
- Comprehensive technology training provided to students year-round, surpassing the typical one-quarter allocation, thus enhancing their digital literacy and proficiency.
- Robust infrastructure supporting technology integration, including reliable internet connectivity .
- Collaborative partnerships with technology vendors or industry experts, enabling access to cutting-edge tools and resources for educational purposes.
- Occasional engagement with parents and guardians through informational sessions or workshops on navigating digital platforms and supporting their children's technology-enhanced learning experiences.
- Flexible policies and procedures accommodating diverse teaching styles and preferences for technology integration, fostering an environment conducive to innovation and experimentation.
- Ongoing assessment and evaluation mechanisms to gauge the effectiveness of technology integration initiatives and identify areas for improvement or further investment.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Despite the growing integration of technology by many faculty members, a small portion of our teaching cohort demonstrates inconsistent utilization or minimal adoption of technological tools and resources within their pedagogical practices. **Root Cause:** The root cause of this issue lies in several factors: a lack of awareness regarding available technological tools, insufficient training opportunities, resistance to change, and a fragmented institutional approach to technology integration.

Priority Problem Statements

Problem Statement 1: 100% of the students at Lobit Middle School do not make at least one year of academic progress.

Root Cause 1: Teachers lack the knowledge and resources to effectively respond to student mastery through tier 2 intervention.

Problem Statement 1 Areas: School Context and Organization

Problem Statement 2: WIN time is not planned to maximize intervention time.

Root Cause 2: The implementation of WIN time switches are problematic due to logistical challenges, particularly when team teachers are absent. Time needed for switches, gathering materials, etc. also frequently decreases the amount of actual classroom instruction time for the students.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Tier 2 instruction is not effective in every classroom.

Root Cause 3: Tier 2 instruction suffers from inadequate materials and an understanding of scaffold levels of instruction (vertical alignment)

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Teachers are not adequately prepared for the RLA curriculum.

Root Cause 4: The district scope and sequence does not align with the district provided HMH curriculum.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Reading teachers are not adequately trained to implement guided reading in their classrooms.

Root Cause 5: Lacks leveled reading within small groups. Classroom RLA teachers do not have the necessary materials or training to determine individual student reading levels.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Communication from admin is lacking when responding to village violations/referrals.

Root Cause 6: Lack of system to ensure appropriate communication in regards to discipline.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: Attendance is still under 98% on average

Root Cause 7: Parents are still struggling with adjustments after COVID and school attendance is not a priority

Problem Statement 7 Areas: Demographics

Problem Statement 8: Increase in turnover of paraprofessional staff this school year.

Root Cause 8: Increase hiring panel to hopefully select more qualified candidates.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Science teachers are still learning the new standards.

Root Cause 9: A district scope and sequences with the newly adopted TEKS has not been provided and teachers are not sure when to expect the new curriculum.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: There is inconsistent communication from teachers to parents.

Root Cause 10: There has not been cohesive decision making regarding communication between teaching teams and/or school-wide cohesive communication method.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: Despite the growing integration of technology by many faculty members, a small portion of our teaching cohort demonstrates inconsistent utilization or minimal adoption of technological tools and resources within their pedagogical practices.

Root Cause 11: The root cause of this issue lies in several factors: a lack of awareness regarding available technological tools, insufficient training opportunities, resistance to change, and a fragmented institutional approach to technology integration.

Problem Statement 11 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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: June 20, 2024

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

Performance Objective 1: 100% of students in reading and math will show one year's worth of growth on STAAR.

High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details	Reviews			
Strategy 1: Utilize CTT time 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores				
Staff Responsible for Monitoring: Principal Assistant Principal Classroom Teachers Instructional Coaches				
- TEA Priorities: Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Provide focused professional development in all content areas:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in the number of students performing on grade level and an increase in campus/district/state assessment scores				
Staff Responsible for Monitoring: Principal Assistant Principal AVID Instructional Team				
- TEA Priorities: Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Provide focused walkthroughs targeting best practice tools in all classrooms	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in students performing on grade level and an increase in campus/ district/state assessment scores	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coaches				

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

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

Performance Objective 2: High focus and two lowest student groups will meet the state target in math and reading in academic achievement and growth for Domain 3 Closing the Gaps.

High Priority

Evaluation Data Sources: STAAR Results

Strategy 1 Details			Reviews		
Strategy 1: Resource teachers will collaborate with general education teachers to collaboratively plan. Unpack the TEKS, understand the depth of TEKS, connect scaffolding ideas and how the student expectations must be understood in order to plan for students in special education. Effective SDI		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in growth of campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches RISE Teachers - **TEA Priorities:** Improve low-performing schools					

Strategy 2 Details			Reviews		
Strategy 2: Provide training to classroom teachers on effective ways to accommodate classroom assignments and instructional strategies		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Case Managers - **TEA Priorities:** Improve low-performing schools					

Strategy 3 Details	Reviews			

Strategy 3: Teachers will track all student data by student by standard to ensure there are not gaps in performance amongst student populations.
    Strategy's Expected Result/Impact: Closing the gaps between students scoring at meets and masters within subpopulations.
    Staff Responsible for Monitoring: Administrator, Teacher, Instructional Coaches, Interventionists
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

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

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

Performance Objective 3: 100% of EB students will show one year's worth of growth on TELPAS.

    High Priority

    Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
Strategy 1: Teachers will demonstrate consistent use of ELPS strategies in all classrooms	**Formative**			**Summative**
*academic vocabulary, brick and mortar words *7 Steps to a Language Rich Classroom *Summit K12 *After school tutorials	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase campus/district/state assessment score
    Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers
 	
    Funding Sources: - 211-Title IA, - 255-Title IIA, - 263-Title IIIA				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will provide instruction using research based supplemental materials, consistent use of word walls with pictures and other vocabulary strategies in all classrooms to support academic language development	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores
    Staff Responsible for Monitoring: Classroom teachers, Instructional Coaches
 	
    Funding Sources: - 211-Title IA, - 255-Title IIA, - Local Funding, - Special Programs, - 199-SCE				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will plan and deliver instruction using TELPAS rating outcomes, PLDs, and TELPAS listening and speaking rubrics	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in TELPAS rating levels
Increase in campus/district/state assessment scores
    Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coaches
 	
    - TEA Priorities:
Improve low-performing schools				

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

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

Performance Objective 4: 60% of students, including those in specific student groups, will perform at Meets or Masters on STAAR math and reading.

    High Priority

    Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
Strategy 1: Administer and analyze district reading, math, writing, and science assessments. *disaggregate results by teacher *disaggregate by student groups *discuss in content team team meetings and plan for interventions and the spiraling of non mastered TEKs, as guided by the four questions of the PLC process	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores
    Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists
 	
    TEA Priorities:
Improve low-performing schools
    Funding Sources: - No Funding Required				

Strategy 2 Details	Reviews			
Strategy 2: Using identified Essential Standards in Reading Language Arts, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores
    Staff Responsible for Monitoring: District Curriculum Specialist, Literacy Academic Coach, Classroom teachers
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **Additional Targeted Support Strategy**
    Funding Sources: - 255-Title IIA, - 263-Title IIIA, - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Using identified Essential Standards in Math, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Academic Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local Funding, - 199-SCE, - 211-Title IA				

Strategy 4 Details	Reviews			
Strategy 4: Using identified Essential Standards in Science, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson plans Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Academic Coaches **Funding Sources:** - Local Funding, - 199-SCE, - 211-Title IA				

Strategy 5 Details	Reviews			
Strategy 5: Using identified Essential Standards in Social Studies, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Lesson Plans Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Teachers, Academic Coaches and Campus Administrators				

Strategy 6 Details	Reviews			
Strategy 6: Monitor student progress through Content Team Time to discuss how will teachers know if students learn Essential Standards, how teachers will respond when mastery isn't achieved, and how teachers will extend learning when mastery is met.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, Instructional Coaches, Instructional Interventionists **TEA Priorities:** Improve low-performing schools **Funding Sources:** - No Funding Required				

Strategy 7 Details		Reviews		
Strategy 7: Adhere to district guidelines and training for Response to Intervention by: *conducting monthly grade level meeting to review Tier 1 strategies for students and determine if additional supports are needed		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Fewer students performing below grade level **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, SIT Team - **TEA Priorities:** Improve low-performing schools **Funding Sources:** - No Funding Required					

Strategy 8 Details		Reviews		
Strategy 8: Conduct SIT meetings to develop Tier 2 plans of intervention for students struggling to master grade level TEKS and STAAR objectives after universal interventions have been tried		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Fewer students performing below grade level **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers, SIT Team **Funding Sources:** - No Funding Required					

Strategy 9 Details		Reviews		
Strategy 9: 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.		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Teachers and Campus administrators					

Strategy 10 Details		Reviews		
Strategy 10: LMS will promote well-rounded educational opportunities by providing ALL students (including those considered low-income) with supplies, materials, technology, hands-on learning opportunities (STEAM/Robotics related field trips), and supporting of non-profit competitions related to STEAM/Robotics in order to provide an enriched and accelerated curriculum.		**Formative**		**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in state test scores **Staff Responsible for Monitoring:** Principal, STEM Coordinator, STEM Teachers					

Strategy 11 Details	Reviews			
Strategy 11: Continue to implement the PLC At Work process campus wide.	Formative			Summative
*Content Team Time utilizing the four questions of the PLC process	**Nov**	**Jan**	**Mar**	**June**
*Creating exemplars of student mastery *Analyzing student work and comparing to the exemplar *Using data to determine Just In Time Intervention *Continue the RTI at Work Process **Strategy's Expected Result/Impact:** Increase in campus/district assessments, state assessment scores **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coaches Teachers - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

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

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

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

    High Priority

    Evaluation Data Sources: Teacher certifications

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in training opportunities provided by the district to prepare them for the ESL certification exam	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in TELPAS results Increase in campus/district/state assessment scores **Staff Responsible for Monitoring:** Classroom teachers **Funding Sources:** - Local Funding, - 255-Title IIA				

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

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

Performance Objective 1: Student removal from class due to in-school or out of school suspension will decrease by 10%

    High Priority

    Evaluation Data Sources: Weekly/Monthly discipline reports

Strategy 1 Details	Reviews			
Strategy 1: All students will participate in character class as well as one character lesson per week during WIN time	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. **Staff Responsible for Monitoring:** Counselor	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide Weekly Character Strong lesson	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance **Staff Responsible for Monitoring:** Counselor, Classroom teachers	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Participate in activities that promote good choices, bully prevention, and conflict resolution, such as: Red Ribbon Week No Place for Hate Finding Kind	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. **Staff Responsible for Monitoring:** Counselor CIS	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Participate and implement district-wide training and strategies in Restorative Practices *Treatment Agreements in every classroom *Planned 60 Second Relate Breaks, 90 Second Sparks, and 2 Minute Connections	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase in trust and relationships between teachers and students. Increase in time on-task in classrooms. Decrease in misconduct resulting in office referrals. Increase in student performance. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Leadership Team				

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

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

Performance Objective 2: Student attendance will average 96% for the 24-25 school year.

    Evaluation Data Sources: Daily attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Ongoing attendance incentives.	**Formative**			**Summative**
- Game time cart - Attendance levels for HR classrooms	**Nov**	**Jan**	**Mar**	**June**

- Mr. Potato Head
 - Tech/games at lunch
 - Outside lunch
     Strategy's Expected Result/Impact: Attendance will continually increase
     Staff Responsible for Monitoring: All staff				

Strategy 2 Details	Reviews			
Strategy 2: Daily phone calls to families of students that are absent	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased daily attendance	**Nov**	**Jan**	**Mar**	**June**

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

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

Performance Objective 3: Maintain our Positive Behavior Intervention System to recognize student and staff behavior.

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

Performance Objective 1: LMS will provide multiple opportunities for parent engagement throughout the school year.

Strategy 1 Details		Reviews		
Strategy 1: Provide parent education on communication tools during Meet the Teacher Night, first day packets, Parent Orientation, and teacher web pages		**Formative**		**Summative**
Strategy 1: Provide parent education on communication tools during Meet the Teacher Night, first day packets, Parent Orientation, and teacher web pages		**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in parent engagement
Increase in student attendance
Increase in student performance
    Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Office Staff, Classroom Teachers
 	
    Funding Sources: - 211-Title IA, - Local Funding				

Strategy 2 Details		Reviews		
Strategy 2: Promote parent involvement through *Title 1 Parent Meeting *Parent Orientation		**Formative**		**Summative**
*Parent University sessions *Gatorcon *Career Day *Open House *Monthly "Upcoming Events" newsletters *Teacher Web Pages *Sunshine calls - BOY, MOY, and EOY *timely information delivered on child's assessment results		**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase in parent involvement
Increase in student performance
    Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers
 	
    Funding Sources: - 211-Title IA, - Local Funding				

Strategy 3 Details	Reviews			
Strategy 3: Promote parent involvement through parent-teacher conferences that create a compact between the school and the parent to ensure student success and there the school provides information in a language parents can understand **Strategy's Expected Result/Impact:** Increase in parent involvement Increase in student attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Funding Sources:** - Local Funding	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for Junior High counselors to discuss junior high expectations and courses available to students and parents. **Strategy's Expected Result/Impact:** Increase in student attendance **Staff Responsible for Monitoring:** Counselor, JH Counselor **Funding Sources:** - 211-Title IA, - Local Funding	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

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

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

Performance Objective 2: LMS staff will utilize Schoology as well as other platforms to provide ongoing communication with families.

Strategy 1 Details		Reviews			
Strategy 1: Monthly newsletters, Dojo, Skyward, Remind will be used to ensure families are informed.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

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

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

Performance Objective 1: Teachers will have opportunities each semester to complete a survey to provide feedback about campus strengths and areas for improvement.

    Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			

Strategy 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
 	
    Strategy's Expected Result/Impact: Increase in understanding of grade level expectations
    Increase in student performance
    Staff Responsible for Monitoring: Principal Assistant Principal, Counselor, Mentor Teachers
 	
    - TEA Priorities:
    Recruit, support, retain teachers and principals
    Funding Sources: - Local Funding
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			

Strategy 2: Any new teacher will participate in the "Protege"
program provided by the district with support from a mentor teacher located on that
campus. Second year teachers still in need of a mentor will join the district's
NaviGator program for additional support.
    Strategy's Expected Result/Impact: Teacher understanding of campus and district procedures
    Lower teacher turnover rate
    Staff Responsible for Monitoring: Director of Professional Development
 	
    - TEA Priorities:
    Recruit, support, retain teachers and principals
    Funding Sources: - 255-Title IIA, - Local Funding
	Formative			**Summative**

	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Offer a network of support to new teachers and mentors by: *informal meetings with principal *meeting with mentor to discuss various topics *grade level meetings *campus PLCs *district and campus professional development **Strategy's Expected Result/Impact:** Teacher understanding of campus and district procedures Lower teacher turnover rate **Staff Responsible for Monitoring:** Principal, Assistant Principal, Classroom Teachers **Funding Sources:** - Local Funding, - 255-Title IIA	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			

Strategy 4: Survey staff at mid year to determine areas of interest for summer staff development and at the end of the year to determine fall staff development
    Strategy's Expected Result/Impact: Staff development will be relevant to the needs of the teachers
    Staff Responsible for Monitoring: Principal, Assistant Principal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			

Strategy 5: Provide staff shout-outs throughout the school year, Holiday Fun Events, and Team Bonding Experiences
*birthday shout-outs
*pass a smile notebook
*perfect attendance shout-out
*employee of the month shout out
*holiday planned fun
*quarterly pot luck
    Strategy's Expected Result/Impact: Teacher feelings of worth
lower staff turnover
    Staff Responsible for Monitoring: Hospitality Committee of Teachers
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

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

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

Performance Objective 2: All New to LMS teachers will be assigned buddy teacher and all protege teachers will be assigned a mentor teacher on campus.

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

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

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

Strategy 1 Details			Reviews		
Strategy 1: Principal and secretary will work with the district business office to ensure all monies are appropriately spent.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have appropriate resources Increase in student performance		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Secretary					

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

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	4	2	Using identified Essential Standards in Reading Language Arts, teachers will understand and unpack each standard, developing plans and instruction to ensure student mastery.

State Compensatory

Budget for Elva C. Lobit Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 3.42
Brief Description of SCE Services and/or Programs

Personnel for Elva C. Lobit Middle School

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

Title I Personnel

Name	Position	Program	FTE
Schumann, L	Instructional Coach		1

Plan Notes

2019-20 State Compensatory Education Program

Lobit Middle School

The District/Campuses use the state criteria for determining students 'at-risk'. A student "at-risk of dropping out of school" is under 26 years of age and who meets one or more the following criteria:

1. was not advanced from one grade level to the next for one or more school years; [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC 29.081 (d-1).]

2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

5. is pregnant or is a parent;

6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;

8. is currently on parole, probation, deferred prosecution, or other conditional release;

9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

10. is a student of limited English proficiency, as defined by TEC §29.052;

11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;

13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation; or

14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section 29.259.

Lobit Middle School will use 2019-20 State Compensatory funds that total $157,271 in the following way:

- Provide supplemental Instructional Coaches, Instructional Interventionists, and Instructional Paraprofessionals to support identified students in core subjects on campus ($105,740),
- Provide Communities in School Program/Personnel on campus to support district dropout prevention program ($27,500),
- Provide supplemental funds for accelerated instruction (Summer Programs), transportation and instructional materials/programs for struggling students not meeting state standards ($567),
- Provide District Social Worker for students ($23,463).

Campus Funding Summary

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

Local Funding

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

263-Title IIIA

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

Special Programs

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

No Funding Required

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			$0.00
1	4	6			$0.00
1	4	7			$0.00
1	4	8			$0.00
				Sub-Total	$0.00

Addendums

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

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

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

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

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

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

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

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